

Formative Evaluation of Provincial ALP Models and Centres

Final Evaluation Report

September 16,
2022



Evaluation Timeframe:
2016 - 2021

Evaluation Execution:
December 2021 – September
2022

Submitted by:
AAN Associates, Pakistan

Submitted to:
UNICEF Country Office Pakistan

Formative Evaluation of **Provincial ALP Models and Centres**

Final Evaluation Report

September 16, 2022

Revised Evaluation Report

July 10, 2022

Draft Evaluation Report

June 7, 2022

Evaluation Timeframe: **2016 – 2021**

Evaluation Execution: **December 2021 – September 2022**

Submitted by: **AAN Associates, Pakistan**

Submitted to: **UNICEF Country Office Pakistan**

ACKNOWLEDGEMENT

The evaluation team expresses its gratitude to all those who contributed to the successful completion of this evaluation. We take this opportunity to thank the public education sector representatives from the Directorate of Education Balochistan; Project Implementation Unit Khyber Pakhtunkhwa; Punjab Literacy and Non-Formal Basic Education Department; Sindh Directorate of Literacy and Non-Formal Education (among other provincial stakeholders) for enabling access to information and informing this evaluation with their views and suggestions.

We are thankful to UNICEF Pakistan for their trust and continued support throughout the evaluation. Special thanks to Luis Gorjon Fernandez, Carlos Javier Rodriguez Cuellar, Shamshad Begum, Junaid Tahir, Gulnaz Jabeen, Sehr Qizilbash, Sehrish Nagi and Erum Burki for valuable guidance and input.

We take this opportunity to acknowledge the hard work put into this evaluation by AAN's evaluation team including: Hamna Ishaq, Fatima Masud, Ayesha Javaid, Dr. Shahzad Mithani, Asher Osman Khan, Razia Naveed, Sara Salahuddin, Faisal Shahzad and Dr. Aamir Hasni. Last but not least, we extend our gratitude to the communities in Pakistan who participated in this evaluation and shared their experiences and suggestions.

Education for out of school children remains crucial for enabling children to realize their full potential. We wish the provincial governments of Pakistan and UNICEF well for their future work and continued partnership for the improvement in education status for the children of Pakistan.

On behalf of the Evaluation Team

Nadeem Haider
Chief Executive Officer
AAN Associates

LIST OF ACRONYMS

ABBREVIATION	FULL FORM
AE	Accelerated Education
AEWG	Accelerated Education Working Group
ALP	Accelerated Learning Programme
BAEC	Baluchistan Assessment and Examination Commission
BISP	Benazir Income Support Programme
BoC	Bureau of Curriculum
BTBB	Baluchistan Textbook Board
CEval	Center for Evaluation
CPD	Country Programme Document
CRC	Convention on the Rights of the Child
CSO	Civil Society Organization
DAC	Development Assistance Committee
DCAR	Directorate of Curriculum, Assessment and Research
DCTE	Directorate of Curriculum & Teacher Education
DoE	Directorate of Education
DPD	Directorate of Professional Development
DoS	Directorate of Schools
DRR	Disaster Risk Reduction
E&SED	Elementary & Secondary Education Department
EMIS	Education Management Information System
ERG	Evaluation Reference Group
ESED	Elementary and Secondary Education Department
ESP	Education Sector Plan
EU	European Union
FGD	Focus Group Discussions
GDP	Gross Domestic Product
GEEW	Gender Equality and Empowerment of Women
GEROS	Global Evaluation Reports Oversight System
GoB	Government of Balochistan
GoP	Government of Pakistan
HBGS	Home-Based Girls Schools
HELP	Home-Based Education Learning Package
HQ	Head Quarters
HRBA	Human Rights-based Approach
ICT	Information Communication Technologies
IDP	Internally Displaced Person
IEC	Information, Education and Communication
IP	Implementing Partner
IRC	Indus Resource Centre
JICA	Japan International Cooperation Agency
KII	Key Informant Interview
KP	Khyber Pakhtunkhwa
L&NFBE	Literacy and Non-Formal Basic Education
LAD	Literacy Assessment Drive
LEG	Local Education Group
LM	Learning Mobilizer
MH&PSS	Mental Health and Psychosocial Support
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
NATCOMM	Norwegian National Committee
NFBE	Non-Formal Basic Education
NFE	Non-Formal Education
NFE-MIS	Non-Formal Education Management Information System
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
OOSC	Out-of-School Children
PANEL	Participation, Accountability, Non-Discrimination and Equality, Empowerment and Legality
PCq	Planning Commission Form-I
PCO	Pakistan Country Office
PD	Professional Development
PITE	Provincial Teachers Training Institute

ABBREVIATION	FULL FORM
PIU	Programme Implementation Unit
PND	Planning and Development Board
PPIU	Policy Planning and Implementation Unit
PTSMC	Parent-Teacher School Management Committee
QA	Quality Assurance
R&E	Research and Evaluation
RR	Regular Resources
RWP	Rolling Work Plan
SDG	Sustainable Development Goals
SED	Special Education Department
SELD	Sindh Education & Literacy Department
SOP	Standard Operating Procedures
TMO	Training and Mentoring Officers
ToC	Theory of Change
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UDHR	Universal Declaration of Human Rights
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
UN-SWAP	United Nations System-wide Action Plan
VEC	Villages Education Committee
VNF	Volunteer Network Forum
WASH	Water, Sanitation and Hygiene

GLOSSARY

KEY TERMS OF EVALUATION

Accelerated Education Working Group (AEWG)	The Accelerated Education Working Group (AEWG) is an inter-agency working group made up of several education partners supporting and/or funding Accelerated Learning Programmes (AEPs). ¹
Accelerated learning programmes/pathways (AEP)	A flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on, or had their education interrupted by, poverty, marginalisation, conflict and crisis. The goal of AEPs is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity. ²
Accelerated education (AE) principles	These principles aim to clarify the essential components of effective AEP. Each principle contains evidence-informed best practices which can be viewed as a series of key actions or indicators to support the design, implementation and evaluation of accelerated education work. ³
Basic education	Typically comprises primary and lower secondary education, and increasingly one or more years of pre-primary education. ⁴
Centre for Evaluation approach (CEval)	Uses a participatory approach, clients as well as other relevant parties (e.g., implementing partners or target groups) are involved in the different phases of the evaluation process.
Coherence	The compatibility of the intervention with other interventions in a country, sector or institution. ⁵
Contribution analysis design	Contribution analysis explores attribution through assessing the contribution a programme is making to observed results. ⁶
Effectiveness	The extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups. ⁷
Efficiency	The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way. ⁸
Equity	All children have a fair chance to survive, thrive and reach their full potential. ⁹
Formative evaluation	Formative evaluations are done during the development of a programme or during the course of a programme to identify areas for improvement.
Gender equality	Is the process of being fair to men and women, boys and girls and is about equality of outcomes and results. Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender roles, norms or differences between the sexes. ¹⁰
Human rights-based approach (HRBA)	A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. ¹¹
Hybrid evaluation design	Using multiple evaluation designs.
Impact	The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects. ¹²
Internally displaced persons (IDP)	Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular because of or to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border. ¹³
Mixed-methods approach	A procedure for collecting, analysing and 'mixing' both quantitative and qualitative research and methods in a single study to understand a research problem. ¹⁴
Non-formal education (NFE)	Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognised as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Non-formal education can cover programmes

¹ Inter-agency Network for Education in Emergencies, 'Accelerated Education', <<https://inee.org/collections/accelerated-education>>.

² Inter-agency Network for Education in Emergencies, 'Accelerated Education Definitions', <<https://inee.org/resources/accelerated-education-definitions>>.

³ Inter-agency Network for Education in Emergencies, 'Accelerated Education 10 Principles for Effective Practice', <<https://inee.org/resources/accelerated-education-10-principles-effective-practice>>.

⁴ UNESCO International Bureau of Education, 'Basic Education', <<http://www.ibe.unesco.org/en/glossary-curriculum-terminology/b/basic-education>>.

⁵ OECD, 'Evaluation Criteria', <<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>>.

⁶ Better Evaluation, 'Participatory Evaluation', <https://www.betterevaluation.org/en/plan/approach/participatory_evaluation>.

⁷ OECD, 'Evaluation Criteria', <<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>>.

⁸ *Ibid.*

⁹ UNICEF, 'Equity: A Fair Chance for Every Child', <https://sites.unicef.org/equity/85938_85940.html>.

¹⁰ INTERM, <<https://unterm.un.org/unterm/display/record/unog/na?OriginalId=94705>>.

¹¹ HRBA Portal, 'What is a Human Rights-Based Approach', <<https://hrbportal.org/faq/what-is-a-human-rights-based-approach>>.

¹² OECD, 'Evaluation Criteria', <<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>>.

¹³ World Bank Metadata Glossary, <<https://databank.worldbank.org/metadatalogglossary/world-development-indicators/series/VC.IDP.NWDS>>.

¹⁴ NOVA: Southeastern University, 'Mixed Methods', <https://education.nova.edu/Resources/uploads/app/35/files/arc_doc/mixed_methods.pdf>.

KEY TERMS OF EVALUATION

	contributing to adult and youth literacy and education for out-of-school children (OOSC), as well as programmes on life skills, work skills, and social or cultural development. ¹⁵
Normative comparison design	Method to compare an individual to a norm group.
Organisation for Economic Co-operation and Development – Development Assistance Committee (OECD-DAC)	Principal body through which the OECD deals with issues related to cooperation with developing countries.
Out-of-school children (OOSC)	Children of official primary school age who are not in primary or secondary education. ¹⁶
Participatory	An approach that involves developing a partnership between stakeholders to collaboratively design, implement and use evaluations. Stakeholders may be involved in some or all the following processes: developing tools, setting indicators (if they are used), undertaking data collection or analysis, and sharing concerns, experiences and learning. ¹⁷
Relevance	The extent to which the intervention objectives and design respond to beneficiaries, global, country and partner/institution needs, policies and priorities, and continue to do so if circumstances change. ¹⁸
Sustainability	The extent to which the net benefits of the intervention continue or are likely to continue. ¹⁹
Thematic analysis approach	Thematic analysis is a qualitative data analysis method that involves reading through a data set (such as transcripts from in-depth interviews or focus groups) and identifying patterns in meaning across the data to derive themes. ²⁰
UN-SWAP	Launched in 2012, implementing the 2006 United Nations system-wide policy on gender equality and the empowerment of women of the United Nations System Chief Executives Board for Coordination and focused on gender mainstreaming and planning. The second generation of the System-wide Action Plan (UN-SWAP 2.0) was developed with widespread consultation across United Nations system entities and launched in 2018, with a focus on results and in alignment with the 2030 Agenda for Sustainable Development. ²¹

¹⁵ UNTERM, <<https://unterm.un.org/unterm/display/record/unesco/na?OriginalId=28254>>.

¹⁶ UNESCO Institute of Statistics, Out-of-School Children and Adolescents in Asia and the Pacific: Left Behind on the Road to Learning Opportunities for All, <http://uis.unesco.org/sites/default/files/documents/out-of-school-children-and-adolescents-in-asia-and-pacific-left-behind-on-the-road-to-learning-opportunities-for-all-2015-en.pdf>

¹⁷ Better Evaluation, 'C4D Hub: Definition of Key Terms', <<https://www.betterevaluation.org/en/node/6005>>.

¹⁸ OECD, 'Evaluation Criteria', <<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>>.

¹⁹ Ibid.

²⁰ Delve, 'How to do Thematic Analysis', <<https://delvetool.com/blog/thematicanalysis>>.

²¹ UNTERM, <<https://unterm.un.org/unterm/display/record/unhq/na?OriginalId=27208ade1f38c5ad852579f3004c5a1a>>.

TABLE OF CONTENTS

Executive Summary	i
Chapter 1: Introduction and Object of the Evaluation – Provincial Accelerated Learning Programme	1
1.1 Intervention Context.....	1
1.2 Object of the Evaluation – Provincial ALP Models and Centres.....	4
1.3 Significance of Support Provided to ALP Centres	6
1.4 Theory of Change	6
Chapter 2: Evaluation Purpose, Objectives, Scope and Key Questions.....	8
2.1 Purpose and Objectives of the Evaluation.....	8
2.2 Evaluation Stakeholder Roles and Possible Uses of the Evaluation.....	8
2.3 Evaluation Scope, Evaluation Criteria and Key Evaluation Questions.....	9
Chapter 3: Evaluation Design, Methodology, Quality Assurance and Ethics	11
3.1 Evaluation Design	11
3.2 Evaluation Methods	11
3.3 Data Consolidation, Processing and Analysis	13
3.4 Evaluation Quality Assurance Procedures	13
3.5 Integration of Gender Equality and Equity into Evaluation	13
3.6 Compliance with UNEG and UNICEF Ethical Norms and Standards	14
3.7 Limitations and Mitigation Measures	14
3.8 Evaluation Management, Implementation Phases and Deliverables	15
Chapter 4: Evaluation Findings, Analysis and Preliminary Conclusions	17
4.1 Relevance	17
4.2 Coherence	20
4.3 Effectiveness.....	22
4.4 Efficiency.....	31
4.5 Impact	33
4.6 Sustainability.....	35
4.7 HRBA, Gender Equality and Equity	36
Chapter 5: Conclusions, Lessons Learnt and Recommendations	41
5.1 Conclusions	41
5.2 Lesson Learnt	43
5.3 Recommendations	44
Appendix 1: Terms of Reference	48
Appendix 2: Intervention Context around OOSC.....	67
Appendix 3: Accelerated Education Working Group (AEWG) 10 Principles	72
Appendix 4: Provincial Landscape of ALPs	74
Appendix 5: Provincial Policy Frameworks around Education and OOSC	77
Appendix 6: Programmes Stakeholder.....	78
Appendix 7: Breakdown of ALPs by the Type and Province.....	80
Appendix 8: Overlaps between the Evaluation Designs.....	81
Appendix 9: Evaluation Matrix.....	82
Appendix 10: List of Documents Reviewed	90
Appendix 11: Key Informant Interview Guide	96
Appendix 12: KIIs Stakeholders	119
Appendix 13: Focus Group Discussion Guide.....	120
Appendix 14: FGDs Participants	125
Appendix 15: List of Selected ALPs.....	126
Appendix 16: ALP Assessment Tool	127
Appendix 17: Training Plan for Field Team	130
Appendix 18: Quality Assurance Measures Implemented	133
Appendix 19a: Compliance to UNEG Norms and Standards for Evaluation 2017	134
Appendix 19b: Compliance to UNICEF Procedure for Research & Evaluation	141
Appendix 20: Evaluation Team Matrix	142
Appendix 21: Work Plan and Deliverables	144
Appendix 22: Relevance Detailed Findings.....	145
Appendix 23: Alignment between ALPs and Provincial Policies	150

Appendix 24: Alignment of ALPs with AE Principles.....	153
Appendix 25: Provincial Level Achievements (Against Donor Targets and RWPs)	163
Appendix 26: Innovation as Policy Priority	167
Appendix 27: Efficiency Tables	170
Appendix 28: Compliance with UN-SWAP	171
Appendix 29: Provincial Recommendations	172

LIST OF TABLES

TABLE 1: PROVINCIAL CONTEXT OF OOSC.....	3
TABLE 2: KEY PROGRAMME STAKEHOLDERS AND THEIR ROLES.....	4
TABLE 3: INTENDED PARTICIPANTS OF SUPPORTED ALPs.....	5
TABLE 4: STAKEHOLDERS ROLES AND POSSIBLE USES OF THE EVALUATION	8
TABLE 5: KEY EVALUATION QUESTIONS.....	9
TABLE 6: DISTRICT SELECTION.....	12
TABLE 7: INTEGRATION OF HRBA, GENDER EQUALITY AND EQUITY INTO EVALUATION.....	14
TABLE 8: LIMITATIONS AND MITIGATION MEASURES.....	14
TABLE 9: SNAPSHOT OF PROVINCIAL CONTEXT OF NFE SECTOR	17
TABLE 10: BOTTLENECKS & ALP INTERVENTIONS ADDRESSING THESE BOTTLENECKS.....	18
TABLE 11: ALIGNMENT BETWEEN ALP INTERVENTIONS & PROVINCIAL SECTORAL POLICIES	19
TABLE 12: EXTERNAL COHERENCE BY THE PROVINCE.....	21
TABLE 13: ENABLING AND DISABLING FACTORS AND THEIR IMPLICATION ON SUPPORTED ALPx.....	26
TABLE 14: INTEGRATION OF ORGANISATION THEORY AT PROVINCIAL LEVEL	29
TABLE 15: SUPPORTED ALPs COMPLIANCE WITH HRBA PRINCIPLES.....	37
TABLE 16: INTEGRATION OF EQUITY IN SUPPORTED ALPs.....	38
TABLE 17: RECOMMENDATIONS.....	44

LIST OF VISUALS

FIGURE 1: STRUCTURE OF THE REPORT	1
FIGURE 2: AE PRINCIPLES	2
FIGURE 3: DIFFERENT NFE MODELS	3
FIGURE 4: GEOGRAPHICAL SPREAD OF ALPs	4
FIGURE 5: BUDGET AND UTILISATION.....	5
FIGURE 6: THEORY OF CHANGE (TOC)	6
FIGURE 7: EVALUATION CRITERIA.....	9
FIGURE 8: EVALUATION METHODS.....	11
FIGURE 9: DISTRIBUTION OF KIIS	12
FIGURE 10: FGD PARTICIPANTS	12
FIGURE 11: EVALUATION PHASES AND DELIVERABLES	15
FIGURE 12: COMPLIANCE OF ALP INTERVENTIONS WITH AE PRINCIPLES	21
FIGURE 13: ALP ACHIEVEMENTS BY THE PROVINCE.....	23
FIGURE 15: LIFE COURSE MODEL FOR KP AND SINDH.....	28
FIGURE 14: LIFE COURSE MODEL FOR BALOCHISTAN AND PUNJAB.....	28
FIGURE 16: INNOVATIVE THEORY	30
FIGURE 17: SUSTAINABILITY APPROACH.....	30
FIGURE 18: CUMULATIVE RESULTS ACHIEVED	31
FIGURE 19: COMPARISON OF COST/LEARNER.....	32
FIGURE 20: GENDER-DISAGGREGATED RESULTS	38

Executive Summary

This report presents the key findings, conclusions, lessons learnt and recommendations of the Formative Evaluation of Provincial Accelerated Learning Programme (ALP)²² models and centres (hereinafter referred to as 'supported ALPs'), supported by the United Nations Children's Fund, Pakistan Country Office (UNICEF PCO) and implemented by relevant education and non-formal education (NFE) public sector partners in the provinces (i.e., Balochistan, Punjab, Sindh and Khyber Pakhtunkhwa (KP)). ALP centres are a model of NFE that provide flexible, fast tracked education equivalent to the formal sector. AAN Associates undertook the evaluation from December 2021 to September 2022. The evaluation complies with the evaluation Terms of Reference (ToR, attached as Appendix 1) and follows UNICEF prescribed reporting guidelines (i.e., Global Evaluation Reports Oversight System (GEROS)). The report comprises five chapters and a series of appendices.

Intervention Context and Object of Evaluation: Pakistan is young country with a population of 220.8 million (2020).²³ The problem of out-of-school children (OOSC) is huge as one in every third child (32 per cent) between 5-16 years is not enrolled in the formal education system or is out of school.²⁴ The key contributory factors are: poverty, inaccessibility of schools and quality of education, and local norms restricting girls' education.

The object of this evaluation is to assess the UNICEF-supported ALPs in Balochistan, Sindh, Punjab and KP for children (aged 5-16 years), who have either not been admitted into or (if admitted) subsequently dropped out of the formal education system. Since 2016, UNICEF Pakistan has provided assistance to provincial governments to set up and institutionalize ALP centres to enrol OOSC (over-age youth in particular) with the possibility of either mainstreaming OOSC to formal education or shifting them to vocational training/employment. The evaluation scope included all ALP centres supported by the UNICEF PCO in 31 districts across four provinces of Pakistan.

Evaluation Purpose, Objectives and Scope: This is a Formative Evaluation with a learning focus. The expectations of this evaluation are to look backwards and generate evidence of success around institutionalization of ALPs in four provinces (both pre/during COVID-19), glean lessons learnt and good practices, and list recommendations for adaptation of supported ALPs. The geographic scope includes supported ALPs in 31 districts (of four provinces) and the temporal scope includes all UNICEF PCO-supported ALPs from 2016 to 2021. The thematic scope includes four components i.e., i) learners; ii) tutors/facilitators; iii) management of supported ALPs; and iv) alignment of supported ALPs with Ministry of Education (MoE) and policy frameworks. The scope excluded assistance by other partners/donors and UNICEF PCO-supported ALP centres beyond the targeted 31 districts.

Evaluation Design, Methodology and Limitations: The overarching approach to this evaluation was drawn from the **Center for Evaluation (CEval)**²⁵ and remained **Participatory**.²⁶ The evaluation applied a **Hybrid Design**, comprising two sub-designs i.e., **Contribution Analysis**²⁷ and **Normative Comparison**.²⁸ The contribution analysis assessed outcome level achievements disaggregated by province (to the extent possible) and normative comparison assessed consistency using the Accelerated Education Working Group's (AEWG) 10 principles.²⁹ The evaluation used a 'mixed-methods' approach. The quantitative component was based on secondary data (including budgets, expenditures and assessment of ALP centres) whereas the qualitative data was gathered through key informant interviews (KIIs) with 14 female and 27 male participants and focus group discussions (FGDs) with 170 female and 130 male participants. An extensive desk review of 253 documents has also informed the evaluation. The evaluation faced limitations around availability of usable performance and financial data, which constrained measurement of impact, effectiveness and efficiency.

Evaluation Findings and Conclusions: Evaluation findings and preliminary conclusions based on criteria developed by the Organisation for Economic Co-operation and Development – Development Assistance Committee (OECD-DAC) are found below:

²² As per UNICEF definition, Alternative Learning Programme (ALP) is an umbrella term, which includes a variety of different Non-Formal Education programmes.

²³ The World Bank, 'Population, total – Pakistan', <<https://data.worldbank.org/indicator/SP.POP.TOTL?locations=PK>>.

²⁴ Government of Pakistan, Pakistan Bureau of Statistics and Ministry of Planning Development & Special Initiatives, 'PSLM – 2019-20: Pakistan Social and Living Standards Measurement Survey (2019-20), District Level Survey', May 2021, <https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/Key_Finding_Report_of_PSLM_District_Level_Survey_2019-20.pdf>.

²⁵ CEval approach comprising: a) life-course model; b) organization theory; c) innovation theory; and d) sustainability approach.

²⁶ **Participatory Evaluation** is an approach that involves the stakeholders of a programme or policy in the evaluation process. This involvement can occur at any stage of the evaluation process, from the evaluation design to the data collection and analysis and the reporting of the study. Better Evaluation, 'Participatory Evaluation', <https://www.betterevaluation.org/en/plan/approach/participatory_evaluation>.

²⁷ **Contribution analysis** explores attribution through assessing the contribution a programme is making to observed results. Better Evaluation, 'Participatory Evaluation', <https://www.betterevaluation.org/en/plan/approach/participatory_evaluation>.

²⁸ **Normative comparison** is a method to compare an individual to a norm group.

²⁹ Inter-agency Network for Education in Emergencies, 'Accelerated Education', <<https://inee.org/collections/accelerated-education>>.



Relevance: The findings indicate that supported ALPs are relevant as the numbers of OOSC (in all provinces) are staggering. Through the technical support provided to provincial ALP centres, the aim was to formulate/approve NFE/ALP policy frameworks, develop/approve condensed ALP curricula and teaching and learning materials, and train staff and establish ALP centres. The provincial education and NFE stakeholders appear to have focused on education-based ALPs with limited integration/incorporation of technical and vocational education into ALP curricula for adolescent learners. The supported ALPs have taken an adaptive approach, whereby adjustments were made in design and delivery due to COVID-19. For instance, all provinces have taken measures to address COVID-19 risks by introducing home-based learning packages, subject-based educational videos, and others. The approach to supported ALPs was found to be consistent with provincial policy priorities (e.g., as listed in Balochistan NFE Policy 2016-2030; Khyber Pakhtunkhwa Education Sector Plan (ESP) 2020/21-2024/25; Punjab Literacy and Non-Formal Basic Education 2019-2020; and Sindh Non-Formal Education Policy 2017).

Coherence: The results of post-facto normative assessment of supported ALPs (against AEWG standards introduced in 2017) indicate a high to moderate level of coherence or consistency. The supported ALPs are fully/mostly compliant in Balochistan, KP and Sindh (found to be compliant with 9 out of a total of 10 principles; found non-compliant vis-à-vis alignment with the national education system). Punjab is slightly behind others for only being compliant with 7 of the 10 principles and being non-compliant due to non-approval/non-introduction of the ALP condensed curriculum.

The supported ALPs came up as the singular OOSC intervention by UNICEF provincial offices, hence the evaluation team is unable to assess how other OOSC interventions complemented the supported ALPs. The findings indicate variable sector coordination (involving public sector entities, development partners and civil society organizations (CSOs)) in different provinces. For instance, coordination was found effective but was carried out informally in KP whereas in Sindh, the coordination platform was found dormant. The sector coordination needs a clear focus and investments from relevant provincial actors.

Effectiveness: Data limitations (such as non-annualised targets, lack of provincial governments' targets and limited number of indicators for which achievement data is recorded) constrained a deeper effectiveness assessment of supported ALPs. The achieved vs planned outcomes are compared for three indicators for which secondary data is available (i.e., numbers of centres established, number of learners enrolled and number of facilitators trained). Achievements vary across the three indicators. The data points to Punjab and KP being most effective for achieving (for some over-achieving) the planned outcome targets. Balochistan and Sindh appear to have been less effective due to underachievement against planned targets. Balochistan managed to achieve three-fourths of the intended outcome targets whereas Sindh achieved only two-thirds of the targets. With exception of KP (where interventions started in 2020 and authorities opted to keep ALP centres open), COVID-19 delayed implementation and consequently affected achievements in the provinces.

The supported ALPs did contribute to/produce unintended results such as: perceived delaying of girl marriages (for parents to allow girls to complete education); learners disseminating COVID-19 precautionary messages; ALPs promoting inclusion by improving access for Afghan refugee children and children with disabilities; and learners helping families with calculations (after learning mathematics).

The most significant enablers include: availability and willingness of relevant provincial public institutions (except in KP) to immediately approve and roll out supported ALPs; use of community-based approaches and cultivation of community interest and ownership; flexible timing (morning and evening shifts for ALP learners); use of local facilitators (which reinforced trust in the centres); and placement of centres in villages/neighbourhoods (which improved accessibility). The disabling factors include: unavailability of qualified facilitators (especially in hard-to-reach communities in Balochistan and KP); limited success with mobilising public financing (across all provinces); and COVID-19 driven disruptions, which reportedly triggered economic migration-driven dropouts.

The NFE/ALP policies lay adequate focus on innovation, however there was limited clarity/guidance regarding: what is meant by innovation; what are the areas for innovation; and what are associated incentives. The evaluation found examples of needs-based innovations (i.e., use of supportive supervision for facilitators (in KP); use of madrassas/government schools as ALP centres (in Balochistan and KP); and learning assessment through use of technology (the Literacy Assessment Drive (LAD) application developed in Punjab)).³⁰ The documentation of innovation process and

³⁰ Literacy Assessment Drive (LAD) enables quick and error free learning assessment and consolidates assessment as feedback to the facilitator.



associated results remained weak. Moreover, limited focus is placed on knowledge creation/generation and learning exchange for replication and scale-up of good practices across provinces.

Efficiency: Data limitations constrained the measurement of efficiency. Province-specific budgets and expenditures tracking were not available for most provinces. In view of data limitations, the evaluation team has done a basic yet consolidated efficiency analysis. From the consolidated achievements data, the supported ALPs look efficient for being able to achieve overall targets (for three outcome indicators: centres established, learners enrolled, and facilitators trained) within available funds (used 68 per cent of allocated funds). Given the fact that outcome results (for three indicators) are mostly achieved whilst using only two-thirds of funds, the budgeting assumptions look unrealistic. The cost/learner appears to have increased from US\$38 (in 2018) to US\$94 (in 2020). This has been identified as an evaluation finding and the evaluation team feels that this should be explored further by UNICEF PCO. Compared to the national average for NFE (US\$49/learner), the supported ALPs look cost-efficient at US\$38 (if 2018 numbers are taken and not 2020 numbers).³¹

Impact: The evaluation has measured impact with respect to institutionalization of ALPs across provinces. This has been measured with respect to changes in the policy environment; curriculum; recruitment and training of facilitators; provincial budgets; certification process and reintegration mechanisms; and impact on OOSC and their families. Overall, the supported ALPs have contributed to both prioritisation and institutionalization of NFE/ALPs across all provinces. The most significant contributions are evident in terms of standardization of teaching and learning materials (including curricula and facilitator training materials), and examination, certification and reintegration systems. The assistance helped with drafting and approval of provincial NFE/ALP policies (i.e., KP, Punjab and Sindh). While the intent and willingness to commit public funds for NFE/ALPs is evident across provinces, none has so far allocated any funds. KP and Punjab have drafted Planning Commission Form-I (PC 1), however these are not yet approved. The supported ALPs have been successful in terms of defining the process for re-integration or mainstreaming ALP learners, however actual rates of re-integration/mainstreaming are still low (i.e., Balochistan 13.1 per cent, KP 3.4 per cent and Punjab 2.5 per cent). However, since ALP learners are not individually tracked, these statistics may not be accurate. Impact is evident in changing community (and parent) perceptions and willingness to let children resume education; inclusion of disabled and refugee children in supported ALPs; and perceived impact on delayed marriages for children (girls).

Sustainability: The evaluation team noted an absence of guidelines/exit planning for UNICEF's technical and financial disengagement from supported ALPs. Cross-province learning remained minimal, hence constrained replication of successful practices/learning across provinces. There is evident interest and willingness from provincial governments to continue supporting the ALPs. This has translated into approved NFE policies (except in KP); standardised curriculum and training material; and a defined process of certification and reintegration of learners into the formal education system. However, at the time of the evaluation fieldwork, the provincial governments had not yet allocated financial resources for the continuation and scale up of supported ALPs.

Non-DAC

Human rights-based approaches (HRBA): The supported ALPs were mostly consistent with HRBA principles across all four provinces: participation (through engagement of rights-holders and duty-bearers); non-discrimination and equality (supported ALPs were equally available for all target beneficiaries); empowerment (ALPs enabled access to education leading to perceived sense of empowerment in learners); and legality (compliant with local laws and provincial sectoral policies). Supported ALPs were partially compliant with the accountability principle due to lack of an ALP-supported feedback and grievance management system.

Gender Equality: Across all four provinces, the supported ALPs were found to be mostly compliant with gender equality principles. Although a structured gender assessment was not conducted in any province, implementation is assessed as gender responsive as both parents (male and female) were sensitised on the importance of education; community-based ALP centres were established for easier access to education (especially for girls); Menstrual Hygiene Management (MHM) kits were provided for young adolescent girls to promote an inclusive and safe learning environment; and female facilitators were used to comply with cultural norms. There are positive results as most of the facilitators engaged were female (creating employment opportunities for women in target communities) and almost half of the enrolled learners were girls (21096 out of 37340).

³¹ National Education Management System, Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training, Government of Pakistan, 'AEPAM: Pakistan Education Statistics Report – 2017/2018', January 2021, < <http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202017-18.pdf>>.



Equity: Supported ALPs were found to be partially compliant with equity principles across all provinces. The geographical targeting of districts to set up the ALP centres was based on equity parameters including disadvantaged, underserved, crisis-affected and/or hard-to-access communities. The implementation focused on including vulnerable groups (i.e., children from economically poor households or children who faced discrimination due to age and/or identity factors (such as ethnicity, religion, nationality, disability). The ALP reports/monitoring data do not offer disaggregated results on equity parameters for the evaluation team to offer any commentary on them.

Lessons Learnt and Recommendations: Find below the lessons learnt (including best practices) and recommendations drawn from findings and discussions with the UNICEF PCO team. Please note lessons learnt and recommendations are in summary form and for details see the relevant chapter in the main report.

Lessons Learnt: The provincial ALP centres contributed to the following good practices:

1. **Post-training coaching/mentoring of the facilitators helped the facilitators to discuss and seek guidance from mentors (titled differently in each province) and to access appropriate/responsive solutions to teaching and operational bottlenecks.** This has worked as on-job assistance/support, appreciated by all facilitators who benefited. In KP, the practice of professional development (PD) days has been identified as a good practice, where the facilitators had regular opportunities to seek advice from Training and Mentoring Officers (TMOs) (including the opportunity to discuss issues with fellow facilitators).
2. **For adolescent learners the incorporation of skills-based learning is critical.** This is essential for attracting and retaining the interest of adolescent learners and enabling them to be gainfully employed. This came up as a gap and merits immediate action in all provinces.
3. **Policy priorities and actions that deal with complex concepts and practices (such as NFE innovation) require simplified guidance whereby concepts are broken down into practical actions for planners and implementers to comprehend and put to use. Moreover, it is critical that innovative practices are documented well and shared widely for others to benefit.** The absence of guidance on innovation to a degree contributed to limited application of innovation. Moreover, while some innovative models were applied (i.e., supported supervision for facilitators; madrasa/government schools as ALP centres; technology-based learning assessment) there was limited focus on documentation and dissemination of innovative ideas for possible replication across provinces.

Recommendations: The shortened recommendations are as below.

1. **The need for parallel mechanisms for OOSC (across all provinces) is evident and merits further strengthening of NFE/ALP institutionalization and takeover of ALP centres by provinces, building on momentum created under UNICEF supported ALPs. The recommended actions for relevant provincial education and NFE actors (Balochistan: Directorate of Education (DoE); KP: Elementary and Secondary Education Department (ESED) and Programme Implementation Unit (PIU); Sindh: Directorate of Literacy and Non-Formal Basic Education (L&NFBE); Punjab: L&NFBE) include:**
 - Critically review and revise existing NFE/ALP Policy Frameworks and lay added focus on implementing systems for continuity of education/learning during emergencies (such as remote teaching and learning).
 - For KP, relevant education authorities must lobby (with other actors) to get approval of the draft ALP Policy (2020).
 - In line with provincial policy priorities, the relevant education and NFE departments should develop multi-year NFE/ALP institutionalization plans (3-5 years and seek assistance from development partners). The NFE/ALP institutionalization plans should provide a basis for development/revision of PC1s (Balochistan and Sindh to develop afresh and KP and Punjab to amend where applicable) and seek finances for institutionalization (including take-over of UNICEF and other donor-supported ALPs) and scale-up of NFE/ALPs.
 - In line with NFE/ALP multi-year institutionalization plans, provincial education and NFE departments should undertake the capacity assessment of existing NFE/ALP management structures at provincial/district levels; use findings to re-calibrate the NFE/ALP structures at all levels; and develop a comprehensive capacity development plan.
 - To attract and retain interest of disadvantaged children, provincial education and NFE departments must explore and collaborate with social protection agencies such as Benazir Income Support Programme (BISP) welfare etc. to seek financial and non-financial support for these learners.
 - Provincial education and NFE departments should continue to implement community mobilisation and engagement as an integrated part of NFE/ALPs. They should periodically assess and document



the good practices/challenges and disseminate widely to encourage replication and scale-up (within and across provinces).

- The current research, monitoring and evaluation structures and systems merit a critical re-assessment to enable timely tracking of results and use of monitoring/research data for decision making. Some of the recommended actions (provinces to internally discuss further) include creation of monitoring and research units (at the provincial level); allocation of at least 7 per cent of NFE/ALP resources for monitoring and periodic research; and expanding monitoring/results indicators (add results indicators such as learning assessments, completion rates, transition and mainstreaming rates, employment of completers, and enrolment numbers on children with disabilities and refugee children).
 - Unpack the concept of innovation for NFE/ALP (a policy priority for which provinces have only limited understanding) by producing a 'Guidance Document'. The document should elaborate what constitutes innovation; scope and scale; funding mechanisms; documentation; and incentives for inventors and implementers. Practical steps may entail creation of provincial innovation/challenge funds; active engagement with private sector/IT firms/universities to help find innovative solutions (around remote learning, learning assessments, etc); identification of innovation champions in provincial NFE/ALPs to steer the process, implement, monitor and document innovation; and organise regular dissemination events to showcase innovative ideas for intra- and inter-provincial scale-up.
 - For improved compliance to AEWG/accelerated education (AE) principles, the provincial education and NFE departments should undertake (or hire a third-party entity) normative assessments to have greater clarity around level of compliance (and non-compliance) and use the findings to plan for greater coherence with respect to learners, facilitators, ALP management and coherence with respect to policies and plans. A light touch assessment undertaken as part of the evaluation has indicated weaknesses and gaps around promotion of inclusion (equity), gender-sensitivity and protection practices into the ALP facilitator training materials.
2. **The relevance of UNICEF PCO cannot be over-emphasized given the history of engagement with provincial education authorities, successes and momentum created around ALP institutionalization across all provinces. Future assistance must focus on following:**
- Extend technical and financial assistance to the provinces in above listed areas where province/s may seek assistance such as: review/revision and approval of NFE/ALP policies; formulation of NFE/ALP institutionalization plans; capacity assessment and development of NFE/ALP structures; systems strengthening around curricula, facilitator training, learning assessments, examinations and mainstreaming; strengthening sector coordination, documentation and knowledge sharing; strengthening of research and monitoring systems; AEWG normative assessment; improvisation of community mobilisation; unpacking innovation through guidance documents and supporting activities; and others.
 - Lay out province specific assistance plans (in line with the above) and clearly define the results and actions (impact, outcomes, outputs and others) which should be reflected in provincial partnership agreements and UNICEF Rolling Work Plans (RWPs). Moreover, clearly define transition/exit plans, and improve internal budgeting and expenditures reporting to enable better tracking of cost of completion and cost/benefit calculations.
 - Lend support to the relevant education/NFE stakeholders and explore avenues for expanded engagement of CSOs, think tanks, academia, private sector in NFE/ALPs for potential partnership.
 - Partner with relevant provincial actors to commission/undertake periodic research and assessments to assess processes; map impact and outcome level results of interventions; and do cost efficiency calculations to help develop investment case/s for NFE/ALP advocacy and lobbying.
 - Improve documentation of successes around innovation in NFE/ALPs implemented so far (e.g., supportive supervision of facilitators, technology-based learning assessments and remote learning) and disseminate them for intra- and inter-provincial use, replication and scale-up.
 - UNICEF CO to support with country/federal level coordination forums to convene with regularity (once or twice a year to invite provincial authorities and other actors working on NFE/ALP) to discuss, reflect and share good practices and learning across provinces/national levels.



Introduction and Object of the Evaluation – Provincial ALP Models and Centres



Chapter 1: Introduction and Object of the Evaluation – Provincial Accelerated Learning Programme

This is the final report of the **Formative Evaluation of Provincial Accelerated Learning Programmes (ALPs)**³² (hereinafter referred to as ‘supported ALPs’), supported by the United Nations Children’s Fund, Pakistan Country Office (UNICEF PCO). Supported ALP centres are a model of NFE that provide flexible, fast tracked education equivalent to the formal sector. The supported ALPs aimed to provide learning opportunities to out-of-school children (OOSC) (age 5-16 years) via specialised facilities (intended to be more accessible) and curricula for students who have either not been admitted into the formal education system or who have dropped out. In 2016, UNICEF initiated technical and financial support to provincial governments to institutionalize ALP centres in four provinces of Pakistan (Balochistan, Punjab, Khyber Pakhtunkhwa (KP) and Sindh). The key implementers include relevant education (formal and non-formal) departments in all four provinces. The major donors include Japan International Cooperation Agency (JICA) and Norwegian National Committee (NATCOMM). UNICEF PCO provided technical assistance as well as contributed financially using funds under Regular Resources (RR).

AAN Associates (a Pakistan-based research and evaluation firm) was commissioned to implement the evaluation from December 2021 to September 2022. The evaluation scope focused on assessing provincial ALP models and centres supported by UNICEF in four provinces from 2016 to 2021. The evaluation was designed and implemented in line with expectations set in the Terms of Reference (ToR, attached as Appendix 1). The contents of this report are structured into five chapters (refer to Figure 1) with a series of appendices. The report follows UNICEF’s Global Evaluation Reports Oversight System (GEROS) guidelines for an evaluation report.³³

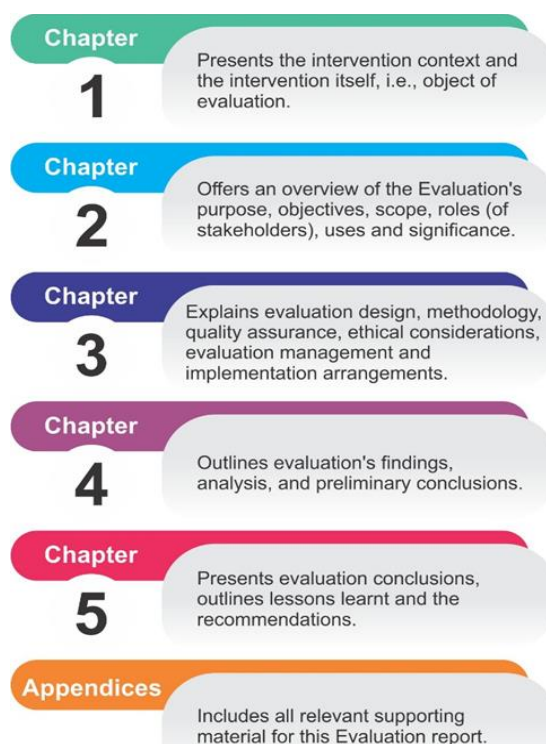
1.1 Intervention Context

This section provides a brief overview of the country and the context of the intervention at global, regional and country levels. Refer to Appendix 2 for a more detailed analysis.

Global Context: OOSC are often defined as: **children of official primary school age who are not in primary or secondary education**.³⁴ Over the past few decades, considerable efforts have been directed globally and regionally at increasing accessibility to education. For instance, Sustainable Development Goal (SDG) Target 4.1 focuses on ensuring all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.³⁵ These efforts have included but have not been limited to lobbying, political declarations, pro-poor financing schemes and school fee abolition schemes. Despite these efforts, an estimated **258 million**³⁶ children and adolescents were out of school for the school year ending in 2018. The situation has worsened due to the COVID-19 pandemic, which has resulted in children dropping out as a result of increased poverty, migration in search of economic opportunities and closure of schools.

There have been global efforts to provide learning opportunities to OOSC through ALPs or AEPs – which are flexible, age-appropriate programmes, run in an accelerated timeframe. ALPs and AEPs aim to provide access to education for disadvantaged, over-age, OOSC – particularly those who missed out

Figure 1: Structure of the Report



³² As per UNICEF definition, Alternative Learning Programme (ALP) is an umbrella term, which includes a variety of different non-formal education programmes.

³³ Global Evaluation Reports Oversight System (GEROS), 'GEROS 2020 Handbook', <<https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>>.

³⁴ UNESCO, 'Out-of-School Children and Adolescents Left Behind on the Road to Learning Opportunities for All in Asia and the Pacific',

<<http://uis.unesco.org/sites/default/files/documents/out-of-school-children-and-adolescents-in-asia-and-pacific-left-behind-on-the-road-to-learning-opportunities-for-all-2015-en.pdf>>.

³⁵ United Nations Department of Economic and Social Affairs, 'Sustainable Development Goal 4', <<https://sdgs.un.org/goals/goal4>>.

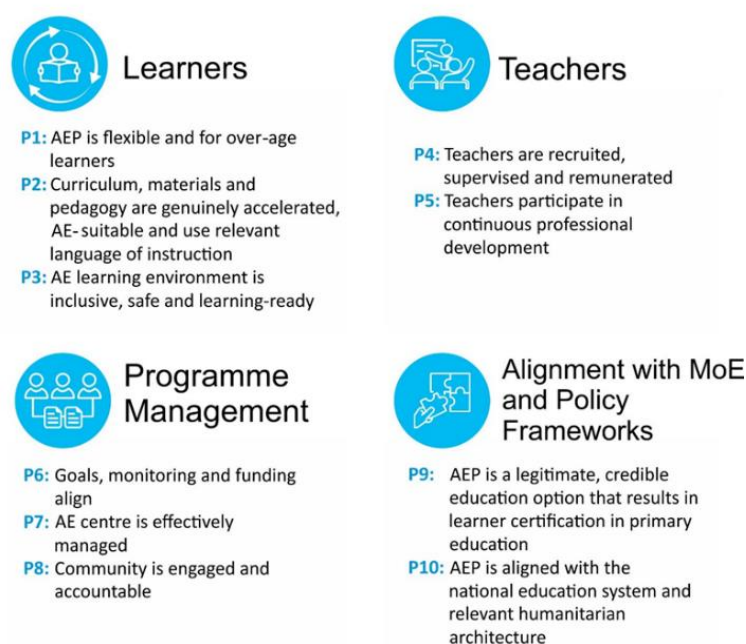
³⁶ UNESCO Institute for Statistics, <<http://data.uis.unesco.org/>>.



on, or had their education interrupted due to poverty, marginalisation, or conflict and crisis. On completion of an ALP/AEP, the intention is for learners to reintegrate into the formal schooling system, enter into skills-based technical and vocational education, or to enter directly into the workforce, but with core literacy and numeracy skills in place.³⁷

To provide guidance and standards for planning, implementation and monitoring of the ALP/AEP model, an **Accelerated Education Working Group (AEWG)** was established in 2014³⁸ which included a small number of education partners (including UNICEF). The AEWG developed 10 principles in October 2017 (refer to Figure 2) divided under four components to steer and guide implementation of ALPs. Refer to Appendix 3 for details on AEWG principles.

Figure 2: AE Principles



Regional Context: In South Asia, the situation is precarious as there are an estimated **11.3 million children of primary school and 20.6 million children of secondary school age**, who do not go to school.³⁹ Poverty is the foremost reason behind children not attending the school or dropping out before completion. Children belonging to poorest households are almost five times more likely⁴⁰ to be out of primary school. Children with disabilities and from ethnic minorities also face problems in accessing education and are often left behind. Along with that, child labour, lack of awareness, and socio-cultural norms (particularly around girls' education) also contribute significantly to the problem of OOSC. Barriers are higher for girls than for boys where 81 per cent of girls compared to 42 per cent of boys are not in school.⁴¹

Country Context: The Islamic Republic of Pakistan is situated in South Asia. Out of a population of 220.8 million (2020), 48.5 per cent of the population is female and 51.5 per cent is male.⁴² Pakistan has more than 60 languages with Urdu being the national language and English being the official business language. The country has experienced fluctuating real Gross Domestic Product (GDP) growth rates, from 9 per cent in 2005 to -0.5 per cent in 2020.⁴³

Pakistan has achieved notable progress in increasing access to education, however high numbers of children and adolescents are still deprived of their right to education. The country is ranked amongst the **top three countries** with the highest number of OOSC. Disparities based on gender, geographic location, ethnicity and socio-economic status are significant (for statistics refer to Box 1).⁴⁴ The key contributory factors include: poverty, cultural norms causing gender disparities and limited access to school due to lack of schools/infrastructure.

Provincial Context: Every province has unique context, policies and needs surrounding OOSC. A snapshot of the provincial context of OOSC is presented in Table 1 (refer to Appendix 4 for more information on non-formal education (NFE) and ALPs in targeted provinces):

Box 1: OOSC Situation in Pakistan

- National OOSC rate: 32%
- Out of school: 5.7%
- Never been to school: 25.8%
- Urban/Rural: 37% OOSC in rural compared to 22% in urban areas
- Girls/Boys: 37% of girls are OOSC compared to 27% of boys

³⁷ UNHCR: Accelerated Education Working Group, 'The case for Accelerated Education', <<https://www.unhcr.org/59ce4f5b4>>.

³⁸ Inter-agency Network for Education in Emergencies, 'Accelerated Education', <<https://inee.org/collections/accelerated-education>>.

³⁹ UNICEF, 'South Asia Headline Results 2018-2021', <<http://www.unicef.org/south-asia-headline-results>>.

⁴⁰ UNICEF, 'Education', <<https://www.unicef.org/education#:~:text=Poverty%20remains%20one%20of%20the,likely%20to%20be%20left%20behind>>.

⁴¹ UNESCO, 'All Children in School by 2015: Global Initiative on Out-of-School Children, South Asia Regional Study', 2014,

<<http://uis.unesco.org/sites/default/files/documents/out-of-school-children-south-asia-study-ex-summary-2014-en.pdf>>.

⁴² The World Bank, 'Population, male (% of total population) - Pakistan', <<https://data.worldbank.org/indicator/SP.POP.TOTL.MA.ZS?locations=PK>>.

⁴³ International Monetary Fund, 'Pakistan', <<https://www.imf.org/en/Countries/PAK>>.

⁴⁴ Pakistan Bureau of Statistics, 'Social and Living-standards Measurement Report 2019-2020',

<https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf>.



Table 1: Provincial Context of OOSC⁴⁵

Indicator	Balochistan	Punjab	KP	Sindh
OOSC (overall)	47%	24%	32%	44%
OOSC in urban areas	35%	16%	20%	29%
OOSC in rural areas	51%	28%	34%	58%
OOSC - girls ages 5-16 years	59%	26%	44%	51%
OOSC - boys ages 5-16 years	38%	22%	22%	39%
Children age 10 and above that have attended school	44%	66%	54%	55%

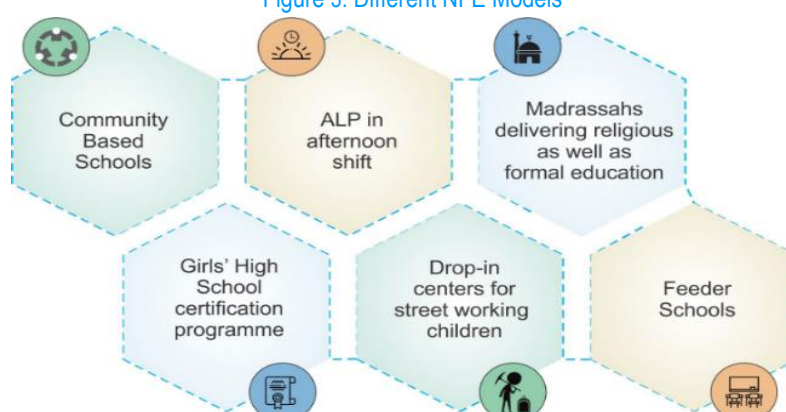
Policy Framework around Education and OOSC: Access to education is a right of every child in Pakistan. Legally, Article 25A of the Constitution binds the state to provide free education and has made education compulsory for all children ages 5-16 years.⁴⁶ In accordance with Article 37-b of the Constitution, Pakistan has pledged to eradicate illiteracy within the minimum possible time. Pakistan has also ratified several international and regional conventions which underline the significance of education (such as the Universal Declaration of Human Rights (UDHR); Convention on the Rights of the Child (CRC); SDGs).

The issue of OOSC is a policy priority for the Government of Pakistan (GoP). It was first taken up in National Education Policy 1998 which aimed to eradicate illiteracy through formal and informal means for expansion of basic education. Literacy and non-formal learning were also an important part of Education Policy 2009⁴⁷ which focused on adult literacy, NFE programmes, development of a national literacy curriculum, mainstreaming learners enrolled in NFE programmes, developing need-based schedules for child labourers, and training NFE teachers, amongst others. National Education Policy Framework 2017⁴⁸ reiterates the national commitment to literacy and NFE and provides a detailed framework for restructuring and improving NFE in targeted areas and mobilising communities to support enrolling and retaining OOSC. For more details on provincial sectoral policies and plans, refer to Appendix 5.

The constitutional, national and international commitments, and the large number of OOSC in Pakistan underscore the importance of NFE programmes in Pakistan. These programmes supplement the existing formal system, either because provision of formal education is limited, or parents are unwilling or unable to utilize them. In 2017 (at the time of the initiation of UNICEF's support to ALPs) **1.42 million**⁴⁹ children were enrolled in the NFE sector. NFE schools (different models are provided in Figure 3)⁵⁰ play an important role in providing education to underprivileged OOSC, adolescents and adults – especially in rural areas.

ALP centres are a model of NFE that provide flexible, fast tracked education equivalent to the formal sector. The sites for such institutes are closer to the community and are highly inclusive in nature, catering to all genders, and refugees and internally displaced persons (IDPs). In 2017, there were **35,059** institutes in Pakistan with **33,990** teachers.⁵¹ It was in this context that UNICEF PCO initiated

Figure 3: Different NFE Models



⁴⁵ Pakistan Bureau of Statistics, 'Social and Living-standards Measurement Report 2019-2020',

<https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf>.

⁴⁶ National Assembly of Pakistan, 'The Constitution of the Islamic Republic of Pakistan', <https://na.gov.pk/uploads/documents/1333523681_951.pdf>.

⁴⁷ Ministry of Education and Professional Training: Government of Pakistan, 'National Education Policy 2009',

<https://itacec.org/document/2015/7/National_Education_Policy_2009.pdf>.

⁴⁸ Ministry of Federal Education and Professional Training: Government of Pakistan, 'National Education Policy 2017',

<<https://pbit.punjab.gov.pk/system/files/National%20Educaton%20Policy%202017.pdf>>.

⁴⁹ Ministry of Federal Education and Professional Training: Government of Pakistan, 'Pakistan Education Statistics 2017 – 2018', <<chrome-extension://efaidnbmnnnibpcjpcgclefindmkaj/http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202017-18.pdf>>.

⁵⁰ UNICEF, 'A Review of Alternative Learning Programmes in Pakistan 2014 – 2015', <<chrome-extension://efaidnbmnnnibpcjpcgclefindmkaj/https://www.unicef.org/pakistan/media/3716/file/ALP%20Report%202014-15.pdf>>.

⁵¹ Ministry of Federal Education and Professional Training: Government of Pakistan, 'Pakistan Education Statistics 2017 – 2018', <<chrome-extension://efaidnbmnnnibpcjpcgclefindmkaj/http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202017-18.pdf>>.



its support to provincial governments to institutionalize existing ALP centres and set new centres in all four provinces of Pakistan.

1.2 Object of the Evaluation – Provincial ALP Models and Centres

This section describes the intervention that is being evaluated (also referred to as the object of the evaluation). The description includes an overview, goals and expected results, geographic scope and implementation status, stakeholders and their roles, resources, participants (beneficiaries), significance of ALP interventions and the Theory of Change (ToC).

1.1.1. Overview of Provincial ALP Models and Centres

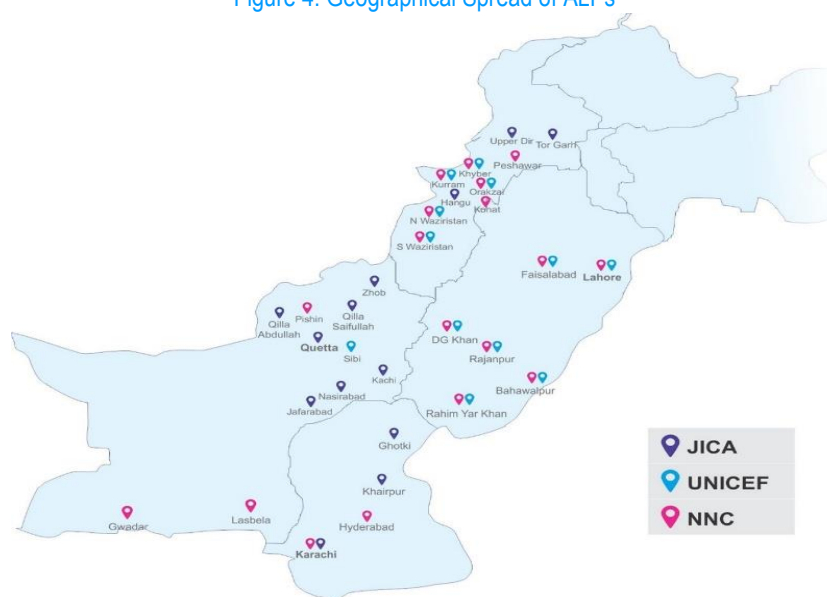
Since 2016, UNICEF has provided support to provincial governments to establish tailored province-specific ALPs, benefiting 33,000 OOSC (48 per cent girls) and 720 facilitators living in disadvantaged, underserved and/or hard-to-access communities in Sindh, Balochistan, KP and FATA (now known as newly merged districts of KP).⁵² Despite this progress and considering the magnitude of the growing OOSC population in the country, UNICEF continues to provide support to provincial governments to expand and institutionalize ALP centres. The evaluation focuses on provincial ALP centres supported by UNICEF from 2016 to 2021 in four provinces (Balochistan, KP, Punjab and Sindh) funded by three streams (JICA, NATCOMM and UNICEF RR).⁵³ As each province has autonomy in terms of structuring government sectors and provision of public services, the provincial centres were shaped by provincial structures, realities and needs.

Aim of Support to ALP Centres: UNICEF's overall aim was to support provincial governmental counterparts to institutionalize ALP as a relevant and functional NFE modality and establish centres that enable OOSC children and adolescents (who were unable to start formal education or who dropped out for any reason) to obtain an education, access mainstream education, or shift to vocational training and/or employment.

Timeline and Geographic Spread:

Since 2016, UNICEF has supported ALPs across Pakistan (with JICA, NATCOMM and UNICEF RR support), however the timeline for each province varies.⁵⁴ The geographic coverage includes 31 districts located in four provinces (refer to Figure 4 for the districts). JICA funding focused on three provinces (excluding Punjab) and prioritized districts that were in disadvantaged, underserved and/or hard-to-access areas. NATCOMM focused on disadvantaged and crises affected areas in all four provinces.

Figure 4: Geographical Spread of ALPs



Stakeholders and their Roles: UNICEF's support to ALP centres involved active engagement of multiple stakeholders in each province. Find below (in Table 2) the list of key stakeholders and their role in the delivery of ALP interventions. Please refer to Appendix 6 for a detailed matrix.

Table 2: Key Programme Stakeholders and their Roles

Stakeholder	Role in Programme
Primary Duty-Bearers - Government	
Balochistan: Bureau of Curriculum and Extension Centre Balochistan (BoC), Baluchistan Textbook Board (BTBB), Directorate of Education (DoE), Provincial Teachers Training	These government departments were responsible for leading the implementation and coordination of programme activities according to their mandates.

⁵² JICA_UNICEF Programme Proposal 2017.

⁵³ To be noted, UNICEF RR have been supporting ALPs since 2014 in Balochistan and Sindh.

⁵⁴ Punjab: 2018; Sindh: 2016; Balochistan: 2016 and KP: 2019.



Table 2: Key Programme Stakeholders and their Roles

Stakeholder	Role in Programme
Institute (PITE), Baluchistan Assessment and Examination Commission (BAEC) KP: Elementary and Secondary Education Department (ESED), Programme Implementation Unit (PIU), Directorate of Curriculum & Teacher Education (DCTE), Directorate of Professional Development (DPD) Punjab: Literacy & Non-Formal Basic Education (L&NFBE) Department Sindh: Sindh Education & Literacy Department (SELD), Directorate of Literacy and NFE, Directorate of Curriculum, Assessment and Research, Sindh (DCAR), PITE	
Technical and Financial Partners - Donors	
UNICEF Pakistan (Country and Provincial)	Responsible to provide technical, managerial and coordination support to the implementation of ALP activities. Additionally, UNICEF was responsible for tracking and reporting to JICA and NATCOMM (the donors) on the progress, challenges and results of the programme.
JICA and NATCOMM	Provided financial support to the implementation of ALP activities. JICA also provided technical support in the form of developing curriculum.
Civil Society Partners (Implementing Partners (IPs))	
Indus Resource Centre (IRC)	The IP involved in implementing ALP interventions in Sindh.
Rights-Holders	
Parents/caregivers of ALP learners	Decision-makers of target beneficiaries

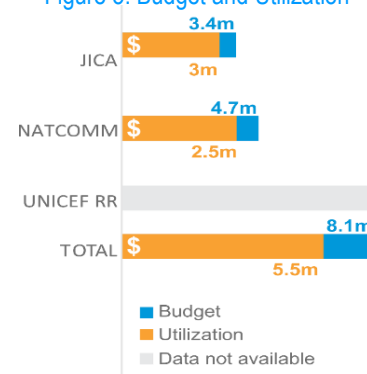
Intended Participants (Beneficiaries) of ALP interventions: The target (intended) participants (including gender disaggregates where available) for all four provinces are mentioned in Table 3 below. It should be noted that these are intended participants and the evaluation team has covered the progress against these indicators in Chapter 4 (in the section on effectiveness).

Table 3: Intended Participants of supported ALPs⁵⁵

Indicators	Balochistan		Sindh		KP		Punjab
	JICA	NATCOMM	JICA	NATCOMM	JICA	NATCOMM	NATCOMM
# ALP centres established	160	100 (60 for girls and 40 for boys)	150	200 (120 for girls and 80 for boys)	90 (all females)	140 ((84 for girls and 56 for boys)	80 ((48 for girls and 32 for boys)
# Children enrolled (5-16 years)	8000 (3600 girls and 4400 boys)	3000 (1700 girls and 1300 boys)	4500 (2500 girls and 2000 boys)	6000 (3500 girls and 2500 boys)	2250 (all girls)	4200 (2100 girls and 2100 boys)	6000 ⁵⁶
# Teachers/facilitators trained	160 (80 females and 80 males)	100 (55 females and 45 males)	150 (90 females and 60 males)	200 (120 females and 80 males)	90 (all females)	140 (85 females and 55 males)	80 (60 females and 20 males)
# Communities mobilized/community members engaged	3200 community members (1440 females and 170 males)	100 communities	3000 community members (1500 females and 1500 males)	200 communities	1800 community members (900 females and 900 males)	140 communities	80 communities

Resources and Donors: UNICEF support to ALP centres was funded by **JICA**, **NATCOMM** and **UNICEF RR**. The total budget comes to US\$8.1 million with USD\$5.5 million (utilization rate of 68 per cent) spent from January 2018 to September 2021 (financial information for NATCOMM is available up to December 2020).⁵⁷ The cumulative breakdown of funds for JICA and NATCOMM is given in Figure 5, however details for UNICEF RR were not provided to the evaluation team. In addition, the evaluation team does not have access to the financial support provided by the provincial public sector agencies for the implementation of ALP interventions (including provision of books, human resource, etc.).

Figure 5: Budget and Utilization



⁵⁵ UNICEF proposal to JICA and NATCOMM.

⁵⁶ Proposal to NATCOMM indicated 2400 as the intended target, however, the progress report (2020) shows that the number has increased to 6000.

⁵⁷ Data taken from budget and progress reports. NATCOMM's budget/utilization for 2021 is not available.



1.3 Significance of Support Provided to ALP Centres

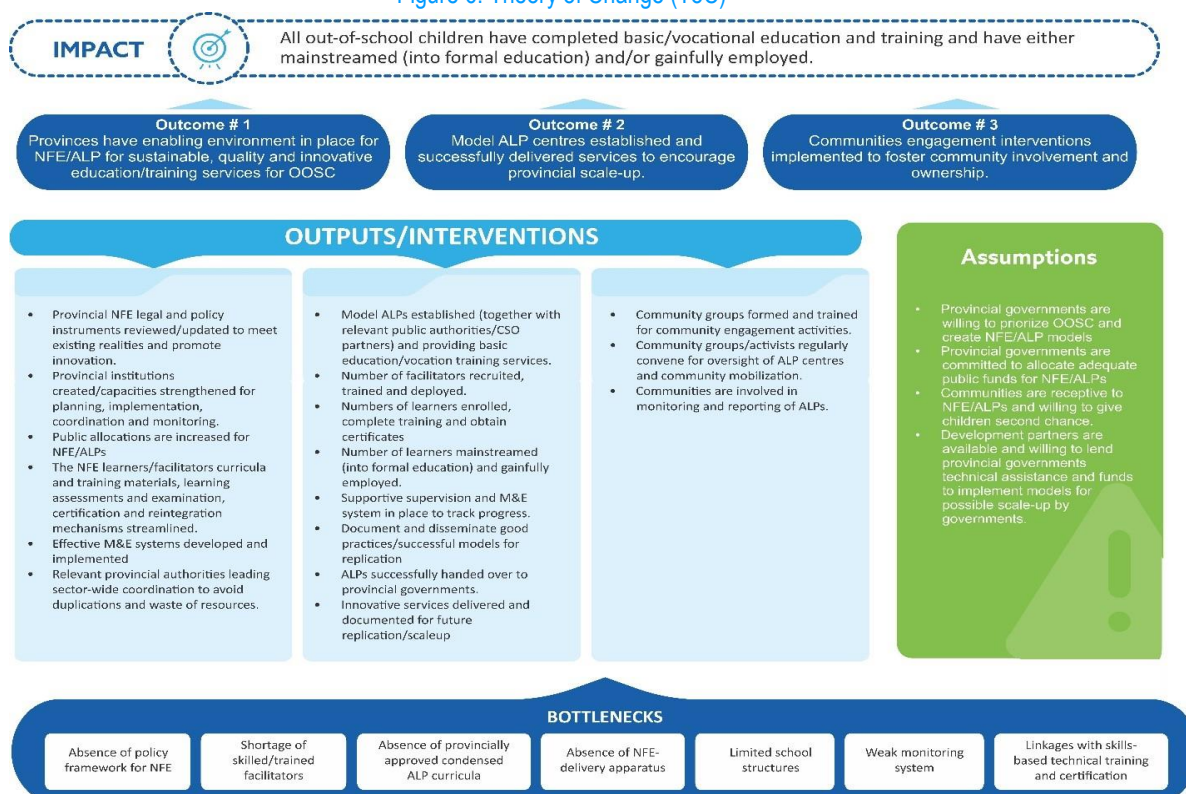
Find below key aspects of the ALP support that contribute to its significance:

- The support to ALP centres is significant as it provided a chance to **37,767⁵⁸** OOSC (aged 5-16 years) (20,586 girls and 17,179 boys) to obtain education and skills, potentially helping them to transition to the formal education sector, vocational training and/or employment. Moreover, the support to ALP centres has enabled the GoP (by strengthening capacities of the public sector) to deliver on its commitments around education as a right (under Article 26 (1) of the UDHR,⁵⁹ Article 28 (b) of the CRC and Target 4.1 of SDG 4). Furthermore, to deliver as per the GoP's policy commitments under National Education Policy 2017.
- The support to ALP centres is significant for adapting to local contexts in each province. For each province (where responsibility has shifted post-18th Amendment⁶⁰) the approach and delivery model is different and tailored to policy, programming priorities and needs on the ground.
- The significance of ALPs has increased due to the impact of the COVID-19 pandemic on the education sector as a whole. The provision of non-formal education services required adaptation to changing realities in each province.
- ALPs are significant for OOSC who missed out on, or had their education interrupted by, poverty, marginalisation, conflict and crisis, by providing them with a chance to access mainstream education.
- UNICEF's support to ALPs is significant as it contributes to institutionalization (i.e., documenting key aspects of supported ALPs) and strengthening public sector capacity to deliver ALPs.

1.4 Theory of Change

UNICEF's support to provincial governments was not guided by a pre-formulated ToC. As per evaluation expectations, the evaluation team has developed a consolidated ToC for all provinces (refer to Figure 6) which outlines the desired state of change (or goal): "All OOSC have completed basic/vocational education and training and have either been mainstreamed (into formal education) and/or been gainfully employed". The ToC stipulates outcomes with associated output/strategies that may lead to the desired change.

Figure 6: Theory of Change (ToC)



⁵⁸ JICA are numbers are till September 2021 whereas NATCOMM numbers are till December 2020.

⁵⁹ UN General Assembly, Universal Declaration of Human Rights, United Nations, 10 December 1948, <<https://www.un.org/en/about-us/universal-declaration-of-human-rights>>.

⁶⁰ 18th Amendment gave the provinces more autonomy.



Evaluation Purpose, Objectives, Scope, and Key Questions

2



Chapter 2: Evaluation Purpose, Objectives, Scope and Key Questions

This chapter explains the evaluation purpose, objectives, criteria, scope (chronological, thematic and geographic), key evaluation questions, stakeholders' role and possible uses of the evaluation results.

2.1 Purpose and Objectives of the Evaluation

This is a **Formative Evaluation**,⁶¹ with an expressed focus to critically examine the supported ALP models and centres (particularly pre/during COVID-19); assess the functionality of supported ALPs and factors contributing to their success (or otherwise); identify challenges and bottlenecks faced by supported ALPs (and possible solutions to address these gaps); and generate good practices and lessons learnt. The intended users and uses of the evaluation are listed in Section 2.2.

