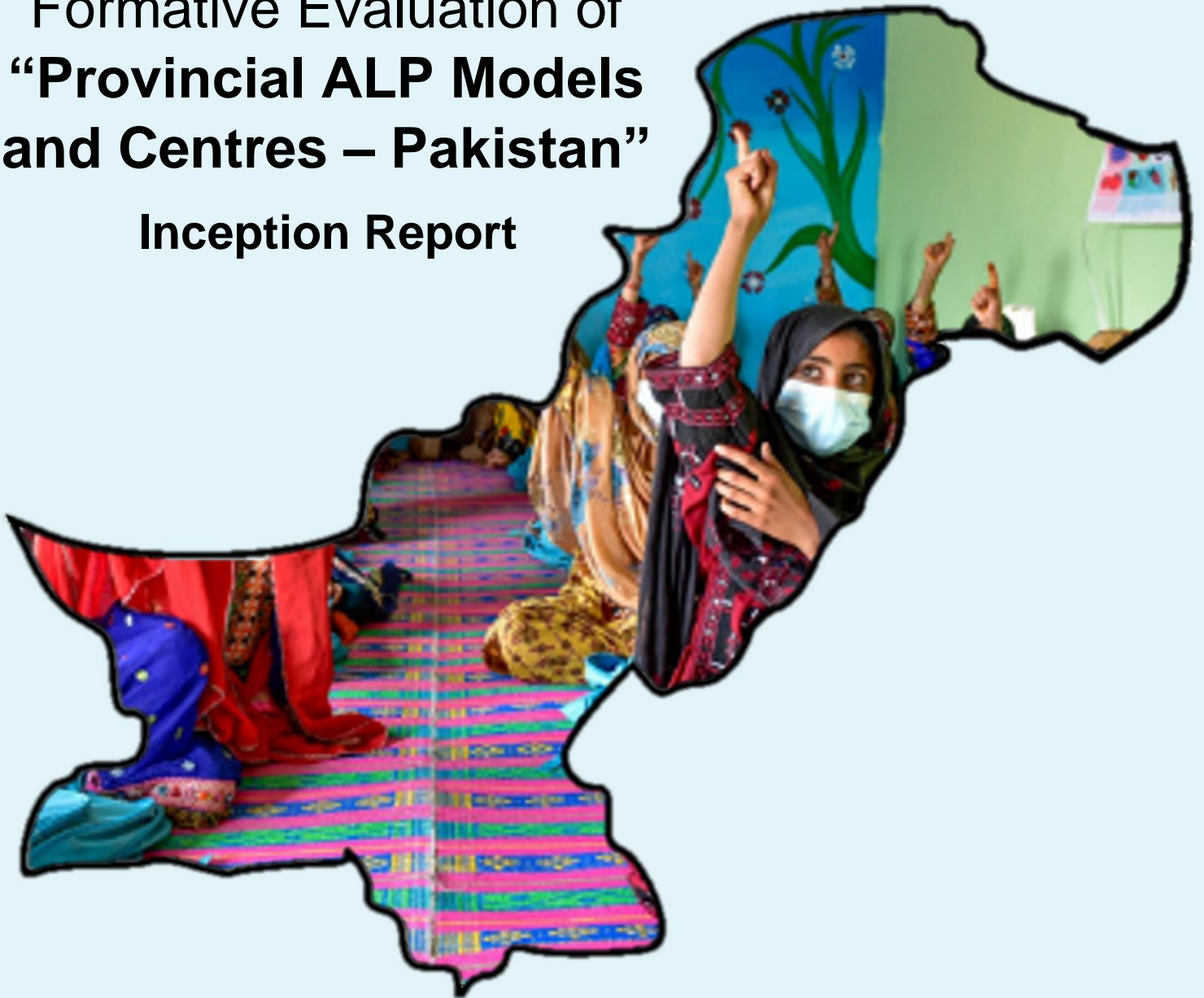


Formative Evaluation of “Provincial ALP Models and Centres – Pakistan”

Inception Report



Draft IR: January 15, 2022
Final IR: February 25, 2022
Scope Timeline: 2016 – 2021
Submitted by: AAN Associates

This page is left blank intentionally.

Glossary

Alternate/Accelerated Learning	Flexible, age-appropriate programmes, run in an accelerated time frame, aiming to provide access to education for disadvantaged, over-age, out-of-school children and youth – particularly those who missed out on or had their education interrupted due to poverty, marginalization, conflict, and crisis. ¹
CEval	The Centre for Evaluation (CEval) is a research, service and educational institute ² . The CEval evaluation concept is composed of three main elements: theoretical foundations consisting of three different scientific models derived from sociological theories which complement each other; methodical foundations bringing together three more or less different methodological approaches; and a sustainability concept with its central differentiation between internal and external sustainability of impacts. ³
Coherence	The compatibility of the intervention with other interventions in a country, sector or institution. ⁴
Contribution Analysis Design	Contribution analysis explores attribution through assessing the contribution a programme is making to observed results. ⁵
DAC Criteria	The OECD DAC Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability – and two principles for their use. These criteria provide a normative framework used to determine the merit or worth of an intervention (policy, strategy, programme, project or activity). They serve as the basis upon which evaluative judgements are made. 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
Equitable Education	In education, the extent to which access and opportunities for children and adults are just and fair. This implies reduction of disparities based on gender, poverty, residence, ethnicity, language, and other characteristics. ⁹
Formal Education	Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. ¹⁰
Impact	The extent to which the intervention has generated or is expected to generate significant positive or negative, intended, or unintended, higher-level effects. ¹¹
Innovation Theory	The chances of adapting an innovation will be greater “the more advantageous, the more compatible with existing production conditions, the less complex, the more testable and observable the innovation appears to the user” (Mohr 1977: 60). ¹²
Life-course Model	A sequence of socially defined events and roles that the individual/institution enacts over time. ¹³
Non-Formal Education	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 a 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 for 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. ¹⁴
Normative Comparison Design	Normative comparison is a method to compare an individual to a norm group. ¹⁵

¹ Retrieved from: <https://www.unhcr.org/accelerated-education-working-group.html>

² Retrieved from: https://www.ceval.de/modx/fileadmin/user_upload/PDFs/CEval-Info-Brochure.PDF.EN.pdf

³ Retrieved from: https://www.ssoar.info/ssoar/bitstream/handle/document/11344/ssoar-2002-meyer-sociological_theory_and_evaluation_research.pdf

⁴ Retrieved from: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

⁵ https://www.betterevaluation.org/en/plan/approach/participatory_evaluation

⁶ Ibid

⁷ Ibid

⁸ Ibid

⁹ Retrieved from: <https://learningportal.iiep.unesco.org/en/glossary/equity>

¹⁰ Retrieved from: [Formal Education | INEE](https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm)

¹¹ Retrieved from: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

¹² Retrieved from: https://ceval.de/modx/fileadmin/user_upload/PDFs/workpaper8.pdf

¹³ Retrieved from: Giele and Elder 1998, p. 22

¹⁴ Retrieved from: <http://uis.unesco.org/en/glossary-term/non-formal-education>

¹⁵ <https://www.tandfonline.com/doi/full/10.1080/13854046.2017.1348542>

Organization Theory	A large and multidisciplinary body of scholarly work that focuses on understanding organizations. ¹⁶
Out-of-School Children	Children of official primary school age who are not in primary or secondary education. 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
Sustainability Approach	Measuring changes of social integration on target-, territorial-, and timescales. ²⁰

¹⁶ Retrieved from: <https://www.britannica.com/topic/organization-theory>

¹⁷ Retrieved from: <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>

¹⁸ Retrieved from: <https://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm>

¹⁹ Ibid

²⁰ Retrieved from: https://www.ssoar.info/ssoar/bitstream/handle/document/11344/ssoar-2002-meyer_sociological_theory_and_evaluation_research.pdf

List of Acronyms

AE	Accelerated Education
AEP	Accelerated Education Programmes
AEWG	Accelerated Education Working Group
ALP	Alternate/Accelerated Learning Programme
AQAL	Advanced Quality Alternate Learning Project
BAEC	Baluchistan Examination and Assessment Commission
BOC	Bureau of Curriculum
BTBB	Baluchistan Textbook Board
CEC	Community Education Committee
CEval	Centre of Evaluation
COAR	Country Office Annual Report
COVID-19	Coronavirus Disease of 2019
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organisation
DAC	Development Assistance Committee
DCTE	Directorate of Curriculum and Education Training
DoE	Department of Education
DoPD	Directorate of Professional Development
EM	Evaluation Matrix
ECE	Early Childhood Education
EMIS	Education Management Information System
ESP	Education Sector Plan
ERG	Evaluation Reference Group
ESED	Elementary and Secondary Education Department
ESEF	Elementary & Secondary Education Foundation
FGDs	Focus Group Discussions
GDP	Gross Domestic Product
GE	Gender Equality
GEROS	Global Evaluation Reports Oversight System
GoB	Government of Baluchistan
GoP	Government of Pakistan
HQ	Headquarter
HRBA	Human Rights Based Approach
IP	Implementing Partner
IR	Inception Report
IRC	Indus Resource Centre
JICA	Japanese International Cooperation Agency
KIIs	Key Informant Interviews
KP	Khyber Pakhtunkhwa
M&E	Monitoring & Evaluation
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
MoFEPT	Ministry of Federal Education and Professional Training
MoU	Memorandum of Understanding
NFBES	Non-Formal Basic Education Department
NFEMIS	Non-Formal Education Management Information System
NFE	Non-formal education
NNC	Norwegian National Committee
OECD	Organisation for Economic Co-operation and Development
OOSC	Out-of-school children
PANEL	Participation, Accountability, Non-Discrimination and Equality, Empowerment, and Legality
PI TE	Provincial Institute for Teacher Education
PIU	Programme Implementation Unit
PTC	Parent Teacher Council
R&E	Research and Evaluation
RAM	Results Assessment Module

SDGs	Sustainable Development Goals
SMQs	Strategic Management Questions
SWD	Social Welfare Department
ToC	Theory of Change
ToRs	Terms of Reference
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNICEF PCO	United Nations Children's Fund Pakistan Country Office
UNICEF RR	United Nations Children's Fund Regular Resources
UN-SWAP	UN System-Wide Action Plan
VEC	Village Education Committee
VNF	Volunteer Network Forum
WASH	Water, Sanitation and Hygiene

Table of Contents

Introduction	1
Chapter 1: Context and Description of the Object of the Evaluation	2
1.1 Intervention Context.....	2
1.2 Accelerated/Alternative Learning Programme (Object of Evaluation)	5
1.3 Preliminary Understanding around Integration of Human Rights, Gender Equality and Equity to the support provided to ALPs.....	8
1.4 Theory of Change (ToC).....	9
Chapter 2: Evaluation Purpose, Objectives, Scope, Criteria and Questions	10
2.1 Evaluation Purpose.....	10
2.2 Evaluation Objectives	10
2.3 Evaluation Scope, Criteria and Key Questions.....	10
2.4 Evaluation Stakeholders Role and Uses of Evaluation	11
2.5 Evaluation Significance.....	12
Chapter 3: Evaluation Design, Methodology, Quality Assurance, and Ethics..	13
3.1 Evaluation Design	13
3.2 Evaluation Methods	14
3.3 Training and Quality Assurance of the Data Collection	17
3.4 Data Processing and Analysis	17
3.5 Compliance to UNEG/UNICEF Evaluation Norms and Ethical Standards	18
3.6 Limitations, Constraints and Proposed Mitigation Measures.....	18
Chapter 4: Evaluation Management, Team Composition, Implementation Phases & Timeline.....	19
4.1 Evaluation Management & Oversight	19
4.2 Evaluation Team and Roles.....	19
4.3 Evaluation's Implementation Phases & Work plan	20
Appendix 1: Terms of Reference	22
Appendix 2: Provincial Analysis/Components.....	23
Appendix 3: Breakdown of ALPs by the Type and Province.....	25
Appendix 4: Programme Stakeholders	26
Appendix 5: Evaluation Matrix.....	28
Appendix 6: Overlaps between the Evaluation Designs	37
Appendix 7: List of Programme Documents Reviewed.....	38
Appendix 8: Key Informant Interview Guide.....	40
Appendix 9: Focus Group Discussion Guide	63
Appendix 10: ALP Assessment Tool & Data Analysis Plan	68
Appendix 11: Proposed ALP Centres	74
Appendix 12: Draft Plan for Training of Field Team	75
Appendix 13a: Compliance to UNEG Norms and Standards for Evaluation 2017	79
Appendix 13b: Compliance to UNICEF Ethical Standards Research, Evaluation	81
Appendix 14: Proposed Evaluation Team Matrix.....	82

List of Figures

Figure 1: Contents of IR Chapters	1
Figure 2: AE Principles.....	3
Figure 3: Attrition Rates	3
Figure 4: Snapshot of NFE models.....	4
Figure 5: Types of ALPs in Pakistan.....	5
Figure 6: Components of UNICEF's supported ALPs.....	6
Figure 7: Resources for supported ALPs.....	8
Figure 8: DAC & Non-DAC Criteria.....	11
Figure 9: Evaluation Methods	14

List of Tables

Table 1: OOSC by Province, Level, Gender in Pakistan (2016-17)	3
Table 2: Pakistan's Global Commitments on Education.....	4
Table 3: Programme Objectives.....	6
Table 4: Provincial Timeline of supported ALPs	6
Table 5: Stakeholders and their Role.....	7
Table 6: Programme Participants/Beneficiaries & Targets	7
Table 7: Key Evaluation Questions	11
Table 8: Stakeholders Role and Uses of the Evaluation	12
Table 9: CEval Approach	13
Table 10: District Selection	15
Table 11: Distribution of KIIs	15
Table 12: Distribution of Focus Group Discussions	16
Table 13: General quality control during field work.....	17
Table 14: Limitations, Constraints and Proposed Mitigation Measures.....	18
Table 15: Responsibilities of Core Evaluation Team	19
Table 16: Evaluation Deliverables & Tentative Timeline	20

Introduction

This is the inception report (IR) of the **Formative Evaluation** of the **Accelerated Learning Programme** (ALP) in Pakistan, (hereinafter referred to as the 'supported-ALPs'), implemented by the United Nations Children's Fund, Pakistan Country Office (UNICEF PCO). The intervention aimed at reaching out to children (aged 5–16 years) who for different reasons have not been admitted into or who have subsequently dropped out of the formal education system. These centres provide them with a second chance to get back into mainstream education, or shift to vocational training, and/or employment.²¹ UNICEF PCO has been supporting selected ALPs from 2016²² in four provinces i.e., Punjab, Sindh, Balochistan and Khyber Pakhtunkhwa (KP). The evaluation scope covers UNICEF support to ALP centres from **2016-2021** in all four provinces.

This report serves multiple purposes such as defining evaluation object, scope, design and implementation approach. This includes description of the intervention (to be evaluated); purpose and scope of the evaluation; proposed evaluation design, methodology and implementation and management (including oversight) arrangements. The description around scope, design and implementation are consistent with what is laid out in the evaluation Terms of Reference (ToRs - refer to [Appendix 1](#)). The evaluation objectives and questions have been consolidated and rephrased (where appropriate) for added clarity and precision. This is done to keep the evaluation manageable, whilst ensuring the consistency with the intent behind the evaluation.

The inception report is informed by preliminary literature review (87 documents received and reviewed); discussions with UNICEF (including provincial teams); UNICEF's feedback on the draft evaluation matrix and inception report; and internal team meetings. The description also follows the expectations as laid out in the UNICEF Global Evaluation Reports Oversight System (GEROS) standards.²³ The contents are grouped into 'four' (4) chapters (refer Figure 1 for details), with a series of appendices (including evaluation matrix and data collection tools). The drafting of the report did not face any challenges.

Figure 1: Contents of IR Chapters



²¹ The Project for Enhancement of Non-Formal Education Funding Proposal to the Government of Japan

²² The timeline for each province differs.

²³ <https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>

Chapter 1: Context and Description of the Object of the Evaluation

This chapter gives an overview of intervention context. The description includes a snapshot of the intervention or Programme being evaluated including Programme overview, stakeholders, participants (or beneficiaries), resources, significance of intervention and Theory of Change (ToC).

1.1 Intervention Context

This section lays out the context in which the intervention was planned. It includes a short introduction to the country, global and regional situation around OOSC and then explains the socio-economic and administrative arrangements around accelerated learning across Pakistan.

1.1.1 Country Context

The Islamic Republic of Pakistan is situated in South Asia. Out of a population of 220.8 million (2020),²⁴ 48.5% are females and 51.5% are males.²⁵ The total area of the country is 796,095 sq. km.²⁶ More than 60 languages are spoken in Pakistan 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% in 2005 to -0.5% in 2020.²⁷ In 2019, 1.3% of the employed population lived below the purchasing power parity/day whilst 4.7% of the population was unemployed in 2020.²⁸ The current literacy rate in Pakistan is 60%,²⁹ which is significantly lower than the Asia-Pacific regional average of 89%.³⁰ Presently, **22.8 million** are out of school children (OOSC), which amounts to **44%** of the total population of this age group (5-16 years).³¹ A host of demand and supply side issues along with economic factors restrict the access and retention of marginalized groups, specifically girls. Issues also exist at systems level such as **inadequate financing, limited enforcement of policy commitments and challenges in equitable implementation**. This contributes to limiting access to the most disadvantaged and marginalized groups.³²

1.1.2 Global and Regional Sector Context

The OOSC are often defined as: **children of official primary school age who are not in primary or secondary education**.³³ Over the past few decades, considerable efforts have been directed globally and regionally at increasing accessibility to education. 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**³⁴ children and adolescents were out of school for the school year ending in 2018. The total includes 59 million³⁵ children of primary school age, 62 million of lower secondary school age and 138 million³⁶ of upper secondary age. The situation has worsened due to COVID-19 pandemic, which has resulted in children dropping out of school due to increased **poverty, migration in search of economic opportunities and closure of schools**.