The **evaluation objectives** as outlined in the ToR were reviewed and rephrased for precision and clarity, and these changes were approved by the evaluation oversight forum i.e., Evaluation Reference Group (ERG) upon approval of the inception report. The rephrased objectives are as below:

- To assess how effective the supported ALP centres have been across different components (learners who attend supported ALPs, tutors/facilitators who work in supported ALPs, management of supported ALPs, and alignment of supported ALPs with Ministry of Education (MoE) and policy frameworks) pre/during COVID-19, and map commonalities and differences across provinces;
- To identify enabling and disabling factors that facilitated or hindered functionality of supported ALP centres;
- To assess compliance to gender equality, equity and child rights principles (pre/during COVID-19);
- To review implementation in accordance with the Centre of Evaluation (CEval) approach (life-course model, organization theory, innovation theory and sustainability);
- To outline conclusions, lessons learnt and recommendations for continuity and adaptation of ALP centres.

2.2 Evaluation Stakeholder Roles and Possible Uses of the Evaluation

Several key stakeholders remained involved in the evaluation with varied interests. Table 4 below outlines the key stakeholders' roles and possible uses of the evaluation.

Table 4: Stakeholder Roles and Possible Uses of the Evaluation

Departments	Role and Uses of Evaluation
Primary Users	
UNICEF	UNICEF PCO role: Commissioned the evaluation; managed and provided oversight of the evaluation; provided the evaluation team with relevant programme documents; and supported the evaluation team to obtain requisite ethical and administrative approvals. Uses: In the short-term, the formative evaluation results are critical to documenting key aspects of supported ALPs. In the medium- and long-term, this effort will contribute to federal and provincial institutional memory of this NFE. UNICEF headquarters (HQ) and Regional Offices roles: To provide technical guidance and quality assurance support. Uses: To use the evaluation findings and learning for similar programmes and strategies in the future.
Donors (JICA and NATCOMM)	Role: Holds significance as key respondent(s) by informing the evaluation with thoughts and inputs as donors. Use: To inform strategic investment decisions in the future and to establish a community of practice for ALPs and similar initiatives.
Provincial departments⁶²	Role: To inform the evaluation with thoughts and technical inputs as designers and implementers of support provided to ALP centres. Respondents of KIIs and facilitated evaluation fieldwork. Use: To understand gaps, opportunities, and learning, and adapt implementation based on evaluation findings. The evaluation results will contribute to federal and provincial institutional memory of the supported ALPs.
Secondary Users	
Parents of OOSC and adolescents enrolled in ALP centres	Role: They remain the primary beneficiaries and for that are expected to share their thoughts and experiences as to ALP activities, results and benefits for children between the ages of 5-16 years. Uses: To reflect on the community actions that yield positive results for OOSC and empower them for the future.

⁶¹ Formative evaluations are done during the development or course of a programme for improvements.

⁶² **Balochistan:** BoC, DoE, BEAC, PITE, BTBB; **KP:** ESED, ALP-PIU, DCTE and DPD; **Punjab:** Literacy & Non-Formal Basic Education Department; **Sindh:** Sindh Education & Literacy Department (SELD), Directorates of Literacy and NFE Sindh, DCAR and PITE.



2.3 Evaluation Scope, Evaluation Criteria and Key Evaluation Questions

This subsection outlines the evaluation scope, criteria and key questions separately.

2.3.1 Evaluation Scope

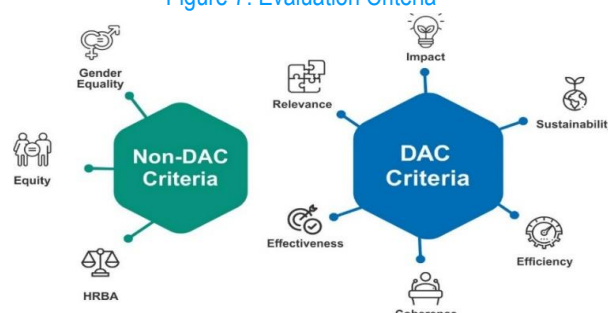
The evaluation scope with respect to thematic, chronological and geographic aspects is mentioned below. The scope did not change as defined in the evaluation ToR.

- **Chronological scope:** All ALP activities implemented from 2016 to 2021.
- **Thematic focus:** Thematic focus on four components: i) learners; ii) tutors/facilitators; iii) management of supported ALPs; and iv) alignment of supported ALPs with MoE and policy frameworks).
- **Geographic focus:** UNICEF supported ALPs in 31 selected districts across four provinces – Balochistan, KP, Punjab and Sindh (refer to Appendix 7 for a list of ALPs in selected districts). This evaluation does not include ALP centres outside of the selected districts or funded by other donors.

2.3.2 Evaluation Criteria and Key Evaluation Questions

The evaluation followed standard criteria developed by the Organisation for Economic Co-operation and Development – Development Assistance Committee (OECD-DAC)⁶³ comprising **relevance, coherence, effectiveness, efficiency, impact and sustainability**. There is also considered focus on UNICEF's cross-cutting programming priorities including gender equality, equity and human rights-based programming (particularly concerning child rights) which have been treated as non-DAC criteria.

Figure 7: Evaluation Criteria



The evaluation is further guided by **accelerated education (AE) principles**⁶⁴ with the goal of assessing support provided to the ALP centres in compliance with these principles. The evaluation has also adopted the **CEval Approach**⁶⁵ and assess the planning and delivery of support provided to ALP centres through the lens of the life-course model, organization theory, innovation theory and sustainability approach (for more details, refer to Section 3.1; see Appendix 8 for overlaps between evaluation designs). The **evaluation questions** (as listed in the ToR) were critically reviewed, discussed and rephrased (listed in Table 5) to fit into the evaluation matrix (see Appendix 9). These changes were approved in advance by the ERG upon approval of the inception report. Find below the final list of key evaluation questions for DAC and non-DAC criteria.

Table 5: Key Evaluation Questions

Evaluation Criteria Key Questions –DAC/Non-DAC Criteria	
Relevance	EQ1 To what extent did the supported ALPs incorporate interventions to address the existing bottlenecks to ALPs (policy, systemic and operational); to what extent were they aligned with provincial education stakeholders' objectives and adapted to evolving context (particularly during COVID-19)?
Coherence	EQ2 To what extent did the supported ALP interventions demonstrate consistency with recommended programming guidelines for OOSC, harmonized with UNICEF's internal OOSC assistance and with other external actors?
Efficiency	EQ3 To what extent did supported ALP achieve the intended results (outputs and outcomes – disaggregated by the provinces) and what factors (internal and external) either enabled, disabled or hindered achievements?
Effectiveness	EQ4 To what extent did the supported ALPs manage to achieve results within the available time, costs and human resources, and how did COVID-19 affect efficiency?
Impact	EQ5 To what extent did supported ALPs contribute to an improved enabling environment (norms, systems and budgets) and the lives of OOSC across provinces?
Sustainability	EQ6 To what extent will supported ALPs be sustainable with respect to strengthening provincial/local ownership and advocacy to mainstream ALP models? What measures are needed to enable continuity during/post-COVID- 19?
HRBA, Gender Equality, and Equity	EQ7 To what extent did the supported ALPs' design, implementation and monitoring integrate UNICEF programming priorities (i.e., human rights-based programming (child rights), gender equality and equity?)

⁶³ OECD, 'Evaluation Criteria', <<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>>.

⁶⁴ Inter-agency Network for Education in Emergencies, 'Accelerated Education 10 Principles', <https://inee.org/system/files/resources/AEWG_Accelerated_Education_10_Principles_ENG_screen.pdf>.

⁶⁵ Center for Evaluation, 'Measuring the Impact of Vocational Training Projects – An Evaluation Method and its Theoretical Foundations', <https://ceval.de/modx/fileadmin/user_upload/PDFs/workpaper8.pdf>.



Evaluation Design, Methodology, Quality Assurance and Ethics

3



Chapter 3: Evaluation Design, Methodology, Quality Assurance and Ethics

This chapter describes evaluation design, methodology and data sources, data analysis approach, compliance to United Nations Evaluation Group (UNEG) norms and standards, limitations and mitigation measures, and evaluation implementation and management.

3.1 Evaluation Design

The evaluation is guided by overarching **Participatory**⁶⁶ and **CEval** approaches.⁶⁷ The participatory approach facilitated engaging all relevant stakeholders to inform the evaluation as well as provide oversight functions to the execution of the evaluation. The evaluation was informed by the opinions, experiences and suggestions of key stakeholders, including service providers (at federal, provincial and district levels); rights-holders (parents of ALP learners); and technical and financial partners (UNICEF, JICA and NATCOMM). While employing the CEval approach, the evaluation team has analysed the ALP interventions against four elements (life-course model, organizational theory, innovative theory and sustainability) and a separate section has been included in Chapter 4 (under effectiveness) with the findings from this analysis.

Keeping in view the design and evaluation expectations, the evaluation team applied a **Hybrid Evaluation Design**, featuring two sub-designs i.e., **Contribution Analysis Design**⁶⁸ and **Normative Comparison Design**.⁶⁹ The contribution analysis design was applied to measure outcome achievements of supported ALPs, whilst relating them back to the ALP interventions to establish or ascertain possible contributions to the observed changes. The normative comparison design was used to inform the design and operational compliance to the established standards, as available in the form of **AE Principles**. It should be noted that AE principles were developed in 2017 and did not inform the design of ALP interventions as they were initiated in 2016. The evaluation team has conducted a post facto comparison of the AE principles with the support provided to ALP centres to trace overlaps or departures at design and operational levels.

3.2 Evaluation Methods

The evaluation employed a **Mixed-Methods** approach,⁷⁰ whereby both quantitative and qualitative methods (refer to Figure 8) were applied to generate usable evidence to inform evaluation analysis, conclusions and recommendations. The selection of multiple evaluation methods enabled gathering comprehensive information to respond to evaluation questions, but also kept a check on possible method-related data and application limitations. Find below an overview of the evaluation methodology.

3.2.1 Desk review

The evaluation team reviewed **253** documents (106 provincial government documents, 112 donor reports and 35 UNICEF documents) such as proposals, progress and financial reports, concept notes, baseline, endline, monitoring reports, rolling work plans etc. The desk review remained an ongoing process throughout the evaluation as it enabled a better understanding of the context, interventions, results, challenges and learning. A systematic approach was applied during desk research. This entailed initial screening and classification (whereby documents were organised and catalogued

Figure 8: Evaluation Methods



⁶⁶ **Participatory Evaluation** is an approach that involves the stakeholders of a programme or policy in the evaluation process. This involvement can occur at any stage of the evaluation process, from the evaluation design to the data collection and analysis and the reporting of the study. Better Evaluation, 'Participatory Evaluation', <https://www.betterevaluation.org/en/plan/approach/participatory_evaluation>.

⁶⁷ CEval approach comprising: a) life-course model; b) organization theory; c) innovation theory; and d) sustainability approach.

⁶⁸ **Contribution analysis** explores attribution through assessing the contribution a programme is making to observed results. Better Evaluation, 'Participatory Evaluation', <https://www.betterevaluation.org/en/plan/approach/participatory_evaluation>.

⁶⁹ **Normative comparison** is a method to compare an individual to a norm group.

⁷⁰ A mixed-method evaluation systematically integrates two or more evaluation methods, potentially at every stage of the evaluation process, usually drawing on both quantitative and qualitative data. USAID, 'Technical Note: Conducting Mixed-Methods Evaluations', <https://www.usaid.gov/sites/default/files/documents/1870/Mixed_Methods_Evaluations_Technical_Note.pdf>.



according to the type of documents), broader themes were identified (keeping in view the evaluation matrix) and relevant information was extracted using word search and general reading. The information gathered was used to appropriately respond to evaluation questions either on its own or with the support of the primary data collected through field research. Refer to Appendix 10 for a complete list of documents reviewed during the evaluation.

3.2.2 Qualitative Data Collection

Qualitative methods used in this evaluation include key informant interviews (KIIs) and focus group discussions (FGDs). Before providing details on each individual method, the following description highlights the sampling approach that was applied to select districts and respondents for qualitative data collection methods.

Sampling for Qualitative Data Collection: The evaluation team employed a purposive sampling approach⁷¹ to identify the respondents of KIIs and FGDs. The selection of KII respondents was driven by the purpose of involving all those stakeholders who were involved directly or indirectly in the design and implementation of ALP interventions. This ensured gathering of a diverse range of opinions to inform the evaluation findings. Participants for FGDs were selected based on having directly or indirectly benefited or having been involved in ALP activities at the community level. In terms of district selection, two districts per province (eight in total) were purposively selected for the primary data collection (refer to Table 6). Rational for district selection included:

- High OOSC rates;
- Provincial capitals as these are not only the largest cities of the provinces (with significant number of OOSC) but also have representation of diverse ethnicities, economic backgrounds and migrants from across the country.

Table 6: District Selection

Province	Districts	OOSC % - 2015 ⁷²	OOSC % - 2019 ⁷³	Funding Stream
Balochistan	Gwadar	N/A	18.6%	NATCOMM
	Quetta	15.5%	19.6%	JICA
KP	Peshawar	16.2%	13.2%	NATCOMM
	Upper Dir	N/A	34.5%	JICA
Punjab	Bahawalpur	15.9%	22.7%	NATCOMM & UNICEF
	Lahore	11.3%	11-20%	NATCOMM & UNICEF
Sindh	Karachi Malir	17.0%	20.2%	NATCOMM
	Ghotki	0.1%	12.2%	JICA

Key Informant Interviews (KIIs): The evaluation team conducted **41 KIIs** (14 females and 27 males) with key stakeholders at the national, provincial and district levels to understand their views on ALP design, implementation, achievements, challenges and lessons learnt (refer to Figure 9 for breakdown of the KIIs). The KIIs enabled the evaluation team to collect first-hand information relevant to indicators (identified in the evaluation matrix). The evaluation team used semi-structured guidelines (refer to Appendix 11) which were approved by UNICEF PCO during the inception stage (refer to Appendix 12 for a complete list of stakeholders interviewed during KIIs).

Figure 9: Distribution of KIIs



Focus Group Discussion (FGDs): The evaluation team conducted **32 FGDs** with mothers, fathers and caregivers of the children enrolled in the ALP centres and ALP facilitators to understand their opinions and perceptions at the community level. A total of **300 participants** (130 male and 170 female) participated in group discussions. The FGDs were conducted using a set of structured questions put into FGD guides (refer to Appendix 13 for FGD guides) to steer the discussions. Figure 10 shows the number of participants who participated from each group category (refer to Appendix 14 for more details on participants of the FGDs).

Figure 10: FGD Participants



⁷¹ A form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. Better Evaluation, 'Purposive Sampling', <https://www.betterevaluation.org/en/resources/overview/purposive_sampling>.

⁷² ASER Pakistan, 'Annual Status of Education Report 2015', <<http://aserpakistan.org/report>>.

⁷³ ASER Pakistan, 'Annual Status of Education Report 2019', <<http://aserpakistan.org/report>>.



3.2.3 Quantitative Methods - ALP Assessment

The evaluation team conducted an observation-based assessment of 16 ALP centres from the same eight districts where KIIs and FGDs were conducted. Centres were selected randomly from the designated districts to ensure an equal chance of selection (refer to Appendix 15 for a selected list of ALP centres). The purpose of these assessments was to ensure compliance with global AE principles including the functionality of these centres. The checklist was drafted using a set of structured parameters put into the checklist guides set by the AEWG.⁷⁴ For the assessment tool refer to Appendix 16.

3.3 Data Consolidation, Processing and Analysis

A parallel mixed-method data analysis approach was employed whereby data from each strand (qualitative and quantitative) was collected, processed and analysed to draw findings, conclusions and recommendations.

Qualitative Data Analysis: Analysis utilized content and thematic analysis approach⁷⁵ using MaxQDA.⁷⁶ The process involved: i) transcribing the qualitative data collected through KIIs and FGDs; ii) compiling and consolidating field notes; iii) coding qualitative data; iv) collating and summarising data into categories and themes, as deemed necessary to answer evaluation questions and sub-questions.

Quantitative Data Analysis: The evaluation team consolidated all secondary quantitative data (progress reports, budgets, rolling work plans (RWPs)) and primary data (ALP assessments) to analyse information on the evaluation parameters (as set in the evaluation matrix) and for triangulation of the qualitative findings. The quantitative data analysis for ALP centres utilized province wise cross-tabulation and frequency tables using Microsoft Excel.

3.4 Evaluation Quality Assurance Procedures

AAN has a robust quality assurance system, allowing the project management team to closely monitor and supervise each evaluation activity. The evaluation team applied the following approaches and processes for quality assurance of the data collection process.

Training and Pre-testing: The core evaluation team provided comprehensive face to face master training for KIIs (provincial and district level), FGDs and centre assessment from March 8-9, 2022, at AAN's Islamabad office. Following the master training, the national partner organised the enumerator training from March 11-15 for each province which was remotely observed by the evaluation team and UNICEF for quality assurance (refer to Appendix 17 for the training agenda). Post-training, the data collection tools were pre-tested in every province before fieldwork. The collected data was processed and analysed, and minor language changes were made in the tools based on feedback from enumerators.

General Quality Assurance: The evaluation team established and maintained strict quality assurance field protocols. Key implemented measures included the deployment of field supervisors (accompanying interviews, on-spot checking), dedicated quality assurance staff (random spot-checks), gender-balanced teams, ensuring voice recordings of KIIs/FGDs, and maintaining close coordination and communication among all field staff (Appendix 18 offers more details on actions implemented for quality assurance).

Ethical Clearance: Ethical clearance from relevant external board or panel was not required as per the evaluation ToR and consultations undertaken with UNICEF PCO during the inception phase of the evaluation.

3.5 Integration of Gender Equality and Equity into Evaluation

UNICEF's cross-cutting programming priorities (i.e., human rights-based approaches (HRBA), gender equality and equity) were considered across all stages of evaluation – formulation of evaluation matrix, selection of evaluation design and methods, field planning and implementation, analysis, and reporting. Refer to Table 7 below for the measures taken by the evaluation team to ensure compliance with UNICEF's cross-cutting priorities during each stage of the evaluation.

⁷⁴ Inter-agency Network for Education in Emergencies, 'Accelerated Education Checklist', <https://inee.org/system/files/resources/AEWG_Accelerated_Education_Checklist-screen>.

⁷⁵ Vaismoradi, M., Turunen, H., and Bondas, T., 'Qualitative descriptive study', *Nurs Health Sci*, vol. 15, p. 398-405, 2013.

⁷⁶ MAXQDA is a software for qualitative and mixed-methods data analysis. MAXQDA can help with systematic analysis and interpretation of the data. It allows the user to develop a system of categories and mark important information in the data with different codes using MAXQDA flexible and powerful coding features.



Table 7: Integration of HRBA, Gender Equality and Equity into Evaluation

Evaluation Phase	Measures taken for Compliance
Design Level	- The evaluation matrix included a separate section to include specific questions, sub-questions and indicators on GE, HRBA and Equity. - The selection of evaluation methods ensured the inclusion or participation of duty-bearers and rights-holders. - Stakeholder-specific guides and methods (KIs and community interviews) were developed and applied. - Questions were framed to elicit opinions about access to quality education, factors behind low enrolment and dropout. The evaluation team also explored opinions on innovative strategies adopted to address these issues, particularly during COVID-19. - Appropriate capacity-building of all evaluation team members was ensured.
Implementation Level	- Gender balanced teams were deployed for data collection. Female staff were deployed to conduct FGDs and centre assessments for the all-girl ALP centres for compliance with cultural norms. - To ensure the perspective of both genders is included in evaluation findings, the evaluation team reached 341 participants through KIs and FGDs (46% were male and 54% were female). - For FGDs, separate discussions were conducted with mothers and fathers.
Analysis and Reporting	- Analysis of data was disaggregated by the parameters of gender equality and equity. - Distinct coding for gender equality, HRBA and equity was implemented to extract themes. - The team purposively identified districts which have the highest rate of OOSC to conduct FGDs (with communities) and do assessments of ALP centres. The synthesis of evaluation findings, conclusions and recommendations were informed by key considerations above.

3.6 Compliance with UNEG and UNICEF Ethical Norms and Standards

Following is an overview of measures taken to ensure compliance with UNEG⁷⁷ and UNICEF norms and ethical standards. Details on compliance to the norms are in Appendix 19a and 19b.

- **Independence and Impartiality:** The evaluation team members had no conflict of interest and no role in the implementation of programme activities, and the staff was able to evaluate the programme without the influence of any outside party.
- **Credibility:** The evaluation team conducted participatory data collection and triangulated reported findings using an analysis of evidence from both primary and secondary data sources.
- **Utility:** UNICEF is committed to publish and disseminate duly quality-assured evaluation reports in the public domain without undue influence by any party.
- **Professionalism:** The evaluation team comprises professionals with extensive knowledge, training and experience working with multiple clients on local and international projects.
- **Avoidance of Harm:** The evaluation team took requisite measures considering COVID-19 including social distancing, wearing masks and gloves, and use of sanitizer.
- **Privacy of Participants:** The evaluation sought informed consent from evaluation participants. The feedback and opinions of the respondents included in the final report are anonymous to maintain the confidentiality of the respondents.

3.7 Limitations and Mitigation Measures

The evaluation limitations with mitigation measures are listed in Table 8.

Table 8: Limitations and Mitigation Measures

Limitations	Mitigation Measures
The evaluation chronological scope covered 2016 to 2021. However, the documents shared with evaluation team provide limited to no information on the activities carried out from 2016 to 2018.	The secondary information shared with the evaluation team starts from 2018 with limited information on ALP achievements from 2016 to 2018. To the extent possible, primary data has been used to fill the gaps.
Unavailability of secondary data to map achievements against targeted outcomes for contribution analysis and efficiency analysis.	The evaluation team relied on secondary documents to map achievements and conduct efficiency analysis. There are inconsistencies in progress reported to donors where either targets or achievements for some of the indicators are missing. For NATCOMM, progress and budgets for 2021 were not shared with the evaluation team. Additionally, the budgets are cumulative limiting provincial efficiency analysis. The evaluation team has used available information to the extent possible.
No impact statement/intended results for provincial ALP centres.	The evaluation team has indirectly conducted the impact assessment with the use of proxy indicators such as changes in policy environment; curriculum; facilitators' recruitment and training; provincial budgets; certification process and reintegration mechanisms; impact on OOSC and their families.

⁷⁷ United Nations Evaluation Group, 'UNEG Ethical Guidelines for Evaluation', <<http://www.unevaluation.org/document/detail/2866>>.



Table 8: Limitations and Mitigation Measures

Limitations	Mitigation Measures
The evaluation faced constraints as the province did not have documented ALP institutionalization plans and UNICEF assistance was not guided by defined institutionalization targets.	The evaluation team has relied on primary data to assess UNICEF's support to the provincial governments. The evaluation team has also assessed UNICEF's progress against the RWP's developed for each province.

3.8 Evaluation Management, Implementation Phases and Deliverables

This section covers the evaluation management arrangements, evaluation team and functions, implementation phases and deliverables under each evaluation phase.

3.8.1 Evaluation Management and Oversight

The evaluation is commissioned by UNICEF Pakistan and was supervised by the Research and Evaluation (R&E) Specialist. UNICEF Pakistan has also formed an ERG which includes members of key governmental, non-governmental and UNICEF staff. The ERG reviewed and provided feedback on the content of the deliverables against the approved formative evaluation TOR and the inception report (especially against its evaluation matrix and questions).

3.8.2 Evaluation Partners, Team, and Roles

AAN Associates worked in partnership with a local research firm Analytics Lab on this evaluation. The AAN team included evaluation and sector experts, an evaluation project manager, evaluation project officer, evaluation project associate and data analysts. The team led the design, analysis and reporting for this evaluation. See Appendix 20 for evaluation team details.

3.8.3 Evaluation Implementation Phases and Deliverables

The evaluation was implemented from December 2021 to September 2022. The evaluation followed a phased approach with five key phases, i.e., pre-inception, inception, field data collection, data processing, consolidation and analysis, and reporting and dissemination. Each phase had a series of activities/tasks (implemented both concurrently and sequentially) and associated deliverables (more details in Figure 11). The evaluation followed an evolving work plan appended as Appendix 21.

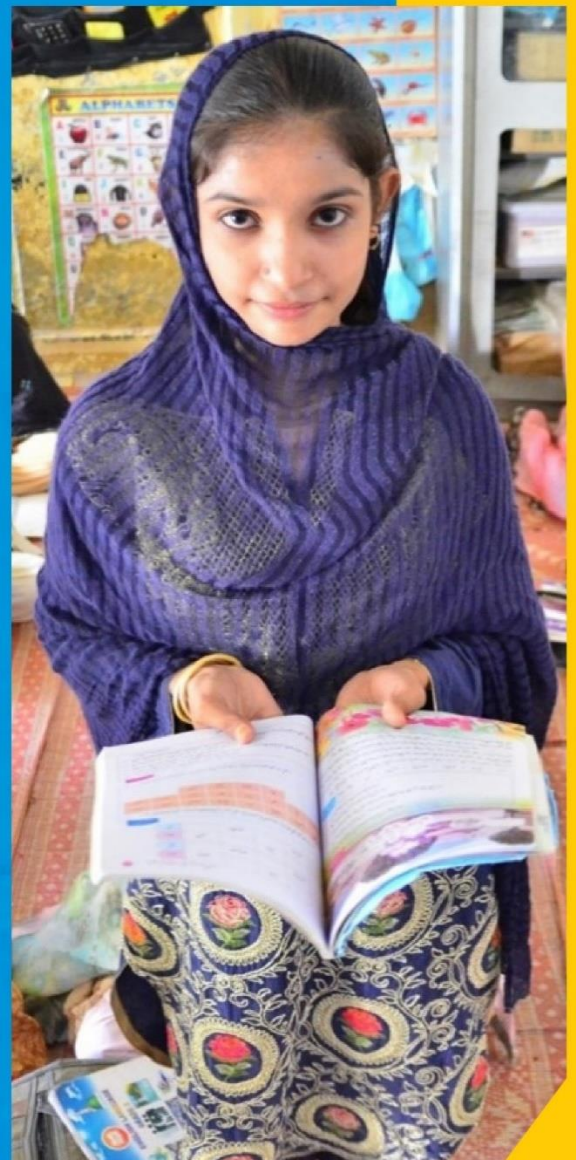
Figure 11: Evaluation Phases and Deliverables

PHASES	ACTIVITIES	DELIVERABLES
 Pre-Inception Phase	- Document Request - Kick-off meeting - Draft Evaluation Matrix	Final Evaluation Matrix
 Inception Phase	- Draft Inception Report shared with UNICEF for feedback - Inception Report finalized based on feedback shared by UNICEF - Draft field plan shared with UNICEF before starting the field mission	Final Inception Report
 Field Data Collection Phase	- Preparations and planning for the field mission finalised. - Comprehensive training to the field team. - All planned number of KIs and FGDs completed. - Centre Assessment Completed.	N/A
 Data Management and Analysis Phase	- Consolidation of the primary data collected - Data cleaning, entry, coding, and editing - Data analysis completed - Draft report preparation initiated	- Final Evaluation Report - Validation workshop / Final PowerPoint Presentation - Raw data
 Reporting and Dissemination Phase	- Draft Evaluation Report produced and shared with UNICEF - The report finalized based on the feedback received. - Final PowerPoint presentation submitted with key evaluation findings.	



Evaluation Findings, Analysis and Preliminary Conclusions

4



Chapter 4: Evaluation Findings, Analysis and Preliminary Conclusions

This chapter presents the evaluation findings, analysis and preliminary conclusions. The description includes key findings drawn from primary and secondary sources for each question (and sub-question) under each criterion. The evaluation team has attempted to provide findings succinctly while the details, where required, have been appended as annexures.

In order to make this report meaningful and usable for each province and keeping in view evaluation expectations, a considered focus is placed on presenting findings separately for each province (barring the overlapping findings). This is deemed appropriate given the fact that ALP centres and support for each province is tailored to the needs and provincial priorities. Appendix 2 and 4 provide the provincial context of NFE and existing ALP models and centres prior to UNICEF support. A summary is presented below:

Table 9: Snapshot of Provincial Context of NFE Sector

Provinces	Population under 16 years ⁷⁸	OOSC (%) ⁷⁹			NFE Policy	NFE Centres ⁸⁰	Learners ⁸¹			Facilitators ⁸²		
		Boys	Girls	Total			Boys	Girls	Total	Male	Female	Total
Sindh	20,516,474	39	51	44	Available	5,600	75,579	66,978	142,557	1,900	2,558	4,458
Baluchistan	6,278,669	22	44	32	Available	2,143	22,440	18,879	41,319	602	1,359	1,951
KP	13,964,739	38	59	47	Not Available	3,426	23,707	31,461	55,168	986	1,804	2,790
Punjab	44,083,148	22	26	24	Available	4,687	44,509	46,920	91,429	550	3,538	4,088

4.1 Relevance

EQ1 - To what extent did the supported ALPs incorporate interventions to address the existing bottlenecks to ALPs (policy, systemic and operational); were aligned to provincial education stakeholders' objectives and adapted to the evolving context (particularly during COVID-19)?

The relevance criterion has one main question and two sub-questions.

EQ1.1: To what extent did the supported ALPs identify and address bottlenecks (policy, systemic and operational) to ALPs; and to what extent were interventions adaptive (particularly during COVID-19)?

The findings are grouped into two sub-sections, whereby the first section outlines findings around identification and how/if bottlenecks to ALPs were addressed. The second describes the contextual evolution and corresponding adaptations made in the design and delivery of provincial ALP centres. Findings are drawn from primary and secondary data sources.

1. Identification and Bottlenecks to ALPs Addressed

- Desk review and field discussions indicate that formal assessment/s were not carried out before the initiation of UNICEF's support to ALP centres to understand the bottlenecks faced by the centres. This finding is applicable to all provinces.
- Stakeholders (UNICEF provincial leads) referred to using secondary data⁸³ (on OOSC) and undertaking consultations with provincial government counterparts (formal and non-formal education departments) to map priority issues faced by the ALPs. The evaluation team has also validated these bottlenecks as part of the evaluation (key implementers and service users were asked to identify the bottlenecks) and found them relevant as they cover the extent of issues faced by provincial ALP centres. The table below provides a snapshot of bottlenecks faced by ALP centres, identifies where bottlenecks occurred, and explains how support to ALP centres aimed to address them. Refer to Appendix 22 for the detailed matrix.

"In KP, 80% of the total schools are primary schools, 10% are middle and only 6-7% are high schools. There are less issues at the primary level but there is a serious one at the higher level. It is obvious from the survey we conducted on OOSC, we came to know that out of a total of 2.1 million, majority of the children from the ages 10-14 were out of school. With lack of schools, there is also limited teachers available to teach. These all add up to the numbers we are seeing now." – Government Official KP

⁷⁸ Pakistan Bureau of Statistics, 'Population by Selected Age Group, Sex and Rural/ Urban', <<https://www.pbs.gov.pk/sites/default/files/population/2017/tables/pakistan/Table05n.pdf>>.

⁷⁹ Pakistan Bureau of Statistics, <Social and Living-standards Measurement Report 2019-2020,> <https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf>.

⁸⁰ NFEMIS as of 19th May 2022.

⁸¹ NFEMIS as of 19th May 2022.

⁸² Ibid

⁸³ Pakistan Education Statistics, 'Pakistan Social and Living Standards Measurement, Non-Formal Education Management Information System'. <https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf>.



Table 10: Bottlenecks & Supported ALP Interventions Addressing these Bottlenecks

Bottlenecks prior to ALPs	Applicable to	Supported ALP Interventions Addressing the Bottlenecks
Absence of policy framework for NFE	KP, Punjab and Sindh	KP: UNICEF has technically supported the drafting of the NFE policy. The policy has not been approved as of the writing of this report. Punjab: UNICEF has provided technical support to the drafting and approval of the NFE Policy (2019). The policy was developed after several consultative meetings with key stakeholders. Sindh: UNICEF has provided technical support to the drafting and approval of the NFE Policy (2017).
Shortage of skilled/trained facilitators	All provinces	In all four provinces, UNICEF with the support of provincial governments engaged with community-based facilitators and provided trainings to enhance their skills.
Absence of provincially approved condensed ALP curricula and training packages	All provinces	In Balochistan, KP and Sindh, UNICEF with the support of curriculum and training departments developed a condensed curriculum and facilitator learning material. In Punjab, the same curriculum is being used as in the formal education sector and it is not condensed.
Absence of NFE-delivery apparatus	KP	UNICEF supported setting up the PIU (Programme Implementation Unit). PIU is currently functional and supporting ALP implementation.
Limited school structures	All provinces	In all four provinces, ALP centres were set up and necessary educational support was given (inclusive of mats, books, pens, black boards, basic furniture, water tanks and washroom facilities).
Weak monitoring system	All provinces	Beneficiary tracking is being done through a JICA-supported non-formal education management information system (NFE-MIS) being operated across all four provinces.
Linkages with skills-based technical training and certification	All provinces	No major interventions designed to provide learners with the opportunity for skill-based/vocational trainings.

II. Evolving Context and ALP Adaptations

- The context for ALP centres remained unchanged from 2016 to 2020. However, after the emergence of the COVID-19 global pandemic, all education facilities (including ALP centres) were closed from March to September 2020 and from November 2020 to February 2021. This was applicable to all provinces except in KP where ALP centres were allowed to operate under strict precautionary measures (such as social distancing, use of masks and staggered attendance).
- Several operational adaptations were made in the support provided to ALP centres across all provinces. Key measures are mentioned below:⁸⁴
 - Balochistan:** The COVID-19 lockdown resulted in closure of ALP centres. In response, a home-based education learning package (HELP) was developed in collaboration with BoC to help children continue their education. The HELP packaged included subject-based educational videos which were shared via WhatsApp groups to facilitators and parents. This provided some semblance of structured learning to children at home; however, ALP centres are set up in rural areas where students are from poor economic backgrounds and had limited access to smartphones and the internet, which restricted them from accessing distance learning options. While efforts were made to continue providing access to students remotely during the pandemic, some key steps were taken to safely reopen ALP centres. These include standard operating procedures (SOPs) developed for safe reopening of ALP centres in consultation with Health Department Balochistan and online consultative workshops by the Department of Literacy and Non-Formal Education.
 - KP:** ALP centres were allowed to operate under strict precautionary measures. In coordination with the Elementary & Secondary Education Department (E&SED) and with support from UNICEF's School Safety Cell, training of ALP facilitators on COVID-19 prevention and SOPs was implemented. In addition, UNICEF printed and displayed information, education and communication (IEC) material with prevention messages in all ALP centres. The centres also operated with reduced hours which slowed down the pace of course coverage. As a result, ALP centres were allowed one month of extra time to cover course content.
 - Punjab:** During the closure of ALP centres, UNICEF provided technical support to the provincial government to integrate school sanitation and hygiene education, mental health and psycho-social

"To cater to COVID-19, UNICEF provided workbooks to the students to remain in their homes and do work accordingly. Students would complete their tasks and teachers will check them at home." – **Government Official**

"We engaged directly with the community to create awareness on the COVID-19 SOPs as our centres are in remote areas where internet and media is not available." – **ALP Facilitators**

"There was a fear that parents, learners, staff and donors would discontinue support if centres remained shut, so decision was taken by Secretary (KP) to remain open and to follow SOPs." – **KII UNICEF**

⁸⁴ Informed by progress and utilization reports (JICA and NATCOMM) for 2020 to 2021.



support in the training material. Additionally, a facilitator training plan was prepared and implemented which included: training of project directors/managers; training on mental health and psychosocial support for frontline workers; training of District Education Officers on office and financial management; training of facilitators on compressed syllabus worksheets to ensure continuity of learning and assessments during COVID-19; training of facilitators on disaster risk reduction (DRR); and usage of first aid kits by Rescue 1122 teams. At the community level, most of the facilitators remained in contact with the students through phone calls and continued with remote educational activities as the centres were situated in the vicinity of communities.

- **Sindh:** During the COVID-19 lockdowns, UNICEF provided support to the provincial government for continuity of learning by printing curriculum-based worksheets so learners could continue to study at home with the support of their parents. However, long-term closure of the centres delayed the completion of curriculum. As a response, the Directorate of Literacy and NFE with UNICEF's support developed a further condensed curriculum for the timely completion. Training for the facilitators was informally conducted over WhatsApp due to assembly-related restrictions. High levels of absenteeism/dropouts were also witnessed in urban slums due to the migration of families in search of better livelihoods. Engagement and social mobilisation sessions were conducted with parents in their respective communities to help mitigate absenteeism.

EQ1.2: *To what extent did the interventions (supported ALPs) overlap (or otherwise) with those of key public stakeholders, to what extent were they consistent with the provincial ALP context and to what extent did interventions manage to draw agreements addressing provincial needs?*

The findings are structured into two parts. The first part outlines the alignment between ALP interventions and provincial sectoral policies. The second part describes the provincial agreements developed to address ALP needs.

I. Supported ALP Interventions and Alignment with Provincial Sectoral Policies

Table 11 presents a summary of alignment between supported ALP interventions and provincial sectoral policies. For a more detailed matrix, refer to Appendix 23.

Table 11: Alignment Between Supported ALP Interventions and Provincial Sectoral Policies

Supported ALP Interventions	Policy Plans/Strategies	Analysis
Balochistan (Balochistan NFE Policy 2016-2030)		
Training and skills-building of ALP facilitators (average 30 facilitators per session)	Government of Balochistan (GoB) will develop and implement standards, recruitment criteria, process and capacity enhancement plans for NFE teachers to enable them to provide quality NFE programmes in Balochistan jointly with the Policy Planning and Implementation Unit (PPIU), PITE, BOC & EC, BAEC, Directorate of Schools (DoS), and NGOs and other important stakeholders.	Availability of approved NFE Policy 2016-2030 refers to increased enrolment of OOSC and later mainstreaming of OOSC into formal education. ALP interventions correspond to Balochistan's NFE policy to increase access to and enrolment of OOSC children through establishing ALP centres in 11 districts of the province. These ALPs are managed by the SED.
Development of middle school delivery model, including instructional and teacher training materials	GoB will develop teaching and learning materials: textbooks for learners; guides for teachers; supplementary reading materials; teaching and learning kits for NFE/ALP; and adult literacy and basic level vocational training programmes which must correspond to the prescribed NFE curricula.	
Beneficiary tracking in JICA supported NFE-MIS	GoB will develop and implement NFE-MIS and embed this with the provincial and national Education Management Information System (EMIS) for data driven management of NFE programmes, informed decision making and reporting of SDG 4 targets and indicators.	
Punjab (Punjab Literacy & Non-Formal Basic Education (L&NFB) 2019-2020)		
Community mobilisation	The L&NFB Department shall launch social mobilization campaigns through electronic and print media, cell phones and other communication means, and develop Village Education Committees (VECs) to motivate community members of all ages to access literacy and primary education programming.	The policy lays emphasis on free, compulsory, universal, equitable and inclusive education for all children. ALP interventions within the province are aligned with the sectoral policy in terms of setting up ALP centres and engaging community-based facilitators.
Setting up of ALP centres	Non-Formal Primary Schools (formerly Basic Education Community Schools of Government of Pakistan) – under this project, 5687 non-formal primary schools, which were already working under the federal government, will be administered by the L&NFB Department for 214295 children (aged 4-16 years old).	
KP (Khyber Pakhtunkhwa Education Sector Plan (ESP) 2020/21 – 2024/25) ⁸⁵		
Setting up of ALP centres	Increase access and retention from pre-primary to higher secondary education by establishing new schools on a need basis, undertaking	In the absence of an approved NFE policy the evaluation has assessed

⁸⁵ The NFE policy is in draft and has not been approved yet. The evaluation team has used the education sector plan (ESP) to assess alignment of ALP interventions with those of KP government.



Supported ALP Interventions	Policy Plans/Strategies	Analysis
Provision of necessary educational support materials	school rationalisation where necessary, rehabilitating schools damaged by natural/man-made disasters and constructing additional classrooms in schools as per needs.	the alignment with the education sector plan. The ESP which lays emphases on retention of learners. ALP has a similar focus through non-formal channel.
Sindh (Sindh Non-Formal Education Policy 2017)		
Community Mobilisation	Community awareness programmes will be conducted to create demand for education in OOSC, especially school-age girls by creating a community mobilization strategy, training field officers, running awareness programmes with communities and local government institutions, and creating community-based oversight committees.	Most of the supported ALPs are aligned with Sindh's NFE Policy 2017; however, at this point ALP centres in Sindh do not offer vocational training for future employability.
Setting up of ALP centres	Non-formal education centres will be set up for OOSC to facilitate access to mainstream education.	
Development of middle school delivery model, including instructional and teacher training materials	Integrated curricula will be prepared for each level (primary and post-primary) that include regular school curricula/learning objectives, life skills-based education and the ability to impart general skills to improve employability.	

II. Provincial Agreements Developed to Address ALP needs

- Literature review shows that provincial education sector plans were developed which laid out the provincial priorities and plans for the sector. As a response, UNICEF developed RWP that served as an agreement with the provincial authorities on UNICEF's support to the planned activities and targets for four years (2018-2021) in three provinces (Balochistan, KP and Sindh). In Punjab, the RWPs were developed on an annual basis.
- Across all four provinces, targets for NFE (more specifically for provincial ALPs) included: centres benefitting from ALP interventions; facilitators to be trained, learners to be enrolled; engagement of school councils and/village education committees through social mobilization; and support provided to schools and communities for improved health and hygiene practices.
- Discussions with UNICEF's provincial offices indicate that the RWPs were developed depending on the available funding under the country programme document (CPD). For NFE, the provincial officials undertook a consultative approach where government counterparts were consulted to identify and agree on priority ALP needs and targets. Government officials (from relevant agencies) also confirmed participating in consultations for defining scope and targets of ALP interventions in each province.

Preliminary Conclusions: Relevance

REL 1: The supported ALPs are found to be relevant at multiple levels. First, relevance is evident for the fact that a consultative process was adopted to understand the provincial dynamics and needs to inform the design. The design is appropriate for addressing the province specific ALP bottlenecks ranging from: absence of policy frameworks; shortage of ALP facilitators; absence of provincially-approved condensed ALP curricula; absence of NFE-delivery apparatus; limited school structures; and weak monitoring systems. Limited focus of provincial governments on vocational training (given the fact a considerable number of OOSC are adolescents) remains a missing link in the design of ALP centres. Support to ALP centres was adapted due to COVID-19 to enable continuity of ALP centres while reducing the spread of COVID-19.

REL 2: The evaluation concludes that ALP centres are province specific and overlap with policy priorities, objectives and strategies of each province (Balochistan NFE Policy 2016-2030; Khyber Pakhtunkhwa ESP 2020/2021-2024/25; Punjab Literacy & Non-Formal Basic Education 2019-2020; and Sindh Non-Formal Education Policy 2017.). This highlights the relevance of support provided to ALP centres with provincial priorities.

4.2 Coherence

EQ2 To what extent did the supported ALP interventions demonstrate consistency with recommended programming guidelines for OOSC, harmonized with UNICEF's internal OOSC assistance and with other external actors?

The coherence criterion has one key question and two sub-questions.

EQ2.1: *To what extent supported ALP interventions are consistent with AEWG principles and to what extent UNICEF has been able to synchronise them with other UNICEF OOSC interventions?*

The findings are divided into two parts: i) consistency of ALP interventions with OOSC standards (AE principles); ii) internal coherence in terms of harmonisation of ALP interventions with other interventions/programmes implemented for OOSC by UNICEF.



I. Consistency of Supported ALP Interventions with AE Principles

8. Discussions with UNICEF's head office (in Islamabad) and provincial offices indicate that provincial ALP centres were not designed in line with any specific guidance/standards for OOSC. This is primarily because the technical support to the ALP centres started in 2016 while the AE principles were developed in 2017. During implementation both Balochistan and Sindh offices conducted workshops to assess compliance of supported ALPs with AEWG principles, however the findings from these workshops were not utilized to operationalise AEWG principles in implementation. As indicated in the evaluation design, the evaluation team has conducted a post facto comparison of the AE principles with the ALPs to trace overlaps and departures at design and operational levels.
9. To make the assessment more objective, the evaluation team has rated provincial ALP centres against each principle on a scale of relative alignment by applying the following rating criterion (refer to Figure 12). Desk review and primary data collected as part of the observation of ALP centres, KIIs and FGDs indicate that the UNICEF-supported ALP interventions were **fully or mostly aligned with the AEWG principles** in Balochistan for nine principles (six fully and three mostly aligned); KP for nine principles (eight fully and one mostly aligned); Punjab for seven principles (four fully and three mostly aligned); and Sindh for nine principles (five fully and four mostly aligned). Refer to Appendix 24 for a detailed matrix which includes assessment for each province.

Figure 12: Compliance of Supported ALP Interventions with AE Principles

	Fully Aligned ALP interventions are fully aligned with the AE principle	Mostly Aligned ALP interventions are mostly aligned require minimal course correction	Slightly Aligned ALP interventions are slightly and require some course correction	Not Aligned ALP interventions are not aligned and require significant course correction	
	AE Principles	Balochistan	Punjab	KP	Sindh
Principle 1	AEP is flexible and for over-age learners	Fully Aligned	Fully Aligned	Fully Aligned	Fully Aligned
Principle 2	Curriculum, materials and pedagogy are genuinely accelerated, AE suitable and use the relevant language of instruction	Mostly Aligned	Slightly Aligned	Fully Aligned	Fully Aligned
Principle 3	AE learning environment is inclusive, safe, and learning-ready	Fully Aligned	Slightly Aligned	Fully Aligned	Mostly Aligned
Principle 4	Teachers are recruited, supervised, and remunerated	Mostly Aligned	Mostly Aligned	Fully Aligned	Mostly Aligned
Principle 5	Teachers participate in continuous professional development	Fully Aligned	Fully Aligned	Fully Aligned	Mostly Aligned
Principle 6	Goals, monitoring, and funding align	Mostly Aligned	Mostly Aligned	Mostly Aligned	Mostly Aligned
Principle 7	AE centre is effectively managed	Fully Aligned	Fully Aligned	Fully Aligned	Fully Aligned
Principle 8	Community is engaged and accountable	Fully Aligned	Fully Aligned	Fully Aligned	Fully Aligned
Principle 9	AEP is a legitimate, credible education option that results in learner certification in primary education	Fully Aligned	Fully Aligned	Fully Aligned	Fully Aligned
Principle 10	AEP is aligned with the national education system and relevant humanitarian architecture	Slightly Aligned	Slightly Aligned	Slightly Aligned	Slightly Aligned

II. Internal Coherence

10. Discussions with UNICEF's provincial offices indicate that the support to ALPs are the only targeted interventions for OOSC (under NFE) in all four provinces.

EQ2.2: To what extent did support extended to ALPs establish/strengthen mechanisms to collaborate and coordinate with other actors involved in OOSC in each province?

The matrix below outlines the findings on coordination and collaboration on ALP interventions for each province.

Table 12: External Coherence by the Province

Provinces	External Coherence
Balochistan	- The DoE is the key entity for implementation and coordination of ALP activities. - The provincial ALP centres have been implemented with the support of relevant public sector entities. For instance, curriculum was designed by the BoC; textbooks were provided by the BTBB; facilitator training guides were developed and trainings to facilitators were delivered by PITE; and assessments were designed and are carried out by the BAEC. - A technical working group (TWG) on ALP under the Local Education Group (LEG) is formed for development, implementation, monitoring and evaluation. Discussions with stakeholders indicate that coordination for ALP interventions is frequent where the agenda is to share updates, review progress and work towards standardized implementation. - Key stakeholders shared that coordination among partners was useful during the COVID-19 pandemic as weekly meetings were conducted to discuss measures to reduce dropout rates and develop SOPs for returning students and facilitators. - The non-formal education management information system (NFEMIS) developed by JICA (through the Advancing



Provinces	External Coherence
	Quality Alternative Learning Project) tracks enrolled children in NFE centres, eliminating any possibility of double-counting or duplication of effort.
KP	- ALP-PIU (formed during ALP interventions) is the key entity for implementation and coordination of NFE activities. - The ALP centres have been implemented with the support of relevant public sector entities. For instance, textbooks and facilitator guides were developed, approved and notified by the DCTE; trainings to facilitators were provided by the DPD; collaboration was done with the Department of E&SE for advocacy and technical support to draft the ALP policy; and assessment were designed and carried out by the DCTE. - Discussions with stakeholders indicate that coordination for ALP interventions is frequent and relevant partners (UNICEF, ALP-PIU, United Nations High Commissioner for Refugees (UNHCR), JICA) consult each other before defining the geographic scope of their interventions. - Coordination among partners was reportedly frequent but was mostly ad hoc and done on an informal basis. - UNICEF and UNHCR maintained close collaboration for design and implementation of ALP interventions in KP. UNICEF provided ALP curricula, teaching material and facilitator guides to UNHCR for 39 home-based girls schools (HBGS) for Afghan refugee children. Furthermore, UNICEF provided support to UNHCR during COVID-19 in terms of sharing COVID-19 prevention and safety messages to be used in UNHCR-supported schools. - A non-formal working group was not operational by March 2022 (at the time of the fieldwork). Although a notification has been issued for the formation of the group in November 2021. - The NFEMIS developed by JICA tracks enrolled children in NFE centres, eliminating any possibility of double-counting or duplication of effort.
Punjab	- ALP interventions have been implemented with the support of the L&NFBDE Department – the agency responsible for the implementation of formal and non-formal interventions in the province. - At the higher level, under the ESP Implementation Grant, a steering committee comprising the Special Education Department (SED) and L&NFBDE exists under the chairman of the Planning and Development Board (PND). The committee supports formal and non-formal sectors to plan and collaborate education initiatives. At the operational level, the Programme Monitoring and Implementation Unit (PMIU – in SED) provides day-to-day management and coordination support. Apart from this, a development partners group (Punjab Education Development Partners Group) was formed where all development actors interact with the public sector (including SED) for ongoing and future education programmes. - Stakeholders expressed their satisfaction with the coordination support available through multiple forums. Frequent meetings were convened among relevant partners to discuss ongoing challenges and troubleshooting. - During COVID-19, UNICEF collaborated with SED for development and dissemination of prevention messages and SOPs to both formal and non-formal schools/centres.
Sindh	- The Directorate of Literacy and NFE (under the School Education and Literacy Department) is responsible for policy and implementation of NFE activities within the province. The Directorate has further formed working groups for five key components including: i) NFE Policy Development; ii) Strengthening of the Directorate; iii) Curriculum and Material Development; iv) Facilitator Management; and v) Community Mobilisation and M&E. Discussions with stakeholders indicate that ALP interventions were implemented with the support of relevant committees. - In Sindh, ALP interventions were implemented with the support of IRC (the IP) unlike government-led implementation in other provinces. Discussions with the Sindh provincial office indicate that the IP was needed as the government required additional technical and human resource support for implementation. - A non-formal working group exists comprising government agencies (curriculum, training, examination departments), development partners and non-governmental organizations (NGOs). However, as per the discussions with the stakeholders, the group has not convened in the last two years (during COVID-19) and coordination was reportedly infrequent between partners. - The NFEMIS developed by JICA tracks enrolled children in NFE centres, eliminating any possibility of double-counting or duplication of effort.

Preliminary Conclusions: Coherence

COH 1: The support to ALP centres was designed without any specific guidance/standards for OOSC. This is primarily because the support started in 2016 and the AE principles were developed in 2017. The evaluation team conducted a post facto comparison of AE principles (developed by the AWEG) with the ALPs to trace overlaps and departures at design and operational levels. Results indicate ALPs are mostly compliant in Balochistan, KP and Sindh for nine principles (noncompliant with the principle on alignment with the national education system); and Punjab for seven principles (mostly noncompliant with curriculum component as it is not condensed).

COH 2: The evaluation team found that ALP interventions (implemented between 2016-2021) were the only significant interventions for OOSC in all provinces. ALP interventions took a systematic approach where the provincial offices worked with the most appropriate public sector partners for implementation which contributed to the institutionalization of ALP centres. The coordination across provinces varied: in Sindh the coordination was infrequent while in KP it was informal (but effective), which merits improvement in the coordination mechanism within these provinces.

4.3 Effectiveness

EQ3: To what extent did supported ALPs manage to achieve intended results (outputs and outcomes – disaggregated by province) and what factors (internal and external) either enabled or hindered achievements?



The criterion has one key question with three sub-questions. To map achievements, the evaluation team has assessed progress of ALP centres against two funding streams (JICA and NATCOMM) as information related to UNICEF RR was not provided. Three indicators were used for analysis: number of centres established, number of learners enrolled and number of facilitators trained. The evaluation team has used progress reports for the data on achievements, whereas targets were extracted from UNICEF's proposal to JICA and NATCOMM. Since the targets and achievements of ALPs are cumulative for three years (2018-2020), it is not possible to gauge effectiveness by year. The evaluation team has also mapped progress against provincial RWPs as part of the evaluation.

This section also covers the unintended results achieved by provincial ALP centres. The second part of the section outlines enabling and disabling factors which either facilitated or hindered implementation. The third section provides an overview of the innovative approaches implemented by supported ALPs. The section ends with assessment on CEval (against four components life course model, organizational theory, innovation and sustainability) integration in provincial ALP centres.

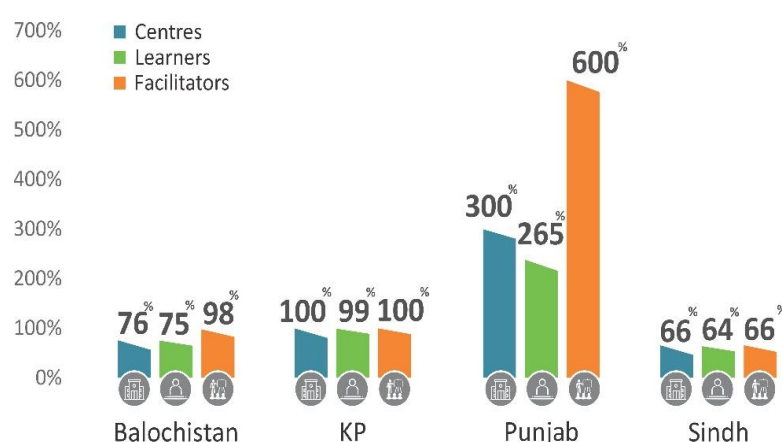
EQ3.1: To what extent did the supported ALPs manage to achieve intended/unintended results (disaggregated by province)?

The findings are divided into three sections. The first section presents outcome achievements vis-à-vis planned outcomes at the donor level (i.e., JICA and NATCOMM). It should be noted that data limitations around unavailability of annualized targets and achievement pre/during COVID-19 constrained assessment. Additionally, information on UNICEF RR was not provided to the evaluation team. The second section lists findings around unintended results (positive, negative, direct and indirect) that interventions have contributed to.

I. ALPs Effectiveness: Planned vs Achieved Outcomes by Province

This section maps the effectiveness of supported ALPs by presenting planned vs achieved outcomes at the provincial level set by both donors as well as for the provincial RWPs (refer to Appendix 25 for the calculation on provincial level achievements and the details on the progress against the provincial RWPs).

Figure 13: ALP Achievements by Province



Keeping in view evaluation expectations, the achievements for each province are presented separately with information that illuminates key highlights including comments on pre/during COVID-19 achievements.

Balochistan⁸⁶

11. The province underachieved its targets as it achieved almost three-fourths of the intended targets for centres established (198 out of 260) and children enrolled (8257 out of 11000 with 40 per cent girl learners), while it almost achieved the target for facilitators trained (255 out of 260 with 32 per cent female facilitators). In terms of gender-specific targets, the province achieved 62 per cent and 87 per cent of the enrolment targets for girl and boy learners, respectively. In addition, it achieved 60 per cent and 139 per cent of the intended female and male facilitators targets, respectively.
12. Desk review and discussions with stakeholders indicate that the province overachieved its target in the last reporting period (2019), however with the impacts of COVID-19 on the education sector, the results fell below the target. For instance, drop-out remained a challenge for supported ALPs

⁸⁶ JICA and UNICEF, 'Formal Progress and Utilization Report Sept 2020 and 2021'.



as reportedly 2423 (boys: 63 per cent and girls: 37 per cent) dropped out in 2021 due to loss of interest, economic migration and poverty.

13. As for the province's performance against the Balochistan RWP, the province has partially achieved one target (8,257 out of 15,000 learners benefitting from ALPs) and fully achieved the other (53 out of 53 children provided with access to basic water, sanitation and hygiene (WASH) services in schools). The targets for the remaining three indicators were not set.

Khyber Pakhtunkhwa

14. The supported ALPs started in 2019 and the centres were operationalised by November 2020. The delay in initiating activities is attributed to the absence of NFE-delivery apparatus and lack of an NFE policy framework. To kick-start the supported ALPs, a Project Implementation Unit (PIU) was formed under the ESED, with technical and financial support provided by UNICEF. Furthermore, the initial plan was to open the ALP centres in April 2020, however, due to COVID-19 and associated lockdown in the province, the opening of centres was delayed by a few months to ensure uninterrupted learning for ALP learners. According to desk review and discussions with stakeholders, KP utilized this time to conduct the standards-based written tests of potential candidates already identified to serve as ALP facilitators and a final list of the facilitators was prepared. This was followed by orientation, identification of centre locations, development of a training plan, procurement of supplies and development of books and training manuals to mitigate the risk of losing extra time once the schools re-opened.
15. The province has **fully achieved** the intended targets for establishment of centres (230 out of 230), children enrolled (6406 out of 6450 with 82 per cent girl learners), and facilitators trained (230 out of 230 with 84 per cent female facilitators). In terms of gender-specific targets, the province achieved 120 per cent and 55 per cent of the enrolment targets for girl and boy learners, respectively. In addition, it achieved 111 per cent and 66 per cent of the intended targets for female and male facilitators, respectively.
16. ALP centres were not closed during the COVID-19 lockdown and remained operational with enforcement of requisite safety measures. These measures included: flexible hours, division of learners into two to three smaller groups attending school on alternate days, and adherence to SOPs on handwashing, wearing facemasks and maintaining a safe distance. Meanwhile, Health and Hygiene Committee members comprising students were mobilized by ALP PIU field teams to ensure frequent handwashing by their peers and to check personal hygiene.⁸⁷ Volunteer Network Forum (VNF) members, comprising ALP facilitators, parents of learners and community elders, were regularly briefed on SOPs and provided support ALP facilitators in observing them.
17. The province's performance against the KP's RWP shows that the province fully achieved one indicator (380 out of 380 facilitators trained) and partially achieved the other (3480 out of 4500 adolescent learners accessing ALPs and receiving life skills basic education trainings). However, targets for three indicators were not set and therefore have not been assessed.

"The training is outstanding, but it has few days. If the training days will be added that will guide teachers properly." – **ALP Facilitator on efficacy of trainings**
 "ALP centre is very reliable especially for girl students and my daughter was provided with each and everything like books and stationery." – **Mother of ALP student**

Punjab

18. The province managed to **overachieve targets** in two of the three intended results: centre establishment (240 instead of 80), children enrolled (16347 instead of 6000 with 49 per cent girl learners), and training of facilitators (480 instead of 80). The potential reasons for these overachievements include: use of government buildings as ALP centres (eliminating the need to find space) and high pupil to teacher ratio as compared to other provinces (almost 50-60 learners⁸⁸ in an ALP centre compared to 30 in others).
19. The L&NFBE Department closed all centres in March 2020, as required by the GoP in response to the COVID-19 pandemic. During COVID-19, UNICEF played a key role in supporting the L&NFBE Department to roll out mental health and psychosocial support (MH&PSS) guides and SOPs for safe reopening of schools. Online trainings were provided on MH&PSS and SOPs to support the safe return of key department staff (77 in total) responsible for the 240 supported ALP centres for children.⁸⁹ In addition, the supported ALPs included wide dissemination of IEC materials to all stakeholders, including parents and facilitators along with the provision of basic WASH supplies and learning kits to keep the learning momentum ongoing during closures. As per the discussion with UNICEF's provincial office, only 2 per cent (in 240 centres) of students dropped out during

⁸⁷ JICA and UNICEF, 'Formal Progress and Utilization Report 2021'.

⁸⁸ The number was observed during the centre assessment by the field teams.

⁸⁹ JICA and UNICEF, 'Formal Progress and Utilization Report 2021'.



school closures. This low number could be attributed to proximity of facilitators to learners as they were from same communities as the children.

20. As for the province's performance against the provincial RWP, the province has fully achieved four out of five intended targets (number of facilitators trained, number of adolescent learners accessing ALPs and receiving life skills basic education trainings, number of learners benefitting from ALPs and number of children provided with access to basic WASH services). However, for one indicator, a target was not set (number of ALPs provided with COVID-19 relevant supplies) and therefore was not assessed.

Sindh

21. The province **underachieved** on targets. Only two-thirds of the intended targets for centres established (230 out of 350), children enrolled (6757 out of 10500 with 59 per cent girl learners) and facilitators trained (230 out of 350 with 64 per cent female facilitators) were achieved. Based on discussions with stakeholders, one of the reasons to explain underachievement is limited capacity of government stakeholders to implement supported ALP interventions. In terms of gender-specific targets, the province achieved 67 per cent and 61 per cent of the enrolment targets for girl and boy learners, respectively. In addition, it achieved 70 per cent and 59 per cent of the intended targets for female and male facilitators, respectively.
22. Desk review and discussions with stakeholders indicate that the centres remained closed during COVID-19. To mitigate learning losses, ALP learners were provided subject-based worksheets through VEC members. To support a safe return to school, ALP interventions included development of safe school reopening guides as well as IEC materials on COVID-19 prevention messages, including posters and flyers. Some centres were also provided with critical supplies such as thermal guns, soap, safe disposal bins and disinfectant sprays.⁹⁰
23. The province's performance against the provincial RWP shows that Sindh has fully achieved three out of five intended results (number of facilitators trained, number of adolescent learners accessing ALPs and receiving life skills basic education trainings and number of learners benefitting from ALPs). However, for two indicators (number of ALPs provided with COVID-19 relevant supplies and number of children provided with access to basic WASH services), targets were not set and therefore have not been assessed.

II. Unintended results (positive, negative, direct and indirect)

24. Find below the list of unintended results that supported ALPs have contributed to. These are primarily drawn from interviews with stakeholders in the field, including both service providers and beneficiary groups. The readers may note that these are mostly positive.
 - **Enrolled Children Acting as Agents/Champions of Change:** Based on reports made during FGDs, it appears that children have started to bring what they are learning at ALP centres home to their families. Respondents of FGDs (mostly mothers) referred to children emphasizing the importance of personal hygiene as a protection against COVID-19. Precautionary measures shared with children at school were disseminated to their family members which influenced families to take note and introduce household level precautionary measures.
 - **Children Helping Parents in Accounts Management:** Some parents referred to children being able to learn maths at the centres as helpful for domestic and business-related record keeping of accounts. This is applicable to those families where parents are illiterate.
 - **Enrolments Delaying Girl Child Marriages:** At several locations, both the service providers and communities referred to delays in girl child marriages. Parents are postponing girl child marriage decisions to enable them complete education. While there is no data to back up this finding, it is a significant positive unintended result of ALP interventions, even if it is only a perceived change.
 - **ALP Centres Promoting Inclusion:** In Balochistan and KP, the records indicate ALP centres have opened doors to Afghan refugee children, who face challenges enrolling in formal schools for lack of documentation (such as birth certificates). Similarly, in several communities, ALP centres have enabled access to education for disabled children, who often face discrimination at formal schools. In light of the above, it could be argued that ALP centres are promoting inclusion by offering a

"The ALP learners were agents of change and conveyed hygiene and MHM messages to their parents that they receive during our intervention of MHM." – **UNICEF**

"ALPs have an impact on early marriages. In KP, whether it is south or north, early marriage is still a norm. However, when the children, especially the girls, get admission to the centres, it delays their marriages or save them from early marriages for some time due to their involvement in studies." – **Government Official KP**

"In Baluchistan, due to the initiative of supported ALPs, more than thousands of OOSC have benefited, especially from the most marginalized and difficult to reach young people, giving them an opportunity for accelerated learning." – **Government Official Balochistan**

⁹⁰ JICA and UNICEF, 'Formal Progress and Utilization Report 2020 and 2021'.



second chance to refugee children and children with disabilities.

EQ3.2: What factors either enabled or hindered achievements, particularly COVID-19?

Find below a matrix that outlines factors which either facilitated or hindered the implementation and achievements of intended results. These findings are based on both secondary and primary data sources.

Table 13: Enabling and Disabling Factors and their Implications for Supported ALPs

Enabling Factors	Implications on ALP services delivery
The availability of existing policies and institutional structures enabled quick start of ALP interventions.	Those provinces that had NFE policy and institutional arrangements in place managed to kick-start ALP interventions much earlier than in provinces where these were not in place. For instance, where implementation in Balochistan, Sindh and Punjab started in 2016, in KP implementation was pushed back to late 2020 (as a result of lacking institutional delivery apparatus).
Community-based approaches (by forming community groups) enabled greater community ownership, trust (by parents) and accelerated enrolments.	The ALP model focused on cultivating community ownership (through formation of community groups) proved useful in terms of engaging communities to identify facilitators, arrange safe and usable space (for centres), and influence parents to send children (boys and girls) to these centres. This approach facilitated the quick rollout of ALP centres in communities and generated parental interest in enrolling children.
Availability of ALP centres within communities enabled improved accessibility (for girls and children with disabilities) and offered a children from disadvantaged communities a second chance at education.	As centres were set up within communities, children were not required to walk long distances to access them. While this was useful for all OOSC, it proved relatively more useful in supporting girls' enrolment, as parents were more comfortable sending their daughters to centres within their communities. Moreover, hiring of trusted community-based female facilitators further encouraged parents to send girls to ALP centres. Moreover, even the most disadvantaged families were able to send children to centres as they were free of cost.
Flexible school hours enabled access for working children.	The flexible school hours were introduced at several centres and enabled working learners (daily wage earners and children working in family enterprises) to continue their education. The flexible approach enabled these working children to continue with their routine work (for most being an economic function to support families) and attend centres with time flexibility.
ALP centres created job opportunities for facilitators and consequently contributed to their empowerment.	The ALP interventions contributed to creating gainful employment for facilitators who were otherwise not economically active. Where this added to the family income, it helped raised the status of facilitators in the community and within the family.
Disabling Factors	Implications for ALP service delivery
Recruitment and retention of qualified facilitators.	The identification of qualified facilitators came up as a challenge in several communities, especially in remote locations. This limitation was mitigated by lowering the requisite skill set and qualification for selection of facilitators in certain communities. Where this enabled centres to find facilitators, it may have affected the technical capacity of the facilitators to deliver ALP interventions.
Heavy reliance on financial support from development partners.	ALP interventions were primarily funded by UNICEF, JICA and NATCOMM and provincial governments' financial contribution was limited. This not only resulted in limited scale of implementation (for instance, in Punjab, only 240 centres were established), but also jeopardizes the sustainability of these interventions.
Closure of ALP centres due to COVID-19.	COVID-19 restrictions posed challenges for ALP centres. The risk of dropout was perceived as a biggest challenge across provinces. For example, in Balochistan 2,423 learners dropped out in 2021. The use of technology/operational adaption to continue teaching/learning activity during COVID-19 was partially successful.

EQ3.3: To what extent did the supported ALPs encourage/enable innovation (around diffusion model) and how did it relate to provincial policies?

The evaluation team did not find a documented definition of innovation from desk review. The evaluation team defined innovation as any activity from the ALP life cycle that was planned and implemented differently (meaning unconventionally) and resulted in saving time and cost to deliver the same/better results. Additionally, the evaluation team has used the following definition for diffusion: "Diffusion of Innovation originated in communication to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system."⁹¹ In other words, how different innovative approaches/interventions were disseminated across provinces. The findings are structured into two parts i.e., innovation and policy encouragement and innovation in practice.

I. Innovation and Policy Encouragement

Find below key findings around innovation as a policy priority for NFE across provinces, for details refer to Appendix 26.

⁹¹ Behavioral Change Models, 'Diffusion of Innovation Theory', <<https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchange/theories/behavioralchange/theories4.html>>.