There have been global efforts to provide learning opportunities to OOSC, via specialised facilities (intended to be more accessible) and curricula through Accelerated/Alternative Learning Programmes (ALPs). Depending on the context and ground realities, these accelerated education programmes take different forms in different countries, and even within countries. To provide guidance and standards for planning, implementation and monitoring, an **Accelerated Education Working Group (AEWG)** was established in 2014.³⁷ AEWG has developed 10 principles (divided under four components) to steer and guide implementation of accelerated learning programmes³⁸ (refer to Figure 2 for details).

²⁴ <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=PK>

²⁵ <https://data.worldbank.org/indicator/SP.POP.TOTL.MA.ZS?locations=PK>

²⁶ https://data.un.org/CountryProfile.aspx/_Images/CountryProfile.aspx?crName=Pakistan

²⁷ <https://www.imf.org/en/Countries/PAK>

²⁸ <https://www.adb.org/countries/pakistan/poverty>

²⁹ <https://www.unicef.org/pakistan/media/4011/file/UNESCO%20and%20UNICEF%20Education%20Case%20Study.pdf>

³⁰ Below the Asia-Pacific regional average of 89 per cent.

³¹ Ministry of Education & Professional Training, 2018

³² <https://www.unicef.org/pakistan/education>

³³ <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>

³⁴ <http://data.uis.unesco.org/>

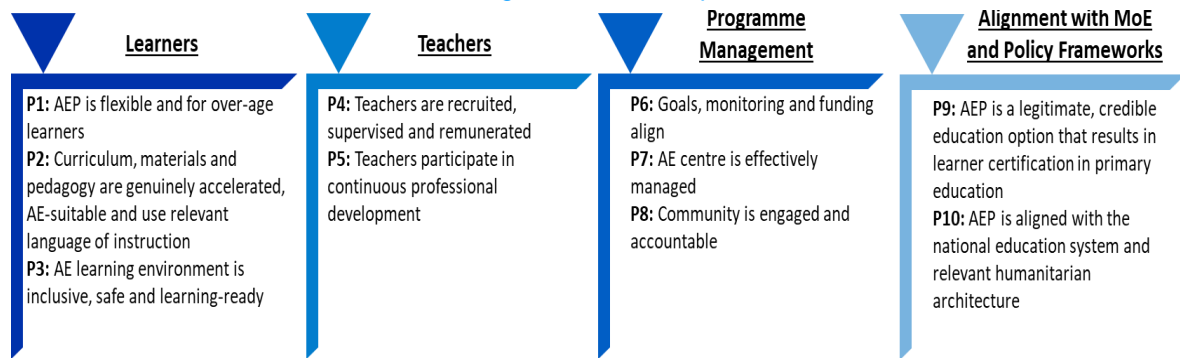
³⁵ Ibid

³⁶ Ibid

³⁷ <https://inee.org/collections/accelerated-education>

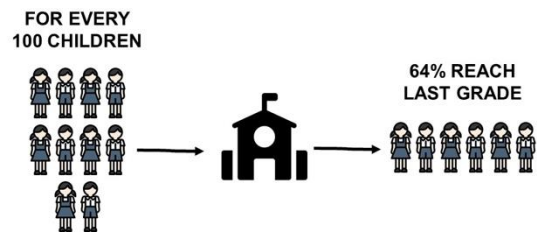
³⁸ <https://www.unhcr.org/59ce4f727>

Figure 2: AE Principles



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 than those from the richest. Children with disabilities and from ethnic minorities also face problems in accessing education and are often left behind. Along with that, issues of child labour; lack of awareness and socio-cultural norms (particularly around girls' education) also contribute significantly to the problem of out of school children. These barriers are higher for girls than for boys, with **81% girls compared to 42% boys are not in school**.⁴¹ Completing a full cycle of basic education is a challenge, as the highest rate of attrition is seen in the region when compared to global numbers (refer to Figure 3).⁴²

Figure 3: Attrition Rates



1.1.3 Pakistan Context

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. Pakistan has the **world's second-highest** number of OOSC estimated at **22.8 million children (44%)** between the ages of 5-16⁴³ including **12.2 million girls**.⁴⁴ Disparities based on gender, geographic location, ethnicity and socio-economic status are significant; for instance, in rural Sindh, **65%**⁴⁵ of the poorest children never attend school and in Balochistan; **75%**⁴⁶ of girls are OOSC. The key contributory factors are not much different from what are known globally. These include **poverty, cultural norms causing gender disparities; and limited access to school due to lack of schools/infrastructure**. Table 1⁴⁷ provides the province wise and gender wise breakdown of OOSC in Pakistan.

Table 1: OOSC by Province, Level, Gender in Pakistan (2016-17)

Province/ Region	Primary Age Group 5-9			Middle Age Group 10-12			Secondary Age Group 13-16		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Punjab	1.9m	891k	1.01m	2.8m	1.4m	1.4m	5.7m	2.9m	2.8m
Sindh	1.6m	644k	1m	1.9m	974k	967k	2.8m	1.4m	1.4m
KP	397k	35k	361k	707k	237k	469k	1.2m	473k	806k
Balochistan	651k	281k	369k	510k	256k	253k	749k	388k	360k
Total	4.6m	1.8m	2.7m	6m	2.9m	3.1m	10m	5.2m	5.4m

³⁹ <http://www.unicefrosa-progressreport.org/childducation.html>

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

⁴¹ Global Initiative on Out-of-School children, South Asia Regional Study, 2014

⁴² Ibid

⁴³ Ministry of Education and Professional Training, 2018

⁴⁴ EMIS 2016/2017

⁴⁵ Out of School Children in the Balochistan, Khyber Pakhtunkhwa, Punjab, and Sind Provinces of Pakistan. UNICEF Pakistan, Islamabad, Pakistan.

⁴⁶ Ibid

⁴⁷ Pakistan Education Statistics 2016 -17.

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.⁴⁸ In accordance with Article 37-b of the Constitution, Pakistan has pledged to remove illiteracy within minimum possible time. The Literacy Act 1985⁴⁹ 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 2 for details).

Table 2: Pakistan's Global Commitments on Education

Treaty/Convention	Commitment
Universal Declaration of Human Rights	Article 26 (1) ⁵⁰ : 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) ⁵¹ : Make primary education compulsory and available free to all. Article 28 (b) ⁵² : 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 ⁵³ : 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 2009**⁵⁴ which focused on adult literacy, non-formal education (NFE) programmes and development of a national literacy curriculum. **National Education Policy 2017**⁵⁵ reiterates the national commitment to literacy and non-formal education and provides a detailed framework for non-formal education.

Box 1: 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

The constitutional bindings, national and international commitments and the large number of OOSC in Pakistan underscore the importance of NFE programmes in Pakistani context. These programmes supplement the existing formal system, either because provision of formal education is limited, or parents are unwilling or unable to utilize them. The NFE sector comprises around **2%**⁵⁶ of all education delivery systems in the country, amounting to approximately **1.42 million**⁵⁷ students enrolled in this sector. NFE schools (Figure 4)⁵⁸ play an important role in providing education to the underprivileged OOSC, adolescents and adults especially in rural areas.

Figure 4: Snapshot of NFE models



⁴⁸ https://na.gov.pk/uploads/documents/1333523681_951.pdf

⁴⁹ National Education Policy, 2017

⁵⁰ https://www.ohchr.org/en/udhr/documents/udhr_translations/eng.pdf

⁵¹ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

⁵² Ibid

⁵³ <https://sdgs.un.org/goals/goal4>

⁵⁴ https://itacec.org/document/2015/7/National_Education_Policy_2009.pdf

⁵⁵ <https://pbit.punjab.gov.pk/system/files/National%20Educaton%20Policy%202017.pdf>

⁵⁶ Pakistan Education Statistics 2016 - 2017

⁵⁷ Pakistan Education Statistics 2017 - 2018

⁵⁸ A review of Alternative Learning Programmes in Pakistan 2014 - 2015.

One of these NFE model is the ALP centres; mostly being run on a **one classroom – one facilitator model**. There are **35,059**⁵⁹ institutes in Pakistan with **33,990**⁶⁰ teachers. These institutes provide education, which is flexible, fast track and equivalent to the formal sector. The sites for such institutes are mostly provided by the community and are highly inclusive in nature not just catering to all genders but also refugees and internally displaced persons (IDPs). Due to their flexible nature, NFE institutes tailor their services in accordance with community needs; **timings, curriculum, and facilitator recruitment**. However due to differences in provincial contexts and needs (for instance, Balochistan's sparse population and low enrolments rates of girls in KP), innovative strategies have been developed and applied in each province to deliver assistance to ALP centres. A more detailed provincial analysis is attached as [Appendix 2](#).

1.2 Accelerated/Alternative Learning Programme (Object of Evaluation)

The description below provides the details of the intervention under evaluation. It includes an overview, intended results, strategies and components, timeline and geographic spread, stakeholders and their role, participants, resources, significance of UNICEF support and theory of change (ToC).

1.2.1 Overview of UNICEF's supported ALPs

UNICEF has been supporting ALP centres in Pakistan with an aim to reaching out to children (aged 5–16-years) who for different reasons have not been admitted into or who have subsequently dropped out of the formal education system. These centres provide them with a second chance to get back into mainstream education or shift to vocational training and/or employment.⁶¹ By 2016, UNICEF together with the Government of Pakistan (GoP) had established tailored province-specific model ALPs, benefiting **33,000 learners out of school (48% girls)** and **720 facilitators** living in hard-to-reach and challenging settings of Sindh, Balochistan and FATA (now known as newly merged districts of KP). Despite this progress and considering the magnitude of the growing OOSC population in the country, UNICEF continues to expand the ALP centres and strengthen the delivery of flexible and accelerated learning programmes.⁶²

Since 2016, UNICEF has been supporting ALPs in four provinces **Balochistan, KP, Punjab and Sindh**⁶³ with variation in types of ALP models implemented in each province (types of models are reflected in Figure 5). 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 ([Appendix 3](#) provides a breakdown of ALPs by the type and province). UNICEF's support has three main funding streams, i.e., **Japanese International Cooperation Agency (JICA); Norwegian National Committee (NNC) and UNICEF Regular and Other Resources (RR)**, where each stream has its own goals and geographic priorities as laid out in the subsequent sections.

Figure 5: Types of ALPs in Pakistan

Federal Programmes	Administered by Basic Education Community School and National Commission for Human Development
Provincial Programmes	Directed by Provincial Governments
Non-Governmental Organization Programmes	Run by National or International NGOs or Civil Society Organizations (CSO)
Madrassah programmes	Managed by Religious Schools

1.2.2 Objectives of UNICEF's supported ALPs⁶⁴

The overall aim of the ALP centres is to enable the children and adolescents who were unable to start formal education at the right age (primary level) or dropped out due to any reason (poverty, child labour, crisis, gender disparity) to get back into mainstream education, shift to vocational training and/or employment. The agency-specific objectives are identified in Table 3 below:

⁵⁹ Pakistan Education Statistics 2017-2018

⁶⁰ Pakistan Education Statistics 2017-2018

⁶¹ The Project for Enhancement of Non-Formal Education Funding Proposal to the Government of Japan

⁶² Ibid.

⁶³ Evaluation ToRs

⁶⁴ Extracted from: Evaluation ToRs / The Project for Enhancement of Non-Formal Education Funding Proposal to the Government of Japan / Accelerated Education Programme for Out of School Children and Adolescents in disadvantaged and crisis affected areas Funding Proposal to The Norwegian Committee for UNICEF

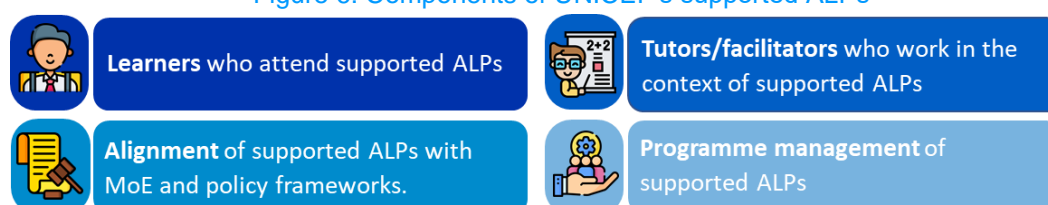
Table 3: Programme Objectives

NNC-support Objectives⁶⁵	OOSC living in disadvantaged and crisis affected locations have improved access to flexible basic education opportunities Children and adolescents' groups from diverse backgrounds in disadvantaged and crisis affected areas demonstrate positive interaction, respect for diversity, resilience, and trust
JICA-support Objectives⁶⁶	Increased access to education through condensed and accelerated education for over-age out-of-school children and youth, especially focusing on girls. Developed capacity of provincial governments to institutionalize, standardize, and scale up ALPs.
UNICEF RR Objectives⁶⁷	Covered any gap left by donor funding including but not limited to salaries, monetary and technical assistance for facilitator training and curriculum development.

1.2.3 Components of UNICEF's supported ALPs

The supported ALPs have four key components (see Figure 6), with various interventions implemented under each one (refer to [Appendix 2](#) for details on interventions).

Figure 6: Components of UNICEF's supported ALPs



1.2.4 Timeline and Geographic Spread of UNICEF supported ALPs⁶⁸

UNICEF has been supporting ALPs (through JICA and NNC's support) since 2016 and is to continue till 2022.⁶⁹ For provincial timelines, refer to Table 4. The geographic coverage includes 31 districts located in Sindh, Balochistan, KP and Punjab. As per the documents, the JICA-funding is focused in three provinces (excluding Punjab) and prioritized districts that were disadvantaged, underserved, and/or hard-to-access areas. On the other hand, NNC focused on disadvantaged and crises affected areas in all four provinces. [Appendix 3](#) provides a district-level breakdown of ALP centres established so far.

Table 4: Provincial Timeline of supported ALPs

Province	No. of Districts	Intervention Began in ⁷⁰
Punjab	6	2018
Sindh	4	2018
Balochistan	11	2018
KP	10	2020

1.2.5 Stakeholders of UNICEF supported ALPs

UNICEF's support to ALP centres involved an active engagement of multiple stakeholders in each province. Find below (in Table 5) the list of key stakeholders and their role in the delivery of ALP interventions. The readers may note that the draft is produced based on preliminary review of literature shared with the evaluators. This will improve once the evaluators get to interact with the stakeholders (during fieldwork) and would be reflected in the final report. For the detailed stakeholder matrix refer to [Appendix 4](#).

⁶⁵ Accelerated Education Programme for Out of School Children and Adolescents in disadvantaged and crisis affected areas Funding Proposal to The Norwegian Committee for UNICEF

⁶⁶ Evaluation ToRs

⁶⁷ Stakeholder meetings with Provincial Representatives – February 7th, 8th & 9th 2022.

⁶⁸ Extracted from provincial documents

⁶⁹ NNC will end in 2021.

⁷⁰ Stakeholder meetings with Provincial Representatives – February 7th, 8th & 9th 2022.

Table 5: Stakeholders and their Role

Province	Stakeholders and their Roles
National / Overall	Ministry of Federal Education and Professional Training , oversees overall collaboration and coordination of education sector.
	UNICEF provided technical and financial support including but not limited to facilitator salaries, monetary and technical support for curriculum development and facilitator training and other provisions for ALP Centres.
	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. ⁷¹
	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. ⁷²
Balochistan	Bureau of Curriculum and Extension Centre Balochistan (BoC) , worked on revising and condensing the ALP curricula.
	Directorate of Education (DoE) oversees 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 they were needed. After identification of sites, DoE hired ALP facilitators by conducting interviews of community suggested facilitators.
KP	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.
	Alternate Learning Pathways – Project Implementation Unit (ALP – PIU) oversees all alternate schools including but not limited to ALP centres and feeder schools.
Punjab	Literacy & Non-Formal Basic Education Department identified AEPs ⁷³ in selected villages/ councils of districts, hired facilitators and engaged with the community for grass root mobilisation.
Sindh	Directorates of Literacy and NFE Sindh signed Memorandum of Understanding (MoU) agreements with other stakeholders to support ALP implementation and monitors the ALP in Sindh. They also conduct assessments for Package C, for mainstreaming of learners.
	Indus Resource Centre (IRC) is the implementing partner (IP) for Sindh and is UNICEFs on ground partner which monitors and reports to them from the field. The also work with the village education committees (VEC) and other directorates whilst also training facilitators.

1.2.6 Participants (Beneficiaries) of the supported-ALPs

The cumulative target participants for all four provinces are mentioned in Table 6 below.