25. **Balochistan NFE Policy 2016-2030 and Balochistan ESP 2020-2025:** The ESP lays adequate focus on innovation. For instance, the strategies call for innovation in planning and delivery of services as per the local conditions. There are strategies that underline options for schooling through the internet, television and radio to the extent these media exist in Balochistan (refer to pages 58, 82 and 114 of the ESP policy for reference). The NFE policy does not include any reference to innovation.
26. **Sindh NFE Policy 2017:** The policy lays focus on innovation. The objectives underline the need for innovation whilst recognising that education sector objectives, and NFBE in particular, cannot be met by continuing with business as usual. Furthermore, the policy focuses on innovation that uses information communication technologies (ICTs) (refer to page 21 of the policy for reference).
27. **KP ESP 2020-25:** The plan underlines and makes specific references to leveraging innovation for OOSCs – in particular for enrolment and creation of cadres of teachers (refer to pages 12, 39 and 52-53 of the policy for reference).
28. **Punjab L&NFBE 2019 and Punjab ESP 2019/2020 - 2023/2024:** The Punjab ESP highlights the use of innovation to offer NFE services. The NFE plan does not reference use of innovation to support OOSC.

II. Innovation in Practice

29. Find below consolidated findings on different sets of innovative activities planned and implemented across provinces. The description highlights the results of such innovations:
 - **Supportive Supervision for Facilitators:** All provinces introduced mentoring/coaching of facilitators through a cadre of field monitors/mentors, who were tasked with providing on-the-job support (mentoring) to help facilitators to adapt and improvise teaching/learning materials and techniques to enable them deliver on their roles. In KP, monthly professional development (PD) days were introduced as an innovation. During PD days, ALP facilitators and mentors met to discuss progress and ongoing and upcoming challenges. This allowed cross-ALP learning and an opportunity for course correction. Across provinces, the practice has emerged as good practice and an innovation with useful results.
 - **Use of madrassa/government centres as ALP centres:** ALP remained innovative in selection of ALP sites, such as use of madrassas (Balochistan and KP) and formal secondary schools (Punjab) to facilitate ALP centres.
 - **Learning Assessment through Technology:** Punjab has introduced technology for learning assessment of NFE learners. The technology used is called the Literacy Assessment Drive (LAD), which enables quick and error free learning assessment, and consolidates assessment as feedback to the facilitator. As ALP centres were co-located, the application was used in both ALP and government supported centres
 - **Remote Learning and Use of Family Members for Continuation of Learning Activities:** Balochistan introduced use of remote learning by sharing learning content based videos via WhatsApp groups with families of learners so they could continue to learn whilst centres are closed because of COVID-19. It provided an alternative to centre-based learning, however remained less effective due to issues of internet connectivity. Sindh introduced home-based student work sheets, printed and shared with parents/learners to continue using them from home (whilst centres were closed during COVID-19) and facilitators made themselves available to guide parents/caregivers on how to keep learners involved.
30. The documentation of these innovations remains weak. Similarly, the evaluation team did not find evidence of UNICEF convening regular cross-province meetings for knowledge and learning exchange and replication of good practices across provinces.

III. Compliance of CEval in ALP Interventions

Keeping in view the evaluation objectives, this section offers an overview of how implementation of supported ALP centres complies with CEval standards i.e., life course model, organizational theory, innovative theory and sustainability approach. The Center for Evaluation (CEval)⁹² is a research and training consulting institute, based in Germany. The four approaches have been consolidated into a framework called CEval. The following section outlines key findings and conclusions around consistency of implementation with CEval.

Note: The readers may see overlaps with multiple OECD-DAC criteria e.g., effectiveness, sustainability and others.

⁹² Center for Evaluation, 'About us', <<https://www.ceval.de/modx/en/index.php?id=590>>.



Component 1: Life-Course Model⁹³

31. The life course of a programme can be divided into three main phases: the planning and implementation phases occur during programming and the sustainability phase follows termination of funding. The following visuals (one for two provinces) outline key events that occurred in each province from 2016 - 2021.

Figure 15: Life course Model for Balochistan and Punjab

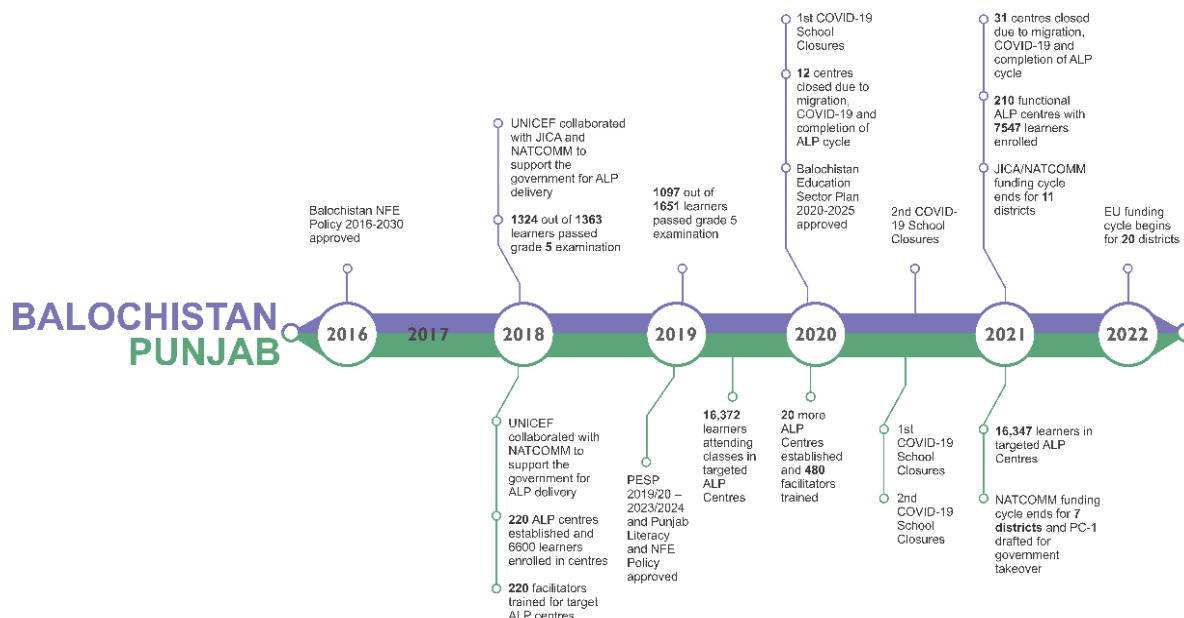
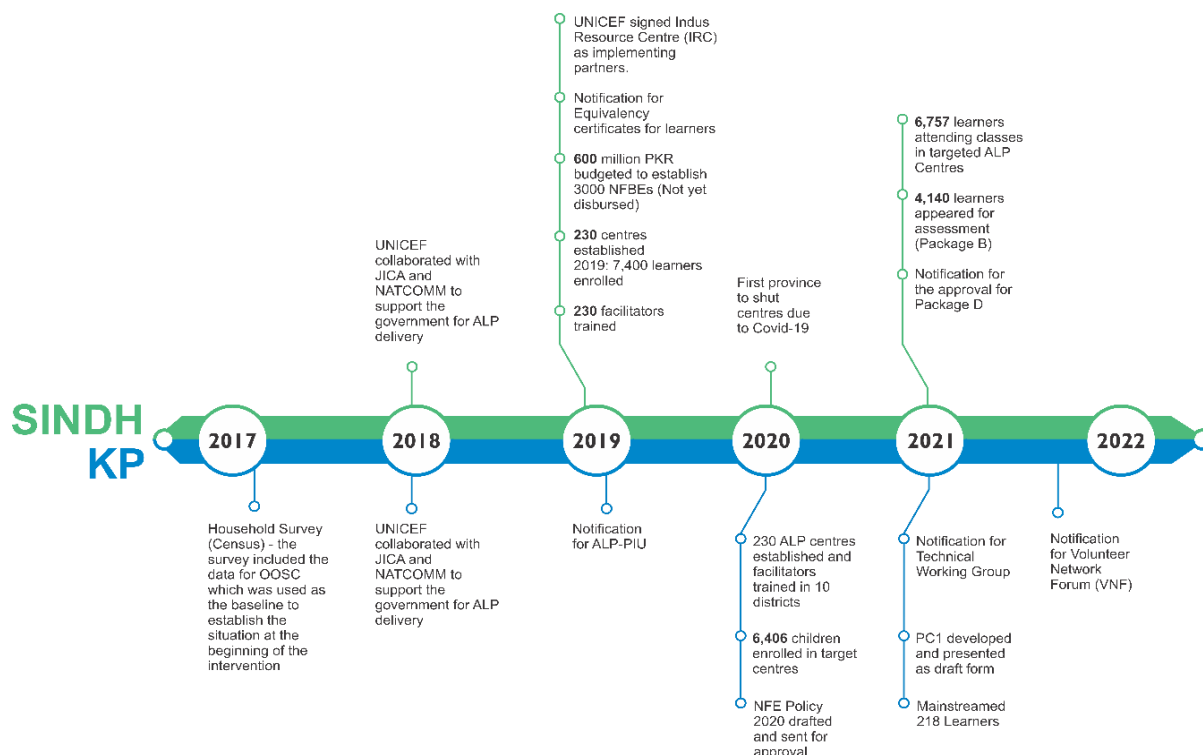


Figure 14: Life Course Model for KP and Sindh



Component 2: Organizational Theory⁹⁴

Innovations introduced by a programme can be aimed at producing internal changes both in the organizations implementing the programme and in other (external) social systems.⁹⁵ The findings and

⁹³ To analyse the continuous succession of event-defined phases which are linked by an endogenous causal relationship on the temporal axis.

⁹⁴ To understand the (internal and external) changes the provincial government counterparts and UNICEF have experienced during implementation.

⁹⁵ Other organizations or social subsystems



analysis here is divided into how ALP interventions enabled internal changes to organizations that are implementing ALPs and how interventions enabled changes in external social systems.

Table 14: Integration of Organization Theory at Provincial Level

Province	Provider ⁹⁶	Environmental ⁹⁷
Balochistan	- A unit in the Directorate Education of Schools Balochistan has been created to oversee ALPs. - In 2020, the Balochistan ESP 2020-2025 was approved which includes a section on NFE/ALPs.	- Many girls in Baluchistan were not allowed to go to school because of access issues. Opening ALPs centres closer to the villages is an opportunity for children (especially girls) to go to school. - General acceptance of education, especially girls' education, has increased in rural areas of Balochistan, allowing more than 8000 OOSC the chance at an education. - As the supported ALPs offer double-shift systems, they benefit children who have to work during the daytime. - The records indicate ALP centres have admitted Afghan refugee children, who face challenges enrolling in formal schools due to lack of documentation (such as birth certificates). - To ensure maximum acceptance, 91 ALP centres were in madrassas where local religious facilitators were trained to teach the condensed curricula. Due to cultural and religious sentiments, logos of the donors and other agencies were removed from the textbooks being provided to madrassas.
Punjab	- The implementation is being done by the L&NFE Department with the support of UNICEF. - UNICEF supported the consultations for drafting Punjab's NFE policy which was approved in 2019.	- Due to the fear of security and reputation, many families refuse to send their children to school (especially girls), however, opening ALP centres in various villages has made it easier for girls to get an education. - Community-based facilitators play a crucial role in educating parents and creating awareness about education. To ensure sustainability, the involvement of parents and communities, as well as mothers' support groups has played a crucial role. - As the supported ALPs offer double-shift systems, it benefits children who have to work during the daytime.
Sindh	- Due to lack of government capacity, an implementing partner (IP) was selected to ensure smooth implementation. - The supported ALPs have contributed to the approval of NFE Policy (2017). The policy paved the way to set provincial priorities for all development actors working in the sector.	- Hiring community-based facilitators has proved beneficial for the supported ALPs to win trust of parents. - Community ownership is a positive effect of supported ALPs for sustainability of these centres in the long run. - Establishing supported ALPs in the most marginalized and difficult to reach areas has provided children with disabilities access to schooling.
KP	- Due to the absence of an NFE-delivery apparatus, a PIU was formed with technical and financial support provided by UNICEF. - The ALP-PIU was completely supported by UNICEF for two years with plans for the government to take over. - In KP, UNICEF has supported the formulation of an NFE Policy (2020) (draft). However, approval is still pending.	- Like Balochistan, KP also enrolled Afghan refugee children who would not be able to enrol in formal schools. - As per key respondents, early marriage of girls is a norm in KP and the ALP centres are potentially contributing towards the delay in early marriages. - ALPs have provided disabled children the opportunity to attend school due to easy accessibility. This indicates that the intervention includes inclusivity and is focused on marginalized children.

Component 3: Innovative Theory⁹⁸

32. An innovation is understood to mean any form of new development (refer to Figure 16). Programmes/interventions diffuse innovations in and through organizations by communicating innovation through various channels over time among the members of a social system. The key findings around innovation are as below:

- Most ESP/NFE policies underline the use innovative products and services for NFE, however lack considered focus on incentivizing innovation.

⁹⁶ Organizational, members, financial, aims, technology

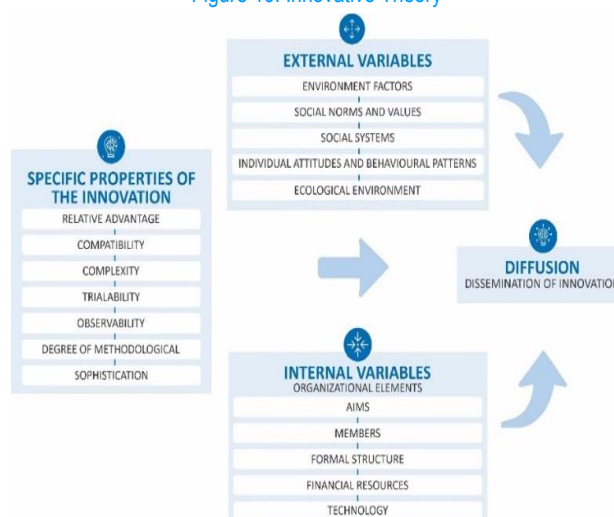
⁹⁷ Political, social, cultural, economic

⁹⁸ To understand innovations or new developments implemented by provincial ALP models and centres before and during COVID-19.



- The provinces experimented with new products and services, however in most cases innovation was reactive and driven by the need to ensure continuity of teaching-learning activities during COVID-19. The innovative models applied include: family supported learning (through subject based worksheets) and subject based educational videos (shared via WhatsApp). In Punjab, an application called LAD was introduced. LAD enabled consistent, quick and error-free learning assessment, and provided facilitators with consolidated assessments.
- Another concept of CEval is Innovation Diffusion. Supported ALPs demonstrated limited diffusion. This has happened due to lack of focus on innovation documentation and absence of cross-provincial learning platforms.

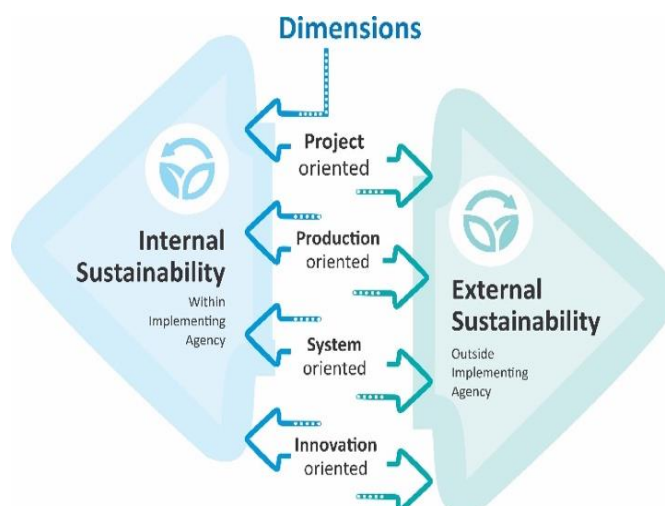
Figure 16: Innovative Theory



Component 4: Sustainability Approach⁹⁹

33. Sustainability is achieved when these new organizational structures and behavioural changes continue after the end of the period in which the measures were funded (refer to Figure 17). To determine the sustainability of a programme/intervention four dimensions have been identified: durability; range of impacts or the benefits of a programme/intervention; change in the system in which the innovation was introduced; and ability of a system or provider to adapt to changing context in a flexible and appropriate way. The key findings around sustainability are as below:

Figure 17: Sustainability Approach



34. Across all provinces the ALPs have facilitated standardization of curricula; recruitment and training of facilitators; oversight and supportive supervision; and to an extent, monitoring and reporting management. With these achievements, supported ALPs have been relatively less successful in securing public funds for long-term continuity of ALPs. Discussions with the KP, Punjab and Sindh UNICEF offices indicate that they are in the process of seeking financial allocations through PC 1. However, at the time of fieldwork for this evaluation, this has not been finalised and/or approved.

Preliminary Conclusions: Effectiveness

EFF 1: To map achievements, the evaluation team has assessed progress of ALP centres against two funding streams (JICA and NATCOMM). The effectiveness measurement was constrained due to data limitations stemming from lack of non-annualized targets (all outcomes were set cumulatively for three years i.e., 2018-2020); reporting inconsistencies across outcomes and years; and lack of information on results achieved through UNICEF RR. The evaluation team made efforts to use the available data to offer perspectives on effectiveness of UNICEF's support by assessing achievements at the provincial level.

EFF 2: The evaluation team has used three indicators for effectiveness measurement by comparing achievements with planned results (i.e., number of centres established, number of learners enrolled, and number of facilitators trained). The results for provinces vary across three indicators. In terms of relative effectiveness, Punjab and KP managed to fully achieve intended targets. However, Balochistan and Sindh lag behind (Balochistan managed to achieve three-fourths of the intended targets and Sindh achieved only two-thirds of the targets). COVID-19 derailed implementation across three provinces, whereas KP kept the centres open. The provinces planned and implemented several mitigation measures to stem COVID-19-driven dropouts and loss of learning for the enrolled learners.

EFF 3: The supported ALPs contributed to producing several unintended results. The most significant ones include: enrolled children acting as agents/champions of change (as they disseminated messages around COVID-19 protection); by learning mathematics the

⁹⁹ To understand established mechanisms/procedures for ALP models' continuity and improvement during implementation, especially in the context of COVID-19.



learners are helping parents with accounts management; parents are delaying marriage decisions for girls to let them complete learning; and ALP centres promoting inclusion by enrolling learners with disabilities and those from refugees families (noted in Balochistan and KP).

EFF 4: The ALP achievements were enabled by several factors. The most significant ones include: availability of institutional structures and provincial policies/plans resulting in immediate and smooth implementation; use of community-based approaches fostering community ownership of ALP centres; improved accessibility of ALPs (due to being based in the community); flexible hours; and locally recruited facilitators resulting in winning over parents' trust, accelerated enrolments and wider acceptance within the community. The disabling factors that hindered achievements include: unavailability of qualified facilitators (especially in hard-to-reach communities); reliance on financial support from development partners (affected the scale of implementation and jeopardizes sustainability); and COVID-19-driven disruptions in teaching and learning activities and dropouts.

EFF 5: There is a considered focus on innovation as a policy priority across other provinces. However, the policy documents are silent on incentivizing innovation. The supported ALPs managed to demonstrate innovation such as: supportive supervision for facilitators; use of madrasa/government centres as ALP centres; and learning assessment through use of technology (LAD application). COVID-19 accelerated use of remote learning tools/applications, were proven effective with limited focus on documentation and dissemination for adoption by other provinces.

4.4 Efficiency

EQ 4: To what extent did supported ALPs manage to achieve results within available time, costs and human resources, and how did COVID-19 affect efficiency?

The efficiency criterion has one key question with one sub-question. It should be noted that efficiency analysis faced data constraints since only cumulative budget allocations and utilization information (for all four provinces) was provided to the evaluation team, thus limiting province level analysis. In addition, NATCOMM progress and budget information for 2021 was not provided to the evaluation team. The evaluation team has made efforts to do a usable analysis based on available information.

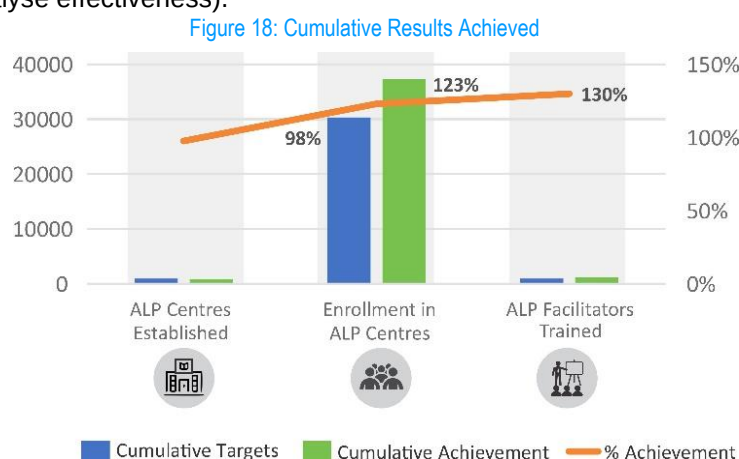
EQ4.1: Did supported ALPs manage to achieve intended results (outputs/outcomes) within available funds, time and human resources and how did COVID-19 affect efficiency?

The findings below are divided into the following sub-sections: i) efficiency of achieved results vs time and funds; ii) cost efficiency implementation modalities; iii) average cost per learner; and iv) COVID-19 impact on resource availability. Limited number of indicators are reported in the progress reports (as highlighted in the effectiveness section) which constrained a comprehensive efficiency analysis.

I. Results Achieved within Allocated Time and Funds

35. The evaluation team has used progress reports to consolidate the achievements of supported ALPs from 2018-2021¹⁰⁰ for all provinces. Only three performance indicators are used for the analysis i.e., enrolment of learners; centres established; and facilitators recruited/trained (the same performance indicators used to analyse effectiveness).

36. Findings indicate that the supported ALPs managed to exceed the planned targets for two indicators and missed one by a slight margin. For instance, cumulatively supported ALPs managed to enrol 37,767 learners against the target of 33,950¹⁰¹ (achievement rate stands at 111 per cent) and recruited/train 1,195 facilitators against the target of 920 (achievement rate stands at 130 per cent). However, it managed to establish 898 ALP centres (against the target of 920), thus achieved 98 per cent of planned results. The reported performance data indicates that the supported ALPs were successful in achieving the set targets, despite rollout delays (in KP) or school closures during COVID-19 (for all three provinces except in KP). This is partially explained by the fact that the intended targets did not change, and a no-cost extension was sought from JICA and NATCOMM (for almost two years from both donors) to complete planned activities.



¹⁰⁰ Progress information for 2016-2018 was not available to the evaluation team.

¹⁰¹ JICA and NATCOMM, 'Progress and Utilization Report 2021'.



37. The supported ALPs spent **US\$5.6 million out of the allocated budget of US\$8.1 million**¹⁰² (it should be noted that the evaluation team did not have access to any information on funds spent by UNICEF RR or a breakdown of provincial budgets/utilization). Cumulative funds utilization (JICA and NATCOMM) remained at **68 per cent** (from August 2018 to August 2021 for JICA and January 2018 to December 2020 for NATCOMM). Considering that the supported ALPs managed to exceed the targets for two indicators (learners enrolled and facilitators trained) and almost achieved the third indicator (centres established) without completely using the allocated budget, raises questions as to whether budgeting was realistic. One plausible explanation for the underutilized budget is the shift to virtual implementation and/or suspension of some activities due to COVID-19.
38. Discussions with stakeholders indicate that the supplies (furniture, Menstrual Hygiene Management (MHM kits), stationery, soap) were adequate and distributed in a timely way to ALP centres. Facilitators (interviewed as part of the evaluation) also expressed satisfaction with the quality of supplies provided by UNICEF.

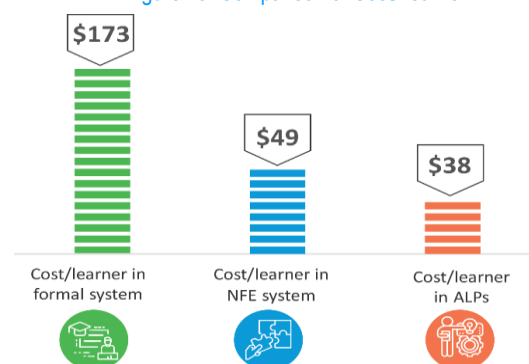
II. Cost Efficient Implementation Modalities

39. Discussions with stakeholders suggest that the following implementation modalities may have been cost efficient. However, due to limited financial information shared, the evaluation team is unable to determine the exact amount of money saved by implementing these modalities.
- **Government buildings, madrassas or facilitators' home as ALP centres:** In all four provinces, supported ALPs were established in government buildings (Balochistan: 8; KP: 165; Punjab: 240), madrassas or facilitators' homes. This modality helped in saving costs usually needed for setting up the centres.
 - **Community-based facilitators:** Engaging community-based facilitators in all four provinces not only helped in obtaining the trust of parents/caregivers, but it also reduced commuting costs for students. Additionally, the compensation paid to facilitators was less than the teachers in the formal education system.
 - **Joint trainings of teachers (of Quaid-e-Azam Academy for Educational Development) and L&NFE facilitators:** In Punjab, joint teacher trainings were planned and delivered for NFE teachers and ALP facilitators as the curriculum is similar for both systems. The joint teacher trainings helped in reducing costs that would have occurred if delivered separately.
 - **Use of existing NFE delivery apparatus:** The supported ALPs relied on existing provincial government human resources and NFE institutions to develop the ALP curriculum, assessments, textbooks, etc. which potentially helped in saving costs.

III. Cost per Learner

40. The evaluation team has compared the annual cost per student/learner (utilized funds per year/number of enrolled learners) enrolled in an ALP centre from 2018-2020. The cost has significantly increased from **US\$38 (2018) to US\$94 (2020)**.¹⁰³ The evaluation team was unable to find any contributory reasons (except in KP) behind the increase in the cost (by almost 2.5 times) within two years. As per UNICEF's KP provincial office, the increase in facilitator fees from PKR 16,000/month to PKR 22,000/month (to align with the government minimum wage policy) partially contributed to increase in cost/learner. However, as majority of ALP centres were closed in 2020 in Balochistan, Punjab and Sindh (due to COVID-19 related restrictions) the increase in costs requires further exploration.
41. The evaluation team also compared the annual cost/student enrolled in primary school (in the formal system) vs NFE sector. It was noted that for formal schools, the annual cost was at US\$173¹⁰⁴ (in 2018), whereas in NFE schools, the cost/child was US\$49.¹⁰⁵ ALP centres are efficient if the costs incurred in 2018 (US\$38) are compared with formal/NFE schools. However, the gradual increase in the cost/learner makes ALP centres less efficient. This merits further exploration to understand whether budgeting/utilization for

Figure 19: Comparison of Cost/Learner



¹⁰² US\$3.4 million from JICA and US\$4.6 million from NATCOMM.

¹⁰³ The number was calculated as funds utilized/enrolment rates

¹⁰⁴ National level 2018 values extracted from AEPAM and Pakistan Bureau of Statistics.

¹⁰⁵ Ministry of Federal Education and Professional Training Government of Pakistan, 'Pakistan Education Statistics 2017 – 2018', <chrome-extension://efaidnbmninnbpcjpcgclcfndmkaj/http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202017-18.pdf>.



provincial ALP centres is realistic and aligned with industry standards. Refer to Appendix 27 for calculations.

IV. COVID-19 Impact on Resources Availability

42. Discussions with UNICEF and government counterparts reflect that COVID-19 did not have an effect on the disbursement of funds, human resources and materials/stationary.

Preliminary Conclusions: Efficiency

ECY 1: The measurement of efficiency remains incomplete due to data limitations. The budgets are cumulative hence constrained province specific efficiency analysis. Similarly, outcome-based allocations are missing, and expenditures data is unavailable for all years.

ECY 2: Based on available information, the supported ALPs appear efficient for achieving three key indicators. For two indicators (i.e., learner enrolment and training of facilitators), the supported ALPs exceeded targets and for the third (centres established), the targets are almost achieved. The supported ALPs have achieved these results whilst using 68 per cent of allocated funds hinting at over-costing.

ECY 3: The costs/learner for a year compared from 2018 to 2020 indicate that the costs have increased in the past two years (from USD\$38 in 2018 to USD\$93 in 2020). Where most of the ALP centres were closed in 2020, the exponential increase in cost/learner needs further exploration. The evaluation team also conducted a comparison for the cost/learner in formal vs NFE sector vs ALP centres. The supported ALPs are efficient if the costs incurred in 2018 (USD\$38) are compared with these two. However, the gradual increase in the cost/learner makes ALP centres less efficient.

ECY 4: The stakeholders suggested that COVID-19 related closures resulted in longer time for learners to complete the package. However, none referred to COVID-19 having any effect on the availability of resources (human, funds, material).

4.5 Impact

EQ5 - To what extent did supported ALPs contribute to improved enabling environment (norms, systems and budgets) and the lives of OOSC across provinces?

This criterion has one key evaluation question and two sub-questions. It should be noted that supported ALPs have not been implemented long enough to enable measurement of long-term change. For instance, supported ALPs in KP were implemented in late 2020. To overcome this, the evaluation team has disaggregated impact level results into the following categories i.e., i) policy environment; ii) curriculum; iii) recruitment and training of facilitators; iv) provincial budgets; v) certification process and reintegration mechanisms; v) impact on OOSC and their families.

EQ5.1: To what extent did supported ALPs contribute to improved enabling environment for provincial, public-sector actors involved in ALP services i.e., norms, systems and budgets?

EQ5.2: To what extent did the ALP interventions contribute to improved lives of OOSC in target areas?

For evident overlaps the findings for two sub-questions (5.1 and 5.2) are merged.

43. **Impact on Policy Environment:** The results vary across provinces depending on the availability of policy frameworks before the supported ALPs were introduced. For instance, Balochistan had NFE Policy 2016-2030, hence no major contributions were made. However, the other three provinces benefited from supported ALPs to help frame NFE policy frameworks. In KP, approval is pending on the (draft) NFE Policy (2020) and Punjab and Sindh have approved NFE Policy 2019 and NFE Policy 2017, respectively. The formulation of NFE policy frameworks contributes to defining provincial priorities and offering a guided framework for development partners to implement NFE activities.
44. **Impact on Uniform Curriculum:** The supported ALPs benefited three provinces (Balochistan, KP and Sindh) for curricula development. Punjab continues to use the same curricula for ALPs as is used in the formal sector. The contribution to uniformity of curricula is crucial to ensure consistency and standardization of learning material for both ongoing and future support to ALPs.
45. **Impact on Facilitator Recruitment and Training Materials:** Across all provinces, significant contributions were made in this area. The standardization of training materials will enable relevant stakeholders to train the facilitators (new and current) for both ongoing and future ALPs.
- In Balochistan, ALP collaborated with the PITE to develop training modules for facilitators to teach ALP curricula.
 - For KP, both recruitment criterion and selection process were introduced. Moreover, the supported ALPs contributed to the development of multiple training guides (by engaging with DPD) during 2020 and 2021. These include: i) Facilitator's Handbook for General Pedagogy; ii) Facilitator's Handbook for Packages A, B, and C for ALP Primary; and iii) Facilitator's Handbook for Package D and E for ALP Elementary.
 - In Punjab, facilitator guides were prepared and introduced through the supported ALPs.
 - For Sindh, the supported ALPs enabled preparing a pool of 45 master trainers (25 women) who were jointly trained by IRC (IP) and Directorate of Literacy and NFE on NFE training manuals and



facilitator guides. The training of NFE facilitators on the Facilitator's Handbook for Package A, B and C was conducted at the beginning of each package with periodic refreshers.

46. **Impact on Public Sector Allocations for NFE:** The supported ALPs so far have been funded exclusively by donors (UNICEF RR,¹⁰⁶ JICA and NATCOMM). This remains an area where limited impact is noted in terms of provincial governments allocating additional funds for NFE. Punjab and KP government representatives shared that they have plans to take over the costs of ALP centres and for that they have drafted PC-1. Sindh has a budget of PKR600 million, however, funds have not been fully released as of the time of fieldwork. Balochistan plans to fund future interventions through potential funding from the European Union (EU). Continued advocacy will be critical to ensure public sector allocations are made for the continuation of support to ALP centres.
47. **Impact on Examination, Certification & Reintegration of OOSC in Formal Schools:** The supported ALPs have contributed to setting up an assessment and certification system which can potentially enable learners to transition into the formal education system. One limitation with reintegration of ALP learners into formal schools is lack of availability of formal schools in target communities. In addition, as individual child tracking is not done, the percentages mentioned below for mainstreamed children may be underreported and should be read with caution. Province-specific results are mentioned below:
 - In Balochistan, supported ALPs (with JICA and BAEC) developed the ALP Assessment Framework and trained ALP facilitators on student assessment. Moreover, the system was formalized and a notification was given for the equivalency of the corresponding level of ALP for transition and mainstreaming of ALP learners into formal schools. As a resultant, 13 per cent (1081 out of 8257) of the total number of children enrolled in ALPs were mainstreamed into formal schools.¹⁰⁷ Lack of access to formal schools in target communities reportedly hindered learners' reintegration to the formal education system.
 - For KP, three-tiered assessment (i.e., pre, formative and final assessments) is being carried out. Where the pre and final assessments are undertaken by the DCTE, the formative assessment is undertaken by the facilitators. The supported ALPs have facilitated approval of an 'Equivalency Framework' which is incorporated in the Assessment Mechanism for Certification of Learners at various levels. It is both part of the concept note for PIU and draft NFE policy. Out of the total number of children enrolled, 3 per cent (218 out of 6406) successfully reintegrated into the formal education system.¹⁰⁸ Lack of access to formal schools in target communities reportedly hindered learners' reintegration into the formal education system.
 - Similarly for Punjab, considerable work has been done around examination, certification and reintegration. A customized application (LAD) was developed for learning assessments where formative assessments are undertaken on a monthly basis by the facilitators to gauge the quality of teaching. The certification system has been updated whereby those who have completed ALP Package C (equivalent to Grade 5), are offered certificates and can potentially proceed to the formal education sector. Out of approximately 16,000 learners enrolled in ALP centres, only 400 have mainstreamed so far (2.5 per cent of the total).¹⁰⁹ One plausible reason given by the stakeholders for this low number is that many learners are over-age, which hinders reintegration into the formal education system.
 - For Sindh, an assessment system was developed by DCAR where after completion of Package C, a certificate (equivalent to Grade 5) is issued by the Directorate of Literacy and NFE to the learner for reintegration into the formal sector. For Sindh, the evaluation team does not have information on the number of students mainstreamed out of 6757 enrolled learners.
48. **Impact on Lives of OOSC/Learners:** Across provinces, qualitative discussions with community members indicate that parents are more receptive to letting children resume education now. The ALP model has proven more inclusive giving opportunity to those students (ex. refugee and children with disabilities) who would otherwise find it difficult to access education. Discussions with community members reflect that there is perceived impact on reduction in child marriages among girls, however, the evaluation team did not find secondary evidence to validate this finding.

"In KP, whether it is south or north, early marriages is still a norm. However, when the children, especially the girls, get admission to the centres, it delays their marriages due to their involvement in the studies." – **Community members KP**

"ALP also includes those students hailing from religious and refugees communities or those involved in economic activities. They are accommodated without disturbing their (primary) activities." – **Community members Balochistan**

¹⁰⁶ Details on UNICEF's financial contribution were not shared with the evaluation team.

¹⁰⁷ JICA, 'The Project for Enhancement of Non-formal Education Progress and Utilization Report (September 2020 to February 2021)'.

¹⁰⁸ As per discussions with UNICEF's provincial office.

¹⁰⁹ Discussions with the key stakeholders indicate the number.



Preliminary Conclusions: Impact

IMP 1: Supported ALPs have not been implemented long enough to allow measurement of long-term change. Instead, the evaluation team has used immediate to medium level results/outcomes as impact comprising the following factors: policy environment; curriculum; facilitator recruitment and training; provincial budgets; certification process and reintegration mechanisms; and impact on OOSC and their families.

IMP 2: The most significant impact is noted around standardization of teaching and learning materials (including curricula, facilitator training materials), examination, certification and reintegration systems. More specifically, the supported ALPs contributed to framing of NFE policies for KP, Punjab and Sindh, and synthezation of curricula in Balochistan, KP and Sindh. The advocacy to make provincial governments allocate public funds did not make much headway and merits continued advocacy and engagement with government counterparts. Reintegration rates vary, for example Balochistan managed to mainstream 13.1 per cent; KP 3.4 per cent; and Punjab 2.5 per cent.

IMP 3: The evaluation concludes varied impact on OOSC. The most significant impacts include parents being more receptive to letting children resume education; improved numeracy and communication skills in learners; inclusion of disabled and refugee children in supported ALPs; and perceived impact on delayed marriages for children.

4.6 Sustainability

EQ6 To what extent supported ALPs may be sustainable with respect to strengthening provincial/local ownership and advocacy to mainstream ALP models? What measures are needed to enable continuity to run ALPs during/post COVID-19?

The sustainability criterion has one key question and two sub-questions.

EQ6.1: *To what extent supported ALPs may be sustainable with respect to strengthening provincial/local ownership and advocacy to mainstream ALP models?*

The following section is divided into three parts: i) best practices/benefits replicated in other provinces; ii) provincial government ownership to mainstream ALP models and associated risks for sustainability; iii) community ownership to continue ALP interventions and associated risks for sustainability. The findings have been consolidated for all provinces.

I. Replication of Good Practices across UNICEF's Provincial Offices

49. The evaluation team did not find any evidence of replication of good practices across provinces. Although webinars were conducted by UNICEF's headquarters for provincial offices, it is unclear the extent that these learnings were implemented by other provinces (the adjacent text box captures the topics of those webinars).

50. UNICEF conducted interprovincial meetings but the frequency of these meetings reportedly declined after COVID-19. Most of these coordination meetings were related to progress updates and donor reporting. UNICEF's head office (Islamabad) played limited role in creating synergies and promoting cross provincial learning and adaptations.

Learning Events for UNICEF Provincial Offices

- Main characteristics of ALP model implemented in province.
- Available quantitative data related to ALP in province and its disaggregation by gender and other variables.
- Once the children have graduated how mainstreaming is planned? How are currently enrolled children mainstreamed if the ALP centre is closed? Good examples and best practices. Efforts done in your province related to sustainability of ALP.
- Main adaptations/changes/modifications done in the delivery of the ALP in the province due to the COVID-19 situation (school closure context).
- How to combine literacy, labour market skills and life skills development within the ALP approach?
- AEWG 10 principles.
- Digital ALP curriculum.

II. Provincial Government Ownership to Mainstream ALP Models

51. UNICEF's support to ALPs was not driven by clear guidelines on how it will responsibly discontinue its assistance to provincial governments. Desk review and discussions with stakeholders indicate that across all four provinces, the provincial governments have demonstrated ownership and commitment to mainstream the supported ALPs. The provincial governments have contributed by providing space for ALP centres (Balochistan: 8; KP: 165; Punjab: 240);¹¹⁰ providing textbooks and human resources (deployed in relevant agencies); approving condensed curriculum and facilitator training guides (except in Punjab which is using the single national curriculum); and certifying ALP learners (for acceptance in the formal education system).

52. While the provincial governments have demonstrated commitment and ownership, there are several risks associated with mainstreaming ALP centres. Firstly, timely release of committed funds would determine the continuity of supported ALPs and as of March 2022 (at the time of fieldwork), funds had not been released in any province (KP, Punjab and Sindh). Secondly, frequent transfer

¹¹⁰ Information taken from provincial documents. Information not available for Sindh.



of key government representatives may hinder the progress made in terms of the commitment of provincial governments to mainstream supported ALPs.

53. Discussions with provincial public sector representatives indicate that Punjab and KP have drafted PC-1 to take ownership and financially contribute to the delivery of supported ALPs. In Sindh, PKR600 million have been allocated for the expansion of ALP centres. In Balochistan, additional funding has been secured from the EU for expansion of ALPs to 20 districts (from 11 districts).

"We have submitted the PC-1, but it is a matter of priority. We allocate 2% of our GDP for education, but in reality, less than that is given to provinces. In my opinion September onwards, government will take over the ALP centres." – **Government Official KP**

"Centres are working very well, and the government will take care of these centres. We have submitted PC-1 for approval and after approval, the Punjab Government will allocate funds to run these centres after UNICEF." – **Government Official Punjab**

"About 600 million PKR was budgeted in 2018-2019 to establish 3000 NFBs, but very less was released by the finance department." – **UNICEF**

III. Community Ownership to Continue Supported ALPs

54. Communities in Balochistan and KP have contributed to supported ALPs by providing space (Balochistan: 112 centres and KP: 215 centres) and facilitators for the ALP centres. All centres in Punjab are government-owned and data for Sindh has not been provided. Volunteer forums¹¹¹ were formed through supported ALPs consisting of 7-8 community members who were also responsible for day-to-day management and social mobilisation activities in their respective communities. It was noted that these forums were also used as feedback mechanisms between parents and ALP management.
55. Discussions with community members (parents, community influencers and facilitators) indicate that communities are committed to continue supporting ALPs. However, respondents highlighted the risk of not raising sufficient funds for the continuity of the delivery of supported ALPs.

EQ6.2: What measures are needed to enable continuity to ALPs during/post COVID-19?

This question is addressed under Recommendations Section 5.3.

Preliminary Conclusions: Sustainability

SUS 1: The evaluation team noted an absence of clear guidelines on how UNICEF will responsibly discontinue its assistance to provincial governments. Moreover, there should be considered attention to promoting cross provincial learning and replication.

SUS 2: There is evident interest and willingness from provincial governments to continue and replicate the support provided to the ALPs by approving NFE policies (except in KP), standardisation of curriculum and training material, and provision of textbooks and space for ALP centres. However, the successes may fade if the committed public sector allocations are not materialised. There is expressed interest from communities to see continuation of ALP centres, but they are not ready to fully fund them.

4.7 HRBA, Gender Equality and Equity

EQ7 - To what extent did design, implementation and monitoring of supported ALPs integrate UNICEF programming priorities i.e., human rights-based programming (child rights), gender equality and equity?

To demonstrate a concerted focus on evaluating integration (in terms of the ALP design and implementation) of cross cutting priorities (for UNICEF), a separate criterion has been added which includes assessment of HRBA, gender equality and equity. There is one key question with three sub-questions, one each for the three cross-cutting priorities.

EQ7.1: To what extent did ALP integrate and produce results as per the HRBA principles?

This section brings together findings and analysis around supported ALPs' compliance with the HRBA¹¹² principles (i.e., Participation, Accountability, Non-Discrimination and Equality, Empowerment and Legality (often referred to as PANEL)). The findings are corroborated by both secondary and primary data.

I. Integration of HRBA in Design and Implementation of Supported ALPs

Following is the evaluation team's assessment on supported ALPs' (consolidated for all provinces) compliance with key HRBA principles.

¹¹¹ Referred to as Parent-Teacher School Management Committees and Madrassa Committees in Balochistan; Volunteer Network Forums in KP; and Village Education Committees in Sindh.

¹¹² ENNHRI, 'Human Rights Based Approach', <<http://ennhri.org/about-nhris/human-rights-based-approach/>>.



Table 15: Supported ALPs' Compliance with HRBA principles

HRBA Principles	Findings and Evaluation Team's Assessment
Participation ¹¹³	The design and implementation of supported ALPs remained inclusive. Firstly, a consultative process was undertaken with government counterparts to determine provincial priorities and needs. Secondly, the implementation process was participatory with expertise of relevant government agencies acquired to develop curriculum and training guides, deliver trainings to facilitators, develop assessment framework, etc. Lastly, community-led interventions (social mobilization, formation of committees, local facilitators, execution of ALP maintenance, etc.) included community members who directly contributed to the implementation of supported ALPs.
Accountability ¹¹⁴	The document review does not point to an ALP-led community feedback and/or a grievance management system. Nevertheless, discussions with community members indicate that the feedback was shared through committees: Parent-Teacher School Management Committees (PTSMCs) in Balochistan; learning mobilizers (LMs) in Punjab; VNF in KP; and IRC's field monitors in Sindh. However, the evaluation team did not find any documentation of the feedback received and/or addressed by the supported ALPs in any of the provinces.
Non-discrimination and Equality ¹¹⁵	The supported ALPs remained largely non-discriminatory (did not discriminate based on identity factors) as children from all religious, ethnic and cultural backgrounds had equal opportunity for enrolment in ALP centres. Discussions with community members (influencers, parents, facilitators) indicate that the supported ALPs were inclusive and similar opportunities were available for refugee and disabled children. Most importantly, free of cost education with distribution of books and stationery enabled children from economically disadvantaged households to enrol in ALP centres.
Empowerment ¹¹⁶	The supported ALPs enabled improved knowledge and awareness among community members on the importance of education and has empowered them (parents mostly) to send their children to ALP centres. The community-led structures (including local selection of facilitators and committees formed in each province) have created ownership and empowered communities to plan and address issues/challenges arising in the ALP centres.
Legality ¹¹⁷	The supported ALPs are aligned with legality principle as they are compliant with the Constitution of Pakistan (1973) and national policies including the National Education Policy (2009) and National Education Policy Framework (2018). There is also evident alignment with the provincial sectoral policies (Balochistan NFE Policy 2016-2030; Balochistan ESP 2020-2025; Punjab L&NFE 2019-2020; Punjab ESP 2019/20-2023/2024; Khyber Pakhtunkhwa ESP 2020/21-2024/25; Sindh Non-Formal Education Policy 2017; and School ESP and Roadmap for Sindh (2019-2024).

EQ7.2: To what extent did supported ALPs manage to assess/identify, integrate (in terms of strategies and resources), and produce equitable gender results?

This description presents key findings around the integration of gender equality at design and implementation levels. A light touch analysis of the integration of UN System-wide Action Plan (UN-SWAP) on Gender Equality and Empowerment of Women (GEEW),¹¹⁸ has been incorporated.

II. Integration of Gender Equality in Supported ALPs

This sub-section highlights how gender was incorporated in the supported ALPs and includes viewpoints on how they have benefited both genders. Findings have been consolidated for all four provinces.

Design Stage

56. A gender assessment to identify gender barriers was not conducted before initiation of support to ALP centres.
57. Provincial target setting was gender sensitive with numbers set for male and female learners to be enrolled and number of facilitators to be trained through supported ALPs.

Implementation Stage

58. Following are key gender-sensitive interventions implemented in supported ALPs:
 - Both male and female community members were sensitized on the importance of education and/or sending their children back to schools.

"Parents are happy to send girls to ALP centres as access to formal education is challenging. In Pando Deri, Peshawar there is no formal school for girls, so ALP centres are preferable to the parents as it is accessible." – **Community Discussions in KP**

"My husband was not supporting girls' education. Due to the financial situation he asked me to stop their education but because of the centre they are continuing their study." – **Community Discussions in Punjab**

"These centres made it possible for female students to get education as they are situated near the area. There are many other kids who couldn't have studied if it weren't for these centres." – **Community Discussions in Sindh**

¹¹³ **Participation:** Everyone is entitled to active participation in decision-making processes which affect the enjoyment of their rights.

¹¹⁴ **Accountability:** Duty-bearers are held accountable for failing to fulfil their obligations towards rights-holders. There should be effective remedies in place when human rights breaches occur.

¹¹⁵ **Non-discrimination and Equality:** All individuals are entitled to their rights without discrimination of any kind. All types of discrimination should be prohibited, prevented and eliminated.

¹¹⁶ **Empowerment:** Everyone is entitled to claim and exercise their rights. Individuals and communities need to understand their rights and participate in the development of policies which affect their lives.

¹¹⁷ **Legality:** Approaches should be in line with the legal rights set out in domestic and international laws.

¹¹⁸ UN Women, "UN SWAP", <<https://gendercoordinationandmainstreaming.unwomen.org/un-swap>>.



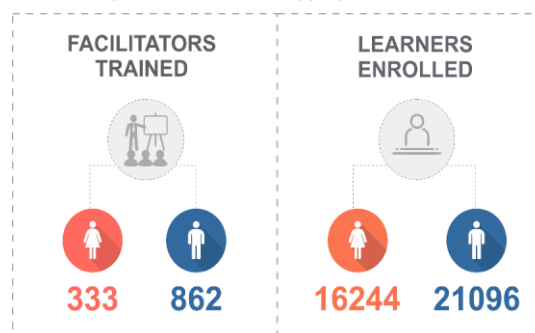
- Flexible hours were provided to enable male and female learners (who were mostly working in the morning) to attend ALP centres.
- ALP centres were established in target communities to enable girls to access education at their doorstep. The proximity of ALP centres to households addressed the fears parents had in sending their children (especially girls) to formal schools.
- In order to sustain the regular attendance of adolescent girls, complementary activities on MHM for young adolescent girls were integrated into ALPs. In addition, play-based learning (including sports activities) was conducted for children to build a sense of agency. These integrated efforts attempted to address social norms and encourage girls to continue their studies.
- In KP, female facilitators were recruited to comply with cultural norms and practices within the province.

Results

59. Results for two indicators (reported to JICA and NATCOMM) are indicated in the adjacent visual. About 72 per cent of the total facilitators trained and employed were female, creating employment opportunities for women in target communities. Similarly, 56 per cent of the learners enrolled were girls who are more likely to be out of school as compared to boys. Numbers are not available for number of centres established to provide education to only boys or only girls.

60. The evaluation team has reviewed the ALP results (JICA and NATCOMM) to assess if the design incorporated gender equality principles as per the UN-SWAP 2.0.¹¹⁹ There are 17 indicators broadly divided under results-based management: oversight; accountability; human and financial resources; capacity; and knowledge, communication and coherence. Of the six indicators that the evaluation team assessed, the supported ALPs are compliant with three and non-compliant with the remaining three. Refer to Appendix 28 which includes gender equality indicators and the evaluation team's assessment of the supported ALPs' compliance and non-compliance with those indicators.

Figure 20: Gender-disaggregated Results



EQ7.3: To what extent did supported ALPs manage to identify, integrate (in terms of results, strategies and resources) and produce equitable results in particular for vulnerable groups?

This description presents key findings around the integration of equity at design, implementation and results.

III. Integration of Equity in supported ALPs

This sub-section informs whether the supported ALP were aligned with equity principles and includes a discussion on how they have benefited vulnerable populations.

Table 16: Integration of Equity in Supported ALPs

Design	Implementation	Results
• No evidence is available to suggest that the ALP undertook a structured equity assessment. • The supported ALPs focus on OOSC who are often considered vulnerable and deprived. • There are some aspects where equity integration seems to have taken place. For instance, the selection of districts considered equity parameters. JICA funding focused in three provinces (excluding Punjab) and prioritized districts that were disadvantaged, underserved and/or in hard-to-access areas. On the other hand,	• Desk review and primary data analysis underscore that the ALP implementation focused on children from economically poor households. Free of cost education offered an opportunity to those households (and children) who could not afford education. • Implementation did not discriminate against any child based on his/her identity factors including ethnicity, religion, nationality. • In KP, girls-only middle level ALPs were established to ensure post-primary transition for girls. • ALP centres were opened in close proximity to households, therefore, reducing the need to incur travel and other associated costs. • Flexibility of child's enrolment age allowed	The ALP reports do not offer disaggregated results on equity parameters for the evaluation team to offer any commentary on them. From discussion with community members (parents and facilitators), supported ALPs have promoted inclusion by opening doors to refugee and disabled children.

¹¹⁹ UN Women, 'UN-SWAP 2.0 Framework & Technical Guidance', <chrome extension://efaidnbmnnnibpcajpcgclefindmkaj/https://gendercoordinationandmainstreaming.unwomen.org/sites/default/files/2022-02/UN-SWAP%202.0%20Technical%20guidance%202021.pdf>.



Table 16: Integration of Equity in Supported ALPs

Design	Implementation	Results
NATCOMM focused on disadvantaged and crises affected areas in all four provinces.	older children to enrol in ALP centres who were otherwise not accepted in formal schools.	

Preliminary Conclusions: HRBA, GE and Equity

HRBA 1: The supported ALPs are mostly consistent with the HRBA principles of participation (engagement of duty-bearers and rights-holders during design and implementation), non-discrimination and equality (supported ALPs were equally available for all target beneficiaries), empowerment (by enabling access to education in OOSC leading to perceived sense of empowerment in learners for reintegration with the formal sector) and legality (compliant with local laws and provincial sectoral policies and plans). It is partially compliant with accountability principles due to lack of feedback and grievance management systems in supported ALPs.

GE 1: The supported ALPs are found to be mostly compliant with gender equality principles. Although a structured gender assessment was not conducted in any province, the implementation is assessed as gender responsive as both parents (male and female) were sensitised on the importance of education; flexible hours enabled male learners to attend ALP centres (important for those who work in the morning); establishment of ALP centres in target communities enabled girls to access education at their doorstep; provision of MHM kits for young adolescent girls to address social norms; and selection of female facilitators to comply with cultural norms. There are positive results as most of the facilitators engaged were female (creating employment opportunities for women in target communities) and almost half of the enrolled learners were girls.

EQY 1: The supported ALPs were found to be partially compliant with equity principles. The design was not based on any equity assessment. The geographical targeting of districts to set up ALP centres was, however, based on equity parameters including disadvantaged, underserved, crises-affected and/or hard-to-access populations. Implementation focused on including vulnerable groups by including children from economically poor households or were discriminated due to their age and/or identity factors (such as ethnicity, religion, nationality, disability). The ALP reports do not offer disaggregated results on equity parameters for the evaluation team to offer any commentary on them. However, discussions with community members indicate inclusion of vulnerable and marginalized children, including disabled and refugee children.



Conclusions, Lessons Learnt and Recommendations

5



Chapter 5: Conclusions, Lessons Learnt and Recommendations

The chapter comprises three sections, i.e., evaluation conclusions, lessons learnt and recommendations. The first section lists evaluation conclusions drawn from the findings and preliminary conclusions listed in Chapter 4. The second section outlines the key lessons learnt (including good practices), framed as such to highlight the potential for replication across sectors and similar contexts. The last section lists evaluation recommendations to inform future provincial ALP institutionalization and support for continuity of ALP centres.

5.1 Conclusions

The evaluation conclusions are based on the evaluation findings and preliminary conclusions. At the request of UNICEF provincial offices the evaluation team has drafted province specific conclusions. This is done with the view to enable UNICEF provincial offices to present/share evaluation conclusions (including recommendations – also tagged for provinces) to have more meaningful discussions on future engagement with provincial stakeholders. Conclusions are framed using a four-dimensional lens (i.e., learners, facilitators, programme management and alignment to provincial policy priorities). The conclusions underscore strengths and limitations of the supported ALPs (in both design and implementation). Moreover, insights and analysis are added to enable provincial stakeholders (including UNICEF) to chart future engagement.

Balochistan: The ALP model is appropriate for a province like Balochistan which is spread out and sparsely populated, and where one in every two school age children is out of school.¹²⁰ Key strengths of the provincial model for learners include: learners benefitting from unified/approved condensed curricula; free of cost learning; accessible centres; inclusion of Afghan refugees, girls and children with disabilities; provision of recreational and MHM kits; and the COVID-19 learner package (to avoid disruption in learning activities). Moreover, there has been a considered focus to enrol girls, with approximately 80 per cent of centres being either exclusively for girls or offering co-education. A significant number of learners dropped out because of COVID-19 and family migration, which may require mitigation measures in future planning. Learner-centric future interventions must focus on continuity/upscaling of ALPs whilst factoring continuity of education during emergencies; focus on girl learners; tracking mainstreamed learners and assessment and scale-up of existing vocational ALP pilots.

UNICEF's assistance has helped to standardise both recruitment of facilitators and post-training supportive supervision; and to develop and deliver training and teaching guides. Hiring and deployment of local facilitators helped with mobilising communities and higher enrolment of learners. However, the recruitment of qualified facilitators – particularly female facilitators – remained a challenge (less than 1/3 were female). Future assistance should focus on incentivising recruitment of female facilitators; post-training mentoring; higher incentives for teachers/facilitators opting to work in hard-to-reach communities (with no local facilitators); and using madrassa facilitators for madrassa-based ALPs.

Provincial ALPs helped in supporting the institutionalization. The strengths of Provincial ALPs entail: inclusion of NFE/ALPs into the Balochistan ESP 2020-2025; effective engagement of public sector partners PITE, BAEC, BoC and DoE; piloting of the technical and vocational education and training (TVET) ALP; approved ALP curricula; introduction of the learning assessment system; developing and deploying corresponding facilitator training packages and guides; notification of equivalence for mainstreaming of learners; and introduction of the HELP package (for continuity of learning). However, support thus far has missed both enrolment and centre targets (enrolled 8257 against the target of 11000 learners and established 198 centres against the target of 260). In addition, public sector allocations remained limited. The future must focus on upscaling of ALPs (including TVET) and increased public sector allocations.

Design and delivery are found to be largely consistent with the Balochistan NFE Policy 2016-2030 and Balochistan ESP 2020-2025. There is a high level of consistency with AEWG principles, however design and delivery could be improved by greater focus on: integrating psychosocial well-being and life skills in ALP curricula; improving ALP WASH facilities; fair and consistent payments to facilitators; and defining pathways for learners' mainstreaming and employment.

Punjab: Punjab had an ongoing L&NFBF programme, which helped with immediate adoption of provincial ALP models and centres supported by UNICEF. This programme was contextually

¹²⁰ Pakistan Bureau of Statistics, 'Social and Living-standards Measurement Report 2019-2020', <https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf>.



appropriate as the province has the biggest (in terms of absolute numbers) caseload of OOSC (one in every four children between the ages of 5-16 years is not enrolled in school).¹²¹ The key strengths around learners include: free of cost learning; accessible centres; flexible timing; and provision of recreational and MHM kits. The 2020 data indicates a higher proportion of girl learners (56 per cent). The gaps or weaknesses include: high number of learners per centre (80-100 per centre); low mainstreaming rates (2.5 per cent); use of formal education curricula (not a condensed or accelerated one); and absence of a skills component in the ALP curricula. Future assistance needs to prioritise development of accelerated curricula (and include a skills component); upscaling of ALPs; reduced numbers of learners per centre; and better tracking of learners who have been mainstreamed.

Recruitment of facilitators for ALPs is the same as recruitment for ongoing NFE programmes and facilitators are trained on par with formal education sector facilitators. School learning kits (facilitator's aids) and training include additional contents/modules on DRR, WASH, first aid, MHM, and mental health and psychosocial support. The availability of local facilitators helped with accelerated enrolment and in reassuring parents to send children (in particular girls) to centres. Future interventions should focus on continuing extensive facilitator trainings and higher incentives for facilitators.

UNICEF supported the institutionalization of ALPs in Punjab. Strengths of supported ALPs include development of the NFE Policy 2019 through a consultative process with all stakeholders; utilizing the same partnerships and structures as L&NFBFE NFE centres; innovative use of technology (LAD for learning assessments); and applying notifications and equivalence for mainstreaming learners (2.5 per cent of learners mainstreamed). The province overachieved the intended results targets: 240 centres were established (against a target of 80), 16347 children were enrolled (against a target of 6000), and 480 facilitators were trained (against a target of 80). Future assistance must focus on continuing the use of technology, weekly/monthly monitoring of centres, advocating for upscaling of education and ALP centres including public sector allocations; adding more indicators in public sector M&E systems (such as number of learners who dropped out or who were mainstreamed); and continuing to collaborate with TVET for skill-based curriculum.

The design and delivery are found to be largely consistent with the Punjab ESP 2019/2020-2023/2024 and the Punjab L&NFBFE Policy 2019-2020. Consistency with AEWG principles remains relatively weak due to the use of a non-accelerated curriculum. Further improvement for the province can be done by condensing the curriculum and making it age appropriate; improving ALP WASH facilities; ensuring fair and consistent payments to facilitators; and defining pathways for mainstreaming learners and employment.

Sindh: Variation in socio-economic status, educational attainment, inequity, high numbers of OOSC (44 per cent¹²²) across Sindh makes the ALP model appropriate for the province. Key strengths around learner-centric interventions include: learners benefitting from unified/approved condensed learning curricula; free of cost learning; accessible centres; inclusion of children with disabilities; provision of recreational and MHM kits; and COVID-19 learner packages (to avoid disruption in learning activities). Further improvements can be made by focusing on continuity/upscaling of ALPs; factoring in continuity of education during emergencies; introduction of vocational curricula for ALPs.

The assistance so far has helped with standardising the recruitment of facilitators (including those for madrassas); developing and delivering cascaded training and teaching kits; and post-training supportive supervision (as monthly professional days). The hiring and deployment of local facilitators enabled the intervention to mobilise communities and enrol a higher number of learners. Future assistance should focus on post-training mentoring and monitoring mechanisms for facilitators.

Due to lack of technical and human resource capacity, implementation of supported ALPs in Sindh was led by IRC (a civil society organization (CSO)) rather than the government. Key strengths of the management include: integrating NFE-MIS into EMIS; notification of equivalence for mainstreaming of learners; use of approved ALP curricula; and development and deployment of corresponding facilitator training packages and guides. The government allocated funds for NFE in 2019. However at the time of field work, the funds had not been fully disbursed. Future assistance must focus on advocating for upscaling of education and ALP centres including public sector allocations; and placing a considered focus on continuity of teaching and learning activities (including remote/home-based learning) during emergencies (to remain effective).

¹²¹ Pakistan Bureau of Statistics, 'Social and Living-standards Measurement Report 2019-2020', <https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf>

¹²² Pakistan Bureau of Statistics, 'Social and Living-standards Measurement Report 2019-2020', <https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf>



The design and delivery of interventions was found to be aligned with Sindh NFE Policy 2017 and Sindh ESP 2019-2024. There is consistency with AEWG principles, although this could be improved by integrating psychosocial well-being and life skills acquisition into the curriculum; improving WASH facilities; ensuring fair and consistent payments for facilitators; and defining pathways for learners to access mainstream education and employment.

KP: The ALP model is appropriate as **32 per cent**¹²³ of children in the province are out of school with a higher prevalence of girls being out of school. The Provincial ALPs placed considerable focus on enrolling girls (82 per cent of total enrolments). Further key strengths include: learners benefitting from unified/approved condensed learning curricula; free of cost learning; accessible centres; promoting inclusion by placing ALPs at madrassas and enrolling Afghan refugees, girls and children with disabilities; and provision of recreational and MHM kits. Moving forward, interventions must focus on continuity/upscaling of regular and madrassa-based ALPs; factoring in continuity of education during emergencies; assessment and scaling-up of the TVET ALP pilot.

UNICEF's assistance has helped with standardising recruitment of facilitators (including those for madrassas); developing and delivering training and teaching kits; and post training supportive supervision (as monthly professional days and weekly mentoring visits by Training and Mentoring Officers (TMOs). The facilitators were locally recruited, and a majority were female – resulting in high enrolment and acceptance from the community. However, low literacy levels in some areas, made it difficult to recruit qualified female facilitators. Future assistance must focus on awareness campaigns to encourage parents to send their children to school, especially girls; incentivising recruitment of female facilitators; offer higher incentives for teachers/facilitators opting to work in hard-to-reach communities (with no local facilitators); and using madrassa facilitators for madrassa-based ALPs.

The provincial ALP model was delayed (compared to other provinces) due to unavailability of a delivery apparatus for NFE. However, UNICEF supported the provincial government to develop the structure (in the form of PIU) and draft NFE policy for future interventions. Further strengths entail weekly/monthly monitoring and mentoring of facilitators; approved ALP curricula; introduction of the learning assessment system; developing and deploying corresponding facilitator training packages and guides; and notification of equivalence for mainstreaming of learners.

The intervention design and delivery are consistent with KP ESP 2020-2025 and AEWG principles. However further improvement can be achieved by advocating for approval of NFE policy; integrating psychosocial well-being and life skills' acquisition in the curriculum; improving ALP WASH facilities; ensuring fair and consistent payments to facilitators; and defining pathways for learners to access mainstream education and employment.

5.2 Lesson Learnt

Find below the key lessons learnt (including good practices) around provincial ALP design and implementation. The lessons learnt are drawn from both primary and secondary data. These include the evaluation team's analysis. Keeping in view the GEROs guidance, these are framed to demonstrate replicability across similar contexts and other sectors.

1. **Post-training coaching/mentoring of the facilitators helped the facilitators to discuss and seek guidance (from mentors) and to find appropriate/responsive solutions to teaching and operational bottlenecks.** The post-training coaching and mentoring both at structural and process levels (through placement of TMOs in KP, Learning Mobilizers in Punjab, and Field Monitors in Sindh), proved useful in lesson planning and delivery and addressed routine operational issues. This has worked as on-job assistance/support, appreciated by all facilitators who benefited from this. In KP, providing facilitators with PD days to regularly discuss and seek advice from TMOs (including the opportunity to discuss issues with fellow facilitators) was identified as good practice. This remains applicable to both the formal and NFE education and for all those sectors where newly recruited staff/volunteers are deployed to extend community services. This is also applicable across contexts.
2. **For adolescent learners in particular, the incorporation of skills-based learning is critical to place them for jobs or self-employment (for those who do not intend to continue beyond secondary education). This is essential for attracting and retaining interests of adolescent learners and enabling them to be gainfully employed.** The ALP curriculum is mainly focused on primary/elementary education with very limited incorporation of skills-based learning. Only one

¹²³ Pakistan Bureau of Statistics, 'Social and Living-standards Measurement Report 2019-2020', https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf.



province (i.e., Balochistan) has introduced skills-based learning into elementary learning packages in two pilot ALPs. Similarly, KP has engaged with TEVTA to seek technical advice and support to incorporate skills learning into ALP curricula. The incorporation of skills-based learning into ALP curricula is critical for the future and is valid for contexts with huge caseloads of adolescent learners who should be prepared for skilled employment/self-employment.

3. **The policy priorities/actions that deal with complex concepts/practices such as innovation (for NFE) require simplified elaboration/guidance (whereby concepts are broken down into practical actions) for planners and implementers to comprehend and put to use. Moreover, it is critical that innovative practices are documented well and shared widely for others to benefit:** Despite innovation for NFE being a policy priority (in the existing NFE policies and plans), the provinces did not have adequate guidance around different aspects of innovation in NFE/ALP setting and what different incentives are attached with it. This has, to a degree, contributed to limited application of innovation. Moreover, where some innovative models were applied (i.e., supported supervision for facilitators; madrassa/government schools as ALP centres; technology-based learning assessments; and promoting family based remote learning), there was limited focus on documentation and dissemination of innovative ideas for possible replication across provinces. This is an important lesson for the future – highlighting the need to strengthen capacities for documentation (within provinces) and evolve/support forums for learning exchange for intra- and cross-provincial adoption, adaptation and scale-up.

5.3 Recommendations

Find below the evaluation recommendations drawn from the findings and conclusions. The framing of recommendations has been done keeping in view key actors that have played a part in the design and implementation of supported ALPs and who will continue to hold significance in the future (e.g., provincial governments, UNICEF, JICA and NATCOMM). The structure of this section includes broader recommendations followed by specific actions (expanding on the ‘what’ and ‘how’). To ease implementation, each action is tagged to one or more relevant actors (as primary and secondary stakeholders) considered relevant and responsible to take action. Moreover, each action is prioritized as either immediate, short-term or medium-term.¹²⁴ Where applicable, the recommended actions are referenced to specific preliminary conclusions.

The process of developing recommendations included a series of questions (in each evaluation instrument or tool) that asked stakeholders (UNICEF, public sector partners, donors and communities) to understand their experiences and aspirations for the future. Recommendations have benefited from feedback received on the draft evaluation report from UNICEF and other ERG members. Recommendations have also benefited from the expertise and experience of the evaluation team.

Keeping in view the expectations of UNICEF provincial offices, the following recommendations have been grouped as per AEWG categories i.e., learners, facilitators, programme management and alignment with MoE policies/plans. Moreover, the recommendations have been tagged to the province/s where these are applicable and are attached as Appendix 29.

Table 17: Recommendations

Recommendation	Priority	Responsibility (Primary/Secondary)
1. The need for parallel mechanisms for OOSC (across all provinces) is evident and merits further strengthening of NFE/ALP institutionalization and takeover of ALP centres by provinces as momentum has already been created under UNICEF supported ALPs. The recommended actions for relevant provincial actors include: - All provinces to critically review and revise the existing NFE/ALP policy frameworks and lay added focus on implementing systems for continuity of education/learning during emergencies (such as remote teaching and learning). The policy gaps became more evident during COVID-19, and provinces struggled to come up with effective tools and mechanisms to enable continuity of teaching and learning (EFF 2); - KP remains the only province where the NFE/ALP policy is not yet approved. The relevant education authorities must lobby (with other actors) to get approval of the draft ALP Policy (2020) (REL 1, SUS 2); - In line with provincial policy priorities (revised preferably), the relevant education and NFE provincial offices should develop multi-year NFE/ALP institutionalization plans (3-5 years and seek assistance from development partners). The NFE/ALP institutionalization plans should provide basis for development/revision of PC1s	Short-term	Primary: Relevant provincial government departments (Balochistan DoE; KP: ESED and PIU; Sindh: Directorate of L&NFE; Punjab: L&NFBCE) Secondary: Other public sector agencies involved such as (PITE, P&DD, Finance Departments, Sindh SELD)

¹²⁴ Immediate: 3-6 months and short-term: 6-12 months.