Table 6: Programme Participants/Beneficiaries & Targets

Beneficiary Type	JICA ⁷⁴	NNC ⁷⁵	RR ⁷⁶
ALP centres	400	520	UNICEF RR was supporting the same participants targeted by the other two donors.
OOSC	14,750 (8,350 girls and 6,400 boys)	15,600 (8,600 girls and 7,000 boys)	
ALP facilitators	400 (260 female and 140 male)	520 (270 female and 250 male)	
Community members (for sensitisation)	8,000 community members (4,000 women)	520 communities (40% women)	

⁷¹ Evaluation ToRs

⁷² Evaluation ToRs

⁷³ Punjab refers to ALP Centres as AEP Centres

⁷⁴ The Project for Enhancement of Non-Formal Education Funding Proposal to the Government of Japan

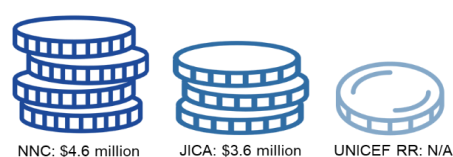
⁷⁵ Accelerated Education Programme for Out of School Children and Adolescents in disadvantaged and crisis affected areas Key Results 2020

⁷⁶ Stakeholder meetings with Provincial Representatives – February 7th, 8th & 9th 2022.

1.2.7 Resources for UNICEF supported ALPs⁷⁷

The support provided to ALPs is funded jointly by **UNICEF, JICA and NNC**. The breakdown of funds for JICA and NNC is given in Figure 7, however details for UNICEF were requested by the evaluation team and have not yet been provided.

Figure 7: Resources for supported ALPs



1.2.8 Significance of the support provided to ALP centres

Based on the preliminary understanding (developed from reading of relevant documents), the evaluators have outlined following pointers that illuminate significance of support provided to ALP centres, which will be validated and improved through fieldwork.

1. The support to ALP centres is significant as it provided a chance to 30,350⁷⁸ OOSC to obtain education and skills, potentially helping them to transition to formal education sector, vocational training and/or employment. Moreover, the support to ALP centres aims to enable the GoP (by strengthening capacities of the public sector) to deliver on its commitments around education as a right – under Article 26 (1) of Universal Declaration of Human Rights⁷⁹ Article 28 (b) of United Nations Conventions on the Rights of the Child⁸⁰ and Target 4.1 of SDG 4. Furthermore, to deliver as per the GoP's policy commitments under National Education Policy 2017.⁸¹
2. The support to ALP centres is significant for adapting to local context in each province. For each province (where responsibility has shifted post 18th Amendment) the approach and delivery model is different and tailored to policy, programming priorities and needs on the ground.
3. The significance has increased with the COVID 19 that has affected the education sector as a whole. The support to ALP centres has had to adapt to the changing contextual realities to enable continuity of education services.
4. The support to ALPs is significant for OOSC (who have enrolled in target ALPs) who missed out on, or had their education interrupted by, poverty, marginalisation, conflict and crisis, by providing them with another chance to get back to mainstream education.
5. The support to ALP centres is contributing to strengthening community structures (school management committees) and mobilising them to support inclusive education for children.

1.3 Preliminary Understanding around Integration of Human Rights, Gender Equality and Equity to the support provided to ALPs

Find below a preliminary analysis of integration of UNICEF's programming priorities i.e., human rights (including children); promotion of gender equality; and equity.

1.3.1 Human (including children) rights

Key elements of HRBA include **Participation, Accountability, Non-Discrimination and Equality, Empowerment, and Legality** (often referred to as PANEL).⁸² The support to ALP centres focuses on enabling access to basic right (consistency with legality) under Article 25A of the Constitution⁸³ and Literacy Act 1985.⁸⁴ Another aspect that illuminates integration of HRBA is the strengthening public services and mobilising community support to provide learning opportunities (consistency with participation). Moreover, the ALP centres offer free of cost learning opportunities for enrolled OOSC without discrimination (consistency with non-discrimination and equality). It aims to empower children with education who can potentially integrate with the formal education system or find employment opportunities (consistency with empowerment).

⁷⁷ The Project for Enhancement of Non-Formal Education Funding Proposal to the Government of Japan / Accelerated Education Programme for Out of School Children and Adolescents in disadvantaged and crisis affected areas Funding Proposal to The Norwegian Committee for UNICEF

⁷⁸ Total number of JICA & NNC beneficiaries. Numbers taken from programme proposals

⁷⁹ <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

⁸⁰ Ibid

⁸¹ <https://pbit.punjab.gov.pk/system/files/National%20Educator%20Policy%202017.pdf>

⁸² <http://ennhri.org/about-nhris/human-rights-based-approach/>

⁸³ https://na.gov.pk/uploads/documents/1333523681_951.pdf

⁸⁴ <http://nasirlawsite.com/laws/lo.htm>

1.3.2 Gender equality

The support to ALP centres focuses on providing a learning opportunity to boys and girls. By creating a learning space within communities, supported ALPs aim to improve access, which is a major barrier to education, especially for girls. By using female facilitators in the ALP centres, the aim is to further integrate with cultural sensitives and improve access/acceptability of these centres across different provinces in Pakistan.

1.3.3 Equity

The support to ALP centres aims to increase equitable education services for all OOSC in target districts who are among the most vulnerable and marginalized population. The target districts have the highest rates of OOSC within the country. Most the chosen districts are remote, disadvantaged and characterized by poverty and inadequate educational facilities. These districts have suffered the effects of the natural disasters, internal displacement, conflict, and crises that adversely affect the school aged population's access to basic education.

1.4 Theory of Change (ToC)

The interventions or support to ALP centres was not guided by a pre-formulated ToC. This might have not been possible either for each province taking a different approach. The evaluation shall be carried out without a ToC, however as per the expectations, the evaluators shall prepare a singular ToC (offering larger design of intervention, hence is likely to be applicable to all provinces) and include that in the final report.

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

This chapter offers an overview of the evaluation purpose, objectives, criteria, questions, scope, significance, and stakeholders' roles, interests, and uses.

2.1 Evaluation Purpose

This is a **Formative Evaluation**,⁸⁵ with an expressed focus to generate good practices and lessons learnt. The evaluation aims to critically examine and assess the support provided to ALP centres (in particular pre/during COVID-19); assess functionality of supported ALPs and factors contributing to their success (or otherwise); and identify challenges and bottlenecks faced by supported-ALPs (and possible solutions to address these gaps). The intended users of the evaluation are listed in section 2.4.

2.2 Evaluation Objectives

Find below the evaluation objectives, rephrased from the evaluation ToRs for precision and clarity:

- To assess how effective has the support to ALP centres been across different components (learners who attend supported ALPs,⁸⁶ tutors/ facilitators who work in the context of supported ALPs,⁸⁷ management of supported ALPs⁸⁸ and alignment of supported ALPs with Ministry of Education and policy frameworks⁸⁹) pre and during COVID-19), and map commonalities and differences across provinces;
- To identify enabling and disabling factors that facilitated or hindered delivery of support provided to ALP centres;
- To assess compliance to gender equality, equity and child rights principles (during and after COVID-19);
- To review implementation in accordance with the Centre of Evaluation (CEval) approach (life-course model, organization theory, innovation theory and sustainability approach);
- To outlined conclusions, lessons and recommendations for continuity and improvisation of ALP centres.

2.3 Evaluation Scope, Criteria and Key Questions

This section outlines each of the above evaluation aspects separately:

2.3.1 Evaluation Scope

The evaluation scope is aligned with expectations listed in the evaluation ToRs. The following section describes the thematic, chronological and geographic scope of the evaluation:

- **Thematic focus:** The thematic focus is on four components i.e., i) Learners who attend supported ALPs; ii) Tutors/ facilitators who work in the context of supported ALPs; iii) management of supported ALPs; and iv) Alignment of supported ALPs with Ministry of Education (MoE) and Policy Frameworks.
- **Chronological scope:** All activities implemented by the ALP from January 2016⁹⁰ until December 2021.⁹¹
- **Geographic focus:** UNICEF supported ALPs in 31 selected districts across four provinces i.e., Balochistan, KP, Punjab and Sindh.

⁸⁵ Formative evaluations or done during the development or course of a programme for improvements.

⁸⁶ Key aspects are learners' age range; flexibility of class time and location; learning-readiness for children who have never attended school; compressed curriculum and learning; inclusiveness and safeness; and access to WASH facilities.

⁸⁷ Key aspects included are tutors/ facilitators' recruitment, training, support, and supervision; teaching and learning strategies related to integrated contents; and practice of inclusion, gender-sensitivity and protection.

⁸⁸ Key aspects included are student enrolment, attendance, dropout, retention, completion, and learning; transition/ integration to formal education, vocational training and/or employment; community engagement's mechanisms and benefits' sensitization.

⁸⁹ The specific aspects are articulation to federal and provincial enabling environment; examination and certification processes of basic competencies; and institutionalization of reintegration mechanisms.

⁹⁰ The evaluation team hasn't received any information on interventions from 2016-2018.

⁹¹ The ToRs do not define the starting and ending months, the evaluators are including complete years.

2.3.2 Evaluation Criteria and Key Evaluation Questions

The evaluation follows the Organisation for Economic Co-operation and Development's - Development Assistance Committee (OECD-DAC)⁹² prescribed criteria including *Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability*. Keeping in view the evaluation expectations, a non-DAC criterion is developed that comprises UNICEF's programming priorities i.e., **Human Rights-Based Approach (HRBA) including Child Rights, Gender Equality including the UN-SWAP and Equity**.

The evaluation is further guided by the **AE principles**⁹³ and will assess the support provided to ALP centre's compliance with these principles. The evaluation will also adopt the **CEval Approach**⁹⁴ and assess planning and delivery of support provided to ALP centres through the lens of life-course model, organization theory, innovation theory and sustainability approach (for more details, refer to section 3.1). Refer to [Appendix 6](#) for overlaps between the evaluation designs.

Find below (Table 7) the evaluation key questions (for sub-questions, indicators, methods, tools and analysis, and sources, please refer the Evaluation Matrix – [Appendix 5](#)). The evaluation questions have been consolidated and rephrased for added clarity.

Figure 8: DAC & Non-DAC Criteria

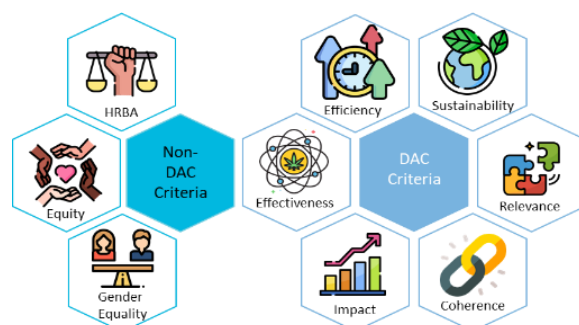


Table 7: Key Evaluation Questions

Evaluation Key Questions	
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 with evolving context (particularly during COVID 19)?
Coherence	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?
Effectiveness	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?
Efficiency	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?
Impact	EQ5 – To what extent did supported-ALPs contribute to improved enabling environment (norms, systems, and budgets) and the lives of OOSC across provinces?
Sustainability	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?
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?

2.4 Evaluation Stakeholders Role and Uses of Evaluation

This section lists the evaluation stakeholders and describes their role in the evaluation and potential use(s) they will make of the evaluation results / report. The readers may take note that this section has been drafted with limited contact with stakeholders and is likely to be updated in the final report.

⁹² The Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

⁹³ https://inee.org/system/files/resources/AEWG_Accelerated_Education_10_Principles_ENG_screen.pdf

⁹⁴ https://ceval.de/modx/fileadmin/user_upload/PDFs/workpaper8.pdf

Table 8: Stakeholders Role and Uses of the Evaluation

Stakeholder	Role and Uses of the Evaluation
UNICEF PCO/Headquarters (HQ) Regional offices	<p>UNICEF PCO Role: To develop evaluation ToRs, recruit and manage the evaluation team, support the coordination with local stakeholders for field data collection, review and approve deliverables.</p> <p>Uses: Identification of lessons learnt to improve ALP delivery in the future. Obtain evidence-based findings, conclusions and recommendations for improvement of ALP models' implementation, especially in the context of COVID-19 pandemic.</p> <p>UNICEF HQ and Regional Offices Roles: To provide technical guidance and quality assurance support.</p> <p>Uses: To use the evaluation findings and learning for similar programmes and strategies in the future.</p>
GoP Ministry of Federal Education and Professional Training	<p>Role: To inform the evaluation with thoughts and technical inputs as relevant stakeholders.</p> <p>Uses: To assess efficiency and effectiveness of strategies for future/similar interventions. Inform future policies and models for accelerated education for possible replicability across all provinces.</p>
Donors (JICA and NNC)	<p>Role: Holds significance as key respondent(s) in terms of informing the evaluation with thoughts and inputs as donors.</p> <p>Uses: To inform strategic investment decisions in the future. In addition, to establish a community of practice (COP) for OOSC and similar initiatives.</p>
Provincial Departments (Departments of Education and NFE)	<p>Role: To inform the evaluation with thoughts and technical inputs as designers and implementers of support provided to ALP centres.</p> <p>Uses: To assess efficiency and effectiveness of strategies for future/similar interventions. Inform future policies and models for accelerated education for possible replicability across the province in other districts.</p>
Provincial Bureaus of Curriculum and Textbook Boards	<p>Role: To inform the evaluation with thoughts and technical inputs about the process and design of the curriculum packages at the provincial level.</p> <p>Uses: To assess the effectiveness of curriculum if addressing the needs of the OOSC. To identify lessons learnt and recommendations to improve curriculum packages</p>
Provincial Teachers Training Departments	<p>Role: To provide the evaluators with thoughts about the objectives, design, and the content of the training programme for NFE facilitators.</p> <p>Uses: The evaluation will inform the teachers' training institutes about the effectiveness of the trainings and orientation provided to the ALP centre facilitators and will identify the gaps thus will help in improving the quality of the trainings and support provided to ALP centre facilitators.</p>
Parents of OOSC and adolescents enrolled in ALP services	<p>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 five and sixteen</p> <p>Uses: To reflect on the community actions that yield positive results for OOSC and empower them for the future.</p>

2.5 Evaluation Significance

This section illustrates the significance of this evaluation for different stakeholders including UNICEF, donors (JICA and NNC) and the primary participants. It is imperative to note that the evaluators have drafted this section with limited interaction with the stakeholders and plan to expand on this once they have had the opportunity to interact with the relevant stakeholders.

- The evaluation is significant for being the first objective and independent assessment on design, implementation, efficacy of targeted ALP components and overall achievements against intended results.
- It is significant to offer insights into how well the support provided to ALP centres adapted to specific provincial needs to address the existing bottlenecks, identify key contributions to the enabling environment for sustainability and help map the nature and scale of innovation, relative efficacy, and potential for scalability. These insights could be showcased globally and regionally and could inform replication/scaling in similar context.
- The evaluation is significant to facilitate mapping of the impact of COVID 19 at the strategic and operational levels and potential adaptability to address the impact of the pandemic. Moreover, to identify these adaptations and learnings for policy actions to prevent/mitigate impacts of future pandemics.
- The evaluation is significant to demonstrate key actors' commitment to internal (within the organisations) and external accountability (to the donors, communities and public sector). Moreover, for the donors, where it would help understand the value created by the support provided to ALPs, it would enable them to show the results to the taxpayers. Furthermore, it will inform their funding decisions around the continuity and focus of the ALP interventions.
- The evaluation shall provide communities with the opportunity to share experiences and reflections on any changes (in OOSC lives) the ALPs may have created. Moreover, the evaluation shall offer suggestions to implementers on how to improve the ALP models (delivery and design) to meet their expectations.

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





This chapter presents the proposed evaluation design, methodology, analysis approach, quality assurance mechanisms and compliance of evaluation norms and standards i.e., United Nation’s Evaluation Group’s Norms and Standards for Evaluations 2017. The chapter outlines the possible evaluation limitations and risks and proposed mitigation measures.

3.1 Evaluation Design

The evaluators propose the following evaluation design taking note of the complexity and scale of the intervention, data availability, evaluation expectations (as outlined in questions) and possibility to gather primary data to complement available data.

The evaluation is guided by overarching **Participatory**⁹⁵ and **CEval approaches**.⁹⁶ The participatory approach implies that the evaluation planning, implementation, finalisation and dissemination would keep all key stakeholders (particularly those represented on the evaluation reference group (ERG), an oversight forum set up by UNICEF PCO) engaged through these processes to seek their opinions, experiences and suggestions to inform the evaluation. The key stakeholders include service providers (at federal, provincial and district levels); rights holders (OOSC and their parents); and technical and financial partners (UNICEF, JICA and NNC). While employing CEval approach, the evaluation team will employ and integrate the following theories/designs:

Table 9: CEval Approach

	Life-course model	To analyse the continuous succession of event-defined phases which are linked by an endogenous causal relationship on the temporal axis.
	Organizational theory	To understand the (internal and external) changes that provincial governmental counterparts and UNICEF have experienced during implementation.
	Innovative theory	To understand innovations or new developments implemented by provincial ALP models and centres supported by UNICEF before and during COVID-19.
	Sustainability approach	To understand established mechanisms/ procedures for ALP models’ continuity and improvement during implementation, especially in the context of COVID-19.