Table 17: Recommendations

Recommendation	Priority	Responsibility (Primary/Secondary)
(Balochistan and Sindh to develop afresh and KP and Punjab to amend where applicable) and seek finances for institutionalization including take-over (of UNICEF and other donor-supported ALPs) and scale-up of NFE/ALPs. This may involve active engagement with respective planning and development and finance departments to seek approvals for public funds to implement NFE/ALP institutionalization agenda/plan (IMP 2, SUS 2); - Keeping in view the NFE/ALP institutionalization plan (a multi-year plan), the education and NFE departments should undertake capacity assessment of existing NFE/ALP management structures at provincial/district levels, and use findings to re-calibrate the NFE/ALP structures at all levels. Moreover, use the findings to develop a comprehensive capacity development plan for the re-calibrated structures and seek assistance for capacity development (SUS 2); - To attract and retain interest of disadvantaged children – girls, working boys and girls, children with disabilities, and others, the provincial education and NFE departments in provinces must explore and collaborate with social protection agencies such as BISP, social welfare etc. to seek financial and non-financial support for these learners (GE 1, EQY 1, EFF 3); - The provincial education and NFE departments should continue to implement the community mobilisation and engagement as an integrated part of NFE/ALP. The provincial stakeholders to periodically assess and document the good practices and challenges around community mobilisation and engagement and disseminate widely to encourage replication and scale-up (within and across provinces). The evaluation findings indicate that these processes have been instrumental in accelerating wider community acceptance (of ALPs) and cultivating ownership of such groups and efforts (EFF 4, SUS 2); - The current research, monitoring and evaluation structures and systems merit a critical re-assessment to enable timely tracking of results and use of monitoring/research data for decision-making. Some of the recommended actions (provinces to discuss internally further) include Monitoring and Research Units (at provincial levels); allocate at least 7 per cent of NFE/ALP resources for monitoring and periodic research; expand the monitoring/results indicators (add result indicators such as learning assessments, completion rates, transition and mainstreaming rates, employment of completers, enrolment numbers on disabled and refugee children etc.). For promotion, allocate funds for research – develop annual research agenda (around gender barriers, NFE/ALP impact on child marriage, participation in labour market, employability after ALP completion, develop investment cases for ALPs etc.); form research committees to supervise and engage academia; think tanks for collaborative research; commission, publish and disseminate research findings and studies (GE 1, EQY 1, IMP 1); - Unpack the concept of Innovation for NFE/ALP (a policy priority for which provinces have only limited understanding) by producing a 'Guidance Document'. The document should focus on innovation both in terms of concept and practice around NFE/ALPs – elaborating what constitutes innovation, scope and scale, funding mechanisms, documentation, and incentives for inventors and implementers including other aspects. Some ideas for innovation management: create provincial innovation/challenge funds; engage with private sector/IT firms/universities to help find innovative solutions (around remote learning, learning assessments, etc); identify innovation focal points within provincial NFE/ALPs to steer the process, implement, monitor and document innovation; organise regular dissemination events to showcase innovative ideas for intra and inter-provincial scale up (EFF 5); - For improved compliance to AEWG/AE principles, the education and NFE departments are recommended to undertake (or hire external third-party entity) normative assessments to have greater clarity around compliance (and non-compliance) and use the findings to lay plan for greater coherence with respect to learners, facilitators, ALP management and coherence with policies and plans. A light touch assessment undertaken as part of the evaluation has indicated weaknesses and gaps around promotion of inclusion (equity), gender-sensitivity and protection practices into the ALP facilitators training materials (COH 1).		
2. The relevance of UNICEF PCO cannot be over-emphasized given the history of engagement with provincial education authorities, successes and momentum created around ALP institutionalization across all provinces. Future assistance must focus on following: Extend technical and financial assistance to the provinces in multiple areas (proposed above for the provinces) such as: review/revision and approval of NFE/ALP policies;	Immediate	Primary: UNICEF (head and provincial offices) Secondary: JICA, NATCOMM, IRC



Table 17: Recommendations

Recommendation	Priority	Responsibility (Primary/Secondary)
formulation of NFE/ALP institutionalization plans; capacity assessment and development of NFE/ALP structures; systems strengthening around curricula, facilitator training, learning assessments and examinations, mainstreaming etc.; strengthening sector coordination, documentation and knowledge sharing; strengthening of research and monitoring systems; AEWG normative assessment; improvements to community mobilisation; unpacking innovation through a guidance document and supporting activities; and others (IMP 1, IMP 2, ECY 2, EFF 1); • Lay out province-specific assistance plans (in line with the above) and define clearly the results and actions (impact, outcomes, outputs and others) which should be reflected in provincial partnership agreements and UNICEF RVPs. Moreover, define clearly the transition/exit plans, and improve internal budgeting and expenditures reporting to enable better tracking of cost of completion and cost/benefit calculations (IMP 1, ECY 1, EFF 1, SUS 1); • Lend support to the relevant education/NFE stakeholders and explore avenues for expanded engagement of CSOs, think tanks, academia, private sector in NFE/ALPs for potential partnership (SUS 1 and SUS 2); • Partner with relevant provincial actors to commission/undertake periodic research and assessments to assess processes, map impact and outcome level results of interventions (at broader level than at present), and do cost efficiency calculations to help develop investment case/s for NFE/ALP advocacy and lobbying (IMP 1 and ECY 3); • Improve documentation of successes around innovation in NFE/ALPs implemented so far (e.g., supportive supervision of facilitators; learning assessment through technology and remote learning) and disseminate them for intra and inter-provincial use, replication and scale-up (EFF 5); • Support provincial authorities in conducting research around gender barriers, NFE/ALP impact on child marriage, participation in labour market, employability after ALP completion, develop investment cases for ALPs etc. (GE 1, EQY 1, IMP 3); • UNICEF CO to support with country/federal level coordination forums to convene with regularity (once or twice a year to invite provincial authorities and other actors working on NFE/ALPs) to discuss, reflect, share good practices and learning across provinces/national levels (SUS 1).		



Formative Evaluation of Provincial ALP Models and Centres

Appendices



Appendix 1: Terms of Reference

Requesting Section/Field Office: Education Islamabad

Formative Evaluation of Provincial ALP Models and Centres

1. PROGRAMME AREA & SPECIFIC PROJECT INVOLVED:

Technical and financial support to deliver and implement a formative evaluation of provincial ALP models and centres supported by UNICEF in Pakistan before and during COVID-19 (2016 – 2021) of Federal RWP E-R1

NATURE & PURPOSE OF CONSULTANCY:

☐ Study ☐ Documentation ☐ Facilitation ☐ Technical ☒ Evaluation ☐ Clerical/Secretarial ☐ Others

1. Background

Since 2016, UNICEF have supported the implementation of a specific education programme, Accelerated Learning Programme (ALP) for out-of-school children (OOSC), i.e. children who are not enrolled in primary or secondary education due to poverty, marginalization, conflict, and crisis.

The ALP programme offer out of school children (most of them over primary school age) the opportunity to complete their primary education in less time than the usual timeframe. Due to the context in Pakistan, this programme has a special emphasis on enrolling girls and young women.

As per UNICEF definition, Alternative Learning Programme (ALP) is an umbrella term, which includes a variety of different Non-Formal Education programmes. Their one unifying factor is that they are an alternative to formal education, that reaches out to children in the 5-16 year old age group who for different reasons have not been admitted into, or who have subsequently dropped out of the formal education system, and provides them with a second chance to achieve basic levels of competency in literacy and numeracy.

According to the latest official statistics, there are around 22.8 million of OOSC in Pakistan (MoFE&PT, 2018) which amounts to 44 per cent of the total population in this age group. Therefore, ALP is relevant for the country and constitutes a flagship initiative for UNICEF. Through ALP, it is expected that graduated participants are enabled to shift into formal education, vocational training, or employment. Due its importance, different federal policies and legislations focused on OOSC were issued in Pakistan during the last twenty-five years. The National Education Policy 1998-2010 (MoE, 1998) was the first piece of policy which recognized OOSC as a pending wide-nation problem. This NEP highlighted that the provision of education to OOSC went through non-formal education (NFE) schemes (ALP part of them).

The National Education Policy 2009 (MoE, 2009) was the second milestone in terms of policy which reaffirmed the attention of OOSC through non-formal education programmes. This policy promoted not just the allocation of more public budget to the attention of OOSC, but strengthening of NFE alternatives in terms of development of standards, curriculum, accreditation and equivalence systems, training mechanisms of facilitator s, engagement of international cooperation actors, etc.

The development of ALP for the attention of OOSC demanded the gradual expansion of NFE modalities in the country. In this way, NFE supplemented formal education especially in rural contexts where the formal system has limitations in terms of coverage.



Based on what entity oversees its management, four categories of ALPs exist in Pakistan: a) Federal programmes, b) Provincial programmes, c) Non-Governmental Organization programmes and d) Madrassah programmes. Under the first category, ALP centres are administered by Basic Education Community School (BECS) and National Commission for Human Development (NCHD). All ALP centres directed by provincial governments are under the second category. When the administration is managed by any (national or international) NGO or Civil Society Organization (CSO), it falls under the third category of ALP centres. The last category corresponds to ALP centres under management of religious schools.¹

In each province, different ALP models and centres have been implemented and UNICEF Education has supported them through interventions funded by diverse sources: Government of Japan / JICA, Norwegian National Committee, and UNICEF Regular Resources (RR). Table 1 shows where and for how long UNICEF have supported provincial ALP models and centres.

Table: Geographical and temporal scope of UNICEF's support through funding sources

Funding sources	Provinces				Time period
	Balochistan	KP	Punjab	Sindh	
Government of Japan / JICA ²	•	•		•	2018-2022
Norwegian National Committee	•	•	•	•	2018-2021
UNICEF Regular Resources	•	•	•	•	2018-2022

Source: UNICEF Pakistan / Education section documentation.

As each province has autonomy in terms of structuring governmental sectors and provision of public services, the specification of UNICEF support to ALP models and centres was shaped by provincial structures, realities, and needs. It means that there was not a unique manner for institutionalizing and delivering provincial ALP models and centres. Some general information about programmes related to specific funding sources is given in the next paragraphs, but it is important to clarify that this formative evaluation is not focused on any of these interventions.

The main purpose of the programme funded by Government of Japan / JICA (Japanese International Cooperation Agency) was to provide technical support for enhancing the quality of existing flexible and age-appropriate and accelerated models in a total of 13 districts in three provinces: Balochistan (7 districts), KP (3 districts) and Sindh (3 districts). This initiative included the generation of evidence of cost-effective ALP models which could be used for the upscale and institutionalization of ALP delivery methods at provincial level.

In the programme funded by the Norwegian National Committee, the purpose was to create access to accelerated basic education for OOSC and adolescents in the four provinces and to promote values of resilience, cohesion, trust, and positive interaction. Its geographical scope consisted of 24 remote and crisis affected districts distributed among the four provinces.

ALP interventions funded with UNICEF Regular Resources (RR) during the current country program spans all four provinces. Direct support is provided through paying salaries of some ALP department staff (in the case of KP), financing training activities of ALP tutors/ facilitators¹²⁵, supporting the development of

¹ A comprehensive description of each category of ALP can be found in Chapter 4 of MoFE&PT – UNICEF (2015).

² Due COVID - 19's implications, a non-cost extension was requested and approved for this project. Originally its finalization was planned for February 2021.

¹²⁵ In the framework of ALP centres, the responsible of a group of participants is named tutor / facilitator.



accelerated curriculum, etc. Activities supported by UNICEF RR complement investments made by the Government of Japan / JICA and the Norwegian National Committee or cover unplanned gaps. A few years ago, the Accelerated Education Working Group (AEWG) was set up by a group of international actors with the main purpose of strengthening the quality of accelerated education programming. A harmonized and standardized approach for designing, implementing, monitoring, and evaluating Accelerated Education Programmes (AEPs) was proposed globally (Myers & Pinnock, 2017).¹²⁶ Since its start, among other UN agencies and international NGOs, UNICEF has been part of the AEWG.

After a rigorous process of evidence-based reflection, AEWG proposed 10 Accelerated Education Principles (AE Principles) and organized its action points in four key dimensions: a) learners, b) teachers, c) programme management and d) alignment with Ministry of Education (MoE) and policy frameworks. The mentioned AE Principles stand for aspirational goals which should frame any intervention focused on accelerating education process. The action points define specific and operational actions associated to AE Principles. For its implementation, both AE Principles and action points need to be contextualized. A strategic assumption of this formative evaluation is that ALPs in Pakistan is a form of AEP.

UNICEF have supported provincial governmental counterparts to institutionalize ALP as a relevant and functional Non-Formal Education (NFE) modality. To be able to identify hand-on courses of action for improving its delivery in the future, there is a need to learn how provincial ALP models and centres supported by UNICEF (thereafter referred to as **supported ALPs** for simplicity) operated before and during the COVID-19 pandemic. A formative evaluation, using international evaluation criteria, standards, and good practices, including mentioned AE Principles and its action points, pre pandemic and pandemic contexts will provide evidence-based findings, conclusions, and recommendations. The evaluation will cover the following targeted formative evaluation components: a) the life course of provincial ALP models and centres supported by UNICEF; b) the (internal and external) changes that provincial governmental counterparts and UNICEF have experienced during implementation, c) innovations or new developments implemented by provincial ALP models and centres supported by UNICEF before and during COVID-19 and d) the established mechanisms/ procedures for its continuity and improvement during implementation, especially in the context of the pandemic.¹²⁷

As mentioned previously, this formative evaluation is not focused only on described UNICEF interventions but goes beyond. It is focused on the institutional experience of provincial counterparts and UNICEF related to supported ALP models and centres (decisions established, mechanisms set up, strategies defined, practices implemented, etc.). This formative evaluation does not include the assessment of a specific theory of change. At the contrary, based on evidence, it is expected to identify the logic which guided what has been done in each province related to supported ALPs before and during the COVID-19 pandemic.

2. Evaluation purposes, aims, objectives and scope

Purposes

It is proposed that the design of this formative evaluation is based on the CEval evaluation approach (Stockmann, 2013). It means that the expected assessment must integrate the following theories with some adaptations, including considering pre-pandemic and pandemic contexts: a) life-course model, b) organization theory, c) innovation theory and d) sustainability approach.¹²⁸ As described above, these theories constitute the components of this formative evaluation.

The core of this formative evaluation is to assess to what extent, before and during the COVID-19 pandemic, supported ALPs were functional and what made them successful or unsuccessful. The use of updated OECD – DAC criteria (assumed as a set of lenses for achieving an holistic approach and

¹²⁶ These authors recognize that there are some academic discussions on interlinkages and differences among AEP and ALP.

¹²⁷ These four dimensions are part of CEval evaluation approach which must be applied for developing this assignment. It is expected that any proponent must critically review the chapter 2 (from pages 93 to 105) of the mentioned text written by Stockmann (2013).

¹²⁸ These theories will be concretely applied in the formulation of the evaluation questions. The main content of the formative evaluation report must offer evidence-based answers to them.



mentioned EA Principles with its action points (assumed as inspirational goals and specific proposed activities to be applied) must be used for the proposed evaluation.¹²⁹

Aims

As this is a formative evaluation, its main aims are **insight** and **development**. According to Stockmann (2013), the first one (*insight*) implies the production of systematic and thorough knowledge about the evaluand.¹³⁰ In this case, it is expected that the evaluation will gather information, data and evidence about supported ALPs, including data and evidence from before and during the pandemic.

Expected social enlightenment is possible based on the clear definition of assessment criteria (Stockmann & Meyer, 2013). This formative evaluation will be delivered using the following OECD – DAC (2021) evaluation criteria: relevance, coherence, efficiency, effectiveness, impact and sustainability.⁹ It is expected that the mentioned evaluation criteria will interact with AE Principles and its action points and CEval evaluation approach through the evaluation questions.

The second aim (*development*) is focused on further progress of provincial ALP models and centres supported by UNICEF. On one hand, good practices and lessons learned and, on the other hand, gaps, bottlenecks, and challenges will be critically analyzed considering pre-pandemic and pandemic contexts. It is expected to generate lessons learned for the improvement of new stages of current supported ALPs or future formulation of new support mechanisms (Stockmann, 2013).

Objectives

The proposed general and specific objectives of this formative evaluation are the following:

General:

Assess the performance of provincial ALP models and centres supported by UNICEF during the last six years (including during COVID-19 pandemic) regarding targeted components (learners, teachers, programme management and alignment with MoE and policy frameworks), based on gender, equity, and child rights approaches, CEval evaluation approach and international evaluation criteria, standards and norms.¹³¹

Specifics:

- Analyze what has or has not been working in supported ALPs regarding targeted components (described in section 3.2) and what multiple and causal factors explains its success or failure before and during the current pandemic.
- Identify differences and commonalities regarding targeted components among provinces before and during the pandemic and the reasons behind the differences.
- Examine how gender, equity and child rights approaches have been applied in the targeted components of supported ALPs before and during COVID-19.
- Explain what evidence-based knowledge can be extracted from supported ALPs in terms of life-course model, organization theory, innovation theory and sustainability approach covering before and during COVID-19.
- Based on findings and conclusions related to actual performance of supported ALPs, propose pragmatic and measurable recommendations for its future improvement considering the pandemic.

Scope:

This formative evaluation will be focused on supported ALPs located in four provinces (Balochistan, KP, Punjab and Sindh). The term *provincial ALP model* refers to the way that this NFE modality is institutionalized in each province. As mentioned above, each province is autonomous in terms of how to structure and deliver its public services. The term *ALP centre* refers to the place where this NFE

¹²⁹ More information on 10 AE Principles and respective action points is available at: <https://inee.org/collections/accelerated-education>

¹³⁰ The evaluand is the entity to be evaluated. In this case, the evaluand is the provincial ALP models and centres supported by UNICEF in the last years in Pakistan. ⁹ These six evaluation criteria correspond to the updated version of OECD-DAC evaluation criteria done during 2017 – 2019 (opportunity where the definition of the criteria was revised and one criterium -which most of the time was used in evaluations focused on humanitarian environments- was included: coherence).

¹³¹ The four targeted components mentioned here correspond to the dimensions around which the 10 AE Principles and its correspondents APs are organized.



service is provided. This term alludes to an institutional location managed by a specific (governmental or non-governmental) organization.

In terms of temporal scope, the period to be covered is from 2016 to present, which means that this formative evaluation covers part of the previous Country Program (2016 - 2017) and the first four years of the current one (2018 – 2021) and, includes COVID-19 implications to provincial ALP models and centres during last and current year. As mentioned above, this formative evaluation is focused on four targeted components. The first component refers to aspects related to learners who attend supported ALPs. The key aspects are learners' age range; flexibility of class time and location; learning-readiness for children who has never attended school; compressed curriculum and learning; inclusiveness and safeness; and access to water and sanitation facilities.

The second component refers to tutors/ facilitators who work in the context of supported ALPs. Some of the aspects included in this component are tutors/ facilitators' recruitment, training, support, and supervision; teaching and learning strategies related to integrated contents; and practice of inclusion, gender-sensitivity and protection.

Programme management of supported ALPs is the third component. Some of the aspects included are student enrollment, attendance, dropout, retention, completion, and learning; transition/ integration to formal education, vocational training and/or employment; community engagement's mechanisms and benefits' sensitization.

The last targeted component is focused on alignment of supported ALPs with Ministry of Education and policy frameworks. The specific aspects are articulation to federal and provincial enabling environment; examination and certification processes of basic competencies; and institutionalization of reintegration mechanisms.

3. Evaluation Framework

Evaluation criteria and questions

The following evaluation criteria represent different and complementary lenses for analyzing supported ALPs and getting evaluative judgement (OECD, 2021). Under each of them, some initial evaluation questions are formulated. The final list of evaluation questions must be presented in the inception report to be prepared by the selected evaluation team.

Relevance:

This criterion examines to what extent supported ALPs have been aligned to provincial needs, priorities, structures, and expectations. Its key question is: **Were/ are supported ALPs doing the right things?**

- a) What were the key problems to be resolved through supported ALPs? How have the problems changed with time (including during the COVID-19 pandemic)? To what extent were those problems related to gender, equity, and child rights matters?
- b) To what extent were supported ALPs adapted to deprivations faced by intended beneficiaries, and aligned to relevant stakeholders' education objectives? How did provincial stakeholders value ALPs? To what extent were they relevant to provincial contexts?
- c) What kind of changes / modifications were done in supported ALPs with time (including during the COVID-19 pandemic)? To what extent were those changes/ modifications accurate? In what aspects did UNICEF support vary during implementation? To what extent was the support appropriate?
- d) What were the main agreements made by provincial governments and UNICEF Pakistan regarding supported ALPs (before and during the COVID-19 pandemic)? To what extent were gender, equity and child rights approaches visible?
- e) What are the main successes and failures of supported ALPs before and during current pandemic? What are the multiple factors that explain them? What was planned and unplanned?
- f) Based on the years of implementation, what are the main lessons learned related to enabling environment; examination and certification processes of basic competencies; and institutionalization of reintegration mechanisms?



Coherence:

This criterion analyzes to what extent supported ALPs have been compatible/ aligned with other policies or interventions implemented by any federal, provincial, local actor or UNICEF Pakistan. Its key question is: **How well do supported ALPs fit other policies and interventions related to OOSC?**

- g) What were federal, provincial or UNICEF policies and interventions that complemented or undermined supported ALPs? How did those policies and interventions affect them positively or negatively? How were gender, equity, and child rights approaches impacted?
- h) What level of synergies and interlinkages (internal coherence) did UNICEF Pakistan have between the support given to ALPs and other interventions on OOSC implemented during the last years?
- i) To what extent were/ are supported ALPs aligned with internationally recommended interventions for OOSC (for example within the Out-of-School-Children-Initiative - OOSCI) or within specialized education research from international agencies (UNICEF, UNESCO, World Bank, Asian Development Bank, etc.)?
- j) What level of convergence (external coherence) did supported ALPs have with other actors' interventions on OOSC? What mechanisms of collaboration, coordination or harmonization were established and how did they work? To what extent were they effective?
- k) What innovations, related to learners age range and flexibility of class time and location, among others, did supported ALPs propose/ test? To what extent were they compatible with other provincial policies and interventions?

Effectiveness:

This criterion determines whether activities of supported ALPs achieved planned or unplanned outputs and outcomes. Its key question is: **Were/ are supported ALPs achieving its objectives?**

- l) To what extent have supported ALPs achieved expected outputs and results (including any different results across provinces)? What is the evidence to measure their achievements against expected outputs and results (before and during the COVID-19 pandemic)?
- m) What outputs and results related to gender, equity, and child rights approaches have or have not been reached in supported ALPs? What were the main limits faced by supported ALPs in terms of effectiveness?
- n) What were the political, economic, social, institutional, etc. determinants that eased or limited the achievement of planned outputs and results in supported ALPs? What decisions were taken and implemented for overcoming limits?
- o) What kind of innovations have been proposed and implemented for achieving expected and unexpected outputs and results in supported ALPs before and during COVID-19 situation? Have those innovations affected gender, equity, and child rights approaches?
- p) To what extent have supported ALPs successfully managed their teaching staff (including recruitment, training, support and supervision, retainment, and successful implementation of appropriate teaching and learning strategies, among other aspects) before and during the pandemic?
- q) What kind of evidence and criteria could be used to assess the relative success or failure of supported ALPs? In what terms did supported ALPs have success or failure before and during COVID-19 context?

Efficiency:

This criterion explores to what extent the use of the resources to achieve the expected results was cost-efficient and alternative ways to achieve results. Its key question is **How well were/ are resources being used in the framework of supported ALPs?**

- r) To what extent did supported ALPs achieve outputs and outcomes according to planned timeline and resources? What evidence is available? Were gender, equity, and child rights approaches affected? Was there any alternative way for achieving results?
- s) Have human and financial resources been used according to value for money principles? Could supported ALPs have been implemented in a more cost-efficient manner, and if so, how? How were COVID-19 constraints faced and overcome?



- t) What decisions were made to manage student enrollment, attendance, dropout, retention, completion, and learning and transition / integration to formal education, vocational training and/or employment in supported ALPs (before and during the pandemic)?
- u) How were the resources related to compressed curriculum and learning; inclusiveness and safeness; and access to water and sanitation facilities used by the supported ALPs? To what extent is it possible to identify any difference before and during COVID-19?
- v) To what extent have supported ALPs delivered results in an efficient and prompt way? Has COVID-19 affected the relative distribution of funds between supported ALPs? Is there evidence available to demonstrate it?
- w) What have been the main investments made by supported ALPs related to community engagement mechanisms and sensitization? How did COVID-19 affect teaching and learning strategies related to integrated contents and practice of inclusion, gender-sensitivity and protection by tutors/ facilitators?
- x) What share of financial resources was reserved by supported ALPs for professional development of tutors/ facilitators before and during the pandemic? To what extent have results been achieved? What have been the main constraints that COVID-19 presented in terms of financial resources?

Impact:

This criterion analyses the impact of supported ALPs. Those effects can be positive or negative and planned or unplanned. It is focused on the identification of transformative consequences. Its key question is: **What difference did supported ALPs make in the context of OOSC?**

- y) What have been the effects (such as changes in norms, systems, and budgets) caused until now by supported ALPs (before and during COVID-19)? Was any of those effects scaled up at federal level or transferred to other provinces?
- z) To what extent is it possible to identify associated positive and negative effects of supported ALPs before and during pandemic? Which are the most relevant? Can they be attributed to the support given by UNICEF? Did other actors contribute to achieve them?
- aa) What noteworthy changes in the lives of OOSC have supported ALPs caused? Is it possible to identify specific and evidence-based (planned and unplanned) effects among learners, tutors/ facilitators, centres, etc.?
- bb) To what extent did supported ALPs promote any new practice or innovation related to tutors/ facilitators' recruitment, training, support, and supervision which was scaled up? What evidence is available to demonstrate it, both before and during the COVID-19 pandemic?
- cc) What benefits did supported ALPs contribute in terms of learners age range; flexibility of class time and location; learning-readiness for those who had never attended school; compressed curriculum and learning; inclusiveness and safeness; and access to water and sanitation facilities?

Sustainability:

This criterion analyses to what extent the (expected and non-expected) changes promoted by supported ALPs will be sustained. Its key question is: **Will benefits produced by supported ALPs last?**

- dd) How were provincial and local ownership and continuity of supported ALPs promoted before and during COVID-19? What kind of arrangements have been established considering finalization of UNICEF support?
- ee) What mechanisms have been put in place/ or steps taken for continuous advocacy with the Department of Education in each province to mainstream ALP models and centres as a quality, credible, cost effective and efficient education provision model?
- ff) What causal mechanisms are yet needed in the framework of supported ALPs for improving implementation of gender, equity, and child rights approaches? What kind of COVID-19 considerations must those causal mechanisms include?
- gg) How is it possible to continue implementing supported ALPs in the context of the pandemic? What are priorities and decisions that must be made to assure the continuity of learning of participants?
- hh) What are the main risks and trade-offs that supported ALPs must face in the short, medium, and long term for improving learners age range; flexibility of class time and location; learning-readiness



for those who have never attended school? What are the operational decisions needed to reinforce those aspects in the context of COVID-19?

- ii) What are the positive effects generated by supported ALPs related to examination and certification processes of basic competencies and institutionalization of reintegration mechanisms?
- jj) To what extent could the professional development pathways promoted by supported ALPs continue in the future? What are its requirements in institutional, economic, and financial terms? How will it be managed in the context of COVID-19?

4. Audience

Assuming the typology of receivers of evaluation results proposed by Mathison (2005), the main audience of this formative evaluation is, on one hand, UNICEF staff at federal and provincial level engaged in the provision of technical and financial support and UNICEF staff at the regional level and, on the other hand, governmental education functionaries and officials at federal and provincial level responsible for its management and implementation. In the various levels of government, education officials (policymakers, technical and administrative personnel) responsible for the management, implementation, and monitoring of ALP centers compose expected users of the formative evaluation results. They look for objective information about how well ALP models and centres are delivered and what improvements are needed and possible to implement in the future.

Additionally, designers of accelerated/ condensed curriculum, developers of learning materials, authorities responsible of training, assessment and data management systems, and facilitators/ tutors may be included as subaltern audiences of the formative evaluation. Staff members of current funder institutions (Government of Japan / JICA and Norwegian National Commission) and international development actors present in Pakistan are part of the audience.

5. Intended use

In the short term, the formative evaluation results are critical to documenting key aspects of supported ALPs. In the medium and long term, this effort will contribute to federal and provincial institutional memory of this NFE programme.

Another practical use of the formative evaluation results is to adjust and improve the current supported ALPs in some key areas: provincial enabling environment, learners' age range; institutional flexibility; learners' enrollment, attendance and completion; compressed curriculum and learning; tutors/ facilitators' recruitment and training; inclusiveness, safeness and learning-readiness; skills' assessment and certification; community engagement; etc. It is expected, at the same time, that formative evaluation results will be used to identify how global standards, trends and practices related to accelerated education programmes can be adapted and implemented in current and new efforts around supported ALPs in Pakistan.

The expected use of the formative evaluation results constitutes, as explained by Mathison (2005), the manner how looked-for findings, conclusions and recommendations will affect effectively what is evaluated in the future, in this case, provincial ALP models and centres supported by UNICEF in the country.

6. Stakeholders

To conduct this formative evaluation, the identification and engagement of the appropriate stakeholders are crucial because, as argued by Brughai & Varvasovszky (2000), their characteristics affect the way that decisions are made and its content. Stakeholder analysis will be carefully performed.

Friedman & Miles (2006) offers general criteria for the selection of appropriate stakeholders: consider as stakeholders the groups of people which have an identifiable relationship with the evaluand. The mentioned relationship could be positive/ negative, in favor or opposing, active/ passive, etc.

Assuming these methodological recommendations in the framework of this formative evaluation of supported ALPs, the choice of stakeholders would include:

- Designers of provincial ALP models and centres: UNICEF technical staff and provincial education functionaries and representatives.



- Implementers of provincial ALP models and centres: provincial education officials and tutors/facilitators.
- Users of provincial ALP models and centres: OOSC (children and adolescents, male and female) enrolled and attending ALP services, parents, and local opinion leaders.
- Funders of provincial ALP models and centres: bilateral donor, national committees, and UNICEF Pakistan.

7. Evaluation Methodology

As mentioned above, this formative evaluation will be developed assuming CEval evaluation approach. At the same time, it will apply the use of mixed method and the effective engagement of the stakeholders described in the earlier section. The method to be implemented for conducting this assessment must integrate international evaluation norms and standards¹³² and ethical principles¹³³ as defined by United Nation Evaluation Group (UNEG, 2020), UNICEF Evaluation Policy (UNICEF, 2018)¹³ and procedure on ethical standards (UNICEF, 2021).

As referred by Mertens (2018), mixed method includes, first, the development of quantitative and qualitative strategies to collect and analyze information related to the evaluation questions (which operationalize the evaluation objectives), and second, the combination of the results of those strategies (usually named as triangulation). The evaluation consulting firm to be selected will collect, produce, and use primary and secondary data and present the evaluation results (findings, conclusions, and recommendations). The primary information is formed by the declaration, speech, performance, etc. of all the (directly and indirectly) stakeholders engaged with supported ALPs. It is expected that, according to Booth et al (2016), the collection of qualitative information must cover standard questions: who/ what/ when/ where/ how/ why.

In the context of this formative evaluation and considering COVID-19 restrictions, some techniques to be used for producing the expected primary information are the following: in-depth interview and focus group which could be delivered face-to-face or remotely (using a specific communication platform). The evaluation consulting firm to be hired will propose how these qualitative techniques (or other ones) will be delivered in the context of COVID-19.

The secondary information is composed by all the existent sources of information about provincial ALP models and centres supported by UNICEF such as project documents, donor reports, rolling-work plans, monitoring frameworks and reports, interinstitutional agreements, meeting minutes, Country Office Annual Reports (COARs), Results Assessment Module (RAM), Strategic Management Questions (SMQs), databases, financial statements, institutional letters, products of consultancies (studies or surveys), etc. are part of that kind of information. As suggested by Bryman (2016), the quantitative information to be used and/ or produced must take into consideration key aspects as measurement, causality, generalization, and replication of the used information.

The following core activities will be completed by the evaluation consulting firm to be selected:

- Comprehensive desk review:** the evaluation consulting firm is expected to analyze key secondary sources of information (mentioned previously) related to supported ALPs from 2016 onwards. This critical review must include the current situation of provincial education departments related to NFE and ALP. In other words, it is expected that the evaluation consulting firm will do background research (Kara, 2017) on the nature, performance, and results of provincial ALP models and centres supported by UNICEF.
- Elaboration and submission of a detailed and thorough inception report:** based on the results of the desk review, it is expected that the evaluation consulting firm produces a complete inception report (first deliverable), including the following components: a summary of provincial ALP models and centres supported by UNICEF (including specific and common elements of the logic of the interventions and assumptions), operationalization of proposed CEval evaluation approach,

¹³² The following link specifies the latest version of the evaluation norms and standards promoted globally by the United National Evaluation Group (UNEVAL):

<http://www.uneval.org/document/detail/1914>

¹³³ More information about how to deliver an evaluation on an ethical mode can be founded in the following link:

<http://www.unevaluation.org/document/detail/102>



limitation of the scope, specification of methodology, elaboration of a final evaluation matrix (including criteria and questions and sub-questions) and evaluation tools, tentative evaluation schedule (specifying proposed sequence of activities), definition of the structure, length and characterization of the formative evaluation report and other expected evaluation deliverables. More evaluation components could be added to the inception report by the evaluation consulting firm. Its maximum length must be 20 pages (excluding annexes). This document must be approved by UNICEF Pakistan.

- c) **Collection, analysis, and triangulation of evidence related to UNICEF provincial interventions on ALP:** in addition to the desk review and after the approval of the inception report, the evaluation consulting firm will gather qualitative and quantitative information, aligned to the evaluation purposes, objectives, evaluation criteria and questions, etc., about the nature, implementation process and results of supported ALPs.

The collection of information (fieldwork) will be guided by the technical note which guides evaluation function in the framework of COVID-19 (UNICEF, 2020) following the “no-harm” principle. The evaluation consulting firm must follow the recommended precautionary measures using virtual data collection approaches and tools when needed.

The period dedicated to collecting primary information must be aligned to the proposed timeframe described in the approved inception report. The collection, analysis, and integration of the information to be collected must be defined based on the evaluation matrix (evaluation criteria and questions) which is a key part of the mentioned report.

- d) **Elaboration and submission of a draft version of the formative evaluation report:** based on the triangulation of the collected (quantitative and qualitative) information and according to the evaluation matrix, the selected evaluation consulting firm will develop the draft version of the formative evaluation report offering straight forward evidence-based answers to the evaluation criteria and questions and highlighting evidence about how gender, equity, and child rights approaches informed or not the design and implementation of supported ALPs.

When developing the report, the evaluation consulting firm must assume the perspective of the reader: the language to be used must be simple and direct, the arguments must be substantive and show quality, etc. (Booth et al, 2016). As explained by Gerring (2017), it is expected that this report will offer arguments characterized by truth, precision, coherence, prudence, relevance, and commensurability. The structure of the draft version of the formative evaluation report will be the one proposed and approved in the inception report. The maximum length of this report must be 40 pages (excluding annexes). This document must be submitted to UNICEF Pakistan according to the approved timeframe. It will be reviewed by the Evaluation Reference Group (ERG) set up by UNICEF Pakistan. Within ten days, the consulting evaluation firm will receive written feedback which must be assessed and incorporated in the final version of the report.

- e) **Finalization of formative evaluation report:** the final version will include all the feedback received from the ERG. The structure of the formative evaluation report will be the same one proposed and approved on the inception report and used in its draft version. As mentioned previously, the considerations about language and arguments are applicable here. The maximum length of the final version must be 55 pages (excluding annexes). Its submission must be done according to the calendar set up in the contract.

- f) **Facilitation of a public presentation of formative evaluation results:** The evaluation consulting firm must deliver a public presentation of the main findings, conclusions, and recommendations of the formative evaluation. Depending on the development of COVID – 19, this presentation could be done face-to-face or remotely. The presentation must include a discussion about the relevance and feasibility of the proposed recommendations.

It is expected that the draft and final version of the formative evaluation report will include the identification of the main conceptual, methodological, and operational concerns that the evaluation consulting firm faced along the assessment process and how those concerns were overcome and effected the results of the evaluation. The total number of slides must be 15.

8. Ethical considerations

The development of this formative evaluation must apply the ethical considerations promoted by UNEG (United Nations Evaluation Group) and assumed by UNICEF. As some people will be treated as sources of information, they must be referred carefully without any specification about their identity



(Booth et al, 2016). When any stakeholder is approached for information, full information about the evaluation and its purposes must be provided (Kara, 2017).

The selected evaluation consulting firm will perform the assignment assuming an ethical conduct which in this context is crucial for the following reasons: the credibility of the findings, conclusions and recommendations, and the responsibility in terms of use of resources.

The selected contractors involved in field work are required to undertake ethics training.

The selected evaluation consulting firm must act based on the following obligations: independence, impartiality, credibility, honesty, integrity, and accountability. If the evaluation consulting firm finds any conflict of interest in any stage of the assignment, they must inform UNICEF Pakistan at once. The mentioned ERG will assess, among other things, the compliance of the expected ethical commitments and quality assurance processes.

9. Structure of the reports and PPT

Inception report

The inception report is the first deliverable prepared and presented by the evaluation consulting firm. Its content (maximum of 20 pages) must reveal a deeper understanding on the use of CEval evaluation approach, AE Principles and its action points and gender, equity, and child rights approaches. It must present a thorough summary of the desk review. It must clearly define the evaluand, focus and scope of the assignment. It must reconstruct the actual theory of change which supported the interventions. It must offer a critical analysis of assumptions of the interventions. It must describe the selected evaluation methodology. It must offer a judgement about the reviewed sources of information (desk review results) and offer some consideration about the identified limitations. It must describe the internal process for quality assurance of the deliverables, specifically for the final version of the formative evaluation report. It must describe the deliverables and timeline of the assignment. It must include functional annexes and evaluation matrix and tools.

The basic structure of the inception report is the following:

- Introduction (rationale, context, object, and scope of the formative evaluation) Purposes, objectives, and evaluation criteria and questions (evaluation matrix).
- Main results of the desk review. o Reconstruction of the theory of change of UNICEF provincial interventions on ALP.
- Analysis of horizontal and vertical logic of the programme and accuracy and functionality of indicators and sources of information.
- Evaluation methodology (adaptation of CEval evaluation approach, data collection process, data analysis strategies, evaluation tools, limitations, and challenges).
- Proposed internal quality assurance of the formative evaluation report. o Timeframe and deliverables.
- Annexes (consulted literature, evaluation tools and TORs).

It is expected that the inception report must receive feedback (including comments and suggestions from ERG) or approval from UNICEF Pakistan within ten working days after its submission.

Draft and final evaluation report

There is no substantive difference in terms of structure between the draft and final reports. The difference between them is their length and the accuracy of their content. It is expected that, through the (draft and final) evaluation report, the evaluation criteria and questions are answered using evidence. It is expected that the content of the entire document and the level of precision, functionality and specificity of the findings, conclusions and recommendations are improved from one version to the other one.



The following structure of the (draft and final) evaluation report is based on UNEG, UNICEF and GEROS (Global Evaluation Reports Oversight System) standards for an excellent quality evaluation report:¹³⁴

- Title (1 page).
- Acronyms (1 page).
- Executive summary (5 pages).
- Introduction: including background, evaluand description, and reconstruction of theory of change of UNICEF provincial interventions on ALP, evaluation purpose, evaluation objectives, evaluation matrix including criteria and questions, identification of stakeholders and their contributions, etc. (10 pages).
- Evaluation Purpose, objectives, and scope
- Evaluation methodology, : including evaluation focus, evaluation criteria and questions, design,– quantitative and qualitative strategies, sampling, data collection methods, and triangulation integration of cross-cutting areas in the design (e.g. gender), identification of limitations of the methodology and mitigation strategies, ethical considerations applied, etc. (10 pages).
- Findings: organized by OECD – DAC criteria and covering all the approved evaluation questions, including summary of findings related to the use of proposed CEval evaluation approach (20 pages).
- Evidence-based conclusions lessons learned, and recommendations explicitly linked to the findings.
- Annexes. Terms of reference, list of indicators, evaluation matrix, evaluation tools, list of interviewees, table of sample size, and sample site as appropriate, field work plan, roles and responsibilities of the team, consent form and other relevant aspects.

It is expected that the draft version of the formative evaluation report will receive feedback and/ or approval from UNICEF Pakistan within ten working days after its submission. For the final formative evaluation report, feedback and / or approval will be given within fifteen working days after its submission as it requires circulation among the members of the ERG.

Presentation of formative evaluation results

The structure of the PPT file must be based on the structure of the final formative evaluation report, concentrating 60 per cent of the slides on findings, conclusions, and recommendations. Its design must be simple and attractive, using few words in each slide, avoiding long paragraphs. Its maximum length must be of 15 slides (which must be presented using around 40 minutes).

10. Management arrangements

This formative evaluation will be managed by the Research and Evaluation (R&E) Specialist (Social Policy section). Education section will provide, under the guidance of the Chief of the section, coordination support through Education M&E (Monitoring & Evaluation) Specialist and Education Specialist in charge of ALP matters. The R&E Specialist will be the authorized focal point for coordination and discussions related to technical and logistical matters with the selected evaluation consulting firm. The selected evaluation consulting firm will submit all the deliverables according to the agreed timeline. The R&E Specialist will circulate among the members of the ERG and compile their feedback for onwards sharing with the evaluation consulting.

According to existing UNICEF technical notes about the conformation of ERG, UNICEF Pakistan will set up one related to this formative evaluation. Its members will be key governmental, non-governmental and UNICEF staff experienced in the object of evaluation. This ERG will review and provide feedback on the content of the deliverables against approved formative evaluation TORs and inception report (especially against its evaluation matrix and questions). ERG will make suggestions for how the deliverables can be improved.

¹³⁴ Global Evaluation Report Oversight System (GEROS) is a global UNICEF mechanism focused on the quality assessment of evaluation reports uploaded by any country office to the corporate Evaluation and Research Database (ERDB). Its public link (where its handbook is available) is the following: https://www.unicef.org/evaldatabase/index_GEROS.html



The selected evaluation consulting firm will interact, with the support of UNICEF Pakistan, with relevant governmental and non-governmental partners at federal and provincial level. This formative evaluation will not include the direct engagement of children at any stage.

In case of travel restrictions due to measures to limit the spread of COVID-19, the formative evaluation will be remote / home-based.

11. Evaluation management response

When the final version of the formative evaluation report is approved by UNICEF Pakistan, an evaluation management response will be drafted by UNICEF Education section, supported by Social Policy section, based on the evaluation recommendations. The draft version of the management response will be discussed and assessed with UNICEF management. Its final version will be sent among Programme Coordination Group (PCG) members and uploaded in Evidence Information Systems Integration (EISI) database.

The management response will specify to what extent each recommendation is doable and what specific actions will be taken by UNICEF Pakistan. The response from management will specify the staff responsible for each action and set a realistic timeline for its delivery.

12. Evaluation results dissemination

Further dissemination of the evaluation results will be made based on the presentation (PPT) prepared by the evaluation consulting firm, but its content will be adapted according to the nature of the audience.

A set of key evaluation findings and results will be published on UNICEF Pakistan website. The Executive

Summary of the formative evaluation report will be edited and circulated electronically among governmental, non-governmental, academia, media, and international cooperation entities. In all the cases, the name of the evaluation consulting firm will be referenced.

13. Communication processes

The development of this formative evaluation will imply the establishment of different communication processes. The first one will have a preparatory purpose. It will be done at the design stage identifying the need of this assessment among targeted stakeholders and collecting their inputs on its purpose, use and audience. The second communication process will have the purpose to provide regular updates regarding the evaluation process. It will be done during the formative evaluation when milestones (deliverables) are achieved.

Communication channels will be established with the members of the ERG and with the public. The first one will have a specialized character because the members of the mentioned entity are specialists on evaluand and/or methodological aspects and their feedback on the deliverables will improve the quality of its content. The second one will have a social character and through different and regular means (emails, notes, pictures, etc.) the general audience of the formative evaluation will know the status of the assessment process and will be able to raise any issue.

The third and final communication process will be performed when the final formative evaluation report is presented. A public presentation, focused on main results, conclusions, and recommendations, will be held. This will be an opportunity to confirm the content of the formative evaluation and to discuss the relevance, validity and use of the proposed recommendations.

REASONS WHY THE ASSIGNMENT CANNOT BE DONE BY A UNICEF STAFF MEMBER:

(Please give specific reasons to justify usage of consultant or Contractor (Individual or Institutional):

This assignment encompasses various and complex areas of work, particularly evaluative thinking related to governmental legislation (enable environment) and institutional structures on ALP at federal and provincial level, examination and certification processes of basic competencies, and institutionalization of reintegration mechanisms. This assignment includes deeper analysis of particular ALP's dimensions as learners' age range; flexibility of class time and location; learning-readiness for children who has never attended school; compressed curriculum and learning; inclusiveness and safeness; and access to water and sanitation facilities. At the same time, it is needed critical examination of tutors/ facilitators' recruitment, training, support, and supervision; teaching and learning



strategies related to integrated contents; and practice of inclusion, gendersensitivity and protection. Additionally, aspects as student enrollment, attendance, dropout, retention, completion, and learning; transition/ integration to formal education, vocational training and/or employment; community engagement's mechanisms and benefits' sensitization must be assessed.

As this is a formative evaluation, it is needed to assure the independence of the professionals who will deliver it. Not all these areas of work fall under UNICEF expertise hence it is important to hire an institutional contractor with specific expertise to deliver this formative evaluation and, based on its evidence-based results, propose thorough findings, conclusions and recommendations regarding provincial ALP models and centres supported by UNICEF in Pakistan.

TASKS TO BE PERFORMED ¹³⁵	DELIVERABLE(s) ¹³⁶	WORK SCHEDULE ¹³⁷	TERMS OF PAYMENT ¹³⁸
Inception Report: Guided by original evaluation questions and based on literature review, the contractor must elaborate an inception report which contains the following components: a summary of provincial ALP models and centres supported by UNICEF (including specific and common elements of the logic of the interventions and assumptions), operationalization of proposed CEval evaluation approach, specification of limitation of the scope, specification of methodology, elaboration of a final evaluation matrix (including criteria and questions and sub-questions) and data collection tools to be used in the face-to-face or remote fieldwork must be included, tentative evaluation schedule (specifying proposed sequence of activities), definition of the structure, length and characterization of the formative evaluation report and other expected evaluation deliverables. The inception report must be timely submitted to UNICEF Pakistan for its critical review and approval.	Inception report and data collection tools submitted Maximum length: 20 pages (excluding annexes).	20 working days after signing the contract.	20%
Field Work: Based on the proved version of the inception report and according to the circumstances related to COVID19, the evaluation fieldwork will be done face-to-face or remotely. Approved data collection tools must be tested and applied as planned to provincial samples of stakeholders.	Field data collection completed	35 working days	20%
Data analysis and report writing: The collection of information will be based on approved and final version of evaluation tools. The contractor must include the triangulation of different sources of information. The structure of the study report must cover and be aligned to the objectives and mentioned evaluation matrix. During the drafting process, a simple and direct language must be used applying APA (7 th Edition), and the content must be accompanied of different types of visuals. The draft version of the formative evaluation report must be timely submitted to UNICEF Pakistan for its critical review and approval.	Draft evaluation report. Maximum length: 40 pages (excluding annexes).	35 working days	25%
Final Report: Feedback received from UNICEF Pakistan (including inputs from governmental stakeholders at federal and provincial level) must be assessed and smoothly included within the final	Final report submitted. Maximum length: 55 pages (excluding annexes).	25 working days.	20%

¹³⁵ (Indicate expected work to be performed.)

¹³⁶ (Specify final outputs.)

¹³⁷ (month/period covered)

¹³⁸ (No more than 30% advance / final payment no less than 10%)



version of the formative evaluation report. This final version of the formative evaluation must be ready for its (printed / digital) publication and timely submitted to UNICEF Pakistan for its critical review and approval.			
Dissemination: PPT file must present evaluation objectives, methodology and results (findings, conclusions, and recommendations). The contractor must elaborate the PPT file in English and with no more than 15 slides. Its design must be simple and attractive, trying to use the less quantity of words in each slide and avoiding the inclusion of long paragraphs. It is expected that its content must be expressed using key words / categories and short statements. Edit the Executive Summary of the formative evaluation report to share electronically among governmental, non-governmental, academia, media, and international cooperation entities.	PPT and dissemination materials: PPT maximum length: 15 slides. Executive Summary prepared	15 working days.	15%

3. **TOR FOR STUDIES AND EVALUATIONS REVIEWED AND ENDORSED BY THE EVALUATION AND RESEARCH**

SPECIALIST (SOCIAL POLICY SECTION): (Please tick) ☒ Yes ☐ No

4. **ESTIMATED DURATION OF CONTRACT** (Indicate start of contract but not earlier than CRC: if CRC is required):

Start date: August 2021 End date: January 2022

5. **OFFICIAL TRAVEL INVOLVED** (Specify if international or domestic travel will be required of the consultant/contractor):

☒ Local Travel ☐ International Travel

Anticipated Travel Itinerary (Annex 1 – Please complete Travel Plan template):

Travel to provincial level is anticipated. A tentative travel plan to be developed by consultancy company as part of proposal. This will further depend on the COVID-19 situation in country.

6. **QUALIFICATIONS OR SPECIALIZED KNOWLEDGE/EXPERIENCE REQUIRED** (Indicate skills and qualifications requirement):

The expected institutional contractor must have the following characteristics:

- Demonstrated experience in conducting high level evaluation work in development, social, education, social protection, etc. matters. An outline of similar work and samples required in submission of proposal. Specialization or previous experience on non-formal education matters is an asset.
- Demonstrated expertise in designing, and managing complex analysis and strategy development processes with a range of UN agencies, multilateral agencies, governmental and private sector, etc.
- Proven participation in international and regional networks, events, processes related to Accelerated Education, non-formal education, and education, in general.
- Demonstrated experience in working at federal and provincial level in Pakistan engaging multiple stakeholders and dealing with different governance structures. An understanding of or



an existing network to critical and relevant stakeholders in Pakistan, especially in the education sector, is an asset.

- At least, three evaluation assignments (ex-ante, formative or final) related to education sector delivered, in general, and non-formal education, in special.
- Availability and willingness to take up the assignment on short notice and ability to work under pressure and deliver on deadlines within proposed timeframe.
- Trained and qualified high-caliber staff available with demonstrated relevant technical expertise on evaluation assignments and capacity to promptly recruit required external supplementary expertise.
- Assigned staff demonstrate extensive experience of at least 10 years or more of working with Government (at federal and provincial level), UN, CSOs and others on a range of development issues including education, youth, skills, and governance. Detailed knowledge of Pakistan context preferred.
- Assigned staff have knowledge and understanding of core quality, access, and governance issues in nonformal education, accelerated education, alternative learning, curriculum, teacher training, etc.
- Availability of institutional and internal policies on Sexual Exploitation and Abuse (SEA), Sexual Harassment, Harassment, Discrimination, Abuse of Authority and Retaliation.
- Proven ability to access and provide recognized specialists with national and/or international reputations in their area of expertise.
- Evidence/document on Gender Audit and Gender Policy, ensuring institutionalization of gender equality into vendors' policies, service, and structures.

The expected institutional contractor must organize its proposed team considering the following critical members:

- **Project manager:** Individual serving in a project management role will serve as the primary point of contact between the firm and the contracting office for all administrative, project planning and oversight functions for the formative evaluation under management by the firm. Person recommended for this position should have at least fifteen years of professional experience, at least five of which should be in a function closely related to project management or coordination. Direct work experience on topics related to this assignment (education, non-formal education, accelerated education, accelerated learning, etc.) is highly valued and a working knowledge in one of them is expected.
- **Evaluation team leader:** Individual serving in a team leader role will act as the primary lead for the formative evaluation on supported ALPs in Pakistan. Team leader must have a minimum of ten years of professional experience, at least six of which should be directly related to evaluation matters. A solid working knowledge of education, non-formal education, accelerated education, accelerated learning, etc. in national and / or international contexts is expected. Additional specialization in quantitative, qualitative, and mixed methods is highly valued. He / she should also have at least two experiences setting up similar project teams in similar contexts. Proven experience in managing gender, equity, and human right approaches. The team leader must be a member of a national, regional, or global evaluation network or Voluntary Organization for Professional Evaluation (VOPE). His / her membership must be proven by pertinent documentation.
- **Evaluation associates:** Individuals providing technical and operational support to the formative evaluation should be strong and efficient evaluation practitioners and capable of solving programmatic and operational evaluation challenges in complex environments. They should also have at least eight years of experience in evidence-based evaluation, quantitative, qualitative, and mixed research methods on curriculum, teacher training, materials, etc. Proven working experience at federal and provincial level, able to interact with a wide diversity of stakeholders, capacity to collect, organize, analyze, and triangulate information from different sources. The quantity of associates depends on how the institutional contractor will manage the development of the formative evaluation. Proven experience in managing gender, equity, and human right approaches. At least 50% of evaluation associates must be members of a national, regional, or global evaluation network or Voluntary Organization for Professional Evaluation (VOPE). Their memberships must be proven by pertinent documentation.



7. TECHNICAL EVALUATION CRITERIA AND WEIGHT ALLOCATION BETWEEN TECHNICAL AND PRICE PROPOSAL

The evaluation procedure will focus on both technical and financial suitability. The weights of 70% and 30% shall be applied for technical and financial compliance respectively. Only firms scoring at least 70% of the maximum score during technical evaluation will be considered for financial evaluation.

CATEGORY	MAXIMUM POINTS
Technical Evaluation	
- Organizational Profile: - Demonstrated experience in conducting high level evaluation work in development, social, education, social protection, etc. matters in line with the requirements highlighted under item 7	(15)
1. Detailed Methodology, Work Plan, Personnel, Equipment and Quality Control Measures to be used. - Detailed methodology showing the overall evaluation approach to be adopted in the execution of the assignment. - Specification of proposed sample (type / quantity) for collecting qualitative and quantitative information. - Thorough triangulation plan of sources of information. - Detailed work plan and time schedule to be used for the formative evaluation (clarity, fit with timetable and resource allocation). - Detailed description of risks and mitigation measures and quality control plan to be used in the execution of the formative evaluation.	(35)
2. Personnel Strength - The team must comprise of: Project manager, Evaluation team leader, Evaluation associates - Assigned staff demonstrate extensive experience of at least 10 years or more of working with Government (at federal and provincial level), UN, CSOs and others on a range of development issues including education, youth, skills, and governance. Detailed knowledge of Pakistan context preferred - Distribution of workload	(20)
Financial Evaluation (<i>Programme to revise the Financial Response Template if Applicable</i>)	
3. Price (use the attached template and all cost should be accompanied with narrative indicating the costing modality, risks, and mitigation measures.	(30)
TOTAL MARKS	(100)

8. **SUPERVISION:** Supervision shall be done by the R&E Specialist (Shamshad Begum) from Social Policy section.

Type of Supervision: The contractor will be closely working with the mentioned supervisor who will provide technical guidance / support and monitor the implementation of the assignment. The supervisor will ensure overall compliance, regular coordination on timelines, quality of the products/deliverables, ensuring all relevant stakeholders are engaged. Continuous technical supervision will be provided to ensure that the scope of work is being adhered according to these TORs.

9. **NATURE OF PENALTY CLAUSE TO BE STIPULATED IN CONTRACT:** (The clause provided in the contract should apply)

As per UNICEF Standard Contractual Terms and Conditions

NOTE: Local bidders should quote in Pak Rupee.



10. REFERENCES:

- Booth, W.; Colomb, G.; Williams, J.; Bizup, J.; Fitzgerald, W. (2016). *The Craft of Research*. Fourth Edition. University of Chicago Press.
- Brughai, R. & Varvasovszky, Z. (2000). *Stakeholder analysis: a review*. Health Policy and Planning; 15(3): 239–246. Oxford University Press.
- Bryman, A. (2016). *Social Research Methods*. 5th Edition. Oxford University Press.
- Friedman, A. & Miles, S. (2006). *Stakeholders: Theory and Practice*. Oxford University Press.
- Gerring, J. (2017). *Social Science Methodology: a unified framework*. Second Edition. Cambridge University Press.
- Kara, H. (2017). *Research and Evaluation for Busy Students and Practitioners: a time-saving guide*. 2nd Edition. Policy Press.
- Mathison, S. (2005). *Encyclopedia of Evaluation*. University of British Columbia.
- Myers, J. & Pinnock, H. (2017). *Guide to the Accelerated Education Principles: a guide for Accelerated Education Programme designers, implementers, evaluators, and agencies*. UNHCR.
- MoE (1998). *National Education Plan (1998 – 2010)* Available at: https://planipolis.iiep.unesco.org/sites/default/files/ressources/pakistan_educational_policy_1998-2010.pdf
- MoE (2008). *National Education Policy 2009*. Available at: http://itacec.org/document/2015/7/National_Education_Policy_2009.pdf
- MoFE&PT (2018). *Pakistan Education Statistics 2016/2017*. Available at: [Pakistan Education Statistics 2016-17.pdf \(aepam.edu.pk\)](http://aepam.edu.pk/Pakistan_Education_Statistics_2016-17.pdf)
- MoFE&PT – UNICEF (2015). *A review of Alternative Learning Programmes in Pakistan: 2014 / 2015*. Available at: <https://www.unicef.org/pakistan/reports/review-alternative-learning-programmes-pakistan-2014-15>
- OECD (2021). *Applying Evaluation Criteria Thoughtfully*. OECD Publishing. Available at: https://www.oecd-ilibrary.org/development/applying-evaluation-criteria-thoughtfully_543e84ed-en
- Stockmann, R. (2013). *Science Based Evaluation*. In: Stockmann, Reinhard and Meyer, Wolfgang: Functions, Methods and Concepts in Evaluation Research. Palgrave Macmillan (54 – 107).
- Stockmann, R. & Meyer, W. (2013). *The Role of Evaluation in Society*. In: Stockmann, Reinhard and Meyer, Wolfgang: Functions, Methods and Concepts in Evaluation Research. Palgrave Macmillan (8-53).
- UNEG (2020). *UNEG Ethical Guidance for Evaluation*. Available at: https://www.unodc.org/documents/evaluation/Guidelines/UNEG_Ethical_Guidelines_for_Evaluation_2020.pdf
- UNICEF (2018). *Revised evaluation policy of UNICEF*. Available at: https://www.unicef.org/evaluation/files/Revised_Evaluation_Policy_Interactive.pdf
- UNICEF (2020). *Technical Note - Response of the UNICEF Evaluation Function to the COVID-19 crisis*.
- UNICEF (2021). *UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis*.

Annex I to TOR

Standard Financial Response Template

Personnel Cost					
Name	Position	Rate/Unit	Qty	Total in (USD/PKR)	Remarks



Travel and Meeting Cost					
Item	Description	Rate/Unit	Qty	Total in (USD/PKR)	Remarks
Operation Cost					
Item	Description	Rate/Unit	Qty	Total in (USD/PKR)	Remarks
Direct					
Indirect/Management Fee					
Total					

Annex II

Proposed Evaluation Matrix

The evaluation team is expected to prepare an evaluation matrix to be included in the inception report. The following matrix must be used.

<i>Objectives</i>	<i>Evaluation Questions</i>	<i>Sub Evaluation Questions</i>	<i>Indicators / assessment criteria</i>	<i>Data collection methods</i>	<i>Data collection tools</i>	<i>Respondents</i>	<i>Data Analysis Method</i>



Appendix 2: Intervention Context around OOSC

Country Context - Pakistan

Pakistan is ranked amongst the top three countries in the world that have the highest number of out-of-school children. It is crucial to understand that huge socioeconomic disparity exists in Pakistan not only between rural and urban regions but also between the country's diverse provinces. Further, these disparities have a big impact on educational outcomes, including vast gaps in access to education and overall educational attainment¹³⁹. Out of School consists of children aged 5-16 years who have never been to school and those children who attended school and left afterward, shows that out of school children at the national level is 32 percent in 2019-20¹⁴⁰.

The overall regional comparison shows that out-of-school children are higher in rural areas with 37 percent as compared to 22 percent in urban areas. Overall Punjab has the lowest out of School children with 24 percent while; Baluchistan has the highest out of school children with 47 percent¹⁴¹.

Table Out of school children age (5-16) years (2019-20)¹⁴²

	Punjab	Sindh	KP	Baluchistan
Urban	16	29	20	35
Rural	28	58	34	51
Total	24	44	32	47

Access to education is right of every child in Pakistan. Legally, Article 25A of the Constitution binds the state to provide free education and has made education compulsory for all children of the age of 5-16 years.¹⁴³ In accordance with Article 37-b of the Constitution, Pakistan has pledged to remove illiteracy within minimum possible time. The Literacy Act 1985¹⁴⁴ made literacy mandatory for certain privileges including employment, driving and arms licenses and passports etc. Pakistan has also ratified several international and regional conventions which underline the significance of education (see Table 18 for details).

Table: Pakistan's Global Commitments on Education

Treaty/Convention	Commitment
Universal Declaration of Human Rights	Article 26 (1) ¹⁴⁵ : Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.
Convention on the Rights of the Child (CRC)	Article 28 (a) ¹⁴⁶ : Make primary education compulsory and available free to all. Article 28 (b) ¹⁴⁷ : Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures.
Sustainable Development Goals (SDGs)	Target 4.1 ¹⁴⁸ : By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

The issue of OOSC is a policy priority for the Government of Pakistan (GoP). It was first taken up in National Education Policy 1998 which aimed to eradicate illiteracy through formal and informal means for expansion of basic education through involvement of community. Literacy and non-formal learning were also an important part of Education Policy 2009¹⁴⁹ which focused on adult literacy, non-formal education (NFE) programmes and development of a national literacy curriculum. National Education Policy 2017¹⁵⁰ reiterates the national commitment to literacy and non-formal education and provides a detailed framework for non-formal education.

¹³⁹ UNESCO's Education for All Global Monitoring Report

¹⁴⁰ PSLM Survey 2019-20

¹⁴¹ <https://www.pbs.gov.pk/publication/pakistan-social-and-living-standards-measurement-survey-pslm-2019-20-provincial>

¹⁴² <https://www.pbs.gov.pk/publication/pakistan-social-and-living-standards-measurement-survey-pslm-2019-20-provincial>

¹⁴³ https://na.gov.pk/uploads/documents/1333523681_951.pdf

¹⁴⁴ National Education Policy, 2017

¹⁴⁵ https://www.ohchr.org/en/udhr/documents/udhr_translations/eng.pdf

¹⁴⁶ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

¹⁴⁷ Ibid

¹⁴⁸ <https://sdgs.un.org/goals/goal4>

¹⁴⁹ https://itacec.org/document/2015/7/National_Education_Policy_2009.pdf

¹⁵⁰ <https://pbil.punjab.gov.pk/system/files/National%20Educator%20Policy%202017.pdf>



The Government Agenda

The government has initiated various efforts to improve access to and quality of education through policy interventions and expenditure allocations. In this regard, the National Education Policy Framework has been formulated to combat the multiple challenges faced by the education sector with the following priority areas:

Box: Policy Frameworks for OOSC

- Constitution of Pakistan (Article 37b)
- National Education Policy 1998
- National Education Policy (2009)
- National Education Policy Framework (2018)
- National Plan of Action on Education for All (2001-2015)
- Minimum Standards for Quality Education in Pakistan
- National Curriculum Framework Pakistan

Priority 1: Decrease Out of School Children (OOSC) and Increase School Completion: To address OOSC, the government proposed key actions related to i) school infrastructure, ii) finance which comprised removing financial barriers through cash transfers, improving the existing provision of stipends to girls and improving coordination with the finance departments to ensure efficient and timely transfer and utilization of education budget, iii) improving teacher and student knowledge, iv) providing free online education and v) improving access to education in remote areas.

Priority 2: Achieve Uniformity in Education Standards: To ensure uniform education, the government aims to introduce a uniform education system for all that could ensure equality in quality across the three systems of schooling in Pakistan, i.e., public, private, and madrassa. This could be achieved through a selection of a common curriculum framework, streamlining national teaching, and learning standards, ensuring a multilingual policy, strengthening regulatory bodies to ensure coordination across the different school systems, and raising awareness about the quality of government school education through campaigns, reforms and strengthening community action through the dissemination of educational information.

Priority 3: Improve the Quality of Education: To improve the quality of education, the government focuses on improving teacher management while ensuring the continuous professional development of teachers for the purpose of multi-grade teaching, implementing a meritocracy in the teacher's placement process, ensuring implementation of early childhood education, ensuring the availability of teaching and learning resources and their utilization in schools and increasing access to information about nutrition and stunting for mothers and students.

Priority 4: Enhance Access to and Relevance of Skills Training: To enhance access to skill training, the government promoted public-private partnerships with industry, including setting up industry-led skills councils, increasing the number of skilled workers in priority areas, strengthening and improving quality and the institutional framework and introducing a national skills information system to ensure better student placement and planning.

Intervention - Non-Formal Basic Education¹⁵¹

Non-Formal Basic Education (NFBE) comprises of a number of departments/organizations like Basic Education Community Schools (BECS), National Commission for Human Development (NCHD), Punjab Literacy & NFBE Department, Sindh Education and Literacy Department (SELD), Sindh Education Foundation (SEF), Baluchistan Literacy and NFE Department and Non-Governmental Organizations (NGOs). This segment has been a significant feature of policy debates around education in many countries for three decades. It has drawn attention to the importance and potential of education, learning, and training that takes place outside recognized educational institutions. Under the second chance education phenomenon, NFBE provides options in the form of an alternative education model that is flexible, fast track, and equivalent education. Such models are known as Accelerated Education Programs (AEPs)/Accelerated Learning Programs (ALPs). These models serve the learning needs of a specific group of out-of-school children especially those who missed their early school years or dropped out before completing the primary or elementary education cycle. The NFBE work under AEP/ALP model, which is one teacher and one room, where the space is generally provided by the community and is highly inclusive in nature. It addresses diversity by including the excluded especially refugees, Internally Displaced Persons (IDPs), and those with minor or moderate learning difficulties

¹⁵¹ <http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202017-18.pdf>



through multi-grade, multi-age, and multi-language teaching and learning approaches. Teachers' professional qualification is low, but their capacity is enhanced through extensive and enabling in-service Continuous Professional Development (CDP) programs.

Class timings are flexible and are offered as per the availability of learners in the condensed and accelerated time frame. The primary model offers a primary cycle in 32-36 months while the elementary model offers this cycle in 18-24 months including selected skill courses. The assessment and examination are carried out through authorized assessment bodies for equivalence and valid certificates, which ensure continuing education and mainstreaming. This model is highly participative and involves the community in all its operations for sustainability and lasting impact. Considering the current financial constraints the model is economical. The cost per child per month ranges from Rs. 300-500. Therefore, this model can be adopted to address the issue of out-of-school children with minimum financial inputs.

There are 35,059 institutions imparting non-formal basic education in the country in the public sector. Students enrolled in NFBE are 1.425 million with 0.727 million (54%) and 0.699 million (46%) males and females respectively. There are 33,990 serving teachers, out of which 34 percent are male and 66 percent female teachers.

Provincial Context – Pakistan

The proportion of OOSC varies considerably among and within provinces.

Khyber Pakhtunkhwa Government is spending 28% of their provincial Annual Development Plan (ADP)¹⁵² on education, which is the highest spending on education by any province in Pakistan. Despite huge investment on education, the sector is struggling to produce adequate results as around 32 percent¹⁵³ between the ages of 5 and 16 are out-of-schools. Out of the total 32 percent of OOSC, 44% are girls. There are 2.5 million out of school children in the Khyber Pakhtunkhwa province including 1.678 million girls and 0.823 boys. A high percentage (82.2%) of the out of school children are between the ages 10 to 16 years while there are 17.8% out of school children in the province between age 5 to 9 years old¹⁵⁴.