The evaluators propose a ‘**Hybrid Design**’ that feature two sub-designs that complement each other. These include **Contribution Analysis Design**⁹⁷ and **Normative Comparison Design**.⁹⁸ The contribution analysis design will be applied to measure outcome achievements of supported ALPs, whilst relating/establishing how/which interventions have contributed to their achievement. Moreover, how other factors have affected the achievement or non-achievement of intended outcomes. This would enable establishing a causal relationship between inputs, interventions and results. The normative comparison design is to inform the design and operational compliance to the established standards, as available in the form of **Accelerated Education (AE) Principles**. The readers may note that the AE principles were developed in 2017 while UNICEF’s support to ALP centres began in 2016 (for each province the initiation of support varies – refer to section 1.2.4 for the timeline). This applies that the evaluators will conduct a post facto comparison of the AE principles with the support provided to ALP centres to trace overlaps and departures at design and operational levels between ALP and those available in the form of AE Principles.

⁹⁵ **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. Retrieved from: https://www.betterevaluation.org/en/plan/approach/participatory_evaluation.

⁹⁶ CEval approach comprising: a) life-course model, b) organization theory, c) innovation theory and d) sustainability approach.

⁹⁷ **Contribution analysis** explores attribution through assessing the contribution a programme is making to observed results. (https://www.betterevaluation.org/en/plan/approach/participatory_evaluation).

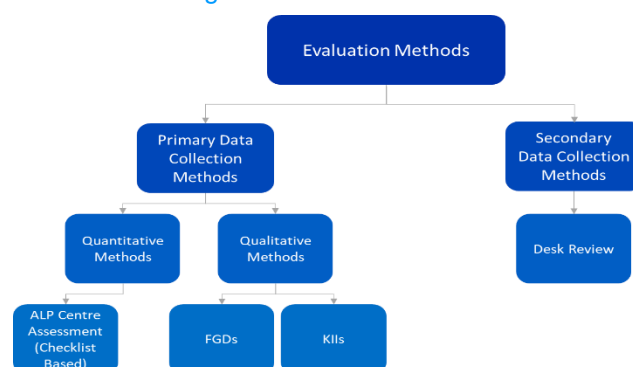
⁹⁸ **Normative comparison** is a method to compare an individual to a norm group.

3.2 Evaluation Methods

Keeping in view the evaluation expectations, the evaluators plan to use **Mixed-Methods** approach⁹⁹ using both primary and secondary data collection methods. The selection of multiple evaluation methods would not only enable gathering comprehensive information to respond to evaluation questions, but also keep a check on possible method related data and application limitations. Moreover, it would facilitate depth, reliability, validation (gathered from multiple methods and sources) and data triangulation (see Figure 9 for evaluation methods).

Following sections provide more details on each proposed method:

Figure 9: Evaluation Methods



3.2.1 Desk Review

The review of documents to-date has already provided the evaluators with critical knowledge and understanding of the support provided to ALP centres. The inception phase included a preliminary desk review (to enable producing the IR, evaluation matrix and tools), however this shall remain a continuous process through the next phases of the evaluation. Till date, the evaluation team has received **87 documents**. UNICEF and other stakeholders will be requested to share additional documents, if needed. Desk review inform the relevance, coherence, effectiveness, efficiency, impact, and sustainability of the interventions (as well as its gender, equity, and humanitarian focus) with respect to exploring and understanding the design, ToC, results framework, challenges, learnings, appropriateness and evolution of the support provided to ALP centres. A systematic approach will be applied during desk research entailing initial screening and classification (whereby documents will be organised and catalogued according to the type of documents), broader themes will be identified (while keeping in view the Evaluation Matrix), and relevant information will be extracted through general reading. The information gathered will be used to appropriately respond to evaluation questions either on its own or with the support of the primary data collected through field research.

The evaluators intend to use available quantitative data such as donor reports, rolling-work plans, monitoring frameworks and reports, interinstitutional agreements, country office annual reports (COARs), results assessment module (RAM), strategic management questions (SMQs), databases, financial statements, institutional letters, products of consultancies (studies or surveys) for corroboration and triangulation purposes (refer to [Appendix 7](#) for complete list of documents reviewed till inception stage).

3.2.2 Qualitative Data Collection

This being a formative evaluation, the team will use qualitative methods of data collection methods featuring key informant interviews (KIIs) and focus group discussions (FGDs). This will allow the evaluators to gain insight on respondent experiences and obtain feedback, learning, recommendations concerning the future implementation of ALP activities. Before providing the description for each data collection method, the rationale for district selection is presented below:

District Selection for Data Collection: Two districts per province are selected for the primary data collection. The evaluators have prioritised those districts where **OOSC rates are reportedly high**. In addition, provincial capitals have been purposively selected as these are not only the largest cities of the provinces (harbouring significant number of OOSC) but also have representation of diverse ethnicities, economic background and migrants from across the country. Table below shows the rationale for the sampled districts:

⁹⁹ 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. (https://www.usaid.gov/sites/default/files/documents/1870/Mixed_Methods_Evaluations_Technical_Note.pdf)

Table 10: District Selection

Province	District	OOSC % - 2019 ¹⁰⁰	OOSC % - 2015 ¹⁰¹	Funding Stream
Balochistan	Gwadar	18.6%	N/A	NNC
	Quetta	19.6%	15.5%	JICA
KPK	Peshawar	13.2%	16.2%	NNC
	Dir Upper	34.5%	N/A	JICA
Punjab	Bahawalpur	22.7%	15.9%	NNC & UNICEF
	Lahore	11-20%	11.3%	NNC & UNICEF
Sindh	Karachi Malir	20.2%	17.0%	NNC
	Ghotki	12.2%	0.1%	JICA

Key Informant Interviews (KIIs): The evaluators will conduct **43 KIIs** with key decision-makers at the national, provincial and district levels. The evaluation team employed a purposive sampling approach¹⁰² with a considered view to cover all relevant stakeholders ensuring that desired level of saturation around a particular information or questions is achieved with the application of qualitative tools. The evaluators will use semi-structured guidelines (refer [Appendix 8](#)) to interview key informants. The KIIs shall focus on identifying the needs on the ground; existing bottlenecks, effectiveness of ALPs to address these bottlenecks; key achievements, standards for ALPs centres and monitoring/compliance to those standards, understanding of AE principles/standards and compliance, enabling and disabling factors. The participants would be asked to share the lessons learnt from the ALP interventions and their recommendations. Table 11 below presents the distribution of KIIs:¹⁰³

Table 11: Distribution of KIIs

	Stakeholders	National	Provincial	Districts
National	Ministry of Federal Education and Professional Training (MoFEPT)	1		
	UNICEF	3		
	Donors (JICA and NNC)	2		
Balochistan	UNICEF		1	
	Bureau of Curriculum and Extension Centre Balochistan (BoC)		1	
	Balochistan Textbook Board (BTBB)		1	
	District Education Office (DEO)		2	
	Provincial Teachers Training Institute (PITE)		1	
	Balochistan Assessment and Examination Commission (BAEC)		1	
	District Monitors/Administrators			2
	NFE Working Group		1	
	UNICEF		1	
	Elementary and Secondary Education Department (ESED)		1	
	Alternate Learning Pathways – Project Implementation Unit		1	
KP	Directorate of Curriculum & Teacher Education (DCTE)		1	
	District Education Office (DEO)		2	
	Directorate of Professional Development (DoPD)		1	
	District Monitors/Administrators			2
	NFE Working Group		1	
Punjab	UNICEF		1	
	District Education Office (DEO)		2	
	Literacy & Non-Formal Basic Education Department		2	
	District Monitors/Administrators			2
Sindh	UNICEF		1	
	Directorates of Literacy and NFE Sindh		1	
	District Education Office (DEO)		2	
	Directorate of Curriculum, assessment and research (DCAR)		1	
	Provincial Teachers Training Institute (PITE)		1	

¹⁰⁰ Annual Status of Education Report 2019.

¹⁰¹ Annual Status of Education Report 2015.

¹⁰² **Purposive sampling**, also known as judgmental, selective or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study. Better Evaluation, 'Purposive Sampling', https://www.betterevaluation.org/en/resources/overview/purposive_sampling.

¹⁰³ The distribution of KIIs has been slightly changed from the technical proposal. It is deemed appropriate to interview relevant stakeholders at federal, provincial and district levels.