Balochistan is the largest province in Pakistan (44 percent land area), with an estimated population of 12.3 million¹⁵⁵. Most areas are sparsely populated, with an estimated average of 35 persons per square kilometer¹⁵⁶. Effective services delivery in the province remains a remote reality due to a myriad of operational bottlenecks; notable being access challenges which include: a sparse population (35 persons per Square Kilometer), perennial insecurity, rough and rugged terrain, poor and dilapidated infrastructure (e.g. roads, schools, health facilities, et cetera), long distances to key service centers including major markets. Specifically, on education, Baluchistan faces acute limitations in governance, access, and quality of education, which is evidenced by indicators of alarming scales. Baluchistan has the highest out-of-school children with 47 percent.

Sindh is the second most populated province in Pakistan with a population of more than 47 million people (Unpresented Nations and Peoples Organization-UNPO, 2018). The increase in population size is 60 percent over the period of last ten years. As a result, Sindh has a very young population; more than 60% of the population of Sindh is estimated to be under the age of 15. Sindh is identified as the most urbanized area of the country, but the rural areas' population is almost half—approximately 23 million people of the total population of the province. The education system of Sindh is challenged by three key bottlenecks including poor access to education, low quality of education, and weak governance. Teachers' attendance is low in government schools and there is a dearth of basic facilities such as boundary walls, separate toilets for girls and boys, electricity, libraries, science labs, etc., in a large number of schools (SESP&R 2019-2024).

¹⁵² KP's Budget for Fiscal Year 2019

¹⁵³ https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf

¹⁵⁴ UNHCR_UNICEF Report

¹⁵⁵ Pakistan Bureau of Statistics – 2017

¹⁵⁶ Pakistan Bureau of Statistics (2017 census) and Statistical Tables PSLM (2019-2020)



In Sindh province, there are a total number of 46,039 government schools, out of which 41,724 are primary schools with an enrollment of 3 million (SEMIS Census 2014-15). From a gender perspective, out of the total enrollment in government schools, the ratio of boys' enrollment is 63 percent, and the ratio of girls' enrollment is only 37 percent. According to the last census report published in 2017, 44 percent¹⁵⁷ of children in Sindh are still out of school—the children either have never enrolled in school or have dropped out of the school after getting enrolled. Looking at the gender disparities, the estimates say that out of the total number of out-of-school children, 51 percent are the girls¹⁵⁸.

The figures regarding out of school children show a dismal picture as from age 6 to 10, there are 13.8 percent of children who have never been enrolled in schools, and the percentage of drop-out is 1.6 percent, however, from the age of 11 to 13, 0.9 children have never been enrolled and drop-outs are 6.8 percent, from age 14 to 16, there are 2.6 children who have never been enrolled and 12.9 percent who have dropped-out. Looking from the gender perspective, from age 6 to 16, the dropout ratio for boys was 6 percent while it was slightly high for girls which was 7 percent¹⁵⁹. These children have missed the appropriate time for mainstream schooling due to some demand and supply-side issues. The demand side issues include; poverty, child labor, as boys support in agriculture fields and/or other family profession and girls help in household errands and/or taking care of younger siblings. Early child marriages and child labor is another major issue. Due to poverty, children, especially boys also work to increase their family earnings., and societal barriers—especially for girls. The supply-side issues include; dysfunctional schools—closed schools due to lack of school staff or the condition of the school buildings are declared to be dangerous, functional schools are located 1 to 5 kilometers away from home, schools lack basic facilities such as boundary walls, iron gate, separate toilets for both boys and girls, etc. In many schools, there is a lack of appropriate furniture, the teachers are not punctual, or sometimes once the teacher has retired or transferred, that teacher has not been replaced by another teacher. Due to these causes, the children have either never enrolled or have dropped out of school. Although there is an option of private schools in many areas—both urban and rural areas of Sindh due to poverty, the children are deprived of the facility. Keeping in view the high number of OOSC and declined rate of literacy, there have been significant efforts taken by the government and non-government organizations to support the Non-Formal Education as a significant option to accompany such deprived students in achieving educational targets to address the shortfall of the formal education system. There are 10,042 NFE centers across the country with 359,633 learners enrolled in these NFEs. Sindh province has the highest number of 160,433 non-formal students among them 83,364 are boys, and 77,069 are girls¹⁶⁰.

Punjab: More than one-fourth of the total provincial population is of school-going age. 24%¹⁶¹ of children between the ages of 5-16 are OOSC in Punjab. Most of the 110 million people living in this province (63.3%) reside in rural areas. While 6.3% of the population in urban areas of Punjab can be considered poor under the multidimensional index, the incidence soars to 43.7% of the population in rural areas. The southern districts of the province are more deprived than the central and northern districts. A breakdown of multi-dimensional poverty highlights that deprivation in education (43%) and living standards (30.5%) are the major contributors to the multidimensional poverty index in the province.¹⁶²

There are four major reasons for low enrolment and high dropout levels in Punjab. Two are supply-side: distance from school and quality of education. Two are demand-led but linked to supply-side constraints: financial constraints and the low value placed on education. For example, the quality of schooling is associated with the demand for schooling. Often, low, and late enrolments and high dropouts in public schools are associated with the perception of low quality of public schooling in Punjab. Even if parents can enrol their children into school, the low to negligible returns to schooling do not create an impetus for them to ensure that their children start at the right age, attend regularly, perform well, and stay on.

¹⁵⁷ https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf

¹⁵⁸ PSLM 2019-20

¹⁵⁹ Annual Status of Education Report (ASER-PAKISTAN 2019).

¹⁶⁰ Information retrieved from the website of Non-Formal Education Management Information System, Pakistan—developed and copyright© JICA & AEPAM 2019

¹⁶¹ PSLM 2019-2020

¹⁶² Planning Commission of Pakistan, Government of Pakistan (GOP). 2016. Multidimensional Poverty in Pakistan. UNDP, OPHI and GOP, Islamabad



The labour market is characterized by a high level of informality, low participation of women in the labor force, and high levels of youth unemployment and disenfranchising. Investing in women's education would produce the highest returns. At 54%, the proportion of the working-age population of Punjab that is employed is quite low. However, the disaggregation of this average by gender reveals that less than 30% of the women of working age are employed compared to 80% of men. The youth unemployment rate doubles the overall unemployment rate. Moreover, a large proportion of young people -29%- are neither in school nor working. For women, the proportion rises to 47%.¹⁶³

¹⁶³ All labour market figures are from: ILO (2017). Decent Work Country Profile Pakistan.



Appendix 3: Accelerated Education Working Group (AEWG) 10 Principles

Principle	Action Point
Learners	
Principle 1: AEP is flexible and for over-age learners	Target over-age, out-of-school learners. AEPs are typically for children and youth aged approximately 10-18. In collaboration with the Ministry of Education (MoE)¹ or relevant education authority, define, communicate, and regulate the age range for student enrolment in AEP. Make AEP class time and location flexible as required by the community, teacher, and above all, the specific needs of both male and female learners in order to ensure consistent attendance and completion. Provide age-appropriate, introductory-level courses for learners who have never been to school in order to improve readiness skills
Principle 2: Curriculum, materials, and pedagogy are genuinely accelerated, AE-suitable and use the relevant language of instruction	Develop and provide condensed, leveled, age-appropriate, competency-based curricula. Prioritize the acquisition of literacy and numeracy skills as the foundation for learning. Integrate Accelerated Learning Principles, pedagogy, and practices throughout the curriculum and teacher training. Adapt the AEP curriculum, learning materials, language of instruction, and teaching methods to suit over-age children and reflect gender-sensitive and inclusive education practices. Integrate psychosocial well-being and life skills acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts. Ensure the AEP timetable allows for adequate time to cover the curriculum. Develop and provide facilitator guides. When funding AE curriculum development, allow sufficient time (1-2 years) and budget and provide long-term technical expertise.
Principle 3: AE learning environment is inclusive, safe and learning-ready	AEP classes are free, and there are no fees for uniforms or materials. Apply (inter)national standards or guidelines to ensure that relevant specifications for safety and quality for the learning environment are met. Ensure access to water and separate latrines for girls and boys, and provision of sanitary materials when relevant. Budget for maintenance and upkeep of facilities. Resource AEPs with a safe shelter, classroom furniture and teaching and learning supplies and equipment. Provide information to students and teachers on reporting mechanisms and follow-up of exposure to violence and gender-based violence. Follow recommended relevant education authority guidelines for teacher–pupil ratio, but not greater than 40 pupils per teacher.
Teachers	
Principle 4: Teachers are recruited, supervised, and remunerated	Recruit teachers from target geographic areas, build on learners' culture, language and experience, and ensure gender balance. Ensure teachers are guided by – and, where appropriate, sign – a code of conduct. Provide regular supervision that ensures and supports teachers' attendance and performance of job responsibilities. Ensure teachers receive fair and consistent payment on a regular basis, in line with the MoE or other implementers, and is commensurate with the hours they teach.
Principle 5: Teachers participate in continuous professional development	Provide pre-service and continuous in-service teacher professional development courses on subject knowledge and Accelerated Learning pedagogy. Build inclusion, gender sensitivity, and protection practices into the AEP teacher training. Ensure teachers are provided with regular support and coaching to help improve the quality of classroom instruction. Work directly with teacher training institutes and national structures for AEP teacher training in order to provide certified professional development for AEP teachers.
Programme Management	
Principle 6: Goals, monitoring, and funding align	Centre the overarching Programme goal on increasing access, improving skills, and ensuring certification. Develop, apply, and regularly report using a monitoring and evaluation framework linked to Programme goals and plans. Make monitoring and evaluation systems for data compilation and analysis compatible with the MoE. Ensure the Programme is adequately funded to assure sustained minimum standards for infrastructure, staffing, supplies, supervision, and management. Include exit strategies and/or a sustainability plan in the AEP design.



Principle	Action Point
Principle 7: AE centre is effectively managed	Ensure fiscal, supervisory, monitoring, and evaluation systems are in place. Set up systems for student record keeping and documentation with data to monitor progress on student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group. Set up systems to track AEP students who have completed in regard to their transition/integration to formal education, vocational training, and/or employment. Ensure the community education committee (CEC)⁴ is representative of the community and is trained and equipped to support AE management.
Principle 8: Community is engaged and accountable	Ensure the AEP is located within a community that supports and contributes to the Programme. Ensure the AEP is locally led and, when necessary, technical expertise is provided externally. Provide comprehensive community sensitization on the benefits of AEPs. In areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs assessments and community sensitization on education.
Alignment With Moe and Policy Frameworks	
Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education	Include strategies and resources that ensure AEP learners can register for and sit examinations that provide a nationally recognized certificate. Develop clear pathways that enable children and youth to reintegrate at a corresponding level in the formal system, vocational education, or employment. If national and annual examinations do not exist, develop assessment systems with the MoE that enable children to be tested and reintegrated at an appropriate level into the formal system.
Principle 10: AEP is aligned with the national education system and relevant humanitarian architecture	Integrate research on out-of-school and over-age children within education sector assessments so that supply and demand issues related to AEP are explored, analyzed, and prioritized. Develop strategies and processes to engender political will, identify resources and integrate AEP into the national education system. Develop clear competency-based frameworks for monitoring progress and achievement by level, based on the national education system or relevant humanitarian architecture curricula. Use certified MoE material where available. Seek provision for financial support for AEPs within national or sub-national education budgets. In a humanitarian context, work with the Education Cluster or appropriate sector/donor coordination group to ensure the AEP is part of a coordinated sector response.



Appendix 4: Provincial Landscape of ALPs

Due to the unavailability of latest data, the information on provincial context and prevalent ALP structures are from 2014-15.

Baluchistan

Due to a high number of out-of-school children, multiple ALP strategies were introduced under different Programmes. There were about 633 community-based schools in 32 districts of the province. These schools catered to almost 26,136 children. These community-based schools were run under the Baluchistan Education Foundation and the Basic Education Community Schools (BECS). Baluchistan Education Support Project (BESP) in 2013/14, implemented by the Baluchistan Education Department with support from UNICEF, introduced the Accelerated Learning Programme in the afternoon shift. This model has been run in 39 learning centers with a total enrolment of over 2,500 learners. Madrassas are another platform where religious education is coupled with a non-formal school curriculum. These madrassas enrolled around 220 boys aged 8-20 years. Azat Foundation has also implemented a Programme for girls who have dropped out after completing middle school. Azat claims to have mainstreamed all 175 learners however, this is not verified. National Commission for Human Development established feeder schools in areas where no government primary school existed within a 1.5 km radius. NCHD has a sizable presence in Baluchistan, with 440 learning centers catering to 13,295 children in 24 districts of the province.

Regardless of these ALP strategies; Baluchistan continues to face several challenges in the educational sector. Some of them are mentioned as follows:

Effective services delivery in the province remains a remote reality due to a myriad of operational bottlenecks; notable being access challenges which include: a sparse population (35 persons per Square Kilometre), perennial insecurity, rough and rugged terrain, poor and dilapidated infrastructure (e.g., roads, schools, health facilities, et cetera), long distances to key service centers including major markets. Large distances between small settlements mean that provision of a school is frequently unrealistic, without the minimum number of children living nearby. Finding qualified teachers is also another challenge in such remote areas.

Khyber Pakhtunkhwa

Several strategies/models have been introduced by organizations to cater to the out-of-school situation especially access for girls in KP. Community-based schools have been introduced in the past for catering to non-formal education supported/established by Elementary Education Foundation (EEF), Sarhad Rural Support Program, Khwendo Kor, The International Rescue Committee (IRC), and the Basic Education Community Schools (BECS). Further, Accelerated Learning Programme models were run by the National Institute of Rural Management. This project was funded by UNICEF however, no track of this project was found after 2014. A drop-in centre for the working or street children was another model introduced by ITA in the Swat district. Other than these, Feeder schools were established by NCHD (with 105 learning centers catering to 4,100 children) and BRAC (100 non-formal Early Childhood Education Centers) in more than 24 districts of KP and FATA. Another ALP model for refugees was introduced in KP by the International Rescue Committee (IRC). IRC runs 74 LCs in KP and FATA. Madrassas have a great presence in KP. Even though Madrassas are used as a model to address the issue of out-of-school children, the majority of these madrassas only focus on religious studies and very few offer basic non-formal education in addition to religious studies.

Even though the aforementioned strategies were implemented in KP prior to 2016, however, 1) there was no dedicated governmental institutional setup for ALP/NFE within the Elementary & Secondary Education Department (E&SED). Non-Formal Education lies under the domain of the Elementary and Secondary Education Foundation (ESEF) (attached organization of E&SED) is only working in service delivery mode without any regulatory guidelines that set the direction right in areas pertaining to standards, curricula, teaching & learning materials, and systems for trainings, assessment, and data management¹⁶⁴ and, 2) there was no NFE policy framework in KP prior to 2019¹⁶⁵. Furthermore, there was no centralized system-wide coordination mechanism at the provincial level which means that there was no data tracking regarding the OOSC because of which data reporting and decision making regarding NFE intervention remained weak. Another alarming bottleneck identified was the non-

¹⁶⁴ Concept Note (KP) - ALP PIU – September 2019 – Final and Notified

¹⁶⁵ Education Sector Plan (KP)- 2020-2025



availability of approved ALP curricula (primary and elementary) or teaching-learning materials to support learning prior to 2017/18.¹⁶⁶

Sindh

Prior to 2016, NRSP introduced Girls' primary classes in the afternoon shift of established schools, they found villages where there were no primary schools for girls. They signed an MOU with the government and utilized the building of the government boys' school to run classes for girls in a second shift. Feeder schools for girls and boys of primary age group established by NCHD. However, the situation on paper differs from the on-ground realities. The Provincial government is running only one ALP, the Mobile-Based Post-Literacy Programme implemented by the Education Department, Reform Support Unit (RSU) with funding from UNESCO. This Programme targets 15 to 25-year-old females and aims to develop basic functional literacy skills. The Sindh Education Foundation (SEF), Indus Resource Centre (IRC) along with PILER established community-based schools where they teach the condensed curriculum to children who have migrated from conflict-prone areas. Plan International is one of the biggest organizations working on the Girl's middle school Programme in Sindh. The Programme has enrolled around 600 girls. Sindh Radiant Organization is a local NGO that only has its office in Thatta/Sajawal districts. They run the Secondary School Certificate Project with funding from IIm-Ideas/UKAid. SRO has set up 18 centers with 517 girls enrolled in Grades 6 and 7. Also, ITA is running 3 drop-in centers in Karachi, for street working children.

Despite several interventions being implemented in Sindh; the alarming number of OOSC in the province calls for a realization that previous measures have proven insufficient, and there is a need to adopt alternate strategies in education. Some of the bottlenecks identified are as follows:

One of the major issues faced in Sindh is the shortage of post-primary schools due to which many learners especially girls are unable to continue their education. Additionally, a large number of schools suffer from poor infrastructure or are missing basic facilities¹⁶⁷. Prior to 2016, the curriculum was also not aligned to reflect the priorities of the education sector (formal and NFE); textbooks were not learner-friendly and lacked alignment with the curriculum¹⁶⁸. Natural disasters especially floods create disruptions in the learning cycles of children both in formal schools and in ALPs. They are the reason behind the displacement of thousands of children and the destruction of hundreds of schools. The education sector takes years to recover from these setbacks.

Punjab

To address the problem of out-of-school children, the Literacy & Non-Formal Basic Education Department is running several mega-projects in the realm of ALP, the main one being the Punjab Accelerated Functional Literacy Programme. While many of these Programmes are for adults, the ALP Review study focused on NFBE projects targeting children aged 5-16 years. All LNFBE projects follow the same basic strategy or model. Several NGOs such as Bunyad Foundation, Hayat Foundation, UNICEF/IKEA Foundation (through implementation partner NCHD), Adult Basic Education Society (ABES), Grassroots Organization for Human Development (GODH), and Kawish Foundation, are contributing effectively to ALPs in Punjab. While most of the accelerated Programmes are for primary schools, two providers also cater specifically to middle school learners: 1) Kawish Foundation operates 120 LCs catering to 4,000 children in 3 provinces of the country. They run two separate Programmes: an ALP for primary school children under the banner of Iqra, and a separate program for middle school children, and 2) NRSP runs a fast-track school program in Vehari District, for girls who have dropped out after completing the primary cycle. Currently, 280 LCs are functional with 6500 girls studying in them. Additionally, NCHD has a sizable presence in Punjab, with nearly 2,000 learning centers (feeder schools) catering to 70,000 children in 17 districts of the province. Feeder schools mainly focus on girls and boys of primary-going age (preference given to grades 1-3) with a duration of 3 years. Further, ITA is running drop-in centers in Rawalpindi, for street working children. They have developed their own curriculum which focuses on basic literacy, hygiene, and life skills. It is a condensed curriculum, divided into terms of 3-6 months each.

The main challenge faced by Punjab is the limited opportunities available for AEP children to pursue middle education due to the absence of formal schools in the nearby vicinity as well as engagement in

¹⁶⁶ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) - Informal Progress and Utilization Report (September 2020 to February 2021)

¹⁶⁷ Almost, 36% of the functional schools in Sindh continue to lack boundary walls, 28% washrooms and 42% drinking water, which has a negative impact on the participation, particularly for girls after primary grades.

¹⁶⁸ Sindh Education Sector Plan 2019-2024



the labor force, especially for boys. Due to the lack of educational facilities, a large number of children have either never been enrolled in schools or have dropped out.

Literacy & Non-Formal Basic Education Department requires technical staff to plan and implement literacy and NFBE Programmes which leads to a coordination gap within the Department. There is no clear mechanism, nor a statutory platform or regular forum exists for coordination among the L&NFBE Department, SED, and its field formation or other district-level government institutions, and NGOs working in the sub-sector.¹⁶⁹ Furthermore, L&NFBE Department also faces challenges because of a shortage of budget. Instead of increasing the financial resource allocation for the Department, it is decreasing since 2014-2015 and for the financial year 2019, the situation seems very similar to it was five years before.¹⁷⁰

¹⁶⁹ Punjab Literacy & Non-Formal Education Policy 2019

¹⁷⁰ Punjab Literacy & Non-Formal Education Policy 2019



Appendix 5: Provincial Policy Frameworks around Education and OOSC

Since the 18th amendment, every province has a decentralized and different structure, hence every province has its own policies, plans, and frameworks as mentioned below along with its brief goals and aims.

Provinces	Policy	Goals
Baluchistan	Baluchistan Education Sector Plan 2020-2025's	The goal is 'to increase in access and participation to formal and non-formal educational opportunities for school-age children, especially girls, and improvement in adult literacy'
	Baluchistan NFE Policy 2016-2030's	The goal is to 'create enabling environment and opportunities for children, youth, and adults to benefit from life-long and life-wide education, literacy, life/ vocational skills Programmes and contribute to building economically prosperous, politically stable and tolerant Baluchistan'
Punjab	Punjab Education Sector Plan 2019/20 – 2023/2024	It has three goals; 'ensure free and compulsory, universal, equitable and inclusive education for all children; creating safe, protective, and enabling learning environments, and promote effective leadership, management, governance and education service delivery, and availability of enhanced resources and their efficient use at all levels
	Punjab Literacy & Non-Formal Basic Education 2019-2020	It aims to chart out a provincial strategy for guiding NFE development in Punjab with the aim to promote and enhance long-lasting qualitative literacy practices among children, youth, adults, and persons with learning disabilities.
KP	Khyber Pakhtunkhwa Education Sector Plan 2020/21 – 2024/25	The goal is to 'deliver quality and relevant education for all to nurture productive citizens and the NFE policy has been developed however is still in draft format and has not been shared with the evaluators.
Sindh	School Education Sector Plan and Roadmap for Sindh (2019 – 2024)	The aim is to increase equitable enrolment and ensure retention for children and adolescents at all levels, including the provision of literacy for youths
	Sindh Non-Formal Education Policy 2017	The aim is to meet the requirements of education as provided in the Constitution of the Islamic Republic of Pakistan in Articles 25A and 37(b), as well as Goal 4 of the Sustainable Development Goals (SDGs) ¹⁷¹ and Sindh Education Sector Plan 2014-18.

¹⁷¹ "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."



Appendix 6: Programmes Stakeholder

Details of each stakeholder role is given in table below.

Province	Stakeholders and their Roles
National / Overall	1.2.1. Ministry of Federal Education and Professional Training (MoFEPT), oversees overall collaboration and coordination.
	1.2.2. UNICEF follows a flexible model and covers any gaps left behind by donors and their funding; including but not limited to facilitator salaries, monetary and technical support for curriculum development and facilitator training and other provisions for ALP Centres. ¹⁷²
	1.2.3. JICA provides technical support for enhancing the quality of existing flexible and age-appropriate and accelerated models. Including generation of evidence of cost-effective ALP models which could be used for the upscale and institutionalization of ALP delivery methods at provincial level. ¹⁷³
	1.2.4. NNC created access to accelerated basic education for OOSC and adolescents in the four provinces and to promote values of resilience, cohesion, trust, and positive interaction. ¹⁷⁴
	1.2.5. NFE Working Group – No info available
Baluchistan ¹⁷⁵	1.2.6. Bureau of Curriculum and Extension Centre Balochistan (BoC), worked on revising and condensing the ALP curricula.
	1.2.7. Balochistan Textbook Board (BTBB) provides free of cost textbooks to all ALP students.
	1.2.8. Directorate of Education (DoE) has been involved with the programme since the inception phase by overseeing the overall setup/establishment of ALP and other operational functions. Initially they made and distributed advertisements to identify and set up ALPs in areas where there was a need. After identification of sites, DoE hired ALP facilitators by conducting interviews of community suggested facilitators.
	1.2.9. Provincial Teachers Training Institute (PITE) works on professional development of facilitators by providing them with continuous capacity development opportunities. PITE also trains master trainers and developed the teacher's training module.
	1.2.10. Balochistan Assessment and Examination Commission (BAEC), develops assessment tools for the assessment of ALP learners and regularly conducts the final assessment of the ALP learners and compiles results. They also issue level appropriate certification to learners at successful completion of levels.
	1.2.11. Communities in Balochistan provided the site and infrastructure for the ALP centres, they also recommended ALP facilitators by providing CVs.
	1.2.12. NFE Working Group – No info available
KP ¹⁷⁶	1.2.13. Elementary and Secondary Education Department (ESED) identified and set up ALPs in selected villages/ councils of districts. ESED engaged Parent Teacher Councils (PTCs) and Volunteer Network Forum (VNF) for grass root mobilisation efforts and promoted inclusive education opportunities.
	1.2.14. Alternate Learning Pathways – Project Implementation Unit (ALP – PIU) oversees all alternate schools including but not limited to ALP centres and feeder schools.
	1.2.15. Directorate of Curriculum & Teacher Education (DCTE) developed and approved ALP primary curriculum and aligned facilitator guides with KP formal curriculum. DCTE is also working on revising ALP secondary curricula.
	1.2.16. Directorate of Professional Development (DoPD) provides ALP facilitators with training done on formal school formats. Special attention is provided to ALP facilitators through daily mentoring and monthly professional development days.
	1.2.17. Communities in KP participated in PTCs and VNF who encourage communities to enrol OOSC and executing civil works e.g., construction of lavatories, providing and procuring classroom consumables and drinking water.
	1.2.18. NFE Working Group – No info available
	1.2.19. Literacy & Non-Formal Basic Education Department has implemented the programme since its inception. By identifying and setting up AEPs in selected villages/ councils of districts, hiring and professional development of teachers and engaging the community for grass-root mobilisation efforts.
Punjab ¹⁷⁷	
Sindh ¹⁷⁸	1.2.20. Sindh Education & Literacy Department (SELD) - No info available

¹⁷² Information given in meetings with provincial representatives

¹⁷³ Programme ToRs

¹⁷⁴ Programme ToRs

¹⁷⁵ Information given in meetings with provincial representatives

¹⁷⁶ Information given in meetings with provincial representatives

¹⁷⁷ Information given in meetings with provincial representatives

¹⁷⁸ Information given in meetings with provincial representatives



Province	Stakeholders and their Roles
	1.2.21. Directorates of Literacy and NFE Sindh signs MoUs with other stakeholders to support ALP implementation and monitors the ALP in Sindh. They also conduct assessments for Package C, for mainstreaming of learners.
	1.2.22. Directorate of Curriculum, Assessment and Research, Sindh (DCAR) - developed and approved ALP primary curriculum and facilitator guides.
	1.2.23. Provincial Teachers Training Institute (PITE) works on the professional development of facilitators by providing them with continuous capacity development opportunities.
	1.2.24. Communities in Sindh are a part of Village Education Committees (VEC) and have been supporting the ALP throughout its implementation phase by initially providing the sites for centres and then later monitoring the ALP facilitators and reporting their progress and issues to the programme implementation team. They also follow up on learners who are not coming to the centers and try to resolve their concerns along with engaging the learners in extra co-curricular activities. During Covid-19 lockdowns, VECs distributed worksheets amongst the learners for reinforcement.
	1.2.25. Indus Resource Centre (IRC) is the implementing partner (IP) for Sindh and is UNICEF's on ground partner which monitors and reports to them from the field. They also work with the VECs and other directorates whilst also training facilitators.
	1.2.26. NFE Working Group – No info available



Appendix 7: Breakdown of ALPs by the Type and Province¹⁷⁹

ALP type wise breakdown is not available for Punjab and Sindh

S#	District	Project	Type Wise			
			Gov	Madrasa	Com ¹⁸⁰	Total
Balochistan						
1	Zhob/Sherani	JICA	1	7	10	18
2	KillaSaifullah	JICA	0	11	5	16
3	Pishin	NNC	0	10	3	13
4	Killabdullah	JICA	0	8	0	8
5	Quetta	JICA	1	15	4	20
6	Kachhi	JICA	1	9	5	15
7	Sibi/Kohlu	UNICEF	0	2	26	28
8	Naseerabad	JICA	0	9	18	27
9	Jaferabad	JICA	2	5	16	23
10	Lasbela	NNC	1	13	17	31
11	Gwadar	NNC	2	2	8	12
KPK						
12	Khyber	NNC & UNICEF	26	0	31	57
13	Kurram	NNC & UNICEF	29	0	21	50
14	South Waziristan	NNC & UNICEF	5	0	47	52
15	North Waziristan	NNC & UNICEF	5	0	30	35
16	Orakzai	NNC & UNICEF	11	0	25	36
17	Peshawar	NNC	20	0	7	27
18	Kohat	NNC	1	0	31	32
19	Hangu	JICA	17	0	3	20
20	Dir Upper	JICA	38	0	16	54
21	Torghar	JICA	13	0	4	17
Punjab						
22	Bahalwalpur	NNC & UNICEF	50	N/A	N/A	50
23	DG Khan	NNC & UNICEF	50	N/A	N/A	50
24	Faislabad	NNC & UNICEF	20	N/A	N/A	20
25	RY Khan	NNC & UNICEF	50	N/A	N/A	50
26	Rajanpur	NNC & UNICEF	50	N/A	N/A	50
	Lahore	NNC & UNICEF	20	N/A	N/A	20
Sindh						
28	Hyderabad	NNC	N/A	N/A	N/A	19
29	Karachi	NNC & JICA	N/A	N/A	N/A	80
30	Ghotki	JICA	N/A	N/A	N/A	60
31	Khairpur	JICA	N/A	N/A	N/A	60

¹⁷⁹ Information taken from Provincial documents

¹⁸⁰ Community



Appendix 8: Overlaps between the Evaluation Designs

DAC Criteria	CEVal Approach	AEWG Principles
Relevance	Life Course Model	Principle 1, 2 & 3
Effectiveness	Life Course Model / Organisation Theory	Principle 4 & 5
Efficiency	Life Course Model	Principle 7 & 8
Coherence	Innovation Theory	Principle 6, 9 & 10
Impact	Innovation Theory, Sustainability Approach	Principle 9
Sustainability	Sustainability Approach	Principle 8 & 10



Appendix 9: Evaluation Matrix

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
Relevance: Where/are supported, ALPs doing the right things - What were the key problems to be resolved through supported ALPs? How have the problems changed with time (including during the COVID-19 pandemic)? To what extent were those problems related to gender, equity, and child rights matters? EQ1.1 and under non-DAC criteria EQ7 - To what extent were supported ALPs adapted to deprivations faced by intended beneficiaries, and aligned to relevant stakeholders' education objectives? How did provincial stakeholders value ALPs? To what extent were they relevant to provincial contexts? EQ1.1, EQ1.2 - What kind of changes/modifications were done in supported ALPs with time (including during the COVID-19 pandemic)? To what extent were those changes/ modifications accurate? In what aspects did UNICEF support vary during implementation? To what extent was the support appropriate? EQ1.1 - What were the main agreements made by provincial governments and UNICEF Pakistan regarding supported ALPs (before and during the COVID-19 pandemic)? To what extent were gender, equity, and child rights approach visible? EQ1.2 - What are the main successes and failures of supported ALPs before and during the current pandemic? What are the multiple factors that explain them? What was planned and unplanned? Addressed under Effectiveness EQ3.1 - Based on the years of implementation, what are the main lessons learned related to enabling environment; examination and certification processes of basic competencies; and institutionalization of reintegration mechanisms? Addressed under Impact EQ5.1				
EQ1 - To what extent did the supported ALPs incorporate interventions to address the existing bottlenecks to ALPs (policy, systemic and operational); were aligned to provincial education stakeholders' objectives and adapted with evolving context (particularly during COVID 19)?	EQ1.1: To what extent did the supported ALPs identify and address bottlenecks (policy, systemic and operational) to ALPs; and interventions remained adaptive (particularly during COVID 19)?	Evidence of: i) Assessment/s undertaken to identify bottlenecks (including - policy, systemic, and operational) faced by ALPs in each province; ii) Interventions incorporated to address identified bottlenecks for each province; iii) Processes/steps taken (assessment/s) to keep track of evolving context (in particular during COVID 19) and changing ALP needs; iv) Types of interventions/resources added/substituted to address evolving needs (in particular during COVID 19) of the supported ALPs in each provinces.	- Document Review - Descriptive Analysis	Documents including UNICEF Country Programme Document; Programme Proposal;
		Key stakeholder's (UNICEF, public sector, and IPs) views on: i) Assessment/s undertaken to identify bottlenecks (including - policy, systemic, and operational) faced by ALPs in each province; ii) Interventions incorporated to address identified bottlenecks for each province; iii) Processes/steps taken (assessment/s) to keep track of evolving context (in particular during COVID 19) and changing ALP needs; iv) Types of interventions/resources added/substituted to address evolving needs (in particular during COVID 19) of the supported ALPs in each provinces.	- KIs - Thematic Analysis	Annual Reports; Education Policies (provincial sector plans, National Education Policy 2017)
		1.1.3 Community members (parents, teachers, community leaders) identified changing needs of OOSC (particularly due to COVID 19).	- FGDs - Thematic Analysis	FGDs with parents, teachers, and administrative staff of ALP Centres.
	EQ1.2: To what extent did the interventions (supported ALPs) overlap (or otherwise) with those of key public	1.2.1 Evidence of: i) Overlapping interventions of supported-ALPs to each provincial FE/NFE strategy/plan; ii) Interventions aligned/suited to provincial context; iii) UNICEF-Provincial Authorities agreements addressing priority provincial needs.	- Document Review - Descriptive Analysis	



Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
	stakeholders, consistent with provincial ALP context and manage to draw agreements addressing provincial needs?	1.2.2 Key stakeholders views on: i) Overlapping interventions of supported-ALPs to each provincial OOSC strategy/plan; ii) Interventions aligned/suited to provincial context; iii) UNICEF-Provincial Authorities agreements addressing priority provincial needs.	- KIs - Thematic Analysis	KIs with stakeholders including UNICEF, P&D, Ministry of Education, Education Departments, SWD, international partners
Coherence: How well do supported ALPs fit other policies and interventions related to OOSC? - What were federal, provincial, or UNICEF policies and interventions that complemented or undermined supported ALPs? How did those policies and interventions affect them positively or negatively? How were gender, equity, and child rights approach impacted? Addressed under Relevance EQ1.2 - What level of synergies and interlinkages (internal coherence) did UNICEF Pakistan have between the support given to ALPs and other interventions on OOSC implemented during the last years? EQ2.1 - To what extent were/ are supported ALPs aligned with internationally recommended interventions for OOSC (for example within the Out-of-School-Children-Initiative - OOSCI) or within specialized education research from international agencies (UNICEF, UNESCO, World Bank, Asian Development Bank, etc.)? EQ2.1 - What level of convergence (external coherence) did supported ALPs have with other actors' interventions on OOSC? What mechanisms of collaboration, coordination or harmonization were established and how did they work? To what extent were they effective? EQ2.2 - What innovations, related to learners age range and flexibility of class time and location, among others, did supported ALPs propose/ test? To what extent were they compatible with other provincial policies and interventions? Addressed under Effectiveness EQ3.3				
EQ2 – To what extent did the supported-ALPs interventions demonstrate consistency with recommended programming guidelines for OOSC, harmonized with UNICEF's internal OOSC assistance and with other external actors?	EQ2.1: To what extent supported-ALP interventions are consistent with AEWG ¹⁸¹ principles and level of success UNICEF been able to synchronise with other UNICEF OOSC interventions?	2.1.1: Evidence of: i) Consistency of supported-ALP interventions with AEWG principles; ii) Interlinkages established within UNICEF to synchronise ALP interventions with UNICEF's parallel work for OOSC; iii) Number/types of ALP interventions demonstrating internal convergence within UNICEF (in planning, implementation, resource sharing and others). 2.1.2: UNICEF staff views on: i) Consistency of supported-ALP interventions with AEWG principles; ii) Interlinkages established within UNICEF to synchronise ALP interventions with UNICEF's parallel work for OOSC; iii) Number/types of ALP interventions demonstrating internal convergence within UNICEF (in planning, implementation, resource sharing and others). 2.1.3 Assessment of compliance of supported-ALPs interventions with AEWG principles	- Literature Review - Descriptive Analysis - KIs - Thematic analysis - Assessment of ALP Centres - Comparative Analysis	Documents including UNICEF Programme Proposal; 2017); World Bank Data. OOSCI ADB Briefs on Education, UNESCO Fact Sheets. Assessment undertaken in

¹⁸¹ <https://inee.org/resources/accelerated-education-10-principles-effective-practice>



Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
	EQ2.2: To what extent did support extended to ALPs established/strengthened mechanisms to collaborate and coordinate with other actors involved in OOSC in each province?	2.2.1: Evidence of: i) Interventions implemented to establish/strengthen the coordination structures at provincial levels for coordinated/collaborative planning and implementation with other actors involved in OOSC; ii) Interventions planned and implemented with other actors under supported ALPs. 2.2.2: Key stakeholders (UNICEF, JICA, NCC, MoE, DoE) views on: i) Interventions implemented to establish/strengthen the coordination structures at provincial levels for coordinated/collaborative planning and implementation with other actors involved in OOSC; ii) Interventions planned and implemented with other actors under supported ALPs.	- Literature Review - Descriptive Analysis - KIIs - Thematic analysis	sampled ALP centres KIIs with UNICEF, Ministry of Education, Education Departments.
Effectiveness: Were/are supported ALPs achieving its objectives? - To what extent have supported ALPs achieved expected outputs and results (including any different results across provinces)? What is the evidence to measure their achievements against expected outputs and results (before and during the COVID-19 pandemic)? EQ3.1 - What outputs and results related to gender, equity, and child rights approaches have or have not been reached in supported ALPs? What were the main limits faced by supported ALPs in terms of effectiveness? EQ3.2 and under non-DAC criteria EQ7 - What were the political, economic, social, institutional, etc. determinants that eased or limited the achievement of planned outputs and results in supported ALPs? What decisions were taken and implemented for overcoming limits? EQ3.2 - What kind of innovations have been proposed and implemented for achieving expected and unexpected outputs and results in supported ALPs before and during COVID-19 situation? Have those innovations affected gender, equity, and child rights approaches? EQ3.3 and under non-DAC criteria EQ7 - To what extent have supported ALPs successfully managed their teaching staff (including recruitment, training, support and supervision, retainment, and successful implementation of appropriate teaching and learning strategies, among other aspects) before and during the pandemic? EQ3.1 - What kind of evidence and criteria could be used to assess the relative success or failure of supported ALPs? In what terms did supported ALPs have success or failure before and during COVID-19 context? EQ3.3				
EQ3: To what extent did supported-ALP manage to achieve the intended results (outputs and outcomes – disaggregated by provinces) and what factors (internal and external) either enabled or hindered the achievements?	EQ3.1: To what extent did the supported-ALPs manage to achieve intended/unintended results (disaggregated by provinces)?	3.1.1 Evidence of: i) Planned vs achieved results (outcomes/targets – as committed to NNC and JICA, disaggregated by before and during COVID 19); ii) Planned vs achieved results (outcomes/targets for each province as given in UNICEF-Province agreements, disaggregated by before and during COVID 19); iii) Unintended results (positive, negative, direct and indirect). iv) Successful management of ALPs teaching staff before and during COVID 19	- Document Review - Descriptive analysis	Documents including Programme Proposal, Annual Report, Donor Reports; non formal education management information system
		3.1.2 Key stakeholders' (UNICEF, JICA, NCC, MoE, DoE, community groups) views on: i) Planned vs achieved results (outcomes/targets – as committed to NNC and JICA, disaggregated by before and during COVID 19); ii) Planned vs achieved results (outcomes/targets for each province as given in UNICEF-Province agreements, disaggregated by before and during COVID 19); iii) Unintended results (positive, negative, direct and indirect); iv) Successful management of ALPs teaching staff before and during COVID 19	- KIIs - FGDs - Thematic analysis	FGDs with parents, teachers, community leader and administrative staff of ALP Centres
	EQ3.2: What factors either enabled or	3.2.1 Evidence of enabling and disabling factors (political, economic, social, institutional), their effect/s on achievements and measures taken to mitigate hindering/disabling factors	- Document Review - Descriptive Analysis	



Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
	hindered achievements particularly Covid-19?	3.2.2 Key stakeholders' views on enabling and disabling factors (political, economic, social, institutional), there effect/s on achievements and measures taken to mitigate hindering/disabling factors	- KIs - FGDs - Thematic Analysis	KIs with stakeholders including UNICEF, P&D, Ministry of Education, Education Departments, SWD, international partners
	EQ3.3: To what extent did the supported-ALPs encourage/enable innovation (around diffusion model) and how did it relate to provincial policies?	3.3.1 Evidence of: i) Policy and practice level support available by provincial governments to encourage innovation for OOSC interventions; ii) Types of innovative interventions planned and implemented (including around learners age range, flexibility of class time and location, tutors'/ facilitators' recruitment, training, support, and supervision), and results produced under supported ALP; iii) Number/types of innovative interventions replicated and scaled within and across provinces.	- Literature Review - Descriptive Analysis	
		3.3.2 Key Programme stakeholders (UNICEF, JICA, NCC, MoE, DoE, IPs, and community groups) views on: i) Policy and practice level support available by provincial governments to encourage innovation for OOSC interventions; ii) Types of innovative interventions planned and implemented (including around learners age range, flexibility of class time and location, tutors'/ facilitators' recruitment, training, support, and supervision), and results produced under supported ALP; iii) Types of incentives extended to those who introduced innovation; iv) Number/types of innovative interventions replicated and scaled within and across provinces.	- KIs - Thematic Analysis	
Efficiency: How well were/ are resources being used in the framework of supported ALPs? - To what extent did supported ALPs achieve outputs and outcomes according to planned timeline and resources? What evidence is available? Were gender, equity, and child rights approaches affected? Was there any alternative way for achieving results? EQ4.1 - Have human and financial resources been used according to value for money principles? Could supported ALPs have been implemented in a more cost-efficient manner, and if so, how? How were COVID-19 constraints faced and overcome? EQ4.1 - What decisions were made to manage student enrolment, attendance, dropout, retention, completion, and learning and transition/integration to formal education, vocational training and/or employment in supported ALPs (before and during the pandemic)? EQ 4.1 - How were the resources related to compressed curriculum and learning; inclusiveness and safeness; and access to water and sanitation facilities used by the supported ALPs? To what extent is it possible to identify any difference before and during COVID-19? EQ4.1 - To what extent have supported ALPs delivered results in an efficient and prompt way? Has COVID-19 affected the relative distribution of funds between supported ALPs? Is there evidence available to demonstrate it? EQ4.1 - What have been the main investments made by supported ALPs related to community engagement mechanisms and sensitization? How did COVID-19 affect teaching and learning strategies relate to integrated contents and practice of inclusion, gender sensitivity and protection by tutors/ facilitators? EQ4.1 - What share of financial resources was reserved by supported ALPs for the professional development of tutors/ facilitators before and during the pandemic? To what extent have results been achieved? What have been the main constrains that COVID-19 presented in terms of financial resources? EQ4.1				



Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
EQ4 To what extent did supported ALPs manage to achieve results within available time, costs, and human resources, and how COVID 19 affect the efficiency?	EQ4.1: Did supported-ALPs manage to achieve intended results (outputs / outcomes) within available funds, time and human resources and how did COVID 19 affect the efficiency?	4.1.1 Key stakeholders' views on: i) Level of results produced within allocated resources and time ii) Selection of implementation approaches as most time/cost efficient. iii) Possible alternative implementation modalities for cost efficiency iv) COVID 19 impact on resource availability v) Measures and decisions taken to mitigate resource constraints vi) Resource distribution by the component to achieve intended results 4.1.2 Evidence on: i) Level of results produced within allocated resources and time ii) Selection of implementation approaches as most time/cost efficient. iii) Possible alternative implementation modalities for cost efficiency iv) COVID 19 impact on resource availability v) Measures and decisions taken to mitigate resource constraints vi) Resource distribution by the component to achieve intended results	- KIs - Thematic Analysis - Document Review - Descriptive Analysis / Cost Benefit Analysis¹⁸²	Documents including Budgets, expenses sheets, donor contracts FGDs with parents, teachers, community leader and administrative staff of ALP Centres KIs with stakeholders including UNICEF, P&D, Ministry of Education, Education Departments, SWD.
Impact: What difference did supported ALPs make in the context of OOSC? - What have been the effects (such as changes in norms, systems, and budgets) caused until now by supported ALPs (before and during COVID-19)? Was any of those effects scaled up at federal level or transferred to other provinces? EQ5.1 and Sustainability EQ6.1 - To what extent is it possible to identify the associated positive and negative effects of supported ALPs before and during a pandemic? Which are the most relevant? Can they be attributed to the support given by UNICEF? Did other actors contribute to achieving them? EQ5.1 - What noteworthy changes in the lives of OOSC have supported ALPs caused? Is it possible to identify specific and evidence-based (planned and unplanned) effects among learners, tutors/facilitators, centres, etc.? EQ5.1 and EQ5.2 - To what extent did supported ALPs promote any new practice or innovation related to tutors'/ facilitators' recruitment, training, support, and supervision which was scaled up? What evidence is available to demonstrate it, both before and during the COVID-19 pandemic? Addressed under Effectiveness EQ3.3 - What benefits did supported ALPs contribute in terms of learners age range; flexibility of class time and location; learning-readiness for those who had never attended school; compressed curriculum and learning; inclusiveness and safeness; and access to water and sanitation facilities? EQ5.1				

¹⁸² The analysis is contingent upon receiving required financial documentation.



Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
EQ5 - To what extent did supported-ALPs contribute to improved enabling environment (norms, systems, and budgets) and the lives of OOSC across provinces?	EQ5.1: To what extent did supported-ALPs contribute to improved enabling environment for provincial. public sector actors involved in ALP services i.e., norms, systems, and budgets?	5.1.1 Evidence on: i) Types/level of impact on provincial OOSC/ALP service providers on strengthening the policy environment, norms and standards, systems, and provincial budgets; ii) Impact on examination and certification processes of basic competencies; and institutionalization of reintegration mechanisms. iii) Contribution to negative impact on system and for OOSC/families. iv) Main lessons learned related to enabling environment; examination and certification processes of basic competencies; and institutionalization of reintegration mechanisms	- Document Review - Thematic analysis	Documents including Programme Proposal, Annual Report, Donor Reports, Annual State of Education Reports 2020 and 2021, other national reports on OOSC
		5.1.2 Stakeholders views on: i) Types/level of impact on provincial OOSC/ALP service providers on strengthening the policy environment, norms and standards, systems, and provincial budgets; iii) contribution to negative impact on system and for OOSC/families. iv) Main lessons learned related to enabling environment; examination and certification processes of basic competencies; and institutionalization of reintegration mechanisms	- KIIs - Descriptive Analysis	FGDs with parents, teachers, community leaders and administrative staff of ALP Centres
	EQ5.2 To what extent did the Programme contribute to improved lives of OOSC in target districts?	5.2.1 Key stakeholders (UNICEF, DoE, IPs, facilitators, and community groups, OOSC) views on: i) Number of OOSC who have been enrolled in ALP Centres ii) Number of learners who have been mainstreamed iii) Types of positive/negative effects of supported ALPs	- KII - FGDs - Thematic Analysis	KIIs with stakeholders including UNICEF, P&D, Ministry of Education, Education Departments, SWD, international partners
		5.2.2 Evidence on: i) Number of OOSC who have been enrolled in ALP Centres ii) Number of learners who have been mainstreamed iii) Types of positive/negative effects of supported ALPs	- Document Review - Descriptive Analysis	



Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
Sustainability: Will benefits produced by supported ALPs last? - How were provincial and local ownership and continuity of supported ALPs promoted before and during COVID-19? What kind of arrangements have been established considering finalization of UNICEF support? EQ6.1 - What mechanisms have been put in place/ or steps taken for continuous advocacy with the Department of Education in each province to mainstream ALP models and centres as a quality, credible, cost effective and efficient education provision model? EQ6.1 - What causal mechanisms are yet needed in the framework of supported ALPs for improving implementation of gender, equity, and child rights approaches? What kind of COVID-19 considerations must those causal mechanisms include? Addressed under non-DAC criteria EQ7.2 - How is it possible to continue implementing supported ALPs in the context of the pandemic? What are priorities and decisions that must be made to assure the continuity of learning of participants? EQ6.1 - What are the main risks and trade-offs that supported ALPs must face in the short, medium, and long term for improving learners age range; flexibility of class time and location; learning-readiness for those who have never attended school? What are the operational decisions needed to reinforce those aspects in the context of COVID-19? EQ6.1 - What are the positive effects generated by supported ALPs related to examination and certification processes of basic competencies and institutionalization of reintegration mechanisms? Addressed under Impact EQ5.1 - To what extent could the professional development pathways promoted by supported ALPs continue in the future? What are its requirements in institutional, economic, and financial terms? How will it be managed in the context of COVID-19? EQ6.1				
EQ6 To what extent supported ALPs may sustain with respect to strengthening provincial/local ownership and advocacy to mainstream ALP models? What measures are needed to enable continuity to ALPs during/post COVID 19?	EQ6.1: To what extent supported ALPs may sustain with respect to strengthening provincial/local ownership and advocacy to mainstream ALP models?	6.1.1 Key stakeholders' views on: i) Scale up of benefits/good practices of ALPs at federal level or transferred to other provinces ii) Measures taken to advocate with DoE (for each provincial) to mainstream ALP models iii) Measures taken to continue implementation in light of COVID 19 iv) Level of provincial and local ownership to continue supported ALPs v) Identification of short, medium and long terms risks for sustainability of supported ALPs vi) Measures taken to scale up effective innovative models/strategies	- KIs - Thematic Analysis	Programme Proposals Progress reports, Donor Reports. Meeting minutes of the coordination meetings,
		6.1.2 Evidence of: i) Scale up of benefits/good practices of ALPs at federal level or transferred to other provinces ii) Measures taken to advocate with DoE (for each provincial) to mainstream ALP models iii) Measures taken to continue implementation in light of COVID 19 iv) Level of provincial and local ownership to continue supported ALPs v) Identification of short, medium and long terms risks for sustainability of supported ALPs vi) Measures taken to scale up effective innovative models/strategies	- Document Review - Descriptive Analysis	Provincial notification FGDs with parents, teachers, community leader and administrative staff of ALP Centres
	EQ6.2: What measures are needed to enable	6.2.1. Key Stakeholders and community views on i) Level of public and community ownership to continue supported ALPs ii) Additional public and community capacities needed to continue implementing ALPs without external support	- KIs - FGDs - Thematic Analysis	



Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
	continuity to ALPs during/post COVID 19?	6.2.2 Evidence on: i) Level of public and community ownership to continue supported ALPs ii) Additional public and community capacities needed to continue implementing ALPs without external support	- Document Review - Descriptive Analysis	KIIs with stakeholders including UNICEF, P&D, Ministry of Education, Education Departments, SWD, international partners
Gender Equality, Equity, and HRBA.				
EQ7- To what extent did the supported-ALPs design, implementation and monitoring integrate UNICEF programming priorities i.e., human rights-based programming (child rights), gender equality, and equity?	EQ7.1 To what extent did ALP integrate and produce results as per the HRBA principles?	7.1.1 Evidence of and stakeholders' views on Programme's design and implementation demonstrating compliance to HRBA principles: - Participation - Accountability - Non-discrimination and Equality - Empowerment - Legality	- Document Review - Descriptive Analysis - KIIs - FGDs - Thematic Analysis	Documents including Programme Proposals, case studies, progress reports, donor Reports
	EQ7.2 To what extent did supported ALPs manage to assess/identify, integrate (in terms of strategies and resources), and produce gender equitable results?	7.2.1 Evidence of and stakeholders' views on: i) Gender specific problems to existing ALPs and Programme design been appropriate to address them ii) Results disaggregated by age and sex and informed planning/course correction. iii) Implementation of innovative strategies to achieve gender-specific results iv) Resources deployed to implement gender-specific activities and achieve results v) Mechanisms needed for improving design, implementation, and results for gender equality	- Document Review - Descriptive Analysis	FGDs with parents, teachers, community leader and administrative staff of ALP Centres
	EQ7.3 To what extent did supported ALPs manage to identify, integrate (in terms of results, strategies and resources) and produce equitable results in particular for vulnerable group?	7.3.1 Evidence of and stakeholders' views on: i) Equity specific problems to existing ALPs and Programme design been appropriate to address them ii) Results disaggregated by equity parameters and informed planning/course correction. iii) Implementation of innovative strategies to achieve equity-specific results iv) Resources deployed to implement equity-specific activities and achieve results v) Mechanisms needed for improving design, implementation to produce equitable results	- KIIs - FGDs - Document Review - Descriptive Analysis - Thematic Analysis	KIIs with stakeholders including UNICEF, P&D, Ministry of Education, Education Departments, SWD, international partners



Appendix 10: List of Documents Reviewed

Sr.	Name of Document	Category	Origin/Segregation
1	National Education Policy 2009	Policy/Strategy/Framework	Government Document
2	Pakistan Education Policy 1998-2010	Policy/Strategy/Framework	Government Document
3	The Project for Enhancement of Non-Formal Education- Proposal JICA 2017	Programme Proposal	Government Document
4	CPD 2013-2017	CPD	UNICEF Document
5	CPD 2018-2022	CPD	UNICEF Document
6	Pakistan DHS 2017-2018	Survey	Government Document
7	Pakistan Education Statistics 2016-2017	Survey	Government Document
8	PSLM 2019-2020 (District Level)	Survey	Government Document
9	Balochistan ESP 2020-2025	Education Sector Plan	Government Document
10	KP ESP 2020-2025	Education Sector Plan	Government Document
11	SINDH ESP 2019-2024	Education Sector Plan	Government Document
12	Punjab ESP 2019-2024	Education Sector Plan	Government Document
13	A review of ALP in Pakistan 2014-2015	OOSC Report	Government Document
14	OOSC Report 2013	OOSC Report	Government Document
15	Final Procedure Ethical Standards Evidence 2021	Technical Support	UNICEF Document
16	UNEG norms and Standards for Evaluation - English 2017	Technical Support	UNICEF Document
17	UNEG HR Gender web final	Technical Support	UNICEF Document
18	Baluchistan P&DD Letter to EAD (JICA-UNICEF Partnership)	EAD Letter	Government Document
19	JICA Baluchistan P&DD Letter to EAD	EAD Letter	Government Document
20	EEF to ESE dept KPK	EAD Letter	Government Document
21	ESE Dept to P&D KPK	EAD Letter	Government Document
22	JICA-KPK P&DD Letter to EAD	EAD Letter	Government Document
23	JICA KPK EEF Letter to ESE	EAD Letter	Government Document
24	JICA KPK ESE Letter to P&D	EAD Letter	Government Document
25	KPK- P&DD Letter to EAD (JICA-UNICEF Partnership)	EAD Letter	Government Document
26	JICA Sindh Letter to Secretary SELD from UNICEF	EAD Letter	UNICEF Document
27	JICA Sindh PDD Letter to EAD	EAD Letter	Government Document
28	JICA Sindh Secretary approval on NOTE	Official Letters	Government Document
29	JICA Sindh SELD Letter to P&D	Official Letters	Donor Document
30	Letter to Secretary SELD from UNICEF	Official Letters	UNICEF Document
31	PDD Letter to EAD (JICA-UNICEF Partnership) 27-11-2017	Official Letters	Government Document
32	Secretary Approval on Note	Official Letters	Government Document
33	SELD Letter to P&D	Official Letters	Government Document
34	Sindh P&DD Letter to EAD	EAD Letter	Government Document
35	JICA Letter to EAD	EAD Letter	Government Document
36	Letter to EAD UNICEF Project for scaling up Quality of Alternative Education for OOSC	EAD Letter	Government Document
37	Human Interest Story	Progress Report	Donor Document
38	Narrative Update	Progress Report	Donor Document
39	JICA_UNICEF Pakistan Informal Financial Update March 2019	Progress Report	Donor Document
40	JICA_Human Interest Story March 2019	Progress Report	Donor Document
41	JICA_Human Interest Story March 2020	Progress Report	Donor Document
42	JICA_UNICEF Pakistan Informal Financial Update March 2020	Progress Report	Donor Document
43	JICA_UNICEF Pakistan Progress and Utilization Report March 2020	Progress Report	Donor Document
44	JICA_UNICEF Informal Progress and Utilisation Report March 2021	Progress Report	Donor Document
45	JICA_UNICEF Pakistan Informal Financial Update Feb 2021	Progress Report	Donor Document



Sr.	Name of Document	Category	Origin/Segregation
46	JICA_Guide for safe reopening of schools March 2021	Progress Report	Donor Document
47	JICA_Children's guide on safe reopening of school March 2021	Progress Report	Donor Document
48	JICA_Bringing Out-of-School girls Back to Education in Khyber Pakhtunkhwa March 2021	Progress Report	Donor Document
49	JICA_UNICEF Progress and Utilisation Report March 2021	Progress Report	Donor Document
50	JICA_Narrative Update Sep 2018	Progress Report	Donor Document
51	JICA_Informal Update Sep 2018	Progress Report	Donor Document
52	JICA_Fund Monitoring by Grant 31 August, 2018	Progress Report	Donor Document
53	JICA_Human Interest Story Sep 2018	Progress Report	Donor Document
54	JICA_UNICEF Informal Financial Update Sep 2020	Progress Report	Donor Document
55	JICA_UNICEF Informal Progress & Utilization Report Sep 2020	Progress Report	Donor Document
56	JICA_Cover Letter Sep 2020	Progress Report	Donor Document
57	JICA_Baseline Assessment Report March 2021	Progress Report	Donor Document
58	JICA_Human Interest Story Sep 2021	Progress Report	Donor Document
59	JICA_Education Financial Report Sep 2021	Progress Report	Donor Document
60	JICA_UNICEF Progress and Utilisation Report Sep 2021	Progress Report	Donor Document
61	Agenda for UNICEF- copy	Signing Ceremony	UNICEF Document
62	Briefing note for Representative for JICA feb 2018	Signing Ceremony	Donor Document
63	Japan donor profile	Signing Ceremony	Donor Document
64	JICA briefing note for representative for JICA 2018	Signing Ceremony	Donor Document
65	JICA participants List 2018	Signing Ceremony	Donor Document
66	JICA PPT 2018	Signing Ceremony	Donor Document
67	JICA Talking points 2018	Signing Ceremony	Donor Document
68	JICA Education Financial Report Sep 2021	Progress Report	Donor Document
69	JICA Cover Letter		Donor Document
70	JICA Extension Request	NCE	Donor Document
71	JICA No cost extension documentation	NCE	Donor Document
72	JICA_Human Interest Story - ALP in Balochistan 2018	Progress Report	Donor Document
73	NNC_Progress and Utilization Report March 2019	Progress Report	Donor Document
74	NNC_Progress and Utilization Report March 2020	Progress Report	Donor Document
75	NNC_Human Interest Story March 2020	Progress Report	Donor Document
76	NNC_Progress Against Outputs March 2021	Progress Report	Donor Document
77	NNC_Pakistan key results achieved 2020	Progress Report	Donor Document
78	NNC_Human Interest Story March 2021	Progress Report	Donor Document
79	NNC_Progress Report March 2021	Progress Report	Donor Document
80	NNC_Status Overview Report Nov 2020	Progress Report	Donor Document
81	NNC_UNICEF Programme Proposal	Programme Proposal	Donor Document
82	JICA Worksheet (April-May 2020)	Worksheets	Donor Document
83	JICA Worksheet (March 2020)	Worksheets	Donor Document
84	Consolidated ALPCs Database (Donor wise) - Excel file	Provincial Data	Government Document
85	Consolidated List of VNF- Excel File	Provincial Data	Government Document
86	Detail List of ALP facilitator 20.12.2021- Excel File	Provincial Data	Government Document
87	Final list of the districts for the ALP- word document	Provincial Data	Government Document



Sr.	Name of Document	Category	Origin/Segregation
88	List of Districts	Provincial Data	Government Document
89	ALP Centre Summary	Provincial Data	Government Document
90	List of ALP Centres	Provincial Data	Government Document
91	AEP- List of 220 schools	Provincial Data	Government Document
92	Rajanpur AEP Teachers 25.08.2021- Excel	Provincial Data	Government Document
93	Lahore AEP Centre Wise Enrolment	Provincial Data	Government Document
94	DGK AEP (UNICEF) Attached NFBE Centres District Dera Ghazi Khan- Excel	Provincial Data	Donor Document
95	RYK AEP Functional Institution 25.08.2021- Excel	Provincial Data	Donor Document
96	Bahawalpur List of UNICEF- AEP Teachers District Bahawalpur	Provincial Data	Donor Document
97	Faisalabad AEP & attached NFBE UNICEF Teachers List Aug 2021	Provincial Data	Donor Document
98	Copy of NFE VEC data (Donor-JICA)	Provincial Data	Donor Document
99	Copy of NFE VEC data (Donor-NATCOM)	Provincial Data	Donor Document
100	Generic ALP activities	Provincial Data	Donor Document
101	Copy of Copy of KII Stakeholder List	Provincial Data	Donor Document
102	Addressing the issue of OOSC in Pakistan- PPT	Provincial Data	Donor Document
103	ALP Concept Note	Provincial Data	Donor Document
104	ALP Middle Level Presentation	Provincial Data	Donor Document
105	Summary	Provincial Data	Donor Document
106	Collaboration with UNICEF WASH	Provincial Data	Donor Document
107	Report on Inter-agency Coordination- UNHRC	Provincial Data	Donor Document
108	Field Breakdown for UNICEF	Provincial Data	Donor Document
109	16 District Letter- Supply Procurement	Provincial Data	Donor Document
110	2019 Norway NC Reports Inputs template provinces	Provincial Data	Donor Document
111	2020 Punjab Norway NC report inputs- template	Provincial Data	Donor Document
112	Approved Consolidated baseline 2018 enrolment AEP centres	Provincial Data	Donor Document
113	Approved Micro plan of Literacy NBFE Department- Jan 2021 to Dec 2022	Provincial Data	Donor Document
114	BCC Strategy - Revised	Provincial Data	Donor Document
115	Consolidated Handbook on ECE WASH Gender SDP	Provincial Data	Donor Document
116	Consolidated Module on ECE WASH Gender SDP	Provincial Data	UNICEF Document
117	Continuity of learning- Covid 19 printing of workbooks	Provincial Data	Donor Document
118	DRR Module	Provincial Data	Donor Document
119	Field Breakdown for UNICEF	Provincial Data	Donor Document
120	Health SOPs - Urdu	Provincial Data	Donor Document
121	Implementation Plan Punjab Literacy Department 26 April 2018	Provincial Data	Government Document
122	L NFBE Micro Plan 2020	Provincial Data	Government Document
123	LNFBF WP 2019 (002)	Provincial Data	Government Document
124	Micro Plan L NFBE 2021	Provincial Data	Government Document
125	Notification 11-10-2013	Provincial Data	Government Document
126	Progress Update Nov 2021 (002)	Provincial Data	Donor Document
127	SOPs for the Safe Re-Opening of Non- Formal Education Schools	Provincial Data	Donor Document
128	Teachers Recruitment- Literacy AEP	Provincial Data	Donor Document
129	UPCO ALP Facilitation Letter Template _ VF	Provincial Data	Donor Document
130	WASH Training Manual	Provincial Data	UNICEF Document
131	Notification of the Government	Provincial Data	Government Document
132	Technical working group notification	Provincial Data	Government Document



Sr.	Name of Document	Category	Origin/Segregation
133	Reporting Data specimen (weekly/monthly, quarterly, and yearly)	Provincial Data	Donor Document
134	M&E Reporting (Training)	Provincial Data	Donor Document
135	Success Stories (KP) (4)	Provincial Data	Donor Document
136	Rolling working plan (KP)	Provincial Data	UNICEF Document
137	TORs – Consultants (Training & Mentoring Officers and Field Officers)	Provincial Data	Government Document
138	TWG ALP Notification	Provincial Data	Government Document
139	Concept Note	Provincial Data	UNICEF Document
140	Quarterly reporting (2)	Provincial Data	Donor Document
141	KP Specific inputs (5)	Provincial Data	Donor Document
142	2021 RAM - Education - KP (1)	Provincial Data	UNICEF Document
143	SMQs 2021 Offline Template (including 2020 reported values) - KP province (2)	Provincial Data	UNICEF Document
144	UNICEF KP PDD End Year Program Review 2021 - Education Final	Provincial Data	Government Document
145	Baseline and Endline Assessments A&D	Provincial Data	Donor Document
146	Copy of teacher contracts	Provincial Data	Government Document
147	English and Math Teacher guide- package D	Provincial Data	Government Document
148	Monitoring Checklist - (PIU District level Staff activities Monitoring)- KP & MDs	Provincial Data	Government Document
149	Monitoring Checklist - ALP - KP & MDs	Provincial Data	Government Document
150	Monitoring Checklist Warehouse Supply Checklist	Provincial Data	Government Document
151	NFEMIS Case Studies	Provincial Data	Government Document
152	ALP-PIU Monthly Reports	Provincial Data	Government Document
153	Monitoring reports (4)	Provincial Data	Government Document
154	ALP General Training Manual (2)	Provincial Data	Government Document
155	ALP General Teachers' Handbook	Provincial Data	Government Document
156	ALP ABC General Training Manual	Provincial Data	Government Document
157	ALP ABC Teachers Handbook	Provincial Data	Government Document
158	ALP DE General Training Manual	Provincial Data	Government Document
159	ALP DE Teachers Handbook	Provincial Data	Government Document
160	Training Manuals for Training and Mentoring Officers	Provincial Data	Government Document
161	Monitoring and Evaluation Reports (12)	Provincial Data	Donor Document
162	Meeting Minutes (72)	Provincial Data	Government Document
163	Success Stories (17)	Provincial Data	Donor Document
164	List of NFE Centre of Human Interest Success Stories	Provincial Data	Donor Document
165	Endline Report	Provincial Data	Donor Document
166	IRC Report of Ghotki	Provincial Data	UNICEF Document
167	Joint Partnership Review IRC August 2021 (Signed)	Provincial Data	UNICEF Document
168	PD Amendment (IRC_UNICEF) Education Sindh (Approved)	Provincial Data	Government Document
169	signed PD Amendment IRC - Edu Sindh	Provincial Data	Government Document
170	Notification for accord the approval of Non Formal for Grade VI-VII and E for Grade VII	Provincial Data	Government Document
171	Notification for notify Equivalency of Non-Formal Education to Formal Education which is based on the customized	Provincial Data	Government Document
172	RWP 2021-2022	Provincial Data	UNICEF Document
173	Baseline Data - TKF	Provincial Data	Government Document
174	Contract letter-NFE teacher	Provincial Data	Government Document
175	Feasibility Report III (Sep2021)	Provincial Data	UNICEF Document
176	Final Feasibility Report II (Sep2021)	Provincial Data	UNICEF Document
177	GOS Letter for Online training sessions	Provincial Data	Government Document
178	Meeting Minutes-DL&NFE	Provincial Data	Government Document



Sr.	Name of Document	Category	Origin/Segregation
179	Narrative Report TKF NFE Assessment Sindh	Provincial Data	Government Document
180	NFE Centres Status (NATCOM & JICA)	Provincial Data	Government Document
181	Program Doc with logframe	Provincial Data	Donor Document
182	Progress Report (Oct - Dec 2021)	Provincial Data	Donor Document
183	Training Manual Package A	Provincial Data	Government Document
184	Training Manual Package B	Provincial Data	Government Document
185	Advertisement Mentor and BALP	Provincial Data	Government Document
186	Mera Ghar Mera School	Provincial Data	Government Document
187	Vocational Centre Success Story	Provincial Data	Donor Document
188	Success Stories	Provincial Data	Donor Document
189	Monitoring Summary Reports	Provincial Data	Donor Document
190	Minutes of Meetings - NFE WG	Provincial Data	Government Document
191	Notifications for NFE WG	Provincial Data	Government Document
192	Copy of teacher contracts	Provincial Data	Government Document
193	ALP alignment with AE	Provincial Data	UNICEF Document
194	ALP Husainia Naeemia (First ALP in Balochistan)	Provincial Data	UNICEF Document
195	Provincial Targets	Provincial Data	UNICEF Document
196	Monitoring Proforma	Provincial Data	UNICEF Document
197	ALP SDP Madina Trust	Provincial Data	UNICEF Document
198	ALP Statistical Booklet 2021	Provincial Data	Government Document
199	Research study on Implementation of ALP curriculum and assessment	Provincial Data	Government Document
200	ALP concept note	Provincial Data	UNICEF Document
201	ALP Centres Closure status	Provincial Data	Government Document
202	Breakdown of ALPs by districts, types and gender	Provincial Data	UNICEF Document
203	Reasons for drop outs	Provincial Data	Donor Document
204	Info on 306 Afghan Refugee children enrolled in ALPs	Provincial Data	Donor Document
205	ALP Budgets (Annual) (2016-2021)	Provincial Data	Donor Document
206	List of items given to learners	Provincial Data	Donor Document
207	ALP Centres Summary	Provincial Data	Donor Document
208	ALP concept paper report	Provincial Data	Donor Document
209	Balochistan NFE Policy	Provincial Data	Government Document
210	BESP 2020-25	Provincial Data	Government Document
211	EDU RWP 2021-2022	Provincial Data	UNICEF Document
212	JICA Balochistan P&DD Letter to EAD	Provincial Data	Government Document
213	Measuring the Impact of COVID 19 on Education in Pakistan	Provincial Data	Government Document
214	2019 Punjab Norway NC Report Inputs	Provincial Data	Donor Document
215	2020 Punjab Norway NC Report Inputs	Provincial Data	Donor Document
216	Punjab Progress update Nov 2021	Provincial Data	Donor Document
217	Consolidated Module on ECE WASH Gender SDP	Provincial Data	UNICEF Document
218	WASH Training Manual	Provincial Data	UNICEF Document
219	16 districts Letter-Supply Procurement through UNICEF and essential documents required	Provincial Data	UNICEF Document
220	190213 Norway NC Target tracker	Provincial Data	Donor Document
221	Approved AEP Enrolment October 2019	Provincial Data	Donor Document
222	Approved Age-wise Data (Dec 2019)	Provincial Data	Donor Document
223	Approved Consolidated baseline 2018 Enrolment AEP Centers till May 2019	Provincial Data	Donor Document
224	Approved Gender wise Data Dec 2019	Provincial Data	Donor Document
225	Approved June 2021	Provincial Data	Donor Document
226	Approved Micro Plan of Literacy NFBE Department January, 2021 to December, 2022	Provincial Data	Government Document



Sr.	Name of Document	Category	Origin/Segregation
227	Bahawalpur List of UNICEF-AEP Teachers District Bahawalpur	Provincial Data	Government Document
228	BCC Strategy-Revised	Provincial Data	UNICEF Document
229	Consolidated Enrolment data Gender wise and class wise Learners of AEP and NFBE for the month of September, 2020	Provincial Data	Donor Document
230	Consolidated Month wise Class Wise Enrolment AEP Centers UNICEF	Provincial Data	Donor Document
231	Consolidated supplies-LNFBE-2018-20	Provincial Data	Government Document
232	Continuity of learning- Covid 19 printing of workbooks	Provincial Data	UNICEF Document
233	Copy of Master File AEP Data	Provincial Data	UNICEF Document
234	DGK AEP (UNICEF) Attached NFBE CENTERS DISTRICT DERA GHAZI KHAN	Provincial Data	Government Document
235	DRR module	Provincial Data	UNICEF Document
236	Faisalabad AEP & NFBE UNICEF Teachers List AUG 2021	Provincial Data	Government Document
237	FINAL DRAFT proposal Norway NATCOM 20160120 with comments (002)	Provincial Data	Donor Document
238	Health SOPs Urdu	Provincial Data	UNICEF Document
239	Implementation Plan Punjab Literacy Department 26 April 2018	Provincial Data	Government Document
240	Lahore AEP Centre wise enrolment	Provincial Data	Government Document
241	literacy 2019-20	Provincial Data	Government Document
242	LNFBE WP 2019	Provincial Data	Government Document
243	Micro Plan L_NFBE 2021	Provincial Data	Government Document
244	Norwegian NatCom budget.Jan19	Provincial Data	Donor Document
245	Notifications	Provincial Data	Government Document
246	Punjab AEP Stats Lahore	Provincial Data	Government Document
247	Punjab ECE Policy 2017	Provincial Data	Government Document
248	Punjab ESP 2019 2024	Provincial Data	Government Document
249	Punjab literacy & NFE Policy 2019	Provincial Data	Government Document
250	Rajanpur AEP TEACHERS 25.08.2021 UPDATED	Provincial Data	Government Document
251	RYK AEP FUNCTIONAL INSTITUTION 25.08.2021	Provincial Data	Government Document
252	Teachers recruitment-Literacy AEP	Provincial Data	Government Document
253	Budget Utilization	Provincial Data	Donor Document



Appendix 11: Key Informant Interview Guide

Key Informant Interview – UNICEF PCO

Good Morning/Afternoon/Evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF Country Office Pakistan, we are conducting an evaluation of the Provincial ALP Models and Centres implementation by UNICEF Pakistan across four provinces. As part of data collection and taking into account the key role of your office/department/section, we would like to conduct an interview with you for this evaluation, in which we will ask you various questions on the design and delivery of ALP models. As UNICEF staff with direct knowledge of ALP centres, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and provincial governments to improve its planning and delivery of ALP models. The interview should take an hour to complete. Your participation for this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

With your consent, we would like to record this conversation so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway.

Do you have any questions about the evaluation or the interview at this time?

Do I have your consent to record this conversation?

May I begin the interview now?

Introductory Questions

Could you describe your position and role in the organization?

- a. How long have you been in the current role? What was your previous role (only ask if the person is newly appointed)?
- b. Were you directly involved in design and/or implementation of ALP models/centres? What was your role?

Relevance

1. What is the situation of OOSC across the provinces? In your view, what are key drivers (supply side and demand side) that are contributing to OOSC?
 - a. What different models are available to OOSC? How long these models have been operating (specifically before 2016) and what different services/components are offered as part of these models?
2. In your view, what were the key bottlenecks (policy, systemic and operational, that ALP centres were facing in the province before 2016 (or the year when UNICEF started to support the ALPs)? Probe: if these bottlenecks were groups specific - age, sex, religion, ethnicity, location income, disability, etc.
 - a. What type of assessments were undertaken to identify these bottlenecks faced by ALPs? If assessments were not undertaken, how did the planning phase identify these bottlenecks?
 - b. How is UNICEF-assistance appropriate to address the bottlenecks faced by ALP? Probe: were there any gaps in the design – what were those?
3. Were there any changes in OOSC needs across the provinces since UNICEF started to support the ALP centres especially due to COVID-19? How did these changes (in OOSC needs) affect the delivery of assistance to ALPs?
 - a. What type of processes/steps were undertaken to track the evolving context and changing ALP needs?
 - b. Can you identify the interventions (or resources allocated) that were added/deleted for ALP centres in the province/district? How did those help to address the changes especially due to COVID-19?

Coherence

4. Please share with us other UNICEF interventions for OOSC (non-ALP) from 2016-21?



- a. Did UNICEF leverage internal linkages to provide assistance to ALP models and centres? Share with us any particular instances of joint activities, sharing resources, etc.?
 - b. Do you think there were any missed opportunities to utilise internal expertise and resources for the delivery of assistance to ALP models and centres?
5. Are you aware of the AE principles? In your opinion, do you think UNICEF-supported ALP model and centres are aligned with these principles?
 - a. Can you please share how the design and implementation phases have adhered to these principles?
 - b. How can the coherence with these principles be improved at design and implementation phases?
6. What are different types of groups/forums available (at federal level) to coordinate the activities of multiple stakeholders for OOSC?
 - a. When were these formed, who are the members, who leads them, and how long have they been operating?
 - b. Did UNICEF play any role to establish/strengthen these coordination structures for coordinated/collaborative planning and implementation? Please share specific interventions.
 - c. How effective these structures have been in planning jointly - to avoid duplication, resource (financial and technical) sharing and joint implementation? Please share with us any particular instances/activities which may have been done jointly by multiple actors (including UNICEF)? Probe more for each activity/instance?

Effectiveness

7. In your opinion, what are the most significant achievements of the assistance provided to ALP centres?
 - a. Please share with us the outcomes that provincial ALP centres have been able to fully achieve – those committed to NNC and JICA?
 - b. Were any provincial targets set under the agreements with provincial governments? What have been the progress against those targets? Probe: ask for evidence/supporting documentation. If not achieved why?
 - c. What have been the key factors (internal and external including COVID 19) that contributed to their achievement?
 - d. Were there any unintended results (positive, negative, direct or indirect)?
8. Please share with us the outcomes that have not achieved (or partially achieved)?
 - a. What have been the key factors (internal and external - including COVID 19) that contributed to their non/low-achievement?
 - b. What actions were undertaken (ask for specific strategies or interventions) to address the disabling factors? Probe further on each and what results did those lead to?
9. In your opinion, how successful were the ALP centres in managing their teaching staff in terms of recruitment, training, support and supervision, retainment, and successful implementation of appropriate teaching and learning strategies?
 - a. What were the key challenges in managing teaching staff and how could this be improved for future implementation?
10. In your view, please share with us any aspects/areas where ALP centres may have demonstrated innovation (out of box solutions)? How did the innovation help with improved efficiencies and effectiveness of ALP centres? (Probe: facilitator training, curriculum, policies, learners age range and flexibility of class time and location)
 - a. Did UNICEF assistance help/facilitate innovation?
 - b. Were any incentives extended to those who introduced innovation? Ask for evidence.
 - c. Were any of these innovative interventions replication or scaled within or across the provinces. If yes, how were they replicated? If no, any particular reason for not replicating them?
11. What is your opinion about the process adopted for the development of AE curriculum?
 - a. Was it comprehensive enough to allow for detailed discussions and consultations over the contents of curriculum? What kind of technical assistance was provided during the process?
 - b. What kind of consultative process was adopted to develop a consensus on the age range for student enrolment in ALP? What was the final agreement? Probe: Was decision about the age range of the students' enrolment clearly communicated to all ALP centres? How strictly was the criterion adhered to while giving admissions in the ALP centres?

Efficiency



12. In your view, were UNICEF's provincial offices provided with sufficient resources (human, financial, and technical) to achieve the intended results in allocated time? Please elaborate separately for the sufficiency of human, financial and technical resources.
 - a. What was the criterion used for resource allocation for different components such as community mobilisation, professional development, curriculum, salaries of teaching staff, etc? Are there components / interventions that faced resource (human, financial and technical) shortages, how did it affect delivery, please elaborate?
13. In your view, was the selection of implementation approaches for different components the most cost/time efficient?
 - a. In the hindsight, do you think provincial office could have produced similar results with fewer resources (by applying alternative approaches)? Please elaborate how?
14. In your view, how did COVID 19 affect the resources availability, deployment and eventually delivery? Did it result in any changes in relative distribution of resources to different ALP centres?
 - a. What measures and decisions were taken to mitigate the COVID 19 related resource constraints? How did it affect delivery of results?

Impact

15. In your opinion, do you think there has been a change in the environment (norms, systems and budgets) for ALPs to operate in Pakistan and more specifically across the provinces? Probe for each element separately:
 - a. How has the environment changed? Please share evidence to back this.
 - b. Can you please share what has been the UNICEF/JICA/NNC contribution to the observed change?
 - c. Was there any negative impact of the Programme on norms, budgets, and systems? If so, what was it?
16. Please identify the key lessons learned from the assistance provided to ALP centres in the last five years.
 - a. Are these lessons learned consistent across the provinces? How is cross-provincial learning ensured? Any suggestions on how to further improve cross provincial learnings for ALP centres?
17. How many children from the ALPs transition to formal schools- is record being maintained?
 - a. How many children drop out or migrate? Is there a unique ID to track individual child?
18. How are the impact indicators measured?
 - a. UNICEF PCO: What are the differences in the results achieved (for impact) across provinces? What could be the reasons behind the variance.
 - b. Do you think that the results (impact/outcome/outputs) holistically cover all its components and its interventions? If not, what needs to be included to ensure that the UNICEF's contribution is comprehensively measured and reported on?
 - c. What system has been developed to regularly report on these results? How regularly is this information shared with government counterparts for course correction or planning?
 - d. Is the M&E/reporting system compatible with Government's own NFE monitoring system?

Sustainability

19. In your opinion, which of the ALP interventions and results are likely or unlikely to continue after the UNICEF/partners support has ended?
 - a. In your views, what key factors are making the results sustainable/unsustainable?
 - b. Is there a sustainability/exit plan in place for UNICEF-support to ALP centres?
 - c. What measures have been taken to scale up/replicate benefits and good practices across provinces?
 - d. What is the level of provinces to continue supported ALPs? Kindly respond for each separately.
 - e. What steps/measures provinces have taken to showcase their commitment and ownership to continue supported ALPs?
 - f. What additional capacities are needed by provinces to sustain supported ALPs?
20. What type of risks (short, medium and long term) exist for sustainability of supported ALPs? Are they similar across provinces?
 - a. How is UNICEF and its stakeholders planning to mitigate these risks?
 - b. What type of additional capacities are needed by the provincial governments to better mitigate these risks? Kindly identify for both stakeholders separately.
21. What measures have the stakeholders taken to continue implementation in COVID-19?



- a. Are these measures sustainable or not? If not, then what needs to be done to improve provincial and district government's capacity to continue implementation in COVID 19?
 - b. What measures have been taken to the advocate to mainstream ALP models?
22. What mechanisms have been put in place/ or steps taken for continuous advocacy with the Department of Education in each province to mainstream ALP models and centres as a quality, credible, cost effective and efficient education provision model?'

HRBA, Equity and Gender

23. In your opinion, how is the design and delivery of ALP models and centres compliant with HRBA principles (participation, accountability, non-discrimination and equality, empowerment and legality)?
- a. What specific actions can be taken to improve compliance to HRBA principles?
24. What type of barriers were faced by girls and adolescents to access non formal education in the provinces? Was a gender-assessment conduct to understand/identify these barriers?
- a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies implemented across provinces.
 - b. What type of gender-specific results have been achieved by the supported ALPs?
 - c. What additional mechanisms are needed to improve?
 - i. Design of gender specific interventions/strategies
 - ii. Implementation of gender specific interventions/strategies
 - iii. Results from gender specific interventions/strategies
25. What type of barriers are faced by vulnerable population to access non formal education in Pakistan? Was an equity-assessment conduct to understand/identify these barriers?
- a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies were implemented across provinces.
 - b. What type of equity-centric results have been achieved by the supported ALPs? Please share evidence and/or provide examples.
 - c. What additional mechanisms are needed to improve?
 - i. Design of equity specific interventions/strategies
 - ii. Implementation of equity specific interventions/strategies
 - iii. Results of equity specific interventions/strategies



Key Informant Interview – UNICEF Provincial Offices

Good Morning/Afternoon/Evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF Country Office Pakistan, we are conducting an evaluation of the Provincial ALP Models and Centres implementation by UNICEF Pakistan across four provinces. As part of data collection and taking into account the key role of your office/department/section, we would like to conduct an interview with you for this evaluation, in which we will ask you various questions on the design and delivery of ALP models. As UNICEF staff with direct knowledge of ALP centres, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and provincial governments to improve its planning and delivery of ALP models. The interview should take an hour to complete. Your participation for this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

With your consent, we would like to record this conversation so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway.

Do you have any questions about the evaluation or the interview at this time?

Do I have your consent to record this conversation?

May I begin the interview now?

Introductory Questions

Could you describe your position and role in the organization?

- a. How long have you been in the current role? What was your previous role (only ask if the person is newly appointed)?
- b. Were you directly involved in design and/or implementation of ALP models/centres? What was your role?

Relevance

1. What is the situation of OOSC in your province? In your view, what are key drivers (supply side and demand side) that are contributing to OOSC?
 - a. What different models are available to OOSC? How long these models have been operating (specifically before 2016) and what different services/components are offered as part of these models?
2. In your view, what were the key bottlenecks (policy, systemic and operational - at provincial, district and centre levels) that ALP centres were facing in the province before 2016 (or the year when UNICEF started to support the ALPs)? Probe: if these bottlenecks were groups specific - age, sex, religion, ethnicity, location income, disability, etc.
 - a. What type of assessments were undertaken to identify these bottlenecks faced by ALPs? If assessments were not undertaken, how did the planning phase identify these bottlenecks?
 - b. How is UNICEF-assistance appropriate to address the bottlenecks faced by ALP? Probe: were there any gaps in the design – what were those?
3. Were there any changes in OOSC needs at the provincial/district levels since UNICEF started to support the ALP centres especially due to COVID-19? How did these changes (in OOSC needs) affect the delivery of assistance to ALPs?
 - a. What type of processes/steps were undertaken to track the evolving context and changing ALP needs?
 - b. Can you identify the interventions (or resources allocated) that were added/deleted for ALP centres in the province/district? How did those help to address the changes especially due to COVID-19?
4. In your opinion, are the interventions of ALP centres aligned with the provincial policies and context? Can you identify relevant policies for us?
 - a. Please elaborate how the interventions are aligned/not aligned?
 - b. Was a formal agreement or MoU signed between provincial education department (or relevant authority) with UNICEF? If yes, please share a copy, if not, why not?
 - c. If it was signed, in your view, was this agreement/MoU appropriate to deliver the assistance to ALP centres?



Coherence

5. Please share with us other UNICEF interventions for OOSC (non-ALP) from 2016-21?
 - a. Did UNICEF leverage internal linkages to provide assistance to ALP models and centres? Share with us any particular instances of joint activities, sharing resources, etc.?
 - b. Do you think there were any missed opportunities to utilise internal expertise and resources for the delivery of assistance to ALP models and centres?
6. Are you aware of the AE principles? In your opinion, do you think UNICEF-supported ALP model and centres are aligned with these principles?
 - a. Can you please share how the design and implementation phases have adhered to these principles?
 - b. How can the coherence with these principles be improved at design and implementation phases?
7. What are different types of groups/forums available (at provincial and district levels) to coordinate the activities of multiple stakeholders for OOSC?
 - a. When were these formed, who are the members, who leads them, and how long have they been operating?
 - b. Did UNICEF play any role to establish/strengthen these coordination structures for coordinated/collaborative planning and implementation? Please share specific interventions.
 - c. How effective these structures have been in planning jointly - to avoid duplication, resource (financial and technical) sharing and joint implementation? Please share with us any particular instances/activities which may have been done jointly by multiple actors (including UNICEF)? Probe more for each activity/instance?

Effectiveness

8. In your opinion, what are the most significant achievements of the assistance provided to ALP centres?
 - a. Please share with us the outcomes that provincial ALP centres have been able to fully achieve – those committed to NNC and JICA?
 - b. Were any provincial targets set under the agreements with provincial governments? What have been the progress against those targets? Probe: ask for evidence/supporting documentation. If not achieved why?
 - c. What have been the key factors (internal and external including COVID 19) that contributed to their achievement?
 - d. Were there any unintended results (positive, negative, direct or indirect)?
9. Please share with us the outcomes that have not achieved (or partially achieved)?
 - a. What have been the key factors (internal and external - including COVID 19) that contributed to their non/low-achievement?
 - b. What actions were undertaken (ask for specific strategies or interventions) to address the disabling factors? Probe further on each and what results did those lead to?
10. In your opinion, how successful were the ALP centres in managing their teaching staff in terms of recruitment, training, support and supervision, retainment, and successful implementation of appropriate teaching and learning strategies?
 - a. What were the key challenges in managing teaching staff and how could this be improved for future implementation?
11. In your view, please share with us any particular aspects/areas where ALP centres may have demonstrated innovation (out of box solutions)? How did the innovation help with improved efficiencies and effectiveness of ALP centres? (Probe: facilitator training, curriculum, policies, learners age range and flexibility of class time and location)
 - a. Did UNICEF assistance help/facilitate innovation
 - b. How did provincial/district authorities encourage innovation? How did these go with provincial ALP policies? Did M/P/DoE document and scaled the innovative ideas/practices to other districts or locations?
 - c. Were any incentives extended to those who introduced innovation? Ask for evidence.
 - d. Were any of these innovative interventions replication or scaled within or across the provinces. If yes, how were they replicated? If no, any particular reason for not replicating them?
12. What is your opinion about the process adopted for the development of AE curriculum?
 - a. Was it comprehensive enough to allow for detailed discussions and consultations over the contents of curriculum? What kind of technical assistance was provided during the process?



- b. What kind of consultative process was adopted to develop a consensus on the age range for student enrolment in ALP? What was the final agreement? Probe: Was decision about the age range of the students' enrolment clearly communicated to all ALP centres? How strictly was the criterion adhered to while giving admissions in the ALP centres?

Efficiency

13. In your view, was UNICEF's provincial office provided with sufficient resources (human, financial, and technical) to achieve the intended results in allocated time? Please elaborate separately for the sufficiency of human, financial and technical resources.
 - a. What was the criterion used for resource allocation for different components such as community mobilisation, professional development, curriculum, salaries of teaching staff, etc? Are there components / interventions that faced resource (human, financial and technical) shortages, how did it affect delivery, please elaborate?
14. In your view, was the selection of implementation approaches for different components the most cost/time efficient?
 - a. In the hindsight, do you think provincial office could have produced similar results with fewer resources (by applying alternative approaches)? Please elaborate how?
15. In your view, how did COVID 19 affect the resources availability, deployment and eventually delivery? Did it result in any changes in relative distribution of resources to different ALP centres?
 - a. What measures and decisions were taken to mitigate the COVID 19 related resource constraints? How did it affect delivery of results?

Impact

16. In your opinion, do you think there has been a change in the environment (norms, systems and budgets) for ALPs to operate in Pakistan and more specifically across the provinces? Probe for each element separately:
 - a. How has the environment changed? Please share evidence to back this.
 - b. Can you please share what has been the UNICEF/JICA/NNC contribution to the observed change?
 - c. Were there any negative impact of the Programme on norms, budgets, and systems? If so, what was it?
17. Please identify the key lessons learned from the assistance provided to ALP centres in the last five years.
 - a. Are these lessons learned consistent across the provinces? How is cross-provincial learning ensured? Any suggestions on how to further improve cross provincial learnings for ALP centres?
18. How many children from the ALPs transition to formal schools- is record being maintained?
 - a. How many children drop out or migrate? Is there a unique ID to track individual child?
19. How are the impact indicators measured?
 - a. Do you think that the results (impact/outcome/outputs) holistically cover all its components and its interventions? If not, what needs to be included to ensure that the UNICEF's contribution is comprehensively measured and reported on?
 - b. What system has been developed to regularly report on these results? How regularly is this information shared with government counterparts for course correction or planning?
 - c. Is the M&E/reporting system compatible with Government's own NFE monitoring system?

Sustainability

20. In your opinion, which of the ALP interventions and results are likely or unlikely to continue after the UNICEF/partners support has ended?
 - a. In your views, what key factors are making the results sustainable/unsustainable?
 - b. Is there a sustainability/exit plan in place for UNICEF-support to ALP centres?
 - c. What measures have been taken to scale up/replicate benefits and good practices across provinces/districts? Did these good practices/benefits result in similar results for other districts?
 - d. What is the level of provincial, district and community ownership to continue supported ALPs? Kindly respond for each separately.
 - e. What steps/measures provincial/district/community have taken to showcase their commitment and ownership to continue supported ALPs?
 - f. What additional capacities are needed by provincial/district/community to sustain supported ALPs?



21. What type of risks (short, medium and long term) exist for sustainability of supported ALPs? Are they similar across provinces?
 - a. How is UNICEF and its stakeholders planning to mitigate these risks?
 - b. What type of additional capacities are needed by the provincial and district governments to better mitigate these risks? Kindly identify for both stakeholders separately.
22. What measures have the stakeholders taken to continue implementation in COVID-19?
 - a. Are these measures sustainable or not? If not, then what needs to be done to improve provincial and district government's capacity to continue implementation in COVID 19?
 - b. What measures have been taken to the advocate to mainstream ALP models?
23. What mechanisms have been put in place/ or steps taken for continuous advocacy with the Department of Education in each province to mainstream ALP models and centres as a quality, credible, cost effective and efficient education provision model?

HRBA, Equity and Gender

24. In your opinion, how is the design and delivery of ALP models and centres compliant with HRBA principles (participation, accountability, non-discrimination and equality, empowerment and legality)?
 - a. What specific actions can be taken to improve compliance to HRBA principles?
25. What type of barriers were faced by girls and adolescents to access non formal education in the province? Was a gender-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies implemented across provinces.
 - b. What type of gender-specific results have been achieved by the supported ALPs?
 - c. What additional mechanisms are needed to improve?
 - i. Design of gender specific interventions/strategies
 - ii. Implementation of gender specific interventions/strategies
 - iii. Results from gender specific interventions/strategies
26. What type of barriers are faced by vulnerable population to access non formal education in Pakistan? Was an equity-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies were implemented across provinces.
 - b. What type of equity-centric results have been achieved by the supported ALPs? Please share evidence and/or provide examples.
 - c. What additional mechanisms are needed to improve?
 - i. Design of equity specific interventions/strategies
 - ii. Implementation of equity specific interventions/strategies
 - iii. Results of equity specific interventions/strategies



Key Informant Interview – Public Stakeholders (National Department)

Good Morning/Afternoon/Evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF Country Office Pakistan, we are conducting an evaluation of the Provincial ALP Models and Centres implementation by UNICEF Pakistan across four provinces. As part of data collection and taking into account the key role of your office/department/section, we would like to conduct an interview with you for this evaluation, in which we will ask you various questions on the design and delivery of ALP models. As MoE staff your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and provincial governments to improve its planning and delivery of ALP models. The interview should take an hour to complete. Your participation for this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

With your consent, we would like to record this conversation so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway.

Do you have any questions about the evaluation or the interview at this time?

Do I have your consent to record this conversation?

May I begin the interview now?

Introductory Questions

Could you describe your position and role in the organization?

- a. How long have you been in the current role?
- b. Were you directly involved in design and/or implementation of ALP models/centres? What was your role?

Relevance

1. What is the situation of OOSC across the provinces? In your view, what are key drivers (supply side and demand side) that are contributing to OOSC?
 - a. What different models are available to OOSC? How long these models have been operating (specifically before 2016) and what different services/components are offered as part of these models?
2. In your view, what were the key bottlenecks (policy, systemic and operational - at provincial, district and centre levels) that ALP centres were facing in the province before 2016 (or the year when UNICEF started to support the ALPs)? Probe: if these bottlenecks were groups specific - age, sex, religion, ethnicity, location income, disability, etc.
 - a. What type of assessments were undertaken to identify these bottlenecks faced by ALPs? If assessments were not undertaken, how did the planning phase identify these bottlenecks?
 - b. How is UNICEF-assistance appropriate to address the bottlenecks faced by ALP? Probe: were there any gaps in the design – what were those?
3. Were there any changes in OOSC needs at the provincial/district levels since UNICEF started to support the ALP centres especially due to COVID-19? How did these changes (in OOSC needs) affect the delivery of assistance to ALPs?
 - a. What type of processes/steps were undertaken to track the evolving context and changing ALP needs?
 - b. Can you identify the interventions (or resources allocated) that were added/deleted for ALP centres in the province/district? How did those help to address the changes especially due to COVID-19?

Coherence

4. What are different types of groups/forums available (at federal level) to coordinate the activities of multiple stakeholders for OOSC?
 - a. When were these formed, who are the members, who leads them, and how long have they been operating?
 - b. Did UNICEF play any role to establish/strengthen these coordination structures for coordinated/collaborative planning and implementation? Please share specific interventions.



- c. How effective these structures have been in planning jointly - to avoid duplication, resource (financial and technical) sharing and joint implementation? Please share with us any particular instances/activities which may have been done jointly by multiple actors (including UNICEF)? Probe more for each activity/instance?

Effectiveness

5. In your opinion, what are the most significant achievements of the assistance provided to ALP centres?
 - a. What have been the key factors (internal and external including COVID 19) that contributed to their achievement?
 - b. Please share with us the results that were not achieved (or partially achieved)?
 - c. What have been the key factors (internal and external - including COVID 19) that contributed to their non/low-achievement?
 - d. What actions were undertaken (ask for specific strategies or interventions) to address the disabling factors? Probe further on each and what results did those lead to?
6. In your opinion, how successful were the ALP centres in managing their teaching staff in terms of recruitment, training, support and supervision, retainment, and successful implementation of appropriate teaching and learning strategies?
 - a. What were the key challenges in managing teaching staff and how could this be improved for future implementation?
7. In your view, did UNICEF assistance help/facilitate innovation? Please share with us any particular aspects/areas where Programme may have demonstrated innovation (out of box solutions)? How did the innovation help with improved efficiencies and effectiveness of ALP? (Probe: facilitator training, curriculum, policies, learners age range and flexibility of class time and location)
 - a. Do think that the M/P/DoE authorities encourage innovation? How did these go with provincial ALP policies? Did M/P/DoE document and scaled the innovative ideas/practices to other districts or locations?
8. What is your opinion about the process adopted for the development of AE curriculum?
 - a. Was it comprehensive enough to allow for detailed discussions and consultations over the contents of curriculum? What kind of technical assistance was provided during the process?
 - b. What kind of consultative process was adopted to develop a consensus on the age range for student enrolment in AEP? What was the final agreement?
 - c. Was decision about the age range of the students' enrolment clearly communicated to all ALP centres? How strictly was the criterion adhered to while giving admissions in the ALP centres?
9. How regularly UNICEF shares results (of the supported ALPs) with government counterparts for course correction or planning?
 - a. Is the M&E/reporting system compatible with Government's own NFE monitoring system?

Efficiency

10. In your view, were there sufficient resources (human, financial, and technical) to achieve the intended results in allocated time?
11. In your view, how did COVID 19 affect the resources availability, deployment and eventually delivery? Did it result in any changes in relative distribution of resources to different ALP centres?
 - a. What measures and decisions were taken to mitigate the COVID 19 related resource constraints? How did it affect delivery of results?
12. Did MoE/PoE seek provision for financial support for ALPs within national or sub-national education budgets?
 - a. Was it approved? Any evidence to back this.

Impact

13. In your opinion, do you think there has been a change in the environment (norms, systems and budgets) for ALPs to operate in Pakistan and more specifically across the provinces? Probe for each element separately:
 - a. How has the environment changed? Please share evidence to back this.
 - b. Can you please share what has been the UNICEF/JICA/NNC contribution to the observed change?
 - c. Were there any negative impact of the Programme on norms, budgets, and systems? If so, what was it?
14. How many children from the ALPs transition to formal schools- is record being maintained?
 - a. How many children drop out or migrate? Is there a unique ID to track individual child?



Sustainability

15. In your opinion, which of the ALP interventions and results are likely or unlikely to continue after the UNICEF/partners support has ended?
 - a. In your views, what key factors are making the results sustainable/unsustainable?
 - b. Is there a sustainability/exit plan in place for UNICEF-support to ALP centres?
 - c. What measures have been taken to scale up/replicate benefits and good practices across provinces/districts? Did these good practices/benefits result in similar results for other districts?
 - d. What is the level of provincial, district and community ownership to continue supported ALPs? Kindly respond for each separately.
 - e. What steps/measures provincial/district/community have taken to showcase their commitment and ownership to continue supported ALPs?
 - f. What additional capacities are needed by provincial/district/community to sustain supported ALPs?
16. What type of risks (short, medium and long term) exist for sustainability of supported ALPs? Are they similar across provinces?
 - a. How is MoE its stakeholders planning to mitigate these risks?
 - b. What type of additional capacities are needed by the provincial and district governments to better mitigate these risks? Kindly identify for both stakeholders separately.
17. What measures have the stakeholders taken to continue implementation in COVID-19?
 - a. Are these measures sustainable or not? If not, then what needs to be done to improve provincial and district government's capacity to continue implementation in COVID 19?
 - b. What measures have been taken to the advocate to mainstream ALP models?
18. What mechanisms have been put in place/ or steps taken for continuous advocacy with the Department of Education in each province to mainstream ALP models and centres as a quality, credible, cost effective and efficient education provision model?

HRBA, Equity and Gender

19. In your opinion, how is the design and delivery of ALP models and centres compliant with HRBA principles (participation, accountability, non-discrimination and equality, empowerment and legality)?
 - a. What specific actions can be taken to improve compliance to HRBA principles?
20. What type of barriers were faced by girls and adolescents to access non formal education in the provinces?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies implemented across provinces.
 - b. What type of gender-specific results have been achieved by the supported ALPs?
 - c. What additional mechanisms are needed to improve?
 - i. Design of gender specific interventions/strategies
 - ii. Implementation of gender specific interventions/strategies
 - iii. Results from gender specific interventions/strategies
21. What type of barriers are faced by vulnerable population to access non formal education in Pakistan? Was an equity-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies were implemented across provinces.
 - b. What type of equity-centric results have been achieved by the supported ALPs? Please share evidence and/or provide examples.
 - c. What additional mechanisms are needed to improve?
 - i. Design of equity specific interventions/strategies
 - ii. Implementation of equity specific interventions/strategies
 - iii. Results of equity specific interventions/strategies



Key Informant Interview – Public Stakeholders (Provincial Education Departments)

Good Morning/Afternoon/Evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF Country Office Pakistan, we are conducting an evaluation of the Provincial ALP Models and Centres implementation by UNICEF Pakistan across four provinces. As part of data collection and taking into account the key role of your office/department/section, we would like to conduct an interview with you for this evaluation, in which we will ask you various questions on the design and delivery of ALP models. As PoE staff your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and provincial governments to improve its planning and delivery of ALP models. The interview should take an hour to complete. Your participation for this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

With your consent, we would like to record this conversation so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway.

Do you have any questions about the evaluation or the interview at this time?

Do I have your consent to record this conversation?

May I begin the interview now?

Introductory Questions

Could you describe your position and role in the organization?

- a. How long have you been in the current role?
- b. Were you directly involved in design and/or implementation of ALP models/centres? What was your role?

Relevance

1. What is the situation of OOSC in your province? In your view, what are key drivers (supply side and demand side) that are contributing to OOSC?
 - a. What different models are available to OOSC? How long these models have been operating (specifically before 2016) and what different services/components are offered as part of these models?
2. In your view, what were the key bottlenecks (policy, systemic and operational - at provincial level) that ALP centres were facing in the province before 2016 (or the year when UNICEF started to support the ALPs)? Probe: if these bottlenecks were groups specific - age, sex, religion, ethnicity, location income, disability, etc.
 - a. What type of assessments were undertaken to identify these bottlenecks faced by ALPs? If assessments were not undertaken, how did the planning phase identify these bottlenecks?
 - b. How is UNICEF-assistance appropriate to address the bottlenecks faced by ALP? Probe: were there any gaps in the design – what were those?
3. Were there any changes in OOSC needs at the provincial levels since UNICEF started to support the ALP centres especially due to COVID-19? How did these changes (in OOSC needs) affect the delivery of assistance to ALPs?
 - a. What type of processes/steps were undertaken to track the evolving context and changing ALP needs?
 - b. Can you identify the interventions (or resources allocated) that were added/deleted for ALP centres in the province? How did those help to address the changes especially due to COVID-19?
4. In your opinion, are the interventions of ALP centres aligned with the provincial policies and context? Can you identify relevant policies for us?
 - a. Please elaborate how the interventions are aligned/not aligned?
 - b. Was a formal agreement or MoU signed between provincial education department (or relevant authority) with UNICEF? If yes, please share a copy, if not, why not?
 - c. If it was signed, in your view, was this agreement/MoU appropriate to deliver the assistance to ALP centres?



- d. What kind of partnership arrangements were made with provincial teachers' training institutes for the provision of certified professional trainings to AEP teachers?

Coherence

5. What are different types of groups/forums available (at provincial level) to coordinate the activities of multiple stakeholders for OOSC?
 - a. When were these formed, who are the members, who leads them, and how long have they been operating?
 - b. Did UNICEF play any role to establish/strengthen these coordination structures for coordinated/collaborative planning and implementation? Please share specific interventions.
 - c. How effective these structures have been in planning jointly - to avoid duplication, resource (financial and technical) sharing and joint implementation? Please share with us any instances/activities which may have been done jointly by multiple actors (including UNICEF)? Probe more for each activity/instance?

Effectiveness

6. In your opinion, what are the most significant achievements of the assistance provided to ALP centres?
 - a. What have been the key factors (internal and external including COVID 19) that contributed to their achievement?
 - b. Please share with us the results that were not achieved (or partially achieved)?
 - c. What have been the key factors (internal and external - including COVID 19) that contributed to their non/low-achievement?
 - d. What actions were undertaken (ask for specific strategies or interventions) to address the disabling factors? Probe further on each and what results did those lead to?
7. In your opinion, how successful were the ALP centres in managing their teaching staff in terms of recruitment, training, support and supervision, retainment, and successful implementation of appropriate teaching and learning strategies?
 - a. What were the key challenges in managing teaching staff and how could this be improved for future implementation?
8. In your view, did UNICEF assistance help/facilitate innovation? Please share with us any particular aspects/areas where Programme may have demonstrated innovation (out of box solutions)? How did the innovation help with improved efficiencies and effectiveness of ALP? (Probe: facilitator training, curriculum, policies, learners age range and flexibility of class time and location)
 - b. Do think that the PoE authorities encourage innovation? How did these go with provincial ALP policies? Did PoE document and scaled the innovative ideas/practices to other districts or locations?
9. What is your opinion about the process adopted for the development of AE curriculum?
 - a. Was it comprehensive enough to allow for detailed discussions and consultations over the contents of curriculum? What kind of technical assistance was provided during the process?
 - b. What kind of consultative process was adopted to develop a consensus on the age range for student enrolment in AEP? What was the final agreement?
 - c. Was decision about the age range of the students' enrolment clearly communicated to all ALP centres? How strictly was the criterion adhered to while giving admissions in the ALP centres?
10. How regularly UNICEF shares results (of the supported ALPs) with government counterparts for course correction or planning?
 - d. Is the M&E/reporting system compatible with Government's own NFE monitoring system?

Efficiency

11. In your view, were there sufficient resources (human, financial, and technical) to achieve the intended results in allocated time?
12. In your view, how did COVID 19 affect the resources availability, deployment and eventually delivery? Did it result in any changes in relative distribution of resources to different ALP centres?
 - a. What measures and decisions were taken to mitigate the COVID 19 related resource constraints? How did it affect delivery of results?
13. Did PoE seek provision for financial support for ALPs within national or sub-national education budgets?
 - a. Was it approved? Any evidence to back this.



Impact

14. In your opinion, do you think there has been a change in the environment (norms, systems and budgets) for ALPs to operate in Pakistan and more specifically across the provinces? Probe for each element separately:
 - a. How has the environment changed? Please share evidence to back this.
 - b. Can you please share what has been the UNICEF/JICA/NNC contribution to the observed change?
 - c. Were there any negative impact of the Programme on norms, budgets, and systems? If so, what was it?
15. How many children from the ALPs transition to formal schools- is record being maintained?
 - b. How many children drop out or migrate? Is there a unique ID to track individual child?

Sustainability

16. In your opinion, which of the ALP interventions and results are likely or unlikely to continue after the UNICEF/partners support has ended?
 - a. In your views, what key factors are making the results sustainable/unsustainable?
 - b. Is there a sustainability/exit plan in place for UNICEF-support to ALP centres?
 - c. What measures have been taken to scale up/replicate benefits and good practices across districts? Did these good practices/benefits result in similar results for other districts?
 - d. What is the level of provincial, district and community ownership to continue supported ALPs? Kindly respond for each separately.
 - e. What steps/measures provincial/district/community have taken to showcase their commitment and ownership to continue supported ALPs?
 - f. What additional capacities are needed by provincial/district/community to sustain supported ALPs?
17. What type of risks (short, medium and long term) exist for sustainability of supported ALPs?
 - a. How is PoE its stakeholders planning to mitigate these risks?
 - b. What type of additional capacities are needed by the provincial and district governments to better mitigate these risks? Kindly identify for both stakeholders separately.
18. What measures have the stakeholders taken to continue implementation in COVID-19?
 - a. Are these measures sustainable or not? If not, then what needs to be done to improve provincial and district government's capacity to continue implementation in COVID 19?
 - b. What measures have been taken to the advocate to mainstream ALP models?
19. What mechanisms have been put in place/ or steps taken for continuous advocacy with the Department of Education in each province to mainstream ALP models and centres as a quality, credible, cost effective and efficient education provision model?

HRBA, Equity and Gender

20. In your opinion, how is the design and delivery of ALP models and centres compliant with HRBA principles (participation, accountability, non-discrimination and equality, empowerment and legality)?
 - a. What specific actions can be taken to improve compliance to HRBA principles?
21. What type of barriers were faced by girls and adolescents to access non formal education in the province? Was a gender-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies implemented across provinces.
 - b. What type of gender-specific results have been achieved by the supported ALPs?
 - c. What additional mechanisms are needed to improve?
 - i. Design of gender specific interventions/strategies
 - ii. Implementation of gender specific interventions/strategies
 - iii. Results from gender specific interventions/strategies
22. What type of barriers are faced by vulnerable population to access non formal education in Pakistan? Was an equity-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies were implemented across provinces.
 - b. What type of equity-centric results have been achieved by the supported ALPs? Please share evidence and/or provide examples.
 - c. What additional mechanisms are needed to improve?
 - i. Design of equity specific interventions/strategies
 - ii. Implementation of equity specific interventions/strategies
 - iii. Results of equity specific interventions/strategies



Key Informant Interview – Public Stakeholders (District Education Departments)

Good Morning/Afternoon/Evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF Country Office Pakistan, we are conducting an evaluation of the Provincial ALP Models and Centres implementation by UNICEF Pakistan across four provinces. As part of data collection and taking into account the key role of your office/department/section, we would like to conduct an interview with you for this evaluation, in which we will ask you various questions on the design and delivery of ALP models. As DoE staff your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and provincial governments to improve its planning and delivery of ALP models. The interview should take an hour to complete. Your participation for this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

With your consent, we would like to record this conversation so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway.

Do you have any questions about the evaluation or the interview at this time?

Do I have your consent to record this conversation?

May I begin the interview now?

Introductory Questions

Could you describe your position and role in the organization?

- a. How long have you been in the current role?
- b. Were you directly involved in design and/or implementation of ALP models/centres? What was your role?

Relevance

1. What is the situation of OOSC in your district? In your view, what are key drivers (supply side and demand side) that are contributing to OOSC?
 - a. What different models are available to OOSC? How long these models have been operating (specifically before 2016) and what different services/components are offered as part of these models?
2. In your view, what were the key bottlenecks (policy, systemic and operational - at district levels) that ALP centres were facing in the province before 2016 (or the year when UNICEF started to support the ALPs)? Probe: if these bottlenecks were groups specific - age, sex, religion, ethnicity, location income, disability, etc.
 - a. What type of assessments were undertaken to identify these bottlenecks faced by ALPs? If assessments were not undertaken, how did the planning phase identify these bottlenecks?
 - b. How is UNICEF-assistance appropriate to address the bottlenecks faced by ALP? Probe: were there any gaps in the design – what were those?
3. Were there any changes in OOSC needs at the district levels since UNICEF started to support the ALP centres especially due to COVID-19? How did these changes (in OOSC needs) affect the delivery of assistance to ALPs?
 - a. What type of processes/steps were undertaken to track the evolving context and changing ALP needs?
 - b. Can you identify the interventions (or resources allocated) that were added/deleted for ALP centres in the district? How did those help to address the changes especially due to COVID-19?

Coherence

4. What are different types of groups/forums available (at district levels) to coordinate the activities of multiple stakeholders for OOSC?
 - a. When were these formed, who are the members, who leads them, and how long have they been operating?



Effectiveness

5. In your opinion, what are the most significant achievements of the assistance provided to ALP centres?
 - a. What have been the key factors (internal and external including COVID 19) that contributed to their achievement?
 - b. Please share with us the results that were not achieved (or partially achieved)?
 - c. What have been the key factors (internal and external - including COVID 19) that contributed to their non/low-achievement?
 - d. What actions were undertaken (ask for specific strategies or interventions) to address the disabling factors? Probe further on each and what results did those lead to?
6. In your opinion, how successful were the ALP centres in managing their teaching staff in terms of recruitment, training, support and supervision, retainment, and successful implementation of appropriate teaching and learning strategies?
 - b. What were the key challenges in managing teaching staff and how could this be improved for future implementation?

Efficiency

7. In your view, were there sufficient resources (human, financial, and technical) to achieve the intended results in allocated time?
8. In your view, how did COVID 19 affect the resources availability, deployment and eventually delivery? Did it result in any changes in relative distribution of resources to different ALP centres?
 - a. What measures and decisions were taken to mitigate the COVID 19 related resource constraints? How did it affect delivery of results?

Impact

9. In your opinion, do you think there has been a change in the environment (norms, systems and budgets) for ALPs to operate in Pakistan and more specifically across the district? Probe for each element separately:
 - a. How has the environment changed? Please share evidence to back this.
 - b. Can you please share what has been the UNICEF/JICA/NNC contribution to the observed change?
 - c. Were there any negative impact of the Programme on norms, budgets, and systems? If so, what was it?
10. How many children from the ALPs transition to formal schools- is record being maintained?
 - a. How many children drop out or migrate? Is there a unique ID to track individual child?

Sustainability

11. What mechanisms have been put in place/ or steps taken for continuous advocacy with the Department of Education in each province to mainstream ALP models and centres as a quality, credible, cost effective and efficient education provision model?
12. In your opinion, which of the ALP interventions and results are likely or unlikely to continue after the UNICEF/partners support has ended?
 - a. In your views, what key factors are making the results sustainable/unsustainable?
 - b. Is there a sustainability/exit plan in place for UNICEF-support to ALP centres?
 - c. What measures have been taken to scale up/replicate benefits and good practices across districts? Did these good practices/benefits result in similar results for other districts?
 - d. What is the level of provincial, district and community ownership to continue supported ALPs? Kindly respond for each separately.
 - e. What steps/measures provincial/district/community have taken to showcase their commitment and ownership to continue supported ALPs?
 - f. What additional capacities are needed by provincial/district/community to sustain supported ALPs?
13. What type of risks (short, medium and long term) exist for sustainability of supported ALPs?
 - a. How is DoE its stakeholders planning to mitigate these risks?
 - b. What type of additional capacities are needed by the district governments to better mitigate these risks?
14. What measures have the stakeholders taken to continue implementation in COVID-19?
 - a. Are these measures sustainable or not? If not, then what needs to be done to improve provincial and district government's capacity to continue implementation in COVID 19?
 - b. What measures have been taken to the advocate to mainstream ALP models?



HRBA, Equity and Gender

15. In your opinion, how is the design and delivery of ALP models and centres compliant with HRBA principles (participation, accountability, non-discrimination and equality, empowerment and legality)?
 - a. What specific actions can be taken to improve compliance to HRBA principles?
16. What type of barriers were faced by girls and adolescents to access non formal education in the district? Was a gender-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers?
 - b. What type of gender-specific results have been achieved by the supported ALPs?
 - c. What additional mechanisms are needed to improve?
 - i. Design of gender specific interventions/strategies
 - ii. Implementation of gender specific interventions/strategies
 - iii. Results from gender specific interventions/strategies
17. What type of barriers are faced by vulnerable population to access non formal education in Pakistan? Was an equity-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers?
 - b. What type of equity-centric results have been achieved by the supported ALPs? Please share evidence and/or provide examples.
 - c. What additional mechanisms are needed to improve?
 - i. Design of equity specific interventions/strategies
 - ii. Implementation of equity specific interventions/strategies
 - iii. Results of equity specific interventions/strategies



Key Informant Interview – Donors

Good Morning/Afternoon/Evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF Country Office Pakistan, we are conducting an evaluation of the Provincial ALP Models and Centres implementation by UNICEF Pakistan across four provinces. As part of data collection and taking into account the key role of your office/department/section, we would like to conduct an interview with you for this evaluation, in which we will ask you various questions on the design and delivery of ALP models. As representatives of JICA or NNC, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and provincial governments to improve its planning and delivery of ALP models. The interview should take an hour to complete. Your participation for this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

With your consent, we would like to record this conversation so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway.

Do you have any questions about the evaluation or the interview at this time?

Do I have your consent to record this conversation?

May I begin the interview now?

Introductory Questions

Could you describe your position and role in the organization?

- a. How long have you been in the current role?
- b. Were you directly involved in design and/or implementation of ALP models/centres? What was your role?
- c. How is the investing in the non-formal education aligned with your organization's development priorities in Pakistan?

Relevance

1. What is the situation of OOSC across the provinces? In your view, what are key drivers (supply side and demand side) that are contributing to OOSC?
2. In your view, what were the key bottlenecks (policy, systemic and operational - at provincial, district and centre levels) that ALP centres were facing in the province before 2016 (or the year when UNICEF started to support the ALP)?
3. Are you familiar with UNICEF assistance to ALP, if yes, how is UNICEF-assistance appropriate to address the bottlenecks faced by ALPs? Probe: were there any gaps in the design – what were those?
4. In your opinion, are the interventions of ALP centres aligned with the provincial policies and context?
 - a. Please elaborate how the interventions are aligned/not aligned?

Effectiveness

5. In your opinion, what are the most significant achievements of the assistance provided to ALP centres?
 - a. What have been the key factors (internal and external including COVID 19) that contributed to their achievement?
 - b. Please share with us the outcomes/outputs that were not achieved (or partially achieved)?
 - c. What have been the key factors (internal and external - including COVID 19) that contributed to their non/low-achievement?
6. In your view, did UNICE assistance help/facilitate innovation? Please share with us any particular aspects/areas where ALP centres may have demonstrated innovation (out of box solutions)? How did the innovation help with improved efficiencies and effectiveness of ALP? (Probe: facilitator training, curriculum, policies, learners age range and flexibility of class time and location)



Efficiency

7. In your view, were there sufficient resources (human, financial, and technical) to achieve the intended results in allocated time?
8. In your view, how did COVID 19 affect the resources availability, deployment and eventually delivery?
 - a. What measures and decisions were taken to mitigate the COVID 19 related resource constraints? How did it affect delivery of results?

Impact

9. In your opinion, do you think there has been a change in the environment (norms, systems and budgets) for ALPs to operate in Pakistan and more specifically across the provinces? Probe for each element separately:
 - a. How has the environment changed? Please share evidence to back this.
 - b. Can you please share what has been the UNICEF/JICA/NNC contribution to the observed change?
 - c. Were there any negative impact of the Programme on norms, budgets, and systems? If so, what was it?

Sustainability

10. In your opinion, which of the ALP interventions and results are likely or unlikely to continue after the UNICEF/partners support has ended?
 - a. In your views, what key factors are making the results sustainable/unsustainable?
 - b. What is the level of provincial, district and community ownership to continue supported ALPs? Kindly respond for each separately.
 - c. What additional capacities are needed by provincial/district/community to sustain supported ALPs?
11. What type of risks (short, medium and long term) exist for sustainability of supported ALPs? Are they similar across provinces?

HRBA, Equity and Gender

12. In your opinion, how is the design and delivery of ALP models and centres compliant with HRBA principles (participation, accountability, non-discrimination and equality, empowerment and legality)?
13. What type of barriers were faced by girls and adolescents to access non formal education in the province? Was a gender-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies implemented across provinces.
 - b. What type of gender-specific results have been achieved by the supported ALPs?
 - c. What additional mechanisms are needed to improve?
 - i. Design of gender specific interventions/strategies
 - ii. Implementation of gender specific interventions/strategies
 - iii. Results from gender specific interventions/strategies
14. What type of barriers are faced by vulnerable population to access non formal education in Pakistan? Was an equity-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies were implemented across provinces.
 - b. What type of equity-centric results have been achieved by the supported ALPs? Please share evidence and/or provide examples.
 - c. What additional mechanisms are needed to improve?
 - i. Design of equity specific interventions/strategies
 - ii. Implementation of equity specific interventions/strategies
 - iii. Results of equity specific interventions/strategies



Key Informant Interview – ALP Monitor or Administrator

Good Morning/Afternoon/Evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF Country Office Pakistan, we are conducting an evaluation of the Provincial ALP Models and Centres implementation by UNICEF Pakistan across four provinces. As part of data collection and taking into account the key role of your office/department/section, we would like to conduct an interview with you for this evaluation, in which we will ask you various questions on the design and delivery of ALP models. As a monitor/administrator to ALP centre your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and provincial governments to improve its planning and delivery of ALP models. The interview should take an hour to complete. Your participation for this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

With your consent, we would like to record this conversation so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway.

Do you have any questions about the evaluation or the interview at this time?

Do I have your consent to record this conversation?

May I begin the interview now?

Introductory Questions

Could you describe your position?

- a. How long have you been in the current role?

1. What is the role of administrators/monitors for the ALP centres?

- a. Are the roles and duties clearly defined?
- b. What are the key challenges that are faced by administrators of an ALP centre?

2. What are the views on this ALP centre's environment? (Instructions: add names of the centres the administrators represent)

- a. Fee (**Probe:** is a fee charged to enrol in the centre)
- b. Timings (**Probe:** what are the timings and is it suitable for students)
- c. Curriculum (**Probe:** what type of curriculum is provided and do the students like it)
- d. Safety (**Probe:** what are the safety measures taken by the school and do children feel safe/comfortable)
- e. WASH facilities (**Probe:** are there toilets and handwashing station for children to use and do children use them?)
- f. Proximity to households (**Probe:** how far is the centre on average from the participants households)
- g. What is the most important factor in contributing to children's enrolment and learning? (**Probe:** what can be done to improve the enrolment and learning?)
- h. Has there been any negative effect of the ALP centres? Can you provide any examples?

3. What are the views about the teaching methodology in the ALP centres?

- a. What type of activities are done in ALP centres?
- b. What is the teacher-pupil ratio? Is this standard across the centres?
- c. Do children find activities interesting and are there opportunities for children to learn from them?
- d. What is the opinion about the availability, capacity of teachers and retention of teachers? **Probe:** are teachers from the local community?
- e. Were teachers provided with training? **Probe:** what are the thoughts on the usefulness of these trainings in improving their teaching methodology. How many, how often?
- f. Were teachers provided with guides for future reference? Were these guides easy to understand?



4. **What is the assessment process/design of the ALP centres? Probe: who develops assessment papers, how it gets conducted it and who is responsible for marking the papers?**
 - a. Are these assessments compatible with the formal schooling system?
5. **Were ALP centres affected by COVID-19? Probe: share what were the effects of COVID-19 on: enrolment, teacher attendance, student attendance and school closure?**
 - a. Were there any differences in the enrolment before and during COVID-19?
 - b. What type of activities were undertaken by the centres to ensure attendance of during COVID-19? Probe: what is community's acceptance of these strategies, how has it encouraged the parents to enrol/not to drop out their children
 - c. Have these strategies proven to be successful?
 - d. What can be done to improve enrolment during COVID-19?
6. **What was the structure for the management of the ALP centers?**
 - a. Is there education committee established who supports and manages day-to-day activities of the ALP centres? Is this committee representative of the community?
 - b. Were they trained on the management of ALP centres?
 - c. Were the decisions regarding the management of the ALP centers taken in an open transparent manner and shared with the community?
 - d. Was there any system of accountability introduced?
 - e. Who were the management committee members accountable to?
 - f. What was the system of redressal if someone faced the issues of violence and harassment? Was the system effective?
 - g. Were enough resources available to adequately support all components of the ALP programme?
7. **How are the ALP centers monitored? (Probe: explore the role of the administrators in conducting/facilitating in monitoring)**
 - a. Do these centres maintain teacher and school attendance record? How is this information shared with the district education office? Are there any actions taken on low attendance?
 - b. Is there a budget for maintenance and upkeep of the centres (such as furniture, repairs, paint, others)? Who is responsible to allocate/utilize the budget?
 - c. What is the tracking system to oversee how the transition/integration to formal education, vocational training and/or employment? **Probe:** how many children on average are transitioned in the formal education in a year? Vocational training? Employment?)
8. **What is the level of ownership in community to continue supporting ALP centres?**
 - a. Is the community willing to provide support to ensure sustainability of ALP centre once the funding is stopped?
 - b. If yes, what systems have been put in place and how long would they sustain the ALP centres?
 - c. What additional capacities are needed at community level to continue implementing ALPs without external support? **Probe:** government supervision, funds, curriculum development
9. **Are there differences for different groups in accessing educational facilities within your community?**
 - a. **Probe:** In the last five years, do you think there has been any change in the access of ALP services for:
 - i. Boys and Girls
 - ii. Children with disabilities
 - iii. Children from poor households
 - iv. Children who live in hard-to-reach areas
 - b. What could be the reasons behind this change?
 - c. How did this ALP centre help to overcome the barriers? (**Probe:** identify reasons/strategies of this centre that may have contributed to the bridging the gap.)



Key Informant Interview – NFE Working Group

Good Morning/Afternoon/Evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF Country Office Pakistan, we are conducting an evaluation of the Provincial ALP Models and Centres implementation by UNICEF Pakistan across four provinces. As part of data collection and taking into account the key role of your office/department/section, we would like to conduct an interview with you for this evaluation, in which we will ask you various questions on the design and delivery of ALP models. As representatives of NFE working group, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and provincial governments to improve its planning and delivery of ALP models. The interview should take an hour to complete. Your participation for this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

With your consent, we would like to record this conversation so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway.

Do you have any questions about the evaluation or the interview at this time?

Do I have your consent to record this conversation?

May I begin the interview now?

Introductory Questions

Could you describe your position and role in the organization?

- a. How long have you been in the current role?
- b. Were you directly involved in design and/or implementation of ALP models/centres? What was your role?

Relevance

1. What is the situation of OOSC in your province? In your view, what are key drivers (supply side and demand side) that are contributing to OOSC?
2. In your view, what were the key bottlenecks (policy, systemic and operational - at provincial, district and centre levels) that ALP centres were facing in the province before 2016 (or the year when UNICEF started to support the ALP)?
3. Are you familiar with UNICEF assistance to ALP, if yes, how is UNICEF-assistance appropriate to address the bottlenecks faced by ALPs? Probe: were there any gaps in the design – what were those?
4. In your opinion, are the interventions of ALP centres aligned with the provincial policies and context?
 - a. Please elaborate how the interventions are aligned/not aligned?

Coherence

5. What are different types of groups/forums available (at federal, provincial and district levels) to coordinate the activities of multiple stakeholders for OOSC?
 - a. When were these formed, who are the members, who leads them, and how long have they been operating?
 - b. Did UNICEF play any role to establish/strengthen these coordination structures for coordinated/collaborative planning and implementation? Please share specific interventions.
 - c. How effective these structures have been in planning jointly - to avoid duplication, resource (financial and technical) sharing and joint implementation? Please share with us any particular instances/activities which may have been done jointly by multiple actors (including UNICEF)? Probe more for each activity/instance?

Effectiveness

6. In your opinion, what are the most significant achievements of the assistance provided to ALP centres?



- a. What have been the key factors (internal and external including COVID 19) that contributed to their achievement?
 - b. What have been the key factors (internal and external - including COVID 19) that contributed to their non/low-achievement?
7. In your view, did UNICE assistance help/facilitate innovation? Please share with us any particular aspects/areas where ALP centres may have demonstrated innovation (out of box solutions)? How can these innovative strategies be replicated in other districts/provinces? (Probe: facilitator training, curriculum, policies, learners age range and flexibility of class time and location)

Impact

8. In your opinion, do you think there has been a change in the environment (norms, systems and budgets) for ALPs to operate in Pakistan and more specifically across the provinces? Probe for each element separately:
 - a. How has the environment changed? Please share evidence to back this.
 - b. Can you please share what has been the UNICEF/JICA/NNC contribution to the observed change?

Sustainability

9. In your opinion, which of the ALP interventions and results are likely or unlikely to continue after the UNICEF/partners support has ended?
 - a. In your views, what key factors are making the results sustainable/unsustainable?
 - b. What is the level of provincial, district and community ownership to continue supported ALPs? Kindly respond for each separately.
 - c. What additional capacities are needed by provincial/district/community to sustain supported ALPs?
10. What type of risks (short, medium and long term) exist for sustainability of supported ALPs? Are they similar across provinces?

HRBA, Equity and Gender

11. In your opinion, how is the design and delivery of ALP models and centres compliant with HRBA principles (participation, accountability, non-discrimination and equality, empowerment and legality)?
12. What type of barriers were faced by girls and adolescents to access non formal education in the province? Was a gender-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies implemented across provinces.
 - b. What type of gender-specific results have been achieved by the supported ALPs?
 - c. What additional mechanisms are needed to improve?
 - i. Design of gender specific interventions/strategies
 - ii. Implementation of gender specific interventions/strategies
 - iii. Results from gender specific interventions/strategies
13. What type of barriers are faced by vulnerable population to access non formal education in Pakistan? Was an equity-assessment conduct to understand/identify these barriers?
 - a. What interventions/strategies were introduced as part of the supported ALPs to address these barriers? Were similar interventions/strategies were implemented across provinces.
 - b. What type of equity-centric results have been achieved by the supported ALPs? Please share evidence and/or provide examples.
 - c. What additional mechanisms are needed to improve?
 - i. Design of equity specific interventions/strategies
 - ii. Implementation of equity specific interventions/strategies
 - iii. Results of equity specific interventions/strategies



Appendix 12: KIIs Stakeholders

National/ Province	Designation	Organization	Gender
National	Education Coordination Specialist	Ministry of Federal Education and Professional Training	M
	Education Specialist	UNICEF	F
	Education Officer	UNICEF	F
	Education Specialist	UNICEF	M
	Deputy Chief Advisor JICA AQAL Project	Donor (JICA)	M
	Senior Adviser, International Program and Corporate Partnership	Donor (NNC)	F
Baluchistan	Education Officer	UNICEF Provincial Office	F
	Deputy Director, BoC	Bureau of Curriculum and Extension Centre Balochistan	M
	Chairman TTB	Balochistan Textbook Board	M
	District Education Officer	District Education Office - Gwadar	M
	District Education Officer	District Education Office - Quetta	M
	ToT PITE	Provincial Teachers Training Institute	M
	Old directorate of education Quetta	Balochistan Assessment and Examination Commission	M
	District Manager	District Monitors/Administrators - Gwadar	M
	Program Manager	District Monitors/Administrators - Quetta	M
	Focal person	NFE Working Group - Quetta	M
KP	Education Officer	UNICEF Provincial Office	F
	Additional Director ALP	Elementary and Secondary Education Department	M
	Project Director	Alternate Learning Pathways – Project Implementation Unit	M
	Additional Director DCTE	Directorate of Curriculum & Teacher Education	M
	Deputy DEO Female Peshawar	District Education Office - Peshawar	F
	DEO Female Dir Upper	District Education Office - Upper Dir	M
	Senior Instructor DPD KP	Directorate of Professional Development	M
	District Coordinator ALP	District Monitors/Administrators - Peshawar	M
	District Coordinator ALP	District Monitors/Administrators - Upper Dir	M
	Project Officer	UNHCR	F
Punjab	Education Officer	UNICEF Provincial Office	F
	District Education Officer	District Education Office - Lahore	M
	District Education Officer	District Education Office - Bahawalpur	M
	Project Director	Literacy & Non-Formal Basic Education Department (Replacement)	M
	Literacy Coordinator	District Monitors/Administrators - Lahore	M
	Literacy Coordinator	District Monitors/Administrators - Bahawalpur	M
Sindh	Education Officer	UNICEF Provincial Office	F
	Chief Advisor-Curriculum Wing, SELD	Sindh Education and Literacy Department (SELD) (Added by UNICEF)	M
	Director Lit & NFE	Directorates of Literacy and NFE Sindh	M
	District Officer Literacy	District Education Office - Ghotki	M
	Director DCAR	Bureau of Curriculum	M
	DG -PITE	Provincial Teachers Training Institute	M
	Executive Director	Indus Resource Centre	F
	Program Manager	District Monitors/Administrators - Karachi	M
	Project Manager	District Monitors/Administrators - Ghotki	M
	Deputy Director, Dir. Lit & NFE	NFE Working Group	M



Appendix 13: Focus Group Discussion Guide

FGD Parents and Community Influencers Hello. My name is _____, and I am working with/for AAN ASSOCIATES, Pakistan. These are my colleagues, _____ and _____ (moderator to introduce the other member(s) present and their role in the discussion). On behalf of UNICEF Country Office Pakistan, we are conducting an 'Evaluation of Provincial ALP Models and Centres' regarding education of out of school children. The information that will be collected during this evaluation will inform key evaluation findings and recommendations that will help Governments and UNICEF to revisit the current and future ALP Programme strategies, develop future plans and further improve and strengthen strategies and services.

Today, we would like to have a discussion with you all about the ALP Programme. As someone whose child has been attending the local ALP Centre, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this conversation. To ensure that we do not miss any of your feedback or comments, the conversation will be recorded on tape. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway.

The discussion should take couple of hours to complete. Your participation in this discussion is voluntary. If we ask you any questions which you do not want to answer, let us know and we will go on to the next question. You can also stop this discussion at any time.

Do you have any questions about the evaluation or the discussion at this time? Yes [] No []
May I begin the discussion now? Yes [] No []

If no for any of the above, try to answer respondent concerns and queries and encourage them to participate. In case of no success, terminate the FGD.

ALP Information

Province									
District									
Tehsil									
Name of the ALP Centre									
Type of the ALP Centre	<table> <tr> <td>Federal Programme</td><td></td></tr> <tr> <td>Provincial Programme</td><td></td></tr> <tr> <td>Managed by NGO</td><td></td></tr> <tr> <td>Madrassah Programme</td><td></td></tr> </table>	Federal Programme		Provincial Programme		Managed by NGO		Madrassah Programme	
Federal Programme									
Provincial Programme									
Managed by NGO									
Madrassah Programme									

Participants' Information					
Sr. No.	Name of the Participant	Age	Sex	Education	Profession
1					
2					
3					
4					
5					
6					
7					
8					

*Moderator will record the information himself/herself

- We want to discuss out-of-school children in this community, why do you think parents are unable to send their children to schools?**
 - Probe:** are these reasons similar for boys and girls? What about children with disabilities, from poor households, from minority?
 - Have there been a change in OOSC needs over time? **Probe:** ask how COVID-19 has made it difficult for parents to send their children to school?
- In your opinion, Did the ALP center in your community successful in addressing the reasons and needs related to out-of-school children in this community especially for girls students?
- What is this community's opinion of the ALP centre in terms of:**



- a. Fee (Probe: is a fee charged to enrol in the centre)
- b. Timings (Probe: what are the timings and is it suitable for students)
- c. Curriculum (Probe: what type of curriculum is provided and do the students like it)
- d. Safety (Probe: what are the safety measures taken by the school and do children feel safe/comfortable)
- e. WASH facilities (Probe: are there toilets and handwashing station for children to use and do children use them?)
- f. Proximity to households (Probe: how far is the centre on average from the participants households)
- g. What is the most important factor in contributing to children's enrolment and learning? (Probe: what can be done to improve the enrolment and learning?)
- h. Has there been any negative effect of the ALP centres? Can you provide any examples?
- 4. What are community's views about the teaching methodology in the ALP centre?**
 - a. What type of activities are done in ALP centres?
 - b. What is the teacher-pupil ratio?
 - c. Do children find activities interesting and are there opportunities for children to learn from them?
 - d. What is community's opinion about the availability, capacity of teachers and retention of teachers? Probe: are teachers from the local community?
 - e. What can be done to improve teaching methodology?
- 5. Was the ALP centre in your community affected by COVID-19? Probe: share what were the effects of COVID-19 on: enrolment, teacher attendance, student attendance and school closure?**
 - a. Were there any differences in the enrolment before and during COVID-19?
 - b. What type of activities were undertaken by the centre to ensure attendance of during COVID-19? Probe: what is community's acceptance of these strategies, how has it encouraged the parents to enrol/not to drop out their children
 - c. Have these strategies proven to be successful?
 - d. What can be done to improve enrolment during COVID?
- 6. What is the structure for the management of the ALP centres?**
 - a. Is there education committee established who supports and manages day-to-day activities of the ALP centres? Is this committee representative of the community?
 - b. Were they trained on the management of ALP centres?
 - c. Were the decisions regarding the management of the ALP centres taken in an open transparent manner and shared with the community?
 - d. Was there any system of accountability introduced?
 - e. Who were the management committee members accountable to?
 - f. What was the system of redressal if someone faced the issues of violence and harassment?
 - g. Was the system effective?
- 7. What is the level of ownership in community to continue supporting ALP centres?**
 - a. Is the community willing to provide support to ensure sustainability of ALP centre once the funding is stopped?
 - b. If yes, what systems have been put in place and how long would they sustain the ALP centres?
 - c. What additional capacities are needed at community level to continue implementing ALPs without external support? Probe: government supervision, funds, curriculum development
- 8. Are there differences for different groups in accessing educational facilities within your community?**
 - a. Probe: In the last five years, do you think there has been any change in the access of ALP services for:
 - i. Boys and Girls
 - ii. Children with disabilities
 - iii. Children from poor households
 - iv. Children who live in hard-to-reach areas
 - b. What could be the reasons behind this change?
 - c. How did this ALP centre help to overcome the barriers? (Probe: identify reasons/strategies of this centre that may have contributed to the bridging the gap.)



FGD Facilitators

Hello. My name is _____, and I am working with/for AAN ASSOCIATES, Pakistan. These are my colleagues, _____ and _____ (moderator to introduce the other member(s) present and their role in the survey). On behalf of UNICEF Country Office Pakistan, we are conducting an 'Evaluation of Provincial ALP Models and Centres' regarding education of out of school children. The information that will be collected during this evaluation will inform key evaluation findings and recommendations that will help Governments and UNICEF to revisit the current and future ALP Programme strategies, develop future plans and further improve and strengthen strategies and services.

Today, we would like to have a discussion with you all about the ALP centres. As someone who has been teaching in the local ALP Centre, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this conversation. To ensure that we do not miss any of your feedback or comments, the conversation will be recorded on tape. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in anyway. The discussion should take couple of hours to complete. Your participation in this discussion is voluntary. If we ask you any questions which you do not want to answer, let us know and we will go on to the next question. You can also stop this discussion at any time.

Do you have any questions about the evaluation or the discussion at this time? Yes [] No []
May I begin the discussion now? Yes [] No []

If no for any of the above, try to answer respondent concerns and queries and encourage them to participate. In case of no success, terminate the FGD.

Community Information

Province	
District	
Tehsil	
Name of the ALP Centre	
Type of the ALP Centre	Federal Programme
	Provincial Programme
	Managed by NGO
	Madrassah Programme

Participants' Information				
Sr. No.	Name of the Participant	Age	Sex	Education
1				
2				
3				
4				
5				
6				
7				
8				
*Moderator will record the information himself/herself				

- a. **What are the different responsibilities of the teachers/facilitators working in the ALP centres?**
 - a. Are the roles and duties clearly defined?
 - b. What are the key challenges that are faced by teachers of an ALP centre?
- b. **What are the views on this ALP centre's environment? (Instructions: add names of the centres the administrators represent)**
 - a. Fee (**Probe:** is a fee charged to enrol in the centre)
 - b. Timings (**Probe:** what are the timings and is it suitable for students)
 - c. Curriculum (**Probe:** what type of curriculum is provided and do the students like it)



- d. Safety (**Probe:** what are the safety measures taken by the school and do children feel safe/comfortable)
- e. WASH facilities (**Probe:** are there toilets and handwashing station for children to use and do children use them?)
- f. Proximity to households (**Probe:** how far is the centre on average from the participants households)
- g. What is the most important factor in contributing to children's enrolment and learning? (**Probe:** what can be done to improve the enrolment and learning?)
- h. Has there been any negative effect of the ALP centres? Can you provide any examples?
- c. **What are the views about the teaching methodology in the ALP centres?**
 - a. What type of activities are done in ALP centres?
 - b. What is the teacher-pupil ratio?
 - c. Do children find these activities interesting and are there opportunities for children to learn from them?
 - d. Are the teachers being engaged from the community?
 - e. Is there a system in place to supervise, monitor attendance and support the teachers in performance of job responsibilities?
 - f. Are the teachers receiving fair and consistent payment on a regular basis?
 - g. Are the teachers provided with training and orientation to perform their duties effectively? **Probe:** what are the thoughts on the usefulness of these trainings in improving their teaching methodology? What topics have been covered in those trainings and orientations sessions? How many trainings and how often they are provided?
 - h. Have teachers been provided with guides for future reference? Were these guides easy to understand?
 - i. Were there any instructions on gender-sensitivity and protection practices into the teacher training packages?
 - j. How the trainings can be improved to help the teachers in performing their responsibilities more effectively?
- d. **What is the assessment process/design of the ALP centres? Probe: who develops assessment papers, how it gets conducted it and who is responsible for marking the papers-**
 - a. Are these assessments compatible with the formal schooling system?
- e. **Were ALP centres affected by COVID-19? Probe: share what were the effects of COVID-19 on: enrolment, teacher attendance, student attendance and school closure?**
 - a. Were there any differences in the enrolment before and during COVID-19?
 - b. What type of activities were undertaken by the centres to ensure attendance of during COVID-19? **Probe:** what is community's acceptance of these strategies, how has it encouraged the parents to enrol/not to drop out their children
 - c. Have these strategies proven to be successful?
 - d. What can be done to improve enrolment during COVID-19?
- f. **What was the structure for the management of the ALP centers?**
 - a. Is there education committee established who supports and manages day-to-day activities of the ALP centres? Is this committee representative of the community?
 - b. Were they trained on the management of ALP centres?
 - c. Were the decisions regarding the management of the ALP centers taken in an open transparent manner and shared with the community?
 - d. Was there any system of accountability introduced?
 - e. Who were the management committee members accountable to?
 - f. What was the system of redressal if someone faced the issues of violence and harassment? Was the system effective?
 - g. Were enough resources available to adequately support all components of the ALP programme?
- g. **How are the ALP centers monitored? (Probe: explore the role of the administrators in conducting/facilitating in monitoring)**
 - a. Do these centres maintain teacher and school attendance record? How is this information shared with the district education office? Are there any action taken on low attendance?
 - b. Is there a budget for maintenance and upkeep of the centres (such as furniture, repairs, paint, others)? Who is responsible to allocate/utilize the budget?



- c. What is the tracking system to oversee how the transition/integration to formal education, vocational training and/or employment? **Probe:** how many children on average are transitioned in the formal education in a year? Vocational training? Employment?)
- h. **What is the level of ownership in community to continue supporting ALP centres?**
 - a. Is the community willing to provide support to ensure sustainability of ALP centre once the funding is stopped?
 - b. If yes, what systems have been put in place and how long would they sustain the ALP centres?
 - c. What additional capacities are needed at community level to continue implementing ALPs without external support? **Probe:** government supervision, funds, curriculum development
- i. **Are there differences for different groups in accessing educational facilities within your community?**
 - a. **Probe:** In the last five years, do you think there has been any change in the access of ALP services for:
 - i. Boys and Girls
 - ii. Children with disabilities
 - iii. Children from poor households
 - iv. Children who live in hard-to-reach areas
 - b. What could be the reasons behind this change?
 - c. How did this ALP centre help to overcome the barriers? (**Probe:** identify reasons/strategies of this centre that may have contributed to the bridging)



Appendix 14: FGDs Participants

Sr.	Province	District	Group	No. of Participants	
				Male	Female
1	KP	Peshawar	Fathers	9	0
2		Peshawar	Mothers	0	9
3		Peshawar	Facilitators	0	8
4		Peshawar	Community Influencers	0	8
5		Upper Dir	Fathers	9	0
6		Upper Dir	Mothers	0	9
7		Upper Dir	Facilitators	0	8
8		Upper Dir	Community Influencers	0	8
9	Sindh	Karachi	Fathers	8	0
10		Karachi	Mothers	0	10
11		Karachi	Facilitators	0	9
12		Karachi	Community Influencers	8	0
13		Ghotki	Fathers	8	0
14		Ghotki	Mothers	0	8
15		Ghotki	Facilitators	0	8
16		Ghotki	Community Influencers	10	0
17	Punjab	Lahore	Fathers	10	0
18		Lahore	Mothers	0	12
19		Lahore	Facilitators	2	10
20		Lahore	Community Influencers	1	7
21		Bahawalpur	Fathers	9	0
22		Bahawalpur	Mothers	0	11
23		Bahawalpur	Facilitators	0	8
24		Bahawalpur	Community Influencers	8	0
25	Baluchistan	Quetta	Fathers	12	0
26		Quetta	Mothers	0	10
27		Quetta	Facilitators	9	0
28		Quetta	Community Influencers	8	0
29		Gwadar	Fathers	11	0
30		Gwadar	Mothers	0	12
31		Gwadar	Facilitators	2	9
32		Gwadar	Community Influencers	6	6
Total				130	170



Appendix 15: List of Selected ALPs

Province	District	Funding Stream	Selected ALPs	
			ALP Centre 1	ALP Centre 2
Baluchistan	Gwadar	NNC	Kohbun Madrisa	Chur Bandar
	Quetta	JICA	Jamia Ghousia	Khaizi Chowk
KP	Peshawar	NNC	GGPS Akhoonabad 1	Tarnab Farm Boys Community Center
	Dir Upper	JICA	Aligaisar-1	GGPS Kandro # 2
Punjab	Bahawalpur	NNC & UNICEF	Jabar Colony	CHAK 32 BC (A)
	Lahore	NNC & UNICEF	111-Hanjarwal	241-Chand Rai
Sindh	Karachi	NNC	Parar Educational Center Baba Island II	Mureed Goth
	Ghotki	JICA	Dost M Chachar	Jafar Khan Khoso



Appendix 16: ALP Assessment Tool

ALP Centre Assessment Tool

Assessment Start Time: _____ Assessment End Time: _____
 Monitor's Name: _____ Phone# of the Monitor: _____

Fill out the form completely, all proof should be attached to the form.

A. Centre Information

A1: Name of the ALP Centre: _____
 A2: Address of the Centre: _____
 A3: Nearest Landmark: _____
 A4: Union Council: _____
 A5: Tehsil: _____
 A6: District: _____
 A7: EMIS/NFEMIS Number: _____
 A8: Year of Establishment: _____
 A9: Centre Timings: _____
 A9a: Are the Centre timings flexible: _____ YES / NO

B. Respondent Information

B1: Name of the Respondent: _____
 B2: Phone Number: _____
 B3: Educational Qualification: _____
 B4: Educational Qualification: _____
 B5: Since when are you working here: _____
 B6: Designation: _____

C. Learner Information (Proof required for all questions)

C1a: Minimum Age of Enrolment: _____
 C1b: Maximum Age of Enrolment: _____
 C2: Is the age range regulated and fixed? _____ YES / NO
 C2a: If yes, what is the age range: _____
 C2: Total # of children enrolled in the centre (2021): _____
 C2a: Girls enrolled in the centre (2021): _____
 C2b: Boys enrolled in the centre (2021): _____
 C3: Total # of children enrolled in the centre (2020): _____
 C3a: Girls enrolled in the centre (2020): _____
 C3b: Boys enrolled in the centre (2020): _____
 C4: Total # of children enrolled in the centre (2019): _____
 C4a: Girls enrolled in the centre (2019): _____
 C4b: Boys enrolled in the centre (2019): _____
 C5: Total # of children enrolled in the centre 2018: _____
 C5a: Girls enrolled in the centre (2018): _____
 C5b: Boys enrolled in the centre (2018): _____
 C6: Total # of children graduated from the centre (2021): _____
 C6a: Girls graduated from the centre (2021): _____
 C6b: Boys graduated from the centre (2021): _____
 C7: Total # of children graduated from the centre (2020): _____
 C7a: Girls graduated from the centre (2020): _____
 C7b: Boys graduated from the centre (2020): _____
 C8: Total # of children graduated from the centre (2019): _____
 C8a: Girls graduated from the centre (2019): _____
 C8b: Boys graduated from the centre (2019): _____
 C9: Total # of children graduated from the centre (2018): _____
 C9a: Girls graduated from the centre (2018): _____
 C9b: Boys graduated from the centre (2018): _____
 C10: Total # of children mainstreamed in formal schools (2021): _____
 C10a: Girls mainstreamed in formal schools (2021): _____
 C10b: Boys mainstreamed in formal schools (2021): _____
 C11: Total # of children mainstreamed in formal schools (2020): _____
 C11a: Girls mainstreamed in formal schools (2020): _____



C11b: Boys mainstreamed in formal schools (2020):	
C12: Total # of children mainstreamed in formal schools (2019):	
C12a: Girls mainstreamed in formal schools (2019):	
C12b: Boys mainstreamed in formal schools (2019):	
C13: Total # of children mainstreamed in formal schools (2018):	
C13a: Girls mainstreamed in formal schools (2018):	
C13b: Boys mainstreamed in formal schools (2018):	
C14: Total # of children enrolled in vocational centres (2021):	
C14a: Girls enrolled in vocational centres (2021):	
C14b: Boys enrolled in vocational centres (2021):	
C15: Total # of children enrolled in vocational centres (2020):	
C15a: Girls enrolled in vocational centres (2020):	
C15b: Boys enrolled in vocational centres (2020):	
C16: Total # of children enrolled in vocational centres (2019):	
C16a: Girls enrolled in vocational centres (2019):	
C16b: Boys enrolled in vocational centres (2019):	
C17: Total # of children enrolled in vocational centres (2018):	
C17a: Girls enrolled in vocational centres (2018):	
C17b: Boys enrolled in vocational centres (2018):	
C18: Does the school provide an introductory-level course for learners who have never been to school:	YES / NO
D. Curriculum Material and Pedagogy (Proof required for all questions)	
D1: What is the duration of the course being taught in the centre:	months
D2: Is the duration sufficient to cover the curriculum:	YES / NO
D3: Life skills-based education is part of the curriculum in the centre:	YES / NO
D4: Psychosocial wellbeing is part of the curriculum:	YES / NO
D5: Have teachers been provided guides and training material:	YES / NO
D6: Do children take part in sports activities:	YES / NO
E. Inclusive and Safe Learning Environment (Proof required for all questions)	
E1: Does the centre charge any fee from the children:	YES / NO
E2: Do the children get free course materials (books, stationery):	YES / NO
E3: Does the centre have electricity:	YES / NO
E4: Does the centre have working fans:	YES / NO
E5: Does the centre have working lights:	YES / NO
E6: Does the centre have a proper structure (roof, walls, door and windows)	YES / NO
E7: Does the centre have clean drinking water available:	YES / NO
E8: Does the centre have adequate furniture for children:	YES / NO
E9: Does the centre have working toilets:	YES / NO
E9a: Are these toilets gender segregated:	YES / NO
E10: Does the centre have a working handwashing facility:	YES / NO
E10a: Are these facilities gender segregated:	YES / NO
E10b: Is there running water in the facility:	YES / NO
E10c: Is soap available at the facility:	YES / NO
E11: Does the centre have a budget for regular upkeep and maintenance:	YES / NO
F: Centre Monitoring (Proof required for all questions)	
F1: Does the centre provide reports to the relevant authorities:	YES / NO
F1a: If yes, how often:	
F2: Is the system for tracking learners' attendance, retention, drop out and tracking in place?	YES / NO
F3: Is facilitator attendance recorded?	YES / NO
G: Facilitators Recruitment/ Supervisions Professional Development (Proof required for all questions)	
G1: Facilitators have been recruited from target geographic areas	YES / NO
G2: Facilitators have signed a code of conduct regarding their conduct in the centre	YES / NO
G3: A supervision system to monitor the performance of facilitators is in place	YES / NO
G4: Have facilitators been provided guides and training material	YES / NO
G5: Have the facilitators been provided pre-job training	YES / NO
G6: Number of the training's sessions attended by NFE facilitator in the last year	
H: Community Representation/ Engagement (Proof required for all questions)	
H1: Centre has the community education committee (CEC) which is representative of the community.	YES / NO
H2: Education committee (CEC) has been trained and equipped to support AE management.	YES / NO
H3: The Centre management is locally led?	YES / NO
H4: Community has sensitized on the benefits of AEPs?	YES / NO



I: Certification (Proof required for all questions)

I1: Do the children go through regular assessment during the course?	YES / NO
I2: Do the children have to take a standardized exam at the end of the course	YES / NO
I3: Who is responsible for conducting the assessment at the end of the course	
I4: What is the frequency of the student's assessment at centre	
I5: Are the children given a certification after the passing the assessment which allows them to enrol in the regular schools	YES / NO

J: Impact of COVID-19 (Proof required for all questions)

J1: Was the centre closed due to Covid-19 pandemic?	YES / NO
J2: If yes, for how long did the centre remain closed	months
J3: Did the enrolment of the centre decrease because of the pandemic	YES / NO
J3a: If yes, how many boys dropped out	
J3b: If yes, how many girls dropped out	
J4: When the centre reopened after the Covid-19 pandemic, were the timings of the centre changed to accommodate the needs of the children	YES / NO
J5: If yes, what were the new timings	
J6: Did the centre adopt any strategy to address the issue caused by Covid-19?	
J6a: If yes, can you name the strategies	



Appendix 17: Training Plan for Field Team

Date: 22nd - 24th February 2022	Venue: Islamabad, Pakistan	Duration: 10:00 AM to 5:00 PM
AAN Team: Evaluation Team Lead, Head of Project Management Unit, Evaluation Project Manager, Education Expert, Data Analyst, Evaluation Project Officer		
National Partner: Field Coordinator, Enumerator, Moderator, Note Taker		
Training Objectives: 1. Participants develop a reasonable understanding of the UNICEF “Accelerated Learning Programme – Pakistan” 2. Participants are given an orientation of Evaluation focus, key evaluation questions, approach/design and methods, underlying logic model and evaluation hypothesis. 3. Participants receive technical guidance on understanding all aspects of evaluation tools, particularly the nature and significance of all questions, relevant explanation of key terms, instructions to record responses, skip patterns. 4. Participants understand field protocols (usage of electronic devices, coordination, communication, safety, and security), ethical norms and standards to be implemented during data collection particularly while interacting with research subjects, the evaluation team’s expectations on reporting and the outputs of data collection. 5. Participants completely understand evaluation team’s expectations on the quality assurance aspects for implementation during data collection, processing and analysis of the collected data and reporting requirements. 6. Finalization of field plan.		

The session-wise agenda for each day is given in the matrix below.

DAY ONE			
Time	Activity	Method / Materials	Roles and Responsibilities
10:00-10:25 25 Minutes	Introduction • Brief Introduction of AAN Associates and AAN Evaluation Team (5 minutes) • Brief Profile of the partner and Core Team (5 minutes) • Other Participants (5 minutes) • Review of Agenda (if required, the proposed agenda will be updated before proceeding to next agenda item / Q & A – (5-10 minutes))	• Self-Introduction	All Participants
10:25-11:10 45 Minutes	Overview of the ALP - Pakistan • Context – Legal Framework • Programme Objectives • Key Strategies and Interventions • Introduction to key elements of Programme Theory of Change • Key Stakeholders & Role in the Programme • Geographical Coverage and Scope • Q&A	• PPT • Notes	National partner staff will prepare presentation and moderate the session. AAN to share relevant content/information (excerpts from inception report) to enable the partner to prepare or the session and present.
11:10-11:30 Tea Break			
11:30-12:30 60 Minutes	Overview of Evaluation • Evaluation Objectives & Purpose • Evaluation Matrix (DAC Criteria/CEval Approach/AEWGs 10 Principles and Questions) • Outline of Evaluation Methods • Quantitative (ALP Centre Assessments), • Qualitative (FGDs, KIIs, field observations/notes) • Evaluation Scope and Coverage	• PPT • Notes	AAN
12:30-2:30 120 Minutes	Overview of Quantitative Methods (ALP Centre Assessments) • Key Definitions/Terms • Survey geographic coverage / Sampling Frame/Distribution • Types of Questions and how to record appropriate responses	• PPT • Form	National partner to take lead in moderating the session AAN team to support the moderator in explaining any aspect/question of the assessment tool.



DAY ONE			
Time	Activity	Method / Materials	Roles and Responsibilities
	- Detailed Discussion on each question of the assessment form including the instructions, focus and significance of each question - Q&A		
DAY TWO			
Time	Activity	Method / Material	Roles and Responsibilities
09:00-09:40 40 Minutes	- Overview of the data entry, cleaning, and management system. - Instructions/SOPs to be implemented for data recording, transmission, backup and uploading of data on central server. - Complete demonstration of how AAN team can access data and with what frequency. - Quality Assurance Protocols - Coordination and Communication protocols - Safety and security measures to be ensured before, during and after field work - AAN to share details of the external monitoring by AAN and UNICEF and the reporting template (5-10 minutes)	PPT	- National partner - AAN
09:40-10:00 20 minutes	- Ethical and normative considerations for implementation during field work (greetings, informed consent, positive attitude, respect to cultural norms/traditions, safety, security, interviewing in friendly environment and others) - Compliance to Human Rights & Gender norms during data collection	PPT	National partner to moderate the session AAN Team to support
10:00-01:00 3 Hrs.	Overview of Qualitative Methods (FGDs) - Role of the moderator and note taker - Audio recordings (responsibility) - Pictorial evidence - Reporting format for FGDs - Transcriptions - Q&A	- PPT - Questionnaire	National partner Manager to moderate the session <i>AAN Team to support</i>
01:00-01:45 Lunch Break			
01:45-03:45 3 Hrs.	Overview of Qualitative Methods (KIs) - Types of Tools - Role of the Interviewer and note taker - Audio recordings (responsibility) - Pictorial evidence - Reporting format for KIs - Transcriptions - Q&A	- PPT - Questionnaire	National partner Manager to moderate the session AAN Team to support
03:45 to 04:45 1 Hrs.	- Scope of the Focused Group Discussions (FGDs) and Key Informant Interviews (KIs) - Brief introduction of key groups/stakeholders for KIs and FGDs and the relevant tools – (15 minutes) - Discussion on agenda for next day i.e., planning, arrangements and expectation from pre-testing - (15 minutes) - Q & A - (10 minutes)	- PPT - Questionnaire	National partner Manager to moderate the session AAN Team to support
04:45 to 05:00	- Sharing of final instructions, field plan and departure of field team for pre-testing - Close of Day-1	Notes	National partner Survey Manager to moderate the session <i>AAN Team to support</i>



DAY ONE			
Time	Activity	Method / Materials	Roles and Responsibilities
15 Minutes			
DAY THREE			
Time	Activity	Method / Material	Roles and Responsibilities
09:15-01:15 4 Hrs.	- Departure of field team for pre-testing - AAN team may split into two locations:	Discussion	National partner Survey Manager
01:00-01:45 Lunch Break			
01:45-03:00 75 minutes	Debrief on field testing, and finalization of tools and reporting Assembly of field staff from pre-testing. Sharing of field experiences Key discussion points will be: - Difficulties faced to enumerators in asking the questions - Notable challenges from respondents' perspective on the nature of questions and responses	Discussion / Field Notes	AAN and National partner's data management team will process the data
03:00-04:30 90 minutes	Presentation and discussion on results (processing and analysis of data collected through pre-testing). - Necessary revision and finalization of the tools to incorporate all feedback because of pre-testing - Q&A	- PPT - Data Analysis - Dashboard	National partner and Data Manager to take lead in moderating the session AAN to share the list of key indicators for preliminary analysis
04:30-04:45 Working Tea			
04:45-05:30 45 minutes	Micro-planning for centre assessment form administration and qualitative data collection - Formation of field teams - Finalization of field team's deployment and logistics plan Establishing the general protocols for Fieldwork - Logistics - Security - Communication channels	PPT	National partner Manager AAN Team

Expected Training Outputs:

1. Clarity established on agreed field plan, quality assurance measures to be enforced in field and other protocols of data collection.
2. Detailed Field Plan
3. Brief Training Report (3-4 pager) to be prepared by the national partner to capture key highlights of the training event.



Appendix 18: Quality Assurance Measures Implemented

General Quality Control During Fieldwork

The following key measures were implemented to ensure the quality assurance of all the processes during field data collection; In addition to these measures, the evaluators implemented various safety and protective protocols (See next section) to ensure that all research participants/respondents and evaluators themselves are not exposed to any possible risk under COVID-19 pandemic.

- Continued support and supervision: The consultants (both international and national) with support from the local partner provided support and supervision in the field whenever necessary.
- Experienced staff was engaged for field data collection.
- Comprehensive training of all the field staff was ensured. The core team trained the master trainers at regional level, which in turn trained the other staff.
- Gender balanced staff was deployed
- Informed Consent from each respondent was taken by explaining the purpose of their activity and its relevance to them.
- Collection of Field Evidence of the events was done with prior approval from the concerned respondents/participants of the KIIs and FGDs.
- Confidentiality and anonymity of the participants was maintained, and findings were summarized to an appropriate level of aggregation without revealing the identity of respondents.

Independent (Survey) Quality Monitoring

In addition to the quality control measures mentioned above, the Evaluators identified and deployed a team of independent field monitors who carried out the following activities:

- **Spot-checking:** The team performed a spot-checking exercise on 5% of the total sampled respondents.
- **Field Protocols Monitoring:** Through its local partner, the Evaluation Team observed all enumeration teams to check whether the asking of questions, recording of responses and treatment of respondents is compliant with the standards.
- **Accompanying Interview:** The field monitors observed fieldwork protocols to ensure that respondents are selected appropriately, and that the replacement procedure is carried out according to standards/guidelines. At least 10% of total interviews were observed and supervised for on-spot counselling to the enumerators to ensure quality data collection.



Appendix 19a: Compliance to UNEG Norms and Standards for Evaluation 2017

Norms	Description	Compliance Measures ¹⁸³
Norm 1: Internationally agreed principles, goals, and targets	The principles and values to which the United Nations is committed, including the 2030 Agenda for Sustainable Development	The evaluators are aware of and subscribe to the principles and values of the UN. The evaluators are committed to refer to and integrate the international development frameworks such as SDGs, to inform the design, processes, and outputs of the evaluation.
Norm 2: Utility	Utility of an Evaluation is determined through the clear intention to use the resulting analysis, conclusions, or recommendations to inform decisions and actions. Subsequently, the Evaluations can be used to generate knowledge and empower stakeholders, other than contributing to the work of an Organization.	The evaluators undertook a comprehensive review of the available Programme documents to identify the possible uses of the evaluation for each of the relevant stakeholder. Moreover, during kick-off meeting with UNICEF team the evaluation utility for key stakeholders were explored. The Terms of Reference also provided a deep insight on the possible uses of this evaluation for the Government particularly the MoH, UNICEF, and other IPs. The evaluators have taken due note of the objectives and possible uses (of evaluation) by the key audiences, to plan and implement a practical, specific, and realistic evaluation. Eventually, the resulting appreciation (of the evaluation utility) has informed the formulation of evaluation design and proposed methodology, to enable evaluators to produce analysis, conclusions and recommendations that can be used confidently to improve organizational learning, inform decision-making and create accountability. A national consultative workshop was conducted with selected stakeholders (national & sub-national) to enhance the utility and application of the evaluation.
Norm 3: Credibility	Credibility is based on independence, impartiality, and rigorous methodology	In addition to the steps that are being taken to ensure compliance with the norms of independence and impartiality, the evaluation is being implemented following transparent processes (by making the final report public by putting this on UNICEF Evaluation Database). Moreover, by evolving and implementing 'inclusive approaches' as evident in terms of constitution of multi-stakeholder ESC (for oversight) and reaching out to all key stakeholders including service providers, donors, technical partners, media, communities and others. A series of robust and tested quality assurance mechanisms (refer to the main report) are to be put in place for quality implementation and data collection. The evaluators are committed to ensure derivation of evaluation results (or findings) and recommendations by applying the conscientious, explicit, and judicious use of the best available, objective, reliable and valid data and by accurate quantitative and qualitative analysis of evidence. The credibility of the evaluation was achieved through careful use of the available data. To maintain credibility final evaluation report was published in UNICEF evaluation database.
Norm 4: Independence	Independence consists of two key aspects: 1. Behavioural Independence: the ability to evaluate without undue influence by any party 2. Organizational Independence: independence from management functions & availability of	Senior evaluation team lead to hedge against any influence on analysis and findings of the evaluation. Given it reaches to that level, evaluation team lead shall reach out to UNICEF to remind commitment to independence. The potential of conflict (team members have no potential of conflict) has been considered while forming the team for this evaluation to maintain impartiality. The responsibility to maintain independence lies with the evaluators as much as with commissioning agency (UNICEF) and the lead national partner MoH. The evaluation team brings years of experience and exposure, which is reassuring in terms of their appreciation and capability to address any attempts to influence the evaluation. The evaluators remained vigilant for any factors

¹⁸³ UNEG Norms and Standards for Evaluation 2017. <http://www.unevaluation.org/document/download/2787>



Norms	Description	Compliance Measures ¹⁸³
	adequate resources to conduct its work	that could affect or undermined the independence of the evaluation, and took all measures as necessary, including reporting to both UNICEF (as contract holder) and Evaluation Steering Committee (ESC -as an oversight forum). The agreement (available in terms of contract) between parties, at implicit level is suggestive of adequacy of resources (by the evaluators) to plan and implement a robust evaluation.
Norm 5: Impartiality	The key elements of impartiality are objectivity, professional integrity, and absence of bias.	Awareness of the need to avoid any sort of bias is built into both the systems and culture of the evaluators. Any potential conflicts of interest and issues around integrity are investigated and addressed both when forming the core team and when training and selecting field team members. The data collection methodology is designed with the need to avoid biased sampling, tools etc. This vigilance extends into the data analysis and report-writing phases, as various pitfalls exist at both points in the evaluation that can undermine the impartiality of the process.
Norm 6: Evaluation Ethics Intentionality: Conflict of interest Interactions with participants Evaluation processes and products:	Ethical principles for evaluation include obligations on the part of the Evaluators to behave ethically in terms of: 1. <u>Intentionality</u>: considering the utility and necessity of an evaluation at the outset. 2. <u>Conflict of interest</u>: exercising the commitment to avoid conflicts of interest in all aspects of their work. 3. <u>Interactions with participants</u>: engaging appropriately and respectfully with participants in evaluation processes, upholding the principles of confidentiality and anonymity and their limitations; dignity and diversity; human rights; gender equality; and the avoidance of harm. 4. <u>Evaluation processes and products</u>: ensuring accuracy, completeness, and reliability; inclusion and non-discrimination; transparency; and fair and balanced reporting.	The evaluators fully understand and are committed to ethical behaviour throughout the evaluation, while keeping in view the utility, necessity, and objectives of the evaluation. The evaluation team ensured respect to local culture, values and sensitivities during the KIIs and FGDs and confidentiality of the respondent shall be maintained. • Any potential conflicts of interest and issues around integrity are investigated and addressed both when forming the core team and when training and selecting field team members. • The evaluators are committed to engaging respectfully with evaluation participants and ensuring that respect to local culture, values, and sensitivities is maintained throughout, ensuring respect to local culture. The consultants fully understand and commit to exhibit complete confidentiality of the respondents, during fieldwork, data entry and cleaning. Personal information is kept physically separate as much as possible and consolidated data is handled by a single individual to reduce potential points of failure. • The evaluation ensured consistency and compliance with available guidelines to maintain human dignity and diversity, human rights, gender equality, and avoiding from harm both the respondents and evaluation team members. • The evaluators are committed to plan and implement an evaluation that ensures accuracy, completeness, reliability, inclusion and non-discrimination, transparency, and balanced reporting while acknowledging varied perspectives. Any misconduct noted during the evaluation shall be reported to the ESC, and given need, a discreet reporting to UNICEF Office of Audit and Investigation.
Norm 7: Transparency	Transparency is an essential element of evaluation that establishes trust and builds confidence, enhances stakeholder ownership, and increases public accountability.	The Evaluators are ensuring that all the products should be publicly accessible to the relevant stakeholders and the key beneficiaries.



Norms	Description	Compliance Measures ¹⁸³
Norm 8: Human Rights and Gender Equality	The universally recognized values and principles of human rights, and gender equality need to be integrated into all stages of an evaluation.	The Evaluators are ensuring that all relevant human rights, and gender equality codes are integrated in all stages of the Evaluation. The evaluation complied with UN-SWAP, HRBA, and UNEG 2017 guidelines on “Integrating Human Rights and Gender Equality.”
Norm 9: National Evaluation Capacities	The effective use of evaluation can make valuable contributions to accountability and learning and thereby justify actions to strengthen national evaluation capacities.	The Evaluators ensured on building capacity for the evaluation of development activities at the country level, national evaluation capacities should be supported upon the request of the Member States.
Norm 10: Professionalism	Key aspects of professionalism include access to knowledge, education, and training; adherence to ethics and these norms, and standards; utilization of evaluation competencies; and recognition of knowledge, skills, and experience.	The evaluators have put together a team of experienced experts who bring complementary training backgrounds, evaluation and sector expertise, global and regional exposure, to plan and implement the evaluation. The team members include both international and national experts, which would enable leveraging the local knowledge and deeper context understanding. By putting together such a team including local partners (for field data collection), the evaluators are confident of the professional conduct of the team deployed. Moreover, AAN employs a series of internal checks and quality assurance mechanisms, which enable compliance to the best industry practices and standards. The evaluation team has extensive experience of working with multiple clients in local and international projects so demonstrate all sorts of professionalism in their work and conduct.

Compliance to UNEG Standards

Standards	Sub-Standards	Description	Compliance Measures
Standard 1: Institutional Framework	Standard 1.1: Institutional framework for evaluation	The organization should have an adequate institutional framework for the effective management of its evaluation function.	The Evaluators have a comprehensive institutional framework to manage evaluation functions and conducting evaluations to ensure an effective evaluation process.
	Standard 1.2: Evaluation Policy	Organizations should establish an evaluation policy that is periodically reviewed and updated to support the evaluation function's increased adherence to the UNEG Norms and Standards for Evaluation.	Evaluators established an evaluation policy that was inclined with the UNEF Norms and Standards for the evaluation and with the Organization's goals and strategies.
	Standard 1.3: Evaluation plan and reporting	Evaluations should have a mechanism to inform the governing body and/or management on the evaluation plan and on the progress made in plan implementation.	The Evaluators made an evaluation plan based on an explicit evaluation policy and/or strategy, prepared with utility and practicality in mind and developed with a clear purpose, scope, and intended use for each evaluation. The Evaluators planned which should be supported with adequate human and financial resources to ensure the quality of evaluations conducted under the framework.
	Standard 1.4: Management response and follow up	The organization should ensure that appropriate mechanisms are in place to ensure that management responds to evaluation	The Evaluators provided a formal management response to each evaluation. Moreover, the Evaluators should have an oversight mechanism to ensure that there are management responses to evaluation, that the actions contained in management responses



Standards	Sub-Standards	Description	Compliance Measures
		recommendations. The mechanisms should outline concrete actions to be undertaken in the management response and in the follow-up to recommendation implementation.	are adequate to substantially address agreed recommendations and that the recommendations are appropriately implemented. The Evaluators should have a mechanism to oversee the implementation of actions provided in management responses, such as follow-up reports or tracking systems.
	Standard 1.5: Disclosure policy	The organization should have an explicit disclosure policy for evaluations. To bolster the organization's public accountability, key evaluation products (including annual reports, evaluation plans, terms of reference, evaluation reports and management responses) should be publicly accessible.	The Evaluators should have a disclosure policy that ensured that the public has easy access to evaluation reports. Depending on the nature of the evaluated organization's work, some cases may require an exception to the disclosure rule (e.g. when protection of stakeholders' private information is required).
Standard 2: Management of the Evaluation Function	Standard 2.1: Head of evaluation	The head of evaluation has the primary responsibility for ensuring that UNEG Norms and Standards for Evaluation are upheld, that the evaluation function is fully operational and duly independent, and that evaluation work is conducted according to the highest professional standards.	The institutional framework should clearly define the responsibilities of the head of evaluation who should ensure that an evaluation policy is implemented that adheres to UNEG Norms and Standards and applies the latest evaluation practices. He ensured that the evaluation plan is appropriately developed and implemented, the budget is efficiently managed, and all evaluation work is conducted according to the highest professional standards.
	Standard 2.2: Evaluation guidelines	The head of evaluation is responsible for ensuring the provision of appropriate evaluation guidelines.	The head of evaluation ensured the provision of evaluation guidelines within the organization for both central and decentralized evaluation.
	Standard 2.3: Responsiveness of the evaluation function	The head of evaluation should provide global leadership, standard-setting, and oversight of the evaluation function to ensure that it dynamically adapts to new developments and changing internal and external needs.	The head of evaluations from the Evaluators provided global leadership, standard-setting, and oversight of the evaluation function, moreover, the head managed all functions of evaluation, such as Raising awareness & capacity building, managing evaluation networks, design & implement evaluation methodology and system, ensure the maintenance of institutional memory through the user-friendly mechanism and promote systematic compilation of lessons.
Standard 3: Evaluation Competencies	Standard 3.1: Competencies	Individuals engaged in designing, conducting, and managing evaluation activities should possess the core competencies required for their role in the evaluation process.	Evaluators, evaluation managers and evaluation commissioners should continually seek to maintain and improve their competencies to provide the highest level of performance in producing and using evaluations within evolving institutional, national, regional, and global contexts and needs. This may require continuing professional development and capacity building initiatives.
	Standard 3.2: Ethics	All those engaged in designing, conducting,	The Evaluators engaged the members involved in designing, conducting, and managing



Standards	Sub-Standards	Description	Compliance Measures
		and managing evaluations should conform to agreed ethical standards in order to ensure overall credibility and the responsible use of power and resources.	evaluations to adapt to agreed ethical standards to ensure overall credibility and accountable use of power and resources.
Standard 4: Conduct of Evaluations	Standard 4.1: Timeliness and intentionality	Evaluations should be designed to ensure that they provide timely, valid, and reliable information that was relevant to the subject being assessed and should clearly identify the underlying intentionality.	The evaluators designed all the evaluation activities to provide timely, valid, and reliable information relevant to the subject being assessed.
	Standard 4.2: Evaluability assessment	An assessment of evaluability should be undertaken as an initial step to increase the likelihood that an evaluation provided timely and credible information for decision-making.	The Evaluator took measures to address the problems such as the reconstruction of theory of change, readjusting evaluation scope or time or reconsulting commissioners to revise the expectations.
	Standard 4.3: Terms of reference	The terms of reference should provide the evaluation purpose, scope, design, and plan.	The Evaluator briefly go through the terms of reference for the clarity of the purpose and to understand the intentionality of the evaluation. The Terms of Reference provides an appropriate indication of the size and magnitude of the subject to be evaluated. However, any changes to the terms of reference during the evaluation was reviewed, if agreeable, approved by the commissioning party.
	Standard 4.4: Evaluation scope and objectives	Evaluation scope and objectives should follow from the evaluation purpose and should be realistic and achievable considering resources available and the information that can be collected.	Following from the purpose, the scope and objectives concretely explain what the evaluation is expected to cover and achieve. The evaluation scope determines the boundaries of the evaluation, tailoring its objectives to the given situation. The scope acknowledges the limitations of the evaluation.
	Standard 4.5: Methodology	Evaluation methodologies must be sufficiently rigorous such that the evaluation responds to the scope and objectives, is designed to answer evaluation questions, and leads to a complete, fair, and unbiased assessment.	The Evaluation team choose methodologies with a clear intent to provide credible answers to the evaluation questions. The methodology was ensuring that the information collected is valid, reliable, and sufficient to meet the evaluation objectives. The evaluation team applied the triangulation principles to validate the findings.
	Standard 4.6: Stakeholder engagement and reference groups	Inclusive and diverse stakeholder engagement in the planning, design, conduct and follow-up of evaluations is critical to ensure ownership, relevance, credibility, and the use of evaluation.	The Evaluation team consulted all the relevant stakeholders in the planning, design, conduct and follow-up stages of the evaluation. The Evaluators used a variety of mechanisms to consult a broad range of stakeholders, such as consultation meetings, validation workshops, learning workshops etc.



Standards	Sub-Standards	Description	Compliance Measures
		Reference groups and other stakeholder engagement mechanisms should be designed for this purpose.	
	Standard 4.7: Human rights-based approach and gender mainstreaming strategy	The evaluation design should include considerations of the extent to which the United Nations system's commitment to the human-rights based approach and gender mainstreaming strategy was incorporated in the design of the evaluation subject.	The Evaluation team considered gender equality issues even in the hard-to-reach and vulnerable groups. The Evaluation team indicated both duty bearers and rights holders (particularly women and other groups subject to discrimination) as primary users of the evaluation and specify how they involved in the evaluation process; Specify an evaluation approach and methods of data collection and analysis that are human rights-based and gender-responsive.
	Standard 4.8: Selection and composition of evaluation teams	The evaluation team should be selected through an open and transparent process, considering the required competencies, diversity in perspectives and accessibility to the local population. The core members of the team should be experienced evaluators.	The evaluation team included members having appropriate methodological expertise. External evaluators were selected by avoiding any biases and selecting members with a strong professional opinion on the subject matter. Moreover, the Evaluation team had experts in the advisory roles and their views should be triangulated. The evaluation team made sure to achieve gender balance in the evaluation team and geographical diversity involving different perspectives. Along with this, the evaluation team included national and regional members to enhance the acceptability by local populations.
	Standard 4.9: Evaluation report and products	The final evaluation report should be logically structured and contain evidence-based findings, conclusions, and recommendations. The products emanating from evaluations should be designed to the needs of its intended users.	The evaluation team present the evaluation report in a way to allow intended readers to access relevant information clearly and simply. The Evaluation team manager designed the report to cater to different types of intended readers.
	Standard 4.10: Recommendations	Recommendations should be firmly based on evidence and analysis, clear, results-oriented, and realistic in terms of implementation.	The Evaluation team formulated the recommendations. Depending on the subject of evaluation, the recommendations was indicated strategic directions or be more focused on operational matters. The evaluation team make sure that the recommendations would be clear on who needs to implement them.
	Standard 4.11: Communication and dissemination	Communication and dissemination are integral and essential parts of evaluations. Evaluation functions should have an effective strategy for communication and dissemination that is focused on enhancing evaluation use.	The Evaluation team communicated the key evaluation messages to the relevant stakeholders and any potential users of the information and knowledge generated. The Evaluators conducted effective and proactive communication and dissemination contribute to the use of evaluation not only for public accountability purposes but also for knowledge building and sharing, cross-fertilization of lessons learned and the promotion of good practices.



Standards	Sub-Standards	Description	Compliance Measures
Standard 5: Quality	Standard 5.1: Quality assurance system	The head of evaluation should ensure that there is an appropriate quality assurance system.	The head of evaluation ensured an appropriate quality assurance system which ensured the objectivity of the review. It can be conducted through internal or external experts which provided guidance and oversight through the process of evaluation.
	Standard 5.2: Quality control of the evaluation design	Quality should be controlled during the design stage of evaluation.	The Evaluators control the quality of the evaluation design at the design stage by examining the terms of reference, the scope and methodology, the evaluation processes, evaluation team and other ethical issues.
	Standard 5.3: Quality control at the final stage of evaluation	Quality should be controlled during the final stage of evaluation.	The Evaluators control the quality during the final stages by examining the quality-assured methodologies and processes, moreover, ensure the appropriateness of the data collected and findings, whether the evaluation adequately addresses human rights, and gender equality considerations, whether the report answers all the evaluation questions and is in the appropriate editorial style and structure.



Appendix 19b: Compliance to UNICEF Procedure for Research & Evaluation

Ethical Considerations & Description	Compliance Measures ¹⁸⁴
Conflicts of Interest: Conflict of interest: exercising the commitment to avoid conflicts of interest in all aspects of their work.	Any potential conflicts of interest and issues around integrity are investigated and addressed both when forming the core team and when training and selecting field team members.
Avoidance of Harm: Avoiding harm or injury to participants, both through acts of commission or omission; ensure no harm comes to participants by inappropriate, unskilled or incompetent researchers or enumerators.	The evaluators put in place mechanisms to pre-empt and adequately respond to the security and safety risks associated with the fieldwork. The application of this principle would apply both to the participants of the evaluation and teams to be deployed for field data collection. The field team members shall be trained on the principle of avoidance of harm and informed of security and safety protocols for the fieldwork. Similarly, the quality assurance team was guided to investigate the application of the principle of avoidance of harm.
Informed Consent: The voluntary agreement of an individual to participate in evidence generating activity based on sufficient knowledge and understanding regarding it.	Potential participants were duly informed about the purpose of the activity and scope of their involvement. They were informed about the voluntary nature of their participation, and that the consent can be withdrawn at any point. The decision whether to participate, including dissent or unwillingness to participate, was respected. Evaluators obtained informed consent for the use of private information from those who provide it. They provided participants with informed consent (IC) form in a format that is consistent with the capabilities (including literacy) of participants.
Privacy of Participants: It refers to the rights of the individuals to limit access of others to aspects of their person that can include their thoughts and identifying information. Measures must be taken to ensure participants' privacy during and after the data collection process.	In all reports produced consequent to findings of research, evaluation or data collection and analysis, the privacy and confidentiality of participants was assured with data de-identified at the individual level, or findings summarized to an appropriate level of aggregation, particularly in the instance of clear negative impacts such as stigma and reprisals. Participants was also given a clear indication of who had access to their private data and in what form.
Storage of Data: Confidential participant information or data that is collected must be securely stored, protected, and disposed of.	Hard copies such as interview notes, prints of photographs, or video or audiotapes to be kept securely locked away; Files, including computer files, that contain personal or identifiable data (such as names) was encrypted or password protected and only accessed by agreed members of the team; and computer files including anonymised data was held securely, and can only be shared according to the terms of your consent from participants.
Protection Protocols for Vulnerable Groups: Protection protocols for vulnerable groups must be in place to provide safe environments for data collection, to safeguard them from abusive or incompetent researchers/evaluators/enumerators, to respond to any safety concerns or grievances, and to refer them to local supports both during and after the evidence generation activity	When there is conclusive proof of definitive negative outcomes for participants or their communities during the evidence generation, protection protocols shall be enacted, and an assessment undertaken by the project managers, whether the project can be modified to prevent further negative outcomes or whether the project must be stopped.

¹⁸⁴ UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection And Analysis (2015). Document Number: CF/PD/DRP/2015-001. https://www.unicef.org/supply/files/ATTACHMENT_IV_UNICEF_Procedure_for_Ethical_Standards.PDF



Appendix 20: Evaluation Team Matrix

Name Proposed position	Years of Experience/ Education	Areas of Expertise	Countries of Experience	Language
Team Lead Mr. Nadeem Haider	Over 21 Years	Sector Expertise Health & Nutrition, Child Rights/Protection, Social Protection, WASH, Youth/women empowerment, Education, Birth registration, Emergency preparedness, Disaster risk management, Gender equality, Equity, HRBA.	Tanzania, Pakistan, Tajikistan, Uzbekistan, Kyrgyzstan, Afghanistan, Yemen, Kenya, Nigeria, Indonesia, Jordan, Viet Nam, Cambodia, Philippines, Moldova, Iran, Somalia, Uganda, Angola, Niger, Ghana, Guinea, Guinea-Bissau, Mali, Chad, CAR, Yemen, Zimbabwe	English, Arabic, Urdu, Punjabi, Persian
	M. Phil International Relations and Political Studies MS Anthropology Certification in Social Enterprise Management	Functional Expertise Monitoring & Evaluation, Strategic planning, Institutional assessment, Community development/Community Engagements, Advocacy, Knowledge management, Training and facilitation, Proposal development, Mobilization, Network and resources, technical report writing		
Head of Programs Mr. Asher Osman	Over 20 Years	Sector Expertise WASH, Health, Nutrition, Education, Disaster Relief, Gender	Pakistan, Rwanda, Philippines, Yemen, Zimbabwe	English, Urdu, Pashto
	MS Information Technology Management BS Aviation Sciences	Functional Expertise Monitoring & Evaluation, Quality Assurance		
Evaluation Manager Ms. Hamna Ishaq	Over 06 Years	Sector Expertise Gender Equity, Community Development, Water Security, Health, Governance, Health, Nutrition, Child protection and Birth Registration.	Tanzania, Uganda, Zimbabwe, and Pakistan	English, Urdu
	MSc Economics MSc Social Policy and Development	Functional Expertise Research, Monitoring, and Evaluation		
Evaluation Expert Mr. Asmat Ali Gill	Over 19 years	Sector Expertise WASH, Health, Nutrition, Social Inclusion, Humanitarian, Emergency Preparedness, BCC, C4D and Child Rights	Pakistan, Afghanistan, Indonesia, Vietnam, Philippines, Jordan, Nigeria, Chad, Guinea Bissau, Niger	English, Urdu, Punjabi
	MSc Health Economics & Management.	Functional Expertise Evaluation, Monitoring, Policy Analysis, Result-Based Management, Strategic Planning, Development Behavior Change, Research, Capacity Development, Communication, Training, and Tool Development		
Education Expert Mr. Ahmed Nadeem	Over 26 Years	Sector Expertise Education, Health	Pakistan	English, Urdu, Punjabi
	M. Phil International Development M. A Sociology	Functional Expertise Communication, Monitoring & Evaluation, Research, Social Mobilization, Advocacy, Community Engagement		



Name Proposed position	Years of Experience/ Education	Areas of Expertise	Countries of Experience	Language
Data Analyst Ms. Razia Naveed	Over 6 Years	Sector Expertise Health & Nutrition, Education, Inclusion, Reproductive health, Family planning, Gender based violence, health systems, global development, continued medical education.	Pakistan, Yemen, Zimbabwe	English, Urdu, Pashto, Khowar
	BSc Nursing MSc Public Health	Functional Expertise Monitoring & Evaluation, Communication/ Coordination, Programme/Project Design, Research, Assessments, Trainings and Surveys, Qualitative and Quantitative data analysis, Report writings		
Evaluation Project Officer Ms. Fatimah Masud	Over 3 Years	Sector Expertise SDGs, Health, Nutrition, Education	Pakistan, Zimbabwe, Yemen	English, Urdu
	MSc Sustainable Development BSc International Development	Functional Expertise Research, Monitoring & Evaluation, Report writing, Policy formulations		
Evaluation Project Associate Ms. Ayesha Javaid	Over 2 years	Sector Expertise Education, SDG's, Economy	Pakistan	English, Urdu
	BSc Economics	Sector Expertise Research, Monitoring & Evaluation, Report Writing, Communication		



Appendix 21: Work Plan and Deliverables

Activity	Date of Submission	Deliverables
Inception Phase (Preparatory phase)		
Kick Off Meeting	13-Dec-21	
Draft Inception Report	15-Jan-22	Draft Inception Report
Client Feedback	3-Feb-22	
Inception Report	15-Feb-22	
Client Feedback (additional comments)	22-Feb-22	
Inception Report	25-Feb-22	
Client Feedback (additional comments)	03-Mar-22	
Final Inception Report	04-Mar-22	Deliverable #1
Client's Approval of the Inception Report	8-March-22	
Pre-Field Planning		
Develop training material	20-Feb-22	
Client to send facilitation letters	25-Feb-22	
Field data collection phase		
Field Training & pretesting of tools	23-Feb-22	
Data Collection	14-March-22	
Data analysis, report writing and dissemination		
Data Cleaning & Analysis	29-Apr-22	
1st Draft Evaluation Report	7-Jun-22	1st Draft Evaluation Report
Client Feedback	22-Jun-22	
Revised Draft Evaluation Report	10-July-22	Deliverable #2
Client Feedback	8-Aug-22	
Final Evaluation Report	24-Aug-22	Deliverable #3
Submission of dissemination materials	30-Aug-22	Deliverable #4



Appendix 22: Relevance Detailed Findings

The table below provides detailed findings on the interventions incorporated to address identified bottlenecks for each province:

Every province has a unique set of bottlenecks and challenges faced by OOSC, hence requiring customised approaches for mitigation. After the 18th amendment, every province has a decentralised and different structure, therefore no one standardized approach in the NFE sector can be replicated.

Fully Aligned Mostly aligned Slightly aligned Not aligned		
Type of Bottleneck	Identified Bottleneck	Interventions aligned
Balochistan		
System level bottlenecks	Shortage of qualified facilitators for ALP centres is a challenge ¹⁸⁵ Mitigation: Frequent trainings and capacity building interventions were planned during implementation. ¹⁸⁶	Training and skill building of ALP facilitators (average 30 facilitators per session)
Operational level bottlenecks	Balochistan is the largest province in Pakistan (44 per cent land area), with an estimated population of 12.3 million ¹⁸⁷ (6% of the country's total population ¹⁸⁸). Most areas are sparsely populated, with a thin population dispersion ¹⁸⁹ and an estimated average of 35 persons per square kilometer; data available indicates that 1 child in 10 has to travel more than an hour to get to school ¹⁹⁰ . Mitigation: Focussing on a demand driven model and providing ALPs in location that can sustain them ¹⁹¹ done by advertising in newspapers, collecting applications and recruitment of ALP facilitators ¹⁹² . The locations and facilitator CVs were provided by the community ¹⁹³	Setting up of ALP centres
	Effective services delivery in the province remains a remote reality due to a myriad of operational bottlenecks; notable being access challenges which includes: sparse population (35persons per Square Kilometer), perennial insecurity, rough and rugged terrain, poor and dilapidated infrastructure (e.g. roads, schools, health facilities, et cetera), long distances to key service centers including major markets, chronic human resource capacity gaps—in terms of skills and numbers; and limited availability of development Actors and inadequate development budget to plug the gaps ¹⁹⁴ .	Setting up of ALP centres
Punjab		
System level bottlenecks	There is limited opportunities for AEP children to pursue middle education due to absence of formal schools in the nearby vicinity as well as engagement in labour force especially for boys ¹⁹⁵ Mitigation: LSBE and skills enhancement at the primary level can build their capacity to open better employment avenues ¹⁹⁶	Setting up of ALP centres
	Due to lack of schooling facilities, a large number of OOSC have never been enrolled or have dropped out ¹⁹⁷	Community mobilisation

¹⁸⁵ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) - Informal Progress and Utilization Report (September 2020 to February 2021)

¹⁸⁶ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) - Informal Progress and Utilization Report (September 2020 to February 2021)

¹⁸⁷ CONCEPT NOTE Accelerated Learning Program (ALP) Balochistan

¹⁸⁸ BESP 2020-2025

¹⁸⁹ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) Informal Update – September 2018

¹⁹⁰ CONCEPT NOTE Accelerated Learning Program (ALP) Balochistan

¹⁹¹ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) Informal Update – September 2018

¹⁹² The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA)

¹⁹³ Stakeholder meetings

¹⁹⁴ CONCEPT NOTE Accelerated Learning Program (ALP) Balochistan

¹⁹⁵ Provincial inputs for NATCOMM report 2019

¹⁹⁶ Provincial inputs for NATCOMM report 2019

¹⁹⁷ Punjab Literacy & Non-Formal Education Policy 2019



Type of Bottleneck	Identified Bottleneck	Interventions aligned
		Setting up of ALP centres
	L&NFBE Department is working at provincial level with its representation in the form of District Education Officer (DEO) Literacy at district level, who are working under the District Education Authorities (DEA) that has been established under PLGA, 2013, and currently managed by SED, GoPb. The DEO is answerable to both the Departments i.e. SED through its Chief Executive Officer (CEO) Education, and L&NFBE Department. Both the Departments have their own priorities, and also lack coordination at provincial level, resultantly the DEOs (Literacy) are not in position to have necessary facilities and completely comply with the instructions of L&NFBE Department for discharging her/his duties. ¹⁹⁸	District-based planning and monitoring with Government stakeholders
	L&NFBE Department is lacking in efficient and suitably staffed organizational structures to plan and implement literacy and NFBE programmes that leads to coordination gap within the Department, as well. Neither any clear mechanism, nor a statutory platform or regular forum exist for coordination among the L&NFBE Department, SED and its field formation, other district level government institutions, and NGOs working in the sub-sector. ¹⁹⁹	District-based planning and monitoring with Government stakeholders
	The low financial allocations for L&NFBE Department has also resulted into offering low wages (honorarium) for the teachers working in Non-Formal Education Institutions (NFEIs) in the province that is even one-third of the minimum wages set by the government for an ordinary worker. ²⁰⁰	-
Operational level bottlenecks	Lack of mobility support from government impedes continuous monitoring by the field staff, including literacy mobilizers and assessors, to carry out interventions ²⁰¹ Mitigation: NatCom supports a minimum stipend was provided to these officials to cover their costs, however this continues to be a problem ²⁰²	-
	Due to unavailability of trained teachers, they need to be continuously mentored and provided with regular training opportunities which is resource intense yet extremely essential. ²⁰³	- Engaging community-based facilitators for ALP centres. - Training and skill building of ALP facilitators (average 30 facilitators per session)
	There is acute dearth of availability of reliable, accurate and updated data on OOSC and Adult Literacy. Similar case is with Punjab, as no authentic sources of data set available on OOSC and illiterate adults, except the data available with Programme Monitoring and Implementation Unit (PMIU)-Punjab Education Sector Reform Programme (PESRP), SED-GoPb about the student enrolment in the private and government schools operating in the province. ²⁰⁴	District-based planning and monitoring with Government stakeholders
	Limited budgetary allocations and uncertainty about continued funding is another reason for poor performance of the country in the field of literacy and NFBE. In Punjab, L&NFBE Department is also facing similar challenges because of shortage of budget. Instead of increasing the financial resource allocation for the Department, it is decreasing since 2014-2015 and for the current financial year, it is also at the same position where it was five years before. ²⁰⁵	-
	L&NFBE Department has dearth of M&E framework and hence data on NFE providers (other than the Department), efficiency and impact of its	District-based planning and

¹⁹⁸ Punjab Literacy & Non-Formal Education Policy 2019

¹⁹⁹ Punjab Literacy & Non-Formal Education Policy 2019

²⁰⁰ Punjab Literacy & Non-Formal Education Policy 2019

²⁰¹ Provincial inputs for NATCOMM report 2020

²⁰² Provincial inputs for NATCOMM report 2020

²⁰³ Provincial inputs for NATCOMM report 2019

²⁰⁴ Punjab Literacy & Non-Formal Education Policy 2019

²⁰⁵ Punjab Literacy & Non-Formal Education Policy 2019



Type of Bottleneck	Identified Bottleneck	Interventions aligned
	own and others projects/programmes. Although there is a data base available at the Department, but it did not capture activities of other than the Departmental initiatives that resulted in duplication of activities among the Department and NGOs, and within the NGOs. ²⁰⁶	monitoring with Government stakeholders
Cultural level bottlenecks	Non-cooperative attitudes of the parents to send children to school ²⁰⁷ needs continuous social mobilization at all levels which is amiss at the moment and require more robust approach by the department officials ²⁰⁸	Community mobilisation
KP		
Policy level bottlenecks	There was no NFE policy framework in KP prior to 2019 ²⁰⁹ . Mitigation: The draft Khyber Pakhtunkhwa NFE policy has been developed with the help of UNICEF to guide the NFE sub-sector in the province and suggests effective programming for alternative and accelerated education for different age groups including adult literacy with a blend of technology and market-oriented initiatives ²¹⁰ .	Draft policy has been developed however not been approved
	The government had limited understanding of ALP as a concept due to which UNICEF conducts regular meetings and briefings to explain both the concept and the technical details of the programme ²¹¹ . Mitigation: A quarterly review was also organised where officials from the education department, DCTE, PITE and Education Directorate participated. Programme staff developed videos of field activities, presented their progress and achievements, set up stalls and briefed invitees on programme objectives ²¹² .	District-based planning and monitoring with Government stakeholders
System level bottlenecks	The Education Sector Analysis (ESA) identified that without centralised system-wide coordination at the provincial level, data reporting and related decision-making on NFE interventions are likely to remain weak ²¹³ . To enhance provision in the area the E&SED needs to activate its analysis of EMIS data to understand the complexity of the situation about OOSC and provision through a NFE mechanism ²¹⁴ . Mitigation: The access to NFEMIS by the KP government is proof of the establishment of a platform that provides information on the OOSC in KP along with enrolment and mainstreaming rates. It also gives information on facilitators.	District-based planning and monitoring with Government stakeholders Beneficiary tracking in JICA supported NFE-MIS
	There is no dedicated institutional setup for ALP/NFE within E&SED. The Elementary and Secondary Education Foundation (ESEF) is the only public sector autonomous organization that is responsible to enhance the literacy rate in the province and providing a second chance for Education to OOSC along with many other roles. ESEF is only working in service delivery mode without any regulatory guidelines that set the direction right in areas pertaining to standards, curricula, teaching & learning materials and systems for trainings, assessment, and data management ²¹⁵ . Mitigation: UNICEF proposed ALP-PIU (Programme Implementation Unit) which will complement the work of ESEF, and in close coordination with relevant government departments and with support from development partners, will implement ALP/NFE and offer Accelerated Education Programmes (AEP), and Alternative Learning Programme (ALPs) for out-of-school children, including those who are refugees, working children, overage and cannot attend formal schools due to several reasons. PIU is currently functional ²¹⁶	ALP PIU is functional and implementing ALP/NFE programmes

²⁰⁶ Punjab Literacy & Non-Formal Education Policy 2019

²⁰⁷ Provincial inputs for NATCOMM report 2019

²⁰⁸ Provincial inputs for NATCOMM report 2019

²⁰⁹ Education Sector Plan (KP)- 2020-2025

²¹⁰ NFE education Sector Plan 2019-2024

²¹¹ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) - Informal Progress and Utilization Report (September 2020 to February 2021)

²¹² The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) - Informal Progress and Utilization Report (September 2020 to February 2021)

²¹³ Education Sector Plan (KP) - 2020-2025

²¹⁴ Education Sector Plan (KP)- 2020-2025

²¹⁵ Concept Note (KP) - ALP PIU – September 2019 – Final and Notified

²¹⁶ Stakeholder meetings



Type of Bottleneck	Identified Bottleneck	Interventions aligned
	Non-availability of approved ALP curricula (primary and elementary) or teaching-learning materials to support learning led to initial delayed ^{217 218} Mitigation: UNICEF engaged with DCTE and JICA's ongoing AQAL project to develop ALP primary and elementary curricula and teaching-learning materials within one and half years ²¹⁹ , aligning it with the existing curricula, and develop a revised KP specific curriculum framework, customize learning material and, holistic scheme of studies ²²⁰	ALP Primary and elementary curricula developed
Sindh		
Policy level bottlenecks	Despite the development of the 2017 Sindh Non-Formal Education Policy, NFE was identified in the ESA as a weak link in Sindh's education sector. Further expansion is needed to enhance access to NFE, including creating linkages with skills-based, trade-oriented technical training and certification ²²¹ .	-
	The curriculum is not aligned to reflect the priorities of the education sector (formal and NFE). Textbooks are not learner-friendly and lack alignment with the curriculum ²²² . Mitigation: During the reporting period, the Directorate of NFE, with support from UNICEF, JICA and the Directorate of Curriculum, Assessment and Research (DCAR), organized a 2-day workshop on the Quality Assurance Review of the NFE post-primary curriculum that had been previously drafted. Discussions to integrate vocational skills trades and vocational skills in the curriculum took place during this review. After completion of the quality assurance exercise, DCAR certified the post-primary curriculum and submitted it to the Secretary of Education Department for notification ²²³ .	Curriculums have been aligned and notified
System level bottlenecks	A large number of schools suffer from poor infrastructure or are missing basic facilities ²²⁴ . There is a serious shortage of Post-Primary Schools ²²⁵ . ²²⁶	• Setting up of ALP centres • Provision of necessary education support materials (inclusive of mats, books, pens, black board, basic furniture, water tank and washroom facilities)
	Lack of dedicated unit to carry out strategic planning, M&E, and research functions. Lack of integrated databases, including information on private service providers. Mitigation: Regular meetings were held with the District Education Officers to ensure that monitoring was done ²²⁷ .	District-based planning and monitoring with Government stakeholders

²¹⁷ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) - Informal Progress and Utilization Report (September 2020 to February 2021)

²¹⁸ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) Informal update 2018

²¹⁹ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) - Informal Progress and Utilization Report (September 2020 to February 2021)

²²⁰ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) Informal update 2018

²²¹ Sindh Education Sector Plan 2019-2024

²²² Sindh Education Sector Plan 2019-2024

²²³ UNICEF-JICA Progress and Utilization Report- Sept 2021

²²⁴ Almost, 36% of the functional schools in Sindh continue to lack boundary walls, 28% washrooms and 42% drinking water, which has a negative impact on the participation, particularly for girls after primary grades.

²²⁵ Among all the functional schools, the data in School Profile 2019 indicates that about 88.4% schools in the system are Primary Schools, while only 6% of the functional schools offer Middle and Elementary level education. However, 5.6% schools are higher secondary schools.

²²⁶ Sindh Education Sector Plan 2019-2024

²²⁷ UNICEF-JICA Progress and Utilization Report- Sept 2021



Type of Bottleneck	Identified Bottleneck	Interventions aligned
Operational level bottlenecks	More rationalization for recruitment and deployment is needed (female and specialist facilitators especially in the rural areas as they play a major role in convincing parents to send their children to schools) ²²⁸ . Mitigation: UNICEF, with the support of Directorates of Literacy and NFE, organized a 5-day training of 150 NFE facilitators (95 women) on facilitator guides for package C, including interactive teaching and play-based learning methods. UNICEF also provided teaching-learning materials on package C to both learners and facilitators ²²⁹ .	-
	Disparities (gender) between urban and rural areas ²³⁰ .	Setting up of ALP centres
	Gadap Town in Karachi, Sindh , is a very scattered slum township with sparse population density hence finding appropriate AEP sites with sufficient space was a challenge ²³¹ . Mitigation: Feasibility studies were conducted of potential sites based on equity indicators including: OOSC, reasons for being OOSC, cultural barriers, lack of infrastructure, distance, non-availability of space, lack of qualified facilitators, WASH facilities etc ²³² .	Setting up of ALP centres
	Absence of a District Officer (Literacy) ²³³ and the weak capacity of the education department caused delays in coordination for field implementation. Mitigation: UNICEF has entered partnership cooperation with a local Civil Society organization (IRC) to offset coordination challenges at field-level ²³⁴ ²³⁵	-

²²⁸ Sindh Education Sector Plan 2019-2024

²²⁹ UNICEF-JICA Progress and Utilization Report- Sept 2021

²³⁰ The primary NER for girls in rural areas, for example, is just 41% (compared to 61% overall), which drops to 14% at middle level, and 6% at secondary level

²³¹ Progress and Utilization Report for The Norwegian Committee for UNICEF – March 2019

²³² The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA)

²³³ Progress and Utilization Report for The Norwegian Committee for UNICEF – March 2019

²³⁴ The Project for the Enhancement of Non-Formal Education funded by the Government of Japan (GoJ) and the Japan International Cooperation Agency (JICA) Informal Update – September 2018

²³⁵ Progress and Utilization Report for The Norwegian Committee for UNICEF – March 2019



Appendix 23: Alignment between ALPs and Provincial Policies

Table below presents a summary of alignment between ALP interventions and provincial sectoral policies:

Fully Aligned		Mostly aligned		Slightly aligned		Not aligned	
Policy Name		Policy Plans/Strategies			Interventions		
Balochistan							
Baluchistan NFE Policy 2016-2030	GoB will engage local communities for local governance of NFE programmes for effective and efficient management and accountability			Community mobilisation			
	GoB will develop and implement standards, recruitment criteria, process and the capacity enhancement plan of the NFE teachers on regular and continuing basis to enable them to provide quality NFE programmes in Baluchistan jointly with PPIU, PITE, BOC&EC, BAEC and Dos, NGOs and other important stakeholders			- Engaging community-based facilitators for ALP centres - Training and skill building of ALP facilitators (average 30 facilitators per session)			
	GoB will develop teaching and learning materials; textbooks for learners, guides for teachers, supplementary reading materials, teaching and learning kits for NFBE/ALP, adult literacy and basic level vocational training programmes which must correspond to the prescribed NFE curricula			Development of middle school delivery model, including instructional and teacher training materials			
	GoB will develop and implement NFE-MIS and embed the same with provincial and national EMIS for data driven management of NFE programmes, informed decision making and reporting of SDG-4 targets and indicators			Beneficiary tracking in JICA supported NFE-MIS			
Baluchistan Education Sector Plan 2020-2025	Mobilise community for enhanced participation in NFE programs by Expansion of opportunities for NFE /ALP program by increasing capacity of field officers and institutions			Community mobilisation			
	Expand the current capacity of NFE /ALP programs to accommodate diverse and excluded segments of out-of-school children by mapping the current ongoing program in NFE /ALP and identifying potential areas for expansion (geographically and program wise)			Setting up of ALP centres			
	Develop and implement NFE teachers' professional development program to improve quality of teaching by institutionalising and operationalise in-service training for NFE teachers' professional development system jointly with PITE and directorate of schools. Developing a database of teachers to be trained each year and a training programme			Training and skill building of ALP facilitators (average 30 facilitators per session)			
	Develop and implement a comprehensive M&E strategy for the entire education system and its subsystems			District-based planning and monitoring with Government stakeholders			
	Enhance awareness on MHM for adolescent girls and prioritise WASH facilities for girls' schools and provide kits where needed			Provision of MHM kits for girls (one kit per girl)			
	Ensure learning material suits learning needs of the target groups by reviewing current learning material and improving it according to learning needs of target groups and relevance to provincial curriculum			Development of middle school delivery model, including instructional and teacher training materials			
Punjab							
Punjab Literacy & Non-Formal Basic Education 2019-2020	ILM-O-HUNAR PROJECT - The major objective of the project is to increase the literacy rates of these two Districts (Rajanpur & Muzaffargarh) at least by 20 percent of their existing rates, besides contributing to sustainable development and sustainable well-being of the people through: Community Mobilization, Access to Education/Literacy Services & Capacity building and improved livelihoods			Community mobilisation			



Policy Name	Policy Plans/Strategies	Interventions
	L&NFBE department shall launch social mobilization campaigns through electronic and print media, cell phones, and other communication means, and evolving VECs to motivate illiterates of all ages in their neighborhood, to get literate/primary education	Community mobilisation
	Non-Formal Primary School (former Basic Education Community Schools of Government of Pakistan) - Under this project, 5687 Non-Formal Primary Schools, which were already working under Federal Government, will be administered by L&NFBE Department for 214295 children (aged 04-16 years old)	Setting up of ALP centres
Punjab Education Sector Plan 2019/20 – 2023/2024	Communities will be involved in efforts to raise awareness about the importance of education, particularly of girls, to identify out of school children and motivate their participation in NFE Programmes	Community mobilisation
	Establish new NFE centres to enrol out of school children and upgrade existing NFE schools to provide middle-level education on needs-basis	Setting up of ALP centres
	For NFBE schools' teachers, literacy centres teachers, and managers that support them, the L&NFBE Department will develop a mechanism for continuous professional development. The Department has a pool of programme and learning managers deployed in all districts and already provides cluster-based trainings to teachers through these managers.	- Engaging community-based facilitators for ALP centres - Training and skill building of ALP facilitators (average 30 facilitators per session)
	Teachers will be trained on managing inclusive classrooms and supporting inclusive practices among their students.	
	Revise curriculum, textbooks, teacher training and assessment framework to enable marginalized students to fully participate in the educational process	Development of middle school delivery model, including instructional and teacher training materials
KP		
Khyber Pakhtunkhwa Education Sector Plan 2020/21 – 2024/25	Increase access and retention from pre-primary to higher secondary education by establishing new schools on a need basis, undertaking school rationalisation where necessary, rehabilitating schools damaged by natural/man-made disasters and constructing additional classrooms in schools as per needs	- Setting up of ALP centres - Provision of necessary education support materials (inclusive of mats, books, pens, blackboard, basic furniture, water tank and washroom facilities)
Sindh		
Sindh Non-Formal Education Policy 2017	Community awareness Programmes will be conducted to create demand for education in out of school children, especially, school-age girls by creating a community mobilization strategy, training field officers, running awareness Programmes with communities and local government institutions and creating Community-based oversight committees	Community Mobilization
	Field officers of the Directorate of Literacy and NFE will be trained on community engagement and mobilization.	Community Mobilization
	Non-formal education centres will be set up for out of school children to bring them into the fold of mainstream education	Setting up of ALP centres
	Where children cannot attend school due to employment or domestic activities. NFBE options, including evening classes will be provided irrespective of age and school availability in the vicinity.	Setting up of ALP centres
	Youth and adult literacy centres will be set up to run multiple Programmes with flexible timings	Setting up of ALP centres
	Integrated curricula will be prepared for each level (primary and post-primary) that include learning objectives of regular school curricula, life skills-based	Development of middle school delivery model, including instructional and teacher training materials



Policy Name	Policy Plans/Strategies	Interventions
	education and the ability to impart general skills to improve employability.	
	Learning material for NFBE will be developed by the directorate of literacy and NE in collaboration with relevant institutions and by printed by STBB.	Development of middle school delivery model, including instructional and teacher training materials
	It will be ensured that learning material is accessible to every child despite the diversity.	- Provision of necessary education support materials (inclusive of mats, books, pens, blackboard, basic furniture, water tank and washroom facilities) - Learning packages (instructional materials) for each ALP
	Specialized Modules on NFBE teaching will be introduced in all pre-service Programmes run by the Government.	Training and skill-building of ALP facilitators (average 30 facilitators per session)
	Monitoring and feedback mechanism will be devised for quality assurance that will include: Development of measurable indicators against all standards, Documentation of processes and indicators on a regular basis and Regular reports prepared with recommendations for improvement in implementation including revision of standards, if required	District-based planning and monitoring with Government stakeholders
		Dissemination/advocacy to share evidence for model effectiveness and scale up
	Directorate of Literacy and NFE will be responsible for the collection of monitoring data against the indicators identified in the implementation framework. Additionally, each organization will also monitor its own progress in the implementation of the policy	District-based planning and monitoring with Government stakeholders
	SELD may seek to expand the scope of its Directorate General Monitoring and Evaluation (DG M&E), currently working on the Sindh Monitoring System through an intensive independent approach to include M&E of the NFBE/Literacy Programmes as well.	District-based planning and monitoring with Government stakeholders
	Each district with the help of its Chief Monitoring Officer and monitoring assistants, collect monthly real-time data from all public sector schools on smartphones	District-based planning and monitoring with Government stakeholders
	An NFE-MIS for Directorate of Literacy and Non-formal Education including learner profiles, details of learning centers, human resources and management will be developed which will cover within its 'horizon' all sections in the Directorate covering Sindh province and will be integrated in the Sindh EMIS	Beneficiary tracking in JICA supported NFE-MIS
School Education Sector Plan And Roadmap for Sindh (2019 – 2024)	Improve formal and non-formal student curriculums with a focus on local needs and global trends, inclusive education and life skills, gender equality, cultural diversity, and citizenship ²³⁶	Development of middle school delivery model, including instructional and teacher training materials
	Improve provision of textbooks and learning materials based on the revised curriculum in appropriate languages	Development of middle school delivery model, including instructional and teacher training materials

²³⁶ School Education Sector Plan and Roadmap for Sindh (2019 – 2024)



Appendix 24: Alignment of ALPs with AE Principles

Fully Aligned		Mostly Aligned		Slightly Aligned		Not Aligned
ALP interventions are fully aligned with the AE principle		ALP interventions are mostly aligned with the AE principle and requires minimal course correction		ALP interventions are slightly aligned with the AE principle and requires some course correction		ALP interventions are not aligned with the AE principle and requires significant course correction
AEWG Principles		Balochistan	Punjab	KP	Sindh	Rating
LEARNERS						
1.	AEP is flexible and for over-age learners					Fully Aligned for all provinces
a.	The action points under this principle include target over-age, and out-of-school learners. AEPs are typically for children and youth aged approximately 10–18.	Out-of-school children (ages 5-16) are enrolled.	Out-of-school children (ages 5-16) are enrolled.	Out-of-school children (ages 5-16) are enrolled.	Out-of-school children (ages 5-16) are enrolled.	Fully Aligned for all four provinces
b.	Make AEP class time and location flexible as required by the community, teacher, and above all, the specific needs of both male and female learners to ensure consistent attendance and completion.	As per our discussions with key stakeholders and community members/facilitator centre timings are flexible and run in the morning or evening as per learner needs. The duration is flexible with three and half hours in winter session and four hours in summer.	As per our discussions with key stakeholders and community members, centre timings are flexible and run in the morning or evening ranging from 7:30-1:00 pm as per learner needs. The decision is left upon teachers to decide a time.	As per our discussions with stakeholders and community members, centre timings were flexible and run in the morning or evening ranging from 7:30-6:00 pm as per learner needs, allowing boys to study and earn as convenient.	As per our discussions with key stakeholders and community members centre timings are flexible and run in the morning or evening ranging from 8:30-6:00pm as per learner needs, allowing learners to study and earn as convenient.	Fully Aligned for all four provinces
2.	Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use the relevant language of instruction					Fully Aligned for KP and Sindh, Mostly Aligned for Balochistan and Slightly Aligned for Punjab,
a.	Develop and provide a condensed, levelled, age-appropriate, competency-based curriculum	As per our discussions with UNICEF and provincial curriculum department, the curriculum is condensed.	As per our discussion with the key stakeholders, the curriculum being used is of the Punjab Textbook Board and is not condensed.	As per our discussions with UNICEF and provincial curriculum department, the curriculum is condensed.	As per our discussions with UNICEF and provincial curriculum department, the curriculum is condensed.	Fully Aligned for three provinces and not aligned for Punjab
b.	Prioritize the acquisition of literacy and numeracy skills as the foundation for learning.	As per our discussions with UNICEF and provincial curriculum department, the curriculum is condensed.	As per our discussions with UNICEF and provincial curriculum department, the curriculum is condensed.	As per our discussions with UNICEF and provincial curriculum department, the curriculum is condensed.	As per our discussions with UNICEF and provincial curriculum department, the curriculum is condensed.	Fully Aligned for all four provinces
c.	Integrate Accelerated	As per our discussions with the Key	As per our discussions with	The progress reports (JICA)	Discussions with facilitators indicate	Fully Aligned for three



	AEWG Principles	Balochistan	Punjab	KP	Sindh	Rating
	Learning principles, pedagogy and practices throughout the curriculum and teacher training.	stakeholders, the technical working group is working on integrating the principles in Curriculum, training components, EMIS (NFEMIS) and monitoring system.	the stakeholders, special emphasis on pedagogical skills is done during teacher trainings. However, the curriculum in Punjab is not accelerated.	indicate that facilitators in 2 sessions of 8 days were trained on general pedagogy and course content.	that trainings were held where they were taught teaching methods and pedagogy skills.	provinces and mostly aligned for Punjab
d.	Adapt the AEP curriculum, learning materials, language of instruction and teaching methods to suit over-age children and reflect gender sensitive and inclusive education practices.	Discussions with stakeholders indicated that the learning materials have been adapted for over-age children with practices included to promote learners from marginalized communities.	As per our discussions with the stakeholders, the learning materials have been adapted for over-age children with practices included to promote learners from marginalized communities	As per our discussions with the stakeholders, the learning materials have been adapted for over-age children with practices included to promote learners from marginalized communities	As per our discussions with the stakeholders, the learning materials have been adapted for over-age children with practices included to promote learners from marginalized communities	Fully Aligned for all four provinces
e.	Integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts.	As per our discussions with stakeholders, the curriculum does not include psychosocial wellbeing or life skills acquisition.	As per our discussions with stakeholders, the curriculum includes psychosocial wellbeing but not life skills acquisition.	As per our discussions with stakeholders, the curriculum includes both psychosocial wellbeing and life skills acquisition.	As per our discussions with stakeholders, the curriculum includes life skills acquisition but not psychosocial wellbeing.	Fully aligned for KP, mostly aligned for Punjab and Sindh and not aligned for Balochistan
f.	Ensure AEP timetable allows for adequate time to cover the curriculum	According to all respondents the duration was sufficient as the curriculum was accelerated and learners were given 32-38 months to cover Packages A, B, C.	According to majority respondents, the duration was not sufficient as the curriculum being followed was Punjab Textbook Board's with a 3-4-hour school day. It was covered by not giving learners any vacations except for during Ramadan. Punjab aims to cover the curriculum in 48 months whereas in formal schools 60-72 months.	According to all respondents the duration was sufficient as the curriculum was accelerated and learners were given 32-38 months to cover Packages A, B, C	According to all respondents the duration was sufficient as the curriculum was accelerated and learners were given 32-38 months to cover Packages A, B, C	Fully Aligned for three provinces and not aligned for Punjab
g.	When funding AE curriculum development, allow sufficient time (1-2 years) and budget, and provide long-term technical expertise.	According to a representative of the curriculum department, the time given to the bureau for curriculum development was not sufficient.	Not assessed as the curriculum being used in Punjab is from Punjab Textbook Board and was not condensed.	According to a representative of the curriculum department, both funding and time given to the curriculum department was sufficient.	According to a representative of the curriculum, both funding and time given to the curriculum department was sufficient.	Fully aligned for KP and Sindh and not Aligned in Balochistan. In Punjab it has not been assessed as curriculum was not developed.



	AEWG Principles	Balochistan	Punjab	KP	Sindh	Rating
3.	AE learning environment is inclusive, safe, and learning-ready					Fully Aligned for KP and Balochistan, Mostly Aligned for Sindh and Slightly Aligned for Punjab,
a.	AEP classes are free, and there are no fees for uniforms or materials.	According to beneficiaries there are no fee for classes or other materials	According to beneficiaries there are no fee for classes or other materials	According to beneficiaries there are no fee for classes or other materials	According to beneficiaries there are no fee for classes or other materials	Fully Aligned for all four provinces
b.	Ensure access to water and separate latrines for girls and boys, and provision of sanitary materials when relevant.	Water is available in the centres. However, as part of the observation, it was noted that the toilets were at times locked. This was validated by the FGD respondents who shared working toilets were not always available. In terms of sanitary material, soaps were provided during COVID-19, but the supply was limited. One-time Menstrual Hygiene Management (MHM) kits were distributed to female learners in the centres, however they were used to provide training to girls and create awareness on personal hygiene.	Water is available in the centres. However, as part of the observation, it was noted that the toilets were at times not in usable condition. This was validated by the FGD respondents who shared working toilets were not always available. In terms of sanitary material, soaps were provided during COVID-19, but the supply was limited. One-time Menstrual Hygiene Management (MHM) kits were distributed to female learners in the centres, however they were used to provide training to girls and create awareness on personal hygiene.	Water is available in the centres. As part of the observation and further validated by FGD respondents, it was noted that the toilets were always in good workable condition. In terms of sanitary material, soaps were provided during COVID-19, but the supply was limited. One-time Menstrual Hygiene Management (MHM) kits were distributed to female learners in the centres, however these were used to provide training to girls and create awareness.	As part of the observation, it was noted that the toilets were at times locked and some did not have water. This was validated by the FGD respondents who shared working toilets were not always available. In terms of sanitary material, soaps were provided during COVID-19, but the supply was limited. One-time Menstrual Hygiene Management (MHM) kits were distributed to female learners in the centres, however these were used to provide training to girls and create awareness.	Fully aligned for KP, Slightly Aligned for Balochistan, Punjab and Sindh.
c.	Budget for maintenance and upkeep of facilities.	According to Key Stakeholders, small grants of 50k-80k are provided to some ALP centres for minor repair and construction of shelter for centre.	According to respondents there are no allocated funds for the maintenance of ALP centres including repair of furniture, paints etc.	Discussions with the respondents indicate that no such funds were allocated for repairs.	Discussions with the respondents show that the budget for maintenance and other additional resources were allocated.	Fully aligned in two provinces (Balochistan and Sindh) and Not Aligned in two provinces (KP and Punjab)
d.	Resource AEPs with a safe shelter, classroom furniture, and teaching and learning supplies and equipment.	According to the Progress Reports, teaching-learning supplies are provided in all centres like, teaching kits, floor setting mats, white	According to the Progress Reports, teaching-learning supplies are provided in all centres like, teaching kits, floor setting mats, white	According to the Progress Reports, teaching-learning supplies are provided in all centres like,	According to the Progress Reports, teaching learning supplies are provided in all centres like, teaching kits, floor setting mats, white	Fully Aligned in all four provinces



	AEWG Principles	Balochistan	Punjab	KP	Sindh	Rating
		board, teacher table and chair.	board, teacher table and chair.	teaching kits, floor setting mats, white board, teacher table and chair.	board, teacher table and chair.	
e.	Provide information to students and teachers on reporting mechanisms and follow-up of exposure to violence and gender-based violence.	As per respondents in FGDs, Parent Teacher School Management Committees (PTSMC) are responsible for addressing any complaints.	As per respondents in FGDs, Learning Monitors (LMs) are responsible for addressing any complaints.	As per respondents in FGDs, Chairman Volunteer Network Forum (VNF) is responsible for addressing any complaints. If needed, the complains were forwarded to supervisors of the centre.	As per respondents in FGDs, Indus Resource Centre (IRC) had a feedback mechanism which was swift in responding to complaints.	Fully Aligned in all four provinces
f.	Follow recommended relevant education authority guidelines for teacher-pupil ratio, but not greater than 40 pupils per teacher.	As per the discussion with the Key Stakeholders, the teacher-pupil ratio in ALP is followed by Govt policy of 35 learners per teacher in a class.	The target of the ALP centre was to retain 35 students however according to stakeholders due to overpopulation in some centres, the number exceeds 35. As part of the observation, it was witnessed that the number of learners exceeded 50.	Discussions with the facilitator show that the enrolled learners range from 20-35 students (girls and boys) in ALP centres.	The discussion with the facilitators shows that on average 20-30 students were enrolled in the ALP centre and the limit was 30.	Fully Aligned in three provinces Mostly Aligned in Punjab
TEACHERS						
4.	Teachers are recruited, supervised, and remunerated					
a.	Recruit teachers from target geographic areas, build on learners' culture, language and experience and ensure gender balance.	Success Stories and discussions with the Key Stakeholder indicate that local facilitators are hired with the requisite qualifications. However according to stakeholders due to lower literacy levels in female population, male facilitators are hired and as a result gender balance has not been maintained.	Success Stories and discussions with the Key Stakeholder and indicate that local facilitators are hired with the requisite qualifications. Majority of them are females.	Success Stories and discussions with the Key Stakeholder and indicate that local facilitators are hired with the requisite qualifications. All facilitators are females.	Success Stories and discussions with the Key Stakeholder and indicate that local facilitators are hired with the requisite qualifications. Majority of them are females.	Fully Aligned in three provinces Mostly Aligned in one province
b.	Provide regular supervision that ensures and supports teachers' attendance and performance of job responsibilities.	The Key Stakeholders specify that attendance is being monitored regularly with monthly trainings and regular Professional Development Days (PDD)	The Key Stakeholders specify that the LMs visit ALPs monthly/fortnightly to monitor attendance with regular trainings.	Discussion with the facilitator and community members show that the attendance of facilitators was shared on the WhatsApp group daily and Training Mentoring	Discussions indicate that the facilitators were supervised by the Social Organizer of implementing partners (NGOs) and Village Education Committee (VEC); the attendance, teaching	Fully Aligned for all four provinces



	AEWG Principles	Balochistan	Punjab	KP	Sindh	Rating
				Officers (TMO) shared the records with the department of education. Before going on leave, the teachers either arrange replacements or inform the Volunteer Network Forum (VNF) of the replacement. Moreover, teams from the Department of Education Office (DEO) visited the ALP centres regularly to monitor attendance, teaching methodology and students' learning.	methodology, and skills were monitored during the supervisory visits	
c.	Ensure teachers receive fair and consistent payment on a regular basis, in line with the MoE or other implementers, and is commensurate with the hours they teach. Note: Assessed as per minimum wage of 21,000/-	As per the discussion with the Key Stakeholder, facilitators are paid as; 13 Rupees per students/per attendance. Payment is consistent, however at times delays are there due to fund transfer issues.	As per the discussion with the Key Stakeholder, facilitators are paid a fixed amount monthly 8000/-, payment is consistent, however at times delays are there due to fund transfer issues.	Discussions with the facilitators indicate that the facilitators received 22,000 PKR per month on regular basis via bank transfer	Discussions show that teachers were getting a monthly fixed salary of 14000 PKR; the salaries were disbursed timely, however, the teachers recommended increasing the salaries considering the context of current inflation.	Fully aligned in KP and Not aligned in remaining three provinces.
5.	Teachers participate in continuous professional development					Fully Aligned for 3 provinces while Mostly Aligned for Sindh.
a.	Provide pre-service and continuous in-service teacher professional development courses on subject knowledge and Accelerated Learning pedagogy	According to the Key Stakeholders, initial training comprises of 6 days of training for each package followed by continuous professional development.	According to the Key Stakeholders, multiple trainings are provided on course subjects, paper marking, Covid training, National Curriculum Training, First Aid training, MHM management and the mental and physical health of the children. The teachers received training quarterly	According to the Key Stakeholders, Regular training workshops are conducted for the facilitators. At the start of each package a training session is arranged and then a training called refresher is arranged after each four months	Discussions with the facilitators show that the IP (IRC) arranged training (5 days) for newly appointed teachers on course subjects, teaching, and communication skills.	Fully Aligned in all four provinces



	AEWG Principles	Balochistan	Punjab	KP	Sindh	Rating
			pre covid and every six months during covid.			
b.	Build inclusion, gender-sensitivity and protection practices into the AEP teacher training.	As per respondents in FGDs, facilitators were provided periodic trainings on gender sensitivity. However, no information was included regarding inclusivity and protection practices.	As per respondents in FGDs and KIs facilitators were provided periodic trainings on gender sensitivity. However, no information was included regarding inclusivity and protection practices.	As per documents per facilitators were provided periodic trainings on gender sensitivity. However, no information was included regarding inclusivity and protection practices.	No information was included to evaluators regarding inclusion, gender-sensitivity and protection practices in teacher trainings.	Slightly aligned in three provinces and not aligned in Sindh
c.	Ensure teachers are provided with regular support and coaching to help improve the quality of classroom instruction.	According to the stakeholders, a proper framework of continuous professional development and on-job support/coaching exist in ALP. More emphasis is on pedagogies/ teaching instructions and curriculum content understanding. Professional Development (PD) is conducted at cluster level.	According to the Stakeholders, the learnings from the trainings mentioned above are incorporated into the teaching methodology in the classrooms.	According to the Stakeholders, regular trainings were held for the facilitators so they may not face any issue in the field. In addition, TMOs provided on-the-job mentoring and support.	According to the stakeholders, regular trainings were held for the facilitators so they may not face any issues in the field	Fully Aligned in all four provinces
d.	Work directly with teacher training institutes and national structures for AEP teacher training to provide certified professional development for AEP teachers.	As per the discussion with the Key Respondents, ALP teacher trainings are designed into Packages (A, B and C) by PITE and followed by monthly PD (Professional Day) days at cluster level and on job support mechanism.	As per the discussion with the Key Respondents, teachers are given induction training with an emphasis on multi-grade teaching. Regular cluster trainings are conducted at district level.	As per the discussion with the Key Respondents, master trainers created and trained on PITE-developed training manuals and facilitator handbooks. This pool was trained by lead trainers from PITE and training officer from JICA AQAL ²³⁷	As per the discussion with the Key Respondents, DCAR was responsible for the teacher training and guiding manuals for the facilitators.	Fully Aligned in all four provinces
PROGRAMME MANAGEMENT						
6.	Goals, monitoring, and funding align					Mostly Aligned for all provinces.
a.	Develop, apply, and regularly report using a monitoring and evaluation framework linked to programme goals and plans.	As per key stakeholders, administrators used information maintained by facilitators and uploaded them on a google sheet regularly.	In a discussion, respondents stated that the ALP teachers maintained the student record and other relevant	Discussions show that teams from the Department of Education Office (DEO) visit the ALP centres	In a discussion, respondents stated that the ALP facilitators maintained the student record and other relevant	Fully Aligned in all four provinces

²³⁷ JICA_UNICEF Progress Report sept 2021



	AEWG Principles	Balochistan	Punjab	KP	Sindh	Rating
		Third party monitoring was also being done.	information and shared it with the LM regularly.	regularly to monitor attendance, teaching methodology and students' learning.	information and shared it with the district education officer every month.	
b.	Make monitoring and evaluation systems for data compilation and analysis compatible with the MoE.	Not assessed	Not assessed	Not assessed	Not assessed	Not assessed
c.	Ensure the programme is adequately funded to assure sustained minimum standards for infrastructure, staffing, supplies, supervision, and management.	This has been assessed during the interventions life cycle, as per discussions with stakeholders the intervention was adequately funded by UNICEF to assure sustained minimum standards (INEE) for infrastructure, staffing, supplies, supervision, and management.	This has been assessed during the interventions life cycle, as per discussions with stakeholders the intervention was adequately funded by UNICEF to assure sustained minimum standards (INEE) for infrastructure, staffing, supplies, supervision, and management.	This has been assessed during the interventions life cycle, as per discussions with stakeholders the intervention was adequately funded by UNICEF to assure sustained minimum standards (INEE) for infrastructure, staffing, supplies, supervision, and management.	This has been assessed during the interventions life cycle, as per discussions with stakeholders the intervention was adequately funded by UNICEF to assure sustained minimum standards (INEE) for infrastructure, staffing, supplies, supervision, and management.	Fully Aligned in all four provinces
d.	Include exit strategies and/or a sustainability plan in the AEP design.	According to respondents, no exit plan is present.	According to the discussions with the key respondents, there is no exit plan.	According to the discussions with the key respondents, there is no exit plan.	According to the discussions with the key respondents, there is no exit plan.	Not Aligned for all provinces
7.	AE centre is effectively managed					Fully Aligned for all provinces.
a.	Ensure fiscal, supervisory, monitoring and evaluation systems are in place.	With our discussions with the Key Programme Stakeholders, ALP supervisory and monitoring system is in place. There are two layers of supervision and monitoring in ALP; third party monitoring and by administrators. Administrators assessed wellbeing of learners, looking after the centre, ensuring upkeep of the centre, looking after repairs, administrative materials, facilitators attendance, and providing books, notebooks, and other materials. UNICEF Third Party monitors,	LMs conduct weekly/monthly monitoring of the centres. LMs are responsible for making SMCs, monitoring wellbeing of learners, looking after the centre, ensuring upkeep of the centre, looking after repairs, administrative materials, facilitators attendance, and providing books, notebooks, and other materials. Summative and midterm assessments are conducted by	District teams, conduct weekly/monthly visits to centres and are responsible for monitoring of facilitator attendance, utilities, facilities, hygiene, and teaching methodology (delivery / involvement of students). The district coordinators, pay surprise visits to centres and report any security, health and hygiene	IP was responsible for monitoring wellbeing of learners, looking after the centre, ensuring upkeep of the centre, looking after repairs, administrative materials, facilitators attendance, and providing books, notebooks, and other materials. DCAR was responsible for conducting formative and summative examinations.	Fully Aligned in all four provinces



	AEWG Principles	Balochistan	Punjab	KP	Sindh	Rating
		check attendance, study materials and other basic amenities. Summative Assessments are conducted by BAEC, and formative assessments are conducted by facilitators.	facilitators however are developed by L&NFBE. Periodic randomized assessments are also conducted by LMs on Learning Assessment Drive (LAD) to check learnings.	issues witnessed. Lastly monitoring is done by UNICEF third party teams assess whether UNICEF ethics and guidelines are being followed periodically. Summative and formative examinations are conducted by DCTE.		
b.	Set up systems for student record keeping and documentation with data to monitor progress on student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group.	Discussions with the Key Programme stakeholders indicate that an ICT based web application (NFEMIS) is introduced to keep proper and well-organized record. Integration of NFEMIS with EMIS is under process. NFEMIS tracks, student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group.	Discussions with the Key Programme stakeholders indicate that an ICT based web application (NFEMIS) is introduced to keep proper and well-organized record. Integration of NFEMIS with EMIS is under process. NFEMIS tracks, student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group.	Discussions with the Key Programme stakeholders indicate that an ICT based web application (NFEMIS) is introduced to keep proper and well-organized record. Integration of NFEMIS with EMIS is under process. NFEMIS tracks, student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group.	Discussions with the Key Programme stakeholders indicate that an ICT based web application (NFEMIS) is introduced to keep proper and well-organized record. Integration of NFEMIS with EMIS is under process. NFEMIS tracks, student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group.	Fully Aligned in all four provinces
c.	Set up systems to track AEP students who have completed in regard to their transition/integration to formal education, vocational training and/or employment.	According to respondents, a proper record is maintained in the NFEMIS which allows proper tracking of learners.	According to respondents, a proper record is maintained in the NFEMIS which allows proper tracking of learners.	According to respondents, a proper record is maintained in the NFEMIS which allows proper tracking of learners.	According to respondents, a proper record is maintained in the NFEMIS which allows proper tracking of learners.	Fully Aligned in all four provinces
d.	Ensure the community education committee (CEC) is representative of the community, and is trained and equipped to support AE management	Discussions with the community influencers indicate that the PTSMCs, Mother support groups (MSGs) and Madrassa management committees (MMC) are formed and oriented on their responsibilities and projects in all ALP Centres, to ensure the accountability and	Discussions with the community influencers indicate that the VEC are representatives of the community and are clear about their roles and responsibilities.	Discussions with the community influencers indicate that VNF was trained on their scope and responsibilities. They meet once a month. Regarding the role and	Discussions with the community influencers indicate that The village Education Committee (VEC) members were selected from the same locality with the consent of the village intended to promote quality education and	Fully Aligned in all four provinces



	AEWG Principles	Balochistan	Punjab	KP	Sindh	Rating
		management of school related matters and to ensure community ownership by empowering community.		responsibilities, the committee provides multiple suggestions/ input on different matters and conveys the complaints from parents to the management and teachers.	enrolment of poor students. The Committee was responsible to supervise facilitators' attendance, ensuring students' enrolment, arranging community and parents' meetings, and maintenance of ALP centres as needed	
8.	Community is engaged and accountable					Fully Aligned for all provinces.
a.	Ensure the AEP is located within a community that supports and contributes to the Programme.	The documents provided specify that centres are in local communities and are supported by them.	The documents provided specify that centres are in local communities and are supported by them. However, the sites are provided by the government.	The documents provided specify that centres are in local communities and are supported by them.	The documents provided specify that centres are in local communities and are supported by them.	Fully Aligned in all four provinces
b.	Ensure the AEP is locally led and, when necessary, technical expertise is provided externally.	Discussions with the community members and parents indicate that the ALP Program is supported locally by PTSMCs, MMCs, MSGs and mentors.	Discussions with the community members and parents indicate that the ALP Program is supported locally by VECs, MSGs and LMs.	Discussions with the community members and parents indicate that the ALP Program is supported locally by VNFs.	Discussions with the community members and parents indicate that the ALP Program is supported locally by VECs.	Fully Aligned in all four provinces
c.	Provide comprehensive community sensitization on the benefits of AEPs.	As per the progress reports, 198 Community mobilization is done in ALP by conducting Community meetings.	According to the Progress Reports, 240 Community mobilization is done in ALP by conducting Community meetings.	According to the Progress Reports, more than 90 Community mobilization is done in ALP by conducting Community meetings.	As per the progress reports, 230 Community mobilization is done in ALP by conducting Community meetings.	Fully Aligned in all four provinces
ALIGNMENT WITH MOE FRAMEWORKS						
9.	AEP is a legitimate, credible education option that results in learner certification in primary education					Fully Aligned for all provinces.
a.	Include strategies and resources that ensure AEP learners can register for and sit examinations that provide a nationally recognised certificate.	According to the discussions held with Key Programme Respondents, ALP learners are examined and certified by the BAEC, which is acceptable in formal schools.	According to the discussions held with Key Programme Respondents, ALP learners are registered and examined by L&NFBE, which is acceptable in formal schools.	According to the discussions held with Key Programme Respondents, Equivalency Framework has been developed and incorporated in the assessment mechanism for the certification	According to the discussion with key stakeholders, the primary certificate is equivalent to grade 5, and notified, so students can get admission to private or public schools.	Fully Aligned in all four provinces



	AEWG Principles	Balochistan	Punjab	KP	Sindh	Rating
				of learners at various levels.		
b.	Develop clear pathways that enable children and youth to reintegrate at a corresponding level in the formal system, vocational education, or employment.	According to the discussions held with Key Programme Stakeholders, learners are mainstreamed and took admission in corresponding level in formal system. If the school is not available nearby, the ALP Middle with one trade open for the learners of Package C (Primary) Completion. 2 vocational centres have been opened for female learners in Package D & E.	According to the discussions held with Key Programme Stakeholders, learners are mainstreamed and took admission in corresponding level in formal system. If an ALP centre is closed midstream, children are transferred to another centre nearby. There are no opportunities for vocational education in ALP centres.	According to the discussions held with Key Programme Stakeholders, learners are mainstreamed and took admission in corresponding level in formal system. There are no opportunities for vocational education in ALP centres.	According to the discussions held with Key Programme Stakeholders, learners are mainstreamed and took admission in corresponding level in formal system. There are no opportunities for vocational education in ALP centres.	Mostly aligned for all provinces
10.	AEP is aligned with the national education system and relevant humanitarian architecture (ALIGNMENT WITH POLICY FRAMEWORKS)					Slightly Aligned for all provinces.
a.	Integrate research on out-of-school and over-age children within education sector assessments so that supply and demand issues related to AEP are explored, analysed, and prioritized.	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
b.	Use certified MoE material where available.	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
c.	Seek provision for financial support for AEPs within national or sub-national education budgets.	According to the discussions held with Key Programme Stakeholders, ALP interventions to continue through EU funding. However, the government has not allocated additional financial support for ALP interventions.	According to the discussions held with Key Programme Stakeholders, PC-1 has been drafted for the government to take over UNICEF supported AEPs. The funding has not been released till March (at the time of fieldwork).	According to the discussions held with Key Programme Stakeholders, PC 1 is in draft form, after the approval- the government will take over the ALP-PIU (financially). The provision can be seen however, was not actualised till fieldwork.	According to the discussions held with Key Programme Stakeholders, 600 million PKR have been allocated for the sustainability and expansion of existing centres. Discussions with stakeholders indicate that the funding has not been released yet.	Slightly Aligned in all four provinces.



Appendix 25: Provincial Level Achievements (Against Donor Targets and RWPs)

Achievements against Donor Targets

Progress of provincial ALPs as per the progress reports submitted to donors (JICA and NATCOMM). The evaluation team have used three key indicators that were defined and reported against in the progress reports.

Table: Number of centres established compared to targets

Province	Donor	No of target centres	No. of established centres	%	Total Target Centres	Total Established centres	%
Baluchistan	JICA	160	131	82%	260	198	76%
	NATCOMM	100	67	67%			
Sindh	JICA	150	150	100%	350	230	66%
	NATCOMM	200	80	40%			
KP	JICA	90	90	100%	230	230	100%
	NATCOMM	140	140	100%			
Punjab	NATCOMM	80	240	300%	80	240	300%

Table: Number of enrolled Learners compared to targets

Province	Donor	No. of target Enrolment	No. of enrolled learners	%	Total Target enrolment	Total enrolled Learners	% of gender segregation as per total enrolled learners	% of total (including gender disaggregates)
Baluchistan	JICA	8,000 (3600 girls and 4400 boys)	5,060 (2041 girls and 3019 boys)	63%	11,000 (5300 girls and 5700 boys)	8,257 (3286 girls and 4971 boys)	Girls: 40% Boys: 60%	Total: 75% Girls: 62% Boys: 87%
	NATCOMM	3,000 (1700 girls and 1300 boys)	3,197 (1245 girls and 1952 boys)	107%				
Sindh	JICA	4,500 (2500 girls and 2000 boys)	4,632 (2714 girls and 1918 boys)	103%	10,500 (6000 girls and 4500 boys)	6,757 (3998 girls and 2749 boys)	Girls: 59% Boys: 41%	Total: 64% Girls: 67% Boys: 61%
	NATCOMM	6,000 (3500 girls and 2500 boys)	2,125 (1284 girls and 841 boys)	35%				
KP	JICA	2,250 (all girls)	2,359 all girls	105%	6,450 (4350 girls and 2100 boys)	6,406 (5241 girls and 1165 boys)	Girls: 82% Boys: 18%	Total: 99% Girls: 120% Boys: 55%
	NATCOMM	4,200 (2100 girls and 2100 boys)	4,047 (2882 girls and 1165 boys)	96%				
Punjab	NATCOMM	6,000	16,347 (8061 girls and 8286 boys)	663%	6,000	16,347 (8061 girls and 8286 boys)	Girls: 49% Boys: 51%	Total: 272% Girls: 49% Boys: 51%

Table: Number of facilitators trained

	Donor	No. of target facilitator	No. of teachers trained	%	Total target facilitator	Total Teachers trained	% of gender segregation as per total teachers trained	%
Baluchistan	JICA	160 (80 females and 80 males)	161 (47 females and 114 males)	101%	260 (135 females and 125 males)	255 (81 female and 174 males)	Females: 32% Males:	Total: 98% Females: 60% Males: 139%
	NATCOMM	100 (55 females and 45 males)	94 (34 females and 60 males)	94%				
Sindh	JICA	150 (90 females and 60 males)	150 (95 females and 55 males)	100%	350 (210 females and 140 males)	230 (148 females and 82 males)	Females: 64% Males: 36%	Total: 66% Females: 70% Males: 59%
	NATCOMM	200 (120 females and 80 males)	80 (53 females and 27 males)	40%				
KP	JICA	90 (all females)	90 (90 females)	100%	230 (175 females and 55 males)	230 (194 females and 36 males)	Females: 84% Males: 16%	Total: 100% Females: 111% Males: 66%
	NATCOMM	140 (85 females and 55 males)	140 (104 females and 36 males)	100%				
Punjab	NATCOMM	80 (60 females and 20 males)	480 (N/A)	600%	80 (60 females and 20 males)	480	N/A	Total: 600%



Achievements against Provincial RWP

The below indicators are taken from the provincial RWPs²³⁸ (activity level) provided to the evaluators by the KP's Provincial UNICEF Office. The indicators used are standardized for all the provinces. The reader may note that the targets are by 2022 while the progress has been taken till 2021.

Output 1	"By 2022, public duty bearers have the capacity and systems to adapt and deliver quality, equitable, gender-sensitive, safe early learning, basic education, and skills in a changing education environment, including for those affected by emergencies."				
Indicator 1	Number of ALP teachers trained				
	Target	Male	Female	Total	Assessment on Achievements ²³⁹
Sindh	330	119	211	330	Fully Achieved
Baluchistan	N/A	N/A	N/A	N/A	Not Assessed
KP	380	127	253	380	Fully Achieved
Punjab	800	588	1773	2361	Fully Achieved
Total	1,510	834	2,237	3,071	
Indicator 2	Number of adolescents, especially adolescent girls accessing UNICEF supported ALP centres and receiving life skills basic education trainings (ADAP)				
	Target	Male	Female	Total	Assessment on Achievements
Sindh	80	56	24	80	Fully Achieved
Baluchistan	N/A	N/A	N/A	N/A	Not Assessed
KP	4,500	295	3,185	3,480	Partially Achieved
Punjab	0	607	259	866	Fully Achieved
Total	4,580	958	3,468	4,426	
Indicator 3	Number of children benefiting from alternate learning opportunities				
	Target	Male	Female	Total	Assessment on Achievements
Sindh	0	3,831	5,842	9,673	Fully Achieved
Baluchistan	15,000	5,249	3,008	8,257	Partially Achieved
KP	N/A	N/A	N/A	N/A	Not Assessed
Punjab	0	7,746	8,601	16,347	Fully Achieved
Total	15,000	16,826	17,451	34,277	
Indicator 4	Number of schools / ALPS provided with Covid relevant supplies (indicate in comments numbers and type of supplies)				
	Target	Achieved	What kind of supplies?		Assessment on Achievements
Sindh	N/A	330	Covid-19 awareness IEC material, facemasks, Handwashing soap, sanitizer.		Not Assessed
Baluchistan	N/A	N/A	N/A		Not Assessed
KP	N/A	N/A	N/A		Not Assessed
Punjab	N/A	6,208	Mobile hand washing stations, masks, and sanitizers. COVID19 booklet and SLKs in 240 ALPs. NFEs 5,968: Worksheets during COVID-19 school closures, stationary items, and dotted line books for young learners.		Not Assessed
Total	N/A	6,538			
Output 2	By 2022, Families and communities actively support on-time enrolment, retention, completion, and transition to post-primary, especially for girl.				
Indicator 1	Number of children provided with access to basic WASH services in schools (UNICEF Education supported, not WASH)				
	Target	Male	Female	Total	Assessment on Achievements
Sindh	N/A	N/A	N/A	N/A	Not Assessed
Baluchistan	53	53	N/A	53	Fully Achieved
KP	0	0	0	0	Not Assessed
Punjab	0	7,746	8,601	16,347	Fully Achieved
Total	53	7,799	8,601	16,347	

Assessment:

There are four indicators under outcome 1 and one indicator under output 2, following is the overall rating for each province:

- **Sindh:** Sindh has fully achieved the set targets (3 out of 5). However, for two indicators, targets were not set and therefore have not been assessed.

²³⁸ RWP Khyber Pakhtunkhwa 2021

²³⁹ Indicators where targets are not set have not been assessed.



- **Balochistan:** The province has partially achieved one target and fully achieved the other. The targets for remaining three indicators were not set.
- **KP:** KP has fully achieved one indicator and partially achieved the other. However, targets for three indicators were not set and therefore have not been assessed.
- **Punjab:** Punjab has fully achieved the set targets (4 out of 5). However, for one indicator, target was not set and therefore was not assessed.

Detailed tracking regarding the achievements and targets set by UNICEF in coordination with the KP Government was done and shared by KP UNICEF Office with the evaluators. Hence, a separate table with targets and achievements is made below.

KP 2018-2021

Outputs/KPI/Activities	CPD Output Indicators (taken from Strategy Notes) Provincial Baseline & Provincial 5-year Target	Targets (2018-2021)	Achievement/Remarks ²⁴⁰
Pillar 1 - Enabling environment: Strengthening political commitment and national capacity to legislate, plan and budget for children			
Output 1: By 2022, the KP E&SE department and institution are strengthened at all levels to develop evidence-based policies, plans, and budgets for equitable and relevant early learning and basic education with a focus on learning and skills development.	Existence of a Provincial Education Sector Plan that promotes equity in terms of access and learning B: KP ESP 2020-2025	Implementation of ESP 2021 -2025	KP ESP 2021 – 2025 approved, its implementation is ongoing since 1st September 2021, and progress is on track
	Availability of approved KP ALP Policy with appropriate budgetary allocation B: Draft ALP Policy and framework available	1 approved ALP/NFE policy	KP ALP Policy Consultant is on board to finalize the policy document and its implementation plan. It is now presented to Secretary & Minister for endorsement
Pillar 2 - Supply: Increased national capacity to ensure availability of, and access to, services and to strengthen systems			
Output 2: By 2022, KP Elementary & Secondary Education Department (E&SED) and its attached Directorates have the capacity and systems to adapt and deliver quality, equitable gender-sensitive, safe early learning, basic education, and skills in a changing education environment, including for those affected by emergencies.	# of teachers/education officials trained on MHPSS (Mental Health and Psychosocial Support)	3201	Training Manual on MHPSS developed, 404 Master Trainers trained, who trained 19,523 teachers
	# of adolescent girls having access to post-primary education	1400	1407 girls in 55 schools
	# of children accessing primary level ALP with UNICEF support	16,500(9650 G)	7,528(4268 G) remaining is the target for 2022)
	# of children accessing Elementary level ALP with UNICEF support	9000 (6500 G)	3480 (3185 G) remaining is the target for 2022
	Number of Elementary Level Material Developed: 1) Revised ALP Elementary Curriculum with the integration of Skill, 2) ALP Textbooks	1) ALP Elementary Curriculum 2) ALP Textbooks based on revised	ALP Elementary Curriculum aligned with SNC, skill integration initiated, and Contract signed with DCTE to develop the ALP Elementary books. Awaiting approval of SNC
Pillar 3 - Demand: Enhanced support for children, families, and communities to promote knowledge, behaviour change, demand for services, and opportunities for participation			
Output 3: Families and communities actively support on-time enrolment, retention, completion, and transition to the post-primary and holistic development of children, especially girls.	# of Parent-Teacher Councils (PTCs)/Volunteer Network Forum (VNF members trained (F/M)	10,400 (65% F)	3,680 members of 80 PTC and 380 VNF trained (remaining target to be achieved in 2022)

The information provided below is from the NATCOMM tracker 2021. However, as per the documents provided to the evaluators, there is a discrepancy between the indicators of RWP and the tracker.

²⁴⁰ UNICEF KP PDD End of Year Review 2021 (Presentation)



Punjab 2018-2021

Outputs/KPI/Activities	CPD Output Indicators (taken from Strategy Notes) Provincial Baseline & Provincial 5-year Target	Targets (2018-2021)	Achievement/Remarks ²⁴¹
Output 1: Increase access to quality and equitable education services	1.1 Community-based interactive dialogues and focus group discussions	300	240
	1.3 Provision of learning packs (inclusive of materials and curriculum, mats, books, pens, black board, basic furniture, water tank, washroom)	600	240 (inclusive of mobile hand washing station)
	1.4 Hiring of community-based teachers for AEPs (PKR 15,000 per AEP center)	200	240
	1.5 Training and skill building of AEP teachers 15 teachers per session for 2 days - total 35 sessions	14	
	1.6 Post training follow up sessions (2 sessions per annum)	40	MTs trainings from 36 districts
	1.7 District based advocacy seminars with Govt stakeholders (3 dialogues per district per annum - total 234 in 3 years)	40	15 (3 per district)
Output 2: Demonstration of increased positive interaction, trust, respect for diversity and inclusiveness	2.1 Organize play based activities and sport events for OOSC children (10 activities annually @ district)	130	240 activities held at school level
	2.2 Organize Community based events, discussion forums and campaigns (10 activities annually @ per district)	130	480 community meetings held at school level (two per community)
	2.3 Organize focus group discussions with parents (4 sessions annually@ district)	52	none

²⁴¹ Norway NC Target tracker 2021



Appendix 26: Innovation as Policy Priority

Innovative Strategy	Province	Plan/Strategy
Flexible timings	N/A	
Catch-up & remedial classes	N/A	
Age Specific/Over age OOSC	Baluchistan	The Government of Baluchistan will provide non-formal basic education/ accelerated learning programme to adults of Baluchistan out-of-school children from 5-16 years of age (missed out and drop out) and provide youth & adult literacy coupled with life & vocational skills to illiterate youth and as enshrined in article 25-A and 37(b) of the constitution of Pakistan ²⁴² .
		Ensure participation in NFBE classes targets the right age of 9 and above (where school is available – and or change strategy for that child) ²⁴³ .
	Punjab	Non-formal basic education Programmes, Alternate Learning Pathways (ALPs), as well as Open and Distance Learning (ODL) opportunities shall be offered to OOSC of age 3 to 16 years, especially providing a window of opportunities through ALP for marginalized sectors of the society including adolescent girls and women ²⁴⁴ .
	KP	- To provide equitable access to all children, especially the over-age and left-behind children, NFE and ALP Programmes can bridge this gap and facilitate the provision of education²⁴⁵. - It is also proposed to develop the NFE Management Information System (MIS) to maintain details of left-behind children. It is also suggested that the EMIS is updated on an annual basis through the conduct of surveys²⁴⁶. - To provide access to the left-behind children, it is also proposed that the existing ALP Programmes running in the province and E&SEF's community schools Programme should be scaled-up²⁴⁷.
	Sindh	- Survey of out-of-school children of ages 5 to 16 will be conducted at the union council and village/town level to determine the numbers and distribution of these children (across gender, household income, and geography)²⁴⁸. - Preferably, no child below the age of 9 will be admitted to a non-formal education Centre if a regular school is operating and functional in the vicinity, within a range of 1.0 km²⁴⁹. Priority Programme focuses on non-formal strategies for children aged above 9 years, whereas through robust campaigning and involvement of communities, especially School Management Committees; the children of Primary School aged 5-9 years will be enrolled in the formal schooling system²⁵⁰.
Location selection	N/A	
Innovation in capacity building	Baluchistan	The Government of Baluchistan will develop and implement standards, recruitment criteria, process and the capacity enhancement plan of the NFE teachers on regular and continuing basis to enable them address quality of NFE programmes in Baluchistan programmes in Balochistan jointly with PPIU, PITE, BOC&EC, BAEC and Directorate of Schools, NGOs, and other important stakeholders, etc ²⁵¹ .
		Train teachers on child friendly approaches to teaching and student management within the class and school premises ²⁵² .

²⁴² Balochistan NFE Policy 2016-2030

²⁴³ Balochistan Education Sector Plan 2020-2025

²⁴⁴ Punjab NFE Policy 2019

²⁴⁵ Education Sector Plan 2020-2025 (KP)

²⁴⁶ Education Sector Plan 2020-2025 (KP)

²⁴⁷ Education Sector Plan 2020-2025 (KP)

²⁴⁸ NFE Policy Sindh (4.1.2. Policy Options)

²⁴⁹ NFE Policy Sindh (4.1.2. Policy Options)

²⁵⁰ Education Sector Plan 2019-2024 (Sindh)

²⁵¹ Balochistan NFE Policy 2016-2030

²⁵² Balochistan Education Sector Plan 2020-2025



Innovative Strategy	Province	Plan/Strategy
	Punjab	Steps shall be taken to ensure that teachers for adult learners and NFBE are properly trained and have a well-defined career structure allowing them for upward mobility ²⁵³ .
		Provide quality pre-service, induction and in-service training to education professionals ²⁵⁴ .
	Sindh	A strategy to enhance teacher quality for NFBE will be prepared jointly by the Directorate of Literacy and NFE, PITE, and STEDA, building on the already developed NFE facilitators management framework ²⁵⁵ .
Stipends for Teachers	N/A	
Incentives for mainstreaming children	N/A	
Professional development days	N/A	
Innovation in service delivery	Balochistan	Continue teaching – schooling in the COVID 19 pandemic ²⁵⁶ .
	KP	- The development of the NFE Management Information System (MIS) will help maintain details of the OOSC for example, children who might be at 'risk' to drop out or those who have low attendance rates, etc. The database will help keep track of the OOSC. Over time this will enable better targeted, more responsive Programmes for the various target groups listed²⁵⁷. - The draft Khyber Pakhtunkhwa NFE policy has been developed to guide the NFE sub-sector in the province. The policy aims to strengthen the NFE governance structure, financing system, and mechanism of design and quality delivery of NFE programs in line with the systems and set up in place for education in the province²⁵⁸.
Innovation in curriculum	Balochistan	Government of Balochistan will review and develop new and equivalent curriculum for NFBE, adult literacy and vocational programmes, which are suitable to the diverse socioeconomic and cultural needs of children, youth and youth and adults of Balochistan province in partnership with multiple stakeholders ²⁵⁹ .
	Punjab	L&NFBE Department shall develop a literacy curriculum ²⁶⁰ and identify the instructional material, teacher training modules and professional development programmes to support the curriculum. The curriculum shall be skill-development driven, so as to facilitate assimilation of trainees into mainstream economic activity, by imparting skill training as per local needs and market trends. The material should also contain contents on safety and protection of children particularly girls, and women ²⁶¹ .
		Enhance access to NFE for children and adolescents, youth and adults, and ensure mainstreaming of children in formal schools ²⁶² .
	Sindh	- Integrated curricula will be prepared for each level (primary and post-primary) that include learning objectives of regular school curricula, life skills-based education, and the ability to impart general skills to improve employability²⁶³. - Skill-based components of the curricula will be developed keeping in view the relevance to the economy and market needs of a given district, following defined standards²⁶⁴.

²⁵³ Punjab NFE Policy 2019

²⁵⁴ Punjab Education Sector Plan 19/20 – 2023/2024

²⁵⁵ NFE Policy Sindh (4.2.3b. Policy Options)

²⁵⁶ Balochistan Education Sector Plan 2020-2025

²⁵⁷ Education Sector Plan 2020-2025 (KP)

²⁵⁸ Education Sector Plan 2020-2025 (KP)

²⁵⁹ Balochistan NFE Policy 2016-2030

²⁶⁰ National Literacy Curriculum 2007 had been developed with active participation of all provinces to standardize quality of literacy programmes throughout the country. L&NFBE Department will adapt 2007 curriculum according to its emerging needs.

²⁶¹ Punjab NFE Policy 2019

²⁶² Punjab Education Sector Plan 19/20 – 2023/2024

²⁶³ NFE Policy Sindh 2017 (4.2.1b Policy Action)

²⁶⁴ NFE Policy Sindh 2017 (4.2.1b Policy Action)



Innovative Strategy	Province	Plan/Strategy
Linkages with Mainstream		- A curriculum implementation framework (CIF) for NFE will be developed to ensure the effective implementation of approved curricula ²⁶⁵ .
		Skill-based components of the curricula will be developed keeping in view the relevance to the economy and market needs of a given district, following defined standards ²⁶⁶ .
		Post-Primary curriculum will be also developed to cater to the access issue of overage dropout children to continue post-primary education along with an option of linkages with technical and vocational skill opportunities ²⁶⁷ .
	Balochistan	The Government of Balochistan will ensure that NFE sector (NFBE/ ALP, youth/ adult literacy & vocational courses) have valid equivalency with other relevant formal education/ training system through acceptable certification ²⁶⁸ .
		Enhanced access and participation in NFE / ALP Program ²⁶⁹ .
	Punjab	A system shall be developed to mainstream the students of non-formal programmes into regular education system, and a system of equivalence shall be developed to permit such mainstreaming. New literates shall receive formal certification so as to facilitate their entry into government schools ²⁷⁰ .
		Enhance access to NFE for children and adolescents, youth and adults, and ensure mainstreaming of children in formal schools ²⁷¹ .
	Sindh	Joint targets in formal and non-formal streams for the reduction of out-of-school children and children at risk in the district and the province will be developed ²⁷² .
		Database for each sector will be linked together with the ability to track movement of children from NFBE to mainstream and vice versa ²⁷³ .
		Learning pathways will be created by linking NFE Programmes with the formal stream (pri& post-primary), including certification and equivalency, so that children who complete an accelerated type of modality can continue their education in the formal stream or students who drop-out of school can re-enter or move between different education streams ²⁷⁴ .
Community Mobilization	Balochistan	Mobilise community for enhanced participation in NFE programs ²⁷⁵ .
	Punjab	Literacy should be a campaign and L&NFBD to become a campaign manager. It shall establish and operationalize a robust community mobilization system in rural areas and urban slums to motivate populace therein towards primary and elementary education for OOSC and education/literacy for adolescent and adult levels ²⁷⁶ .
		Promote effective engagement of communities for school improvement and better education service delivery ²⁷⁷ .
	Sindh	Community awareness Programmes will be conducted to create demand for education in out-of-school children, especially, school-age girls ²⁷⁸ .

²⁶⁵ NFE Policy Sindh 2017 (4.2.1b Policy Action)

²⁶⁶ Sindh Sector Education Plan 2019-2021

²⁶⁷ Sindh Education Sector Plan 2019-2024

²⁶⁸ Balochistan NFE Policy 2016-2030

²⁶⁹ Balochistan Education Sector Plan 2020-2025

²⁷⁰ Punjab NFE Policy 2019

²⁷¹ Punjab Education Sector Plan 19/20 – 2023/2024

²⁷² NFE Policy Sindh 2017 (4.2.6b. Policy Options)

²⁷³ NFE Policy Sindh 2017 (4.2.6b. Policy Options)

²⁷⁴ Sindh Education Sector Plan 2019-2024

²⁷⁵ Balochistan Education Sector Plan 2020-2025

²⁷⁶ Punjab NFE Policy 2019

²⁷⁷ Punjab Education Sector Plan 19/20 – 2023/2024

²⁷⁸ NFE Policy Sindh 2017 (4.1.2 Policy Action)



Appendix 27: Efficiency Tables

The reader may note that this information only includes the budget and results achieved through JICA and NATCOMM funds.

	2017	2018	2019	2020	Average	USD rate as per 2018 ²⁷⁹	Per-student cost (\$) ²⁸⁰
National Level - Per Student Cost- Formal Education	22,472	20,145	N/A	N/A	21308.5	123	173
National Level - Per Student Cost- NFE		6000	N/A	N/A	6000 ²⁸¹	123	49
National Level - Per Student Cost- ALP						0	45

JICA Annual Budgets								
	2018		2019		2020		2021	
	Enrolments ²⁸²	Expenses ²⁸³	Enrolments	Expenses	Enrolments	Expenses	Enrolments	Expenses
	6560	429,363.02	13576	768,591.32	13576	2,285,182.85	12051	2,959,571.67
Child / Cost (\$)		65.45 ²⁸⁴		56.61		168.32		245.58

NNC Annual Budgets						
	2018		2019		2020	
	Enrollments	Expenses ²⁸⁵	Enrollments	Expenses	Enrollments	Expenses
	12,438	435,951.80	22,630	649,934.62	25,289	2,538,642.94
Per Child Cost (\$)	35.05		28.72		100.39	

Accumulative (JICA + NATCOMM)	2018		2019		2020	
	Enrolments	Expenses	Enrolments	Expenses	Enrolments	Expenses
	18998	865,314.82	36206	1,418,525.94	38865	4,823,825.79
Cost per student	45.55		39.18		124.12	

Cost per Learner ²⁸⁶ (2018)	
Formal Education ²⁸⁷	\$ 173
Non-Formal Education	\$ 49
ALP ²⁸⁸	\$ 38

	JICA	NATCOMM ²⁸⁹	Total
Planned Budget	3,394,169 ²⁹⁰	4,699,999	8,094,168
Utilized Funds	2,959,572 ²⁹¹	2,513,255.26	5,472,827
Utilization Rate	87%	53%	68%

²⁷⁹ PBS

²⁸⁰ Average/USD rate as of 2018

²⁸¹ AEPAM (Education Statistics Report – 2017/2018)

²⁸² Formal Progress and Utilization Reports (JICA and NATCOMM)

²⁸³ Financial Budget sheets provided by JICA (Progress Reports – Financial)

²⁸⁴ Expenses/Enrollment rates

²⁸⁵ Numbers taken from the Progress Reports (NATCOMM)

²⁸⁶ Dollar rate = 123 (average date of dollar in Pakistan in 2018 - PBS)

²⁸⁷ National level 2018 Values used AEPAM and Pakistan bureau of statistics

²⁸⁸ ALP average cost of three years

²⁸⁹ Data taken from 2020 progress report.

²⁹⁰ JICA_UNICEF Financial Progress Reports

²⁹¹ Ibid



Appendix 28: Compliance with UN-SWAP

No.	Performance Indicators (PI)	Evaluation Team's Commentary & Assessment
Results-based management		
1	PI-1: Strategic planning gender-related SDG results.	The ALP interventions include targets that captures gender disaggregation (where it was possible), for example in the design phase, the number of target leaners (girls and boys) were identified. Hence, the ALP interventions are meeting this performance target.
2	PI-2: Reporting on gender-related SDG results.	The NFEMIS allowed continuous monitoring of the enrolment results based on sex-disaggregated data. However, there is limited evidence to suggest that this information was widely being used for strategic planning. The ALP interventions are mostly compliant with the indicator.
3	PI-3: Programmatic gender-related SDG results.	The ALP interventions also meet the third performance indicator, 'Programmatic Gender-related SDG Results', as they included the sex disaggregated data in its planning (targets) and reporting (progress reports).
Oversight		
4	PI-4: Evaluation	Not assessed. Assessment of the UNICEF's evaluation functions is beyond the scope of the evaluation.
5	PI-5: Audit	Not assessed. Assessment of the audit systems is beyond the scope of the evaluation.
Accountability		
6	PI-6: Policy	Not assessed. The evaluation team does not have adequate evidence on policy level directors of the Programme or the organization-level policy interventions at RCO to conclude or comment on this indicator.
7	PI-7: Leadership	Not assessed. The evaluation team does not have adequate evidence on senior managers in the Programme internally or publicly championing gender equality.
8	PI-8: Gender-responsive performance management	Not assessed. The evaluation team does not have details related to gender equality and the empowerment of women integrated into core values and/or competencies for all staff, with a particular focus on levels P4 or equivalent and above.
Human and Financial Resources		
9	PI-9: Financial resource tracking	The ALP interventions could not achieve as there is no financial resource tracking mechanism used by the Programme to quantify disbursement of funds that promote gender equality and women empowerment.
10	PI-10: Financial resource allocation	The ALP interventions could not achieve as there is no financial disbursement or benchmark to promote gender equality and women empowerment.
11	PI-11: Gender architecture	Not assessed. It is beyond the scope of this evaluation to assess the presence of focal points at HQ, regional or country level.
12	PI-12: Equal representation of women	Not assessed. It is beyond the scope of this evaluation to assess the representation of women staff at the country office level.
13	PI-13: Organizational culture	Not assessed. Assessment of the organizational culture, whether it fully supports promotion of GE is beyond the scope of the evaluation.
Capacity		
14	PI-14: Capacity assessment	Not assessed. Assessment of UPCO capacity building initiatives is beyond the scope of the evaluation.
15	PI-15: Capacity development	Not assessed. Assessment of UPCO capacity building initiatives is beyond the scope of the evaluation.
Knowledge, Communication and Coherence		
16	PI-16: Knowledge and communication	The progress reports do not have specified gender sections. Therefore, the ALP interventions do not meet this indicator.
17	PI-17: Coherence	Not assessed. Assessment of UPCO's coherence structure is beyond the scope of the evaluation.



Appendix 29: Provincial Recommendations

This appendix is added based on feedback from UNICEF that recommendations in last chapter are tagged for AEWG Principles/Components i.e., Learners, Facilitators, Programme Management & Alignment with MoE and Policy Frameworks. Where one action falls into two or more AEWG components, appropriate additions are made. Moreover, each recommendation is tagged with province/s where action/s need to be taken.

Recommendation	Component ²⁹²	Applicable for
The need for parallel mechanisms for OOSC (across all provinces) is evident and merits further strengthening the NFE/ALP institutionalisation (momentum has already been created under UNICEF supported ALP) and takeover of ALP centres by provinces. The recommended actions for relevant provincial actors include:		
All provinces to critically review and revise the existing NFE/ALP Policy Frameworks and lay added focus on implementing systems for continuity of education/learning during emergencies (such as remote teaching and learning). The policy gaps became more evident during Covid-19, and provinces struggled to come up with effective tools and mechanisms to enable continuity of teaching and learning (EFF 2);	Programme Management/Alignment with MoE and Policy Frameworks	All provinces
KP remains the only province where NFE/ALP Policy is not approved yet. The relevant education authorities must push/lobby (with other actors) to get approval of the draft ALP Policy (2020) (REL 1, SUS 2);	Programme Management/Alignment with MoE and Policy Frameworks	KP only
In line with provincial policy priorities (revised preferably), the relevant provincial offices should develop Multi-year NFE/ALP Institutionalisation Plans (3-5 years and seek assistance from development partners). The NFE/ALP Institutionalisation Plans should provide basis for development/revision of PC1s (Balochistan and Sindh to develop afresh and KP and Punjab to amend where applicable) and seek finances for institutionalisation including take-over (of UNICEF and other donors supported ALPs) and scale-up of NFE/ALPs. This may involve active engagement with respective planning and development and finance departments to seek approvals for public funds to implement NFE/ALP institutionalisation agenda/plan (IMP 2, SUS 2);	Programme Management/Alignment with MoE and Policy Frameworks	All provinces
Keeping in view the NFE/ALP Institutionalisation Plan (a multi-year plan), undertake the capacity assessment of existing NFE/ALP management structures at provincial/district levels, and use findings to re-calibrate the NFE/ALP structures at all levels. Moreover, use the findings to develop a comprehensive capacity development plan for the re-calibrated structures and seek assistance for capacity development (SUS 2);	Programme Management	All provinces
To attract and retain interest of disadvantaged children – girls, working boys and girls, children with disability, and others, relevant public stakeholders in provinces must explore and collaborate with social protection agencies such as BISP, social welfare etc. to seek financial and non-financial support for these learners (GE 1, EQY 1, EFF 3);	Programme Management/ Learners	All provinces
Continue to implement the community mobilisation and engagement as integrated part of NFE/ALP. The provincial stakeholders to periodically assess and document the good practices and challenges around community mobilisation and engagement and disseminate widely to encourage replication and scale-up (within and across provinces). The evaluation findings indicate that these processes have been instrumental in accelerating wider community acceptance (of ALPs) and cultivate ownership of such groups and efforts. Build community capacities for monitoring and oversight functions by demonstrating trust in social accountability (EFF 4, SUS 2).	Programme Management	All provinces
The current research, monitoring and evaluation structures and systems merit a critical re-assessment to enable timely tracking of results and use of monitoring/research data for decisions making. Some of the recommended actions (provinces to discuss internally further) include Monitoring and Research Units (at provincial levels); allocate at least 7% of NFE/ALP resources for monitoring and periodic research; expand the monitoring/results indicators (add result indicators such as learning assessments, completion rates, transition and mainstreaming rates, employment of completers, enrolment numbers on disabled and refugee children etc). For promotion, allocate funds for research – develop annual research agenda (around gender barriers, NFE/ALP impact on child marriage, participation in labour market, employability after ALPs completion, develop investment cases for ALPs etc.), form research committees/panel to supervise, engage academia and think tanks for collaborative research, commission, publish and disseminate research findings and studies (GE 1, EQY 1, IMP 1).	Programme Management/ Learners/ Facilitators	All provinces

²⁹² Learners, Teachers, Programme Management, Alignment with MoE and Policy Frameworks



Recommendation	Component ²⁹²	Applicable for
Unpack the concept of Innovation for NFE/ALP (a policy priority for which provinces have only limited understanding) by producing a 'Guidance Document'. The document should be around innovation both in terms of concept and practice around NFE/ALPs – elaborating what constitutes innovation, scope and scale, funding mechanisms, documentation, and incentives for inventors and implementers including other aspects. Some ideas for innovation management: create provincial innovation/challenge funds; engage with private sector/IT firms/universities to help find innovative solutions (around remote learning, learning assessments, etc); identify innovation focal points within provincial NFE/ALP to steer the process, implement, monitor and document innovation; organise regular dissemination events to showcase innovative ideas for intra and inter-provincial scale up (EFF 5).	Programme Management/Alignment with MoE and Policy Frameworks	All provinces
Keeping in view the recent experiences of Covid 19, the provinces are advised to take proactive approach to use innovative technology solutions to ensure continuity of teaching and learning activities and avoid possible dropouts. The provinces must introduce relevant technology solutions and advocate to leverage technology for access\ and delivery of ALPs such as family/peer led teaching learning methods (worksheets and others); remote learning (through YouTube/ and TV/Radio) and others (EFF 5);	Programme Management	All provinces
For improved compliance to AEWG/AE principles, provinces are recommended to undertake provincial normative assessments to have greater clarity around compliance (and non-compliance) and use the findings to lay plan for greater coherence with respect to learners, facilitators, ALP management and coherence with policies and plans. A light touch assessment undertaken as part of the evaluation has indicated weaknesses and gaps around promotion of inclusion (equity), gender-sensitivity and protection practices into the ALP facilitators training materials (COH 1)	Programme Management	All provinces
The relevance of UNICEF PCO cannot be over-emphasized given the history of engagement with provincial education authorities, successes and momentum created around ALP institutionalisation across all provinces. The future assistance must focus on following:		
Extend technical and financial assistance to the provinces in multiple areas (proposed above for the provinces) such as: review/revision and approval of NFE/ALP Policies; formulation of NFE/ALP Institutionalisation Plans; capacity assessment and development of NFE/ALP structures; systems strengthening around curricula, facilitators training, learning assessments and examinations, mainstreaming etc.; strengthening sector coordination, documentation and knowledge sharing; strengthening of research and monitoring systems; AEWG normative assessment; improvisation of community mobilisation; unpacking innovation through guidance document and supporting activities; and others (IMP 1, IMP 2, ECY 2, EFF 1);	Facilitators/Learners/Programme Management/Alignment with MoE and Policy Frameworks	All provinces
Layout province specific assistance plans (in line with the above) and define clearly the results and actions (impact, outcomes, outputs and others) which should get reflected in provincial partnership agreements and UNICEF Rolling Work Plans. Moreover, define clearly the transition/exit plans, and improve internal budgeting and expenditures reporting to enable better tracking of cost of completion and cost/benefit calculations (IMP 1, ECY 1, EFF 1, SUS 1);	Programme Management	All provinces
Lend support to the relevant education/NFE stakeholders and explore avenues for expanded engagement of CSOs, think tanks, academia, private sector in NFE/ALPs for potential partnership (SUS 1 and SUS 2);	Programme Management	All provinces
Partner with relevant provincial actors to commission/undertake periodic research and assessments to assess processes, map impact and outcome levels results of interventions (at broader level than at present) and cost efficiency calculations to help develop investment case/s for NFE/ALP advocacy and lobbying (IMP 1 and ECY 3);	Programme Management	All provinces
Improve documentation of successes around innovation in NFE/ALP implemented so far (e.g., supportive supervision of facilitators; learning assessment through technology and remote learning) and disseminate them for intra and inter-provincial use, replication and scale-up; (EFF 5);	Programme Management	All provinces
Support provincial authorities in conducting research around gender barriers, NFE/ALP impact on child marriage, participation in labour market, employability after ALPs completion, develop investment cases for ALPs etc.) (GE 1, EQY 1, IMP 3);	Programme Management	All provinces
UNICEF CO to support with country/federal level coordination forums to convene with regularity (once or twice a year to invite provincial authorities and other actors working on NFE/ALP) to discuss, reflect, share good practices and learning for and good practices practice of regular reflections and experience sharing across provinces/national levels (SUS 1);	Programme Management	All provinces