Table 11: Distribution of KIIs

Stakeholders	National	Provincial	Districts
Indus Resource Centre (IRC)		1	
District Monitors/Administrators			2
NFE Working Group		1	

Focus Group Discussion (FGDs): The evaluators will conduct **32 FGDs** to understand opinions and perceptions of the stakeholders at the community level. These include mothers, fathers and caregivers of the children enrolled in the ALP centres and ALP facilitators. The enquiry shall focus on understanding gender, income and bodily ability driven differential ALP needs, determining causal factors, services and benefits of the ALP services, bottlenecks and segments that are still left out, and ideas for improving services for different community groups. For community discussions, the field teams will seek involvement and support from the village head or an influential person, to help identify eligible community respondents with an additional focus to recruit people from low economic background, poor, minorities, and persons with disability. For ALP facilitators, the evaluators will randomly select those facilitators who are working at the sampled ALP centres (for assessment – see section 3.2.3) and/or working in the ones close to it. The FGDs will be conducted using a set of structured questions put into FGD guides (refer [Appendix 9](#)). The distribution of FGDs is given below in Table 12.

Table 12: Distribution of Focus Group Discussions

Participants Category	Balochistan		KPK		Punjab		Sindh		
	Gwadar	Quetta	Peshawar	U. Dir	Bahawalpur	Lahore	Karachi	Ghotki	
Mothers and Caregivers	1	1	1	1	1	1	1	1	
Fathers and Caregivers	1	1	1	1	1	1	1	1	
ALP Facilitators	1	1	1	1	1	1	1	1	
Community Influencers	1	1	1	1	1	1	1	1	
Total FGDs	32								

3.2.3 Quantitative Methods

ALP Centre Assessment (Checklist)

The evaluators will conduct an observation-based checklist-based assessment of **16** ALP centres from the same districts where KIIs and FGDs are conducted. Two centres have been randomly selected from selected districts to ensure equal chance of selection (refer to [Appendix 11](#) for selected list of ALP centres). The purpose of these assessment is to ensure compliance to global AE principles including functionality of these centres. se assessments will highlight potential areas of improvement moving forward. The checklist shall be guided by the parameters set by the AEWG¹⁰⁴ focusing on space, facilities and functionality, classroom learning environments, teaching, and learning materials, record keeping and tracking systems and community engagement. For the assessment tool refer [Appendix 10](#).

3.2.4 Integration of HRBA, Gender Equality, and Equity in Evaluation Methods

The UNICEF's cross-cutting programming priorities i.e., HRBA, gender equality, and equity, shall be considered across all stages of evaluation – formulation of evaluation matrix, selection of evaluation design, and methods, field planning and implementation, analysis and reporting. Find below how evaluators plan to integrate these aspects into the evaluation methodology:

HRBA: separate methods and tools (KIIs and FGDs) are developed and shall be applied for a range of different stakeholders i.e., range of public sector representatives at all levels (in their role as duty bearers), development partners, and the beneficiaries i.e., community groups – men, women, community leaders as rights holders. The questions are framed as such to match their role in the implementation as well to find out their opinions about their issues being faced by the children in accessing quality education, factors behind low enrolment, dropout, application of innovative strategies adopted to address these especially during COVID-19.

¹⁰⁴ [https://inee.org/system/files/resources/AEWG Accelerated Education Checklist- screen](https://inee.org/system/files/resources/AEWG%20Accelerated%20Education%20Checklist-screen)







Gender integration: the evaluation methods selection, tools development, and where possible the respondents' selection, and team composition will take a considered view of gender equality considerations. While talking to parents, separate FGDs will be organised for mothers and female caregivers.

Equity considerations: the evaluation sampling approach is drawn with a focus to reach out to and have views from most vulnerable to inform the evaluation findings. This implies reaching out to hard to access communities and in ensuring maximum inclusive participation. The team has purposively identified districts which have highest rate of OOSC where FGDs (with communities) and assessment of ALP centres will be undertaken. The findings and analysis, conclusion, and recommendations shall be explained using an equity lens (including location, income, disability), where possible.

3.3 Training and Quality Assurance of the Data Collection

For data collection tools (including ALP assessment checklist, KIIs, and FGDs), separate training sessions are planned. AAN's core team will organise a training session for locally hired enumerators, notetakers and moderators. The training will follow a structured agenda (see [Appendix 12](#) for a draft version). The training will focus on providing an orientation to the field staff on interventions, coverage, evaluation purpose, and objectives. Special emphasis will be given to explain the United Nations Evaluation Group (UNEG)/UNICEF guidelines, norms, and field protocols to ensure all ethical guidelines are completely understood for correct application during field data collection. The training shall also focus on the accurate application of data collection tools and facilitation skills. Separate session shall be organized for data collectors to understand 'Introduction to Ethics in Evidence Generation' training. The table 13 lists the quality control checks AAN will put in place during data collection.

Table 13: General quality control during field work

	Continued support and supervision will be provided by the Evaluators during the fieldwork.
	Gender balanced staff will be deployed.
	Informed consent from each respondent will be taken by explaining the purpose of their activity and its relevance to them.
	Collection of field evidence of the events will be taken with prior approval from the concerned respondents/participants of the KIIs and FGDs.
	Confidentiality and anonymity of the participants will be maintained, and findings will be summarized to an appropriate level of aggregation.
	Ethical Clearance is not required ¹⁰⁵

3.4 Data Processing and Analysis

A parallel mixed method data analysis approach shall be employed whereby data from each strand (qualitative and quantitative) will be collected, processed, and analysed for comparison and interpretation of findings.

Qualitative Data Analysis: A systematic and structured **content and thematic analysis** of the qualitative data to be collected through FGDs, KIIs and field notes will be conducted. The process would entail an in-depth review (using MAXQDA software) of the collected data and summarizing the unstructured textual content into manageable data relevant to the evaluation criteria. This process will be followed by identifying relevant/important data and its coding, which would be categorized into common themes. The summarized and analysed data will be organized into matrices to extract the merging patterns on different programmatic aspects and perspectives of participants. All key findings will be triangulated with secondary sources information to make the valid judgements and conclusions.

Quantitative Data Analysis: the evaluators will consolidate all secondary quantitative data (progress reports, budget and expense reports) and primary data (ALP assessment) to analyse information on the evaluation parameters (as set in the evaluation matrix) and for triangulation of the qualitative findings. The team will use Excel for data analysis purposes.

¹⁰⁵ Confirmed by the client in the kickoff meeting.

3.5 Compliance to UNEG/UNICEF Evaluation Norms and Ethical Standards

The evaluation will adhere to all applicable UNEG¹⁰⁶ and UNICEF’s adapted norms and ethical standards as prescribed in the relevant key guiding documents. The description below outlines key aspects of each dimension (for a detailed description, refer to [Appendix 13a](#) and [Appendix 13b](#)):

- **Independence and impartiality:** The evaluators will ensure independence during all phases of evaluation. The evaluation team members have no conflict of interest and played no role in the implementation of ALP activities.
- **Credibility:** The evaluation is planned with inclusive and participatory data collection methodology (involving a range of relevant stakeholders for feedback) and triangulation of reported findings by using an analysis of evidence from both secondary and primary data sources (see section 3.2).
- **Human Rights and Gender Equality:** The evaluation team will integrate the principles of Human Rights and Gender Equality (HRBA and UN-SWAP) at all stages of the evaluation.
- **Evaluation ethics:** The evaluation team will consider and respect local culture, beliefs, customs, and values during fieldwork. The team will uphold the rights of institutions (service providers) and individuals (rights-holders) by requesting informed consent and maintaining the confidentiality of all respondents.
- **Professionalism:** The evaluation team comprises of professionals with extensive knowledge, training, and experience working with multiple clients on local and international projects.
- **Privacy of Participants:** The participants will be informed of who will have access to their private data, and an authorised team member will remove all identifying information of the respondents.
- **Confidentiality and Anonymity:** The primary data will be password-protected and encrypted, while physical records and documents will remain with authorised team members. The feedback and opinions of the respondents included in the final report will be anonymous to maintain the confidentiality of the respondents.
- **Avoidance of Harm:** Evaluation team will take pre-emptive measures for any unforeseen events in the field and respond accordingly. Considering COVID-19, the evaluation team will ensure the field team maintains distance (from each other as well as respondents), wears masks, and wash their hands regularly during fieldwork.

3.6 Limitations, Constraints and Proposed Mitigation Measures

Find below the list of foreseen limitations and constraints with proposed mitigation measures (refer Table 14 for details).

Table 14: Limitations, Constraints and Proposed Mitigation Measures

Limitations & Risks	Mitigation Measures
The evaluation is expected to cover the period from 2016 till 2021. However, the documents shared with evaluators till date provide limited information about the activities carried out from 2016 to 2018.	The evaluators shall address this constraint at two levels. While writing up this IR, this constraint is addressed through using secondary data and discussions with UNICEF. However, during data collection, information related to 2016-18 will be collected from stakeholders and comprehensively reviewed and analysed for the final report.
Availability of secondary data to map achievements against targeted outcomes for contribution analysis.	This being a formative evaluation, the evaluators will rely on secondary sources to map achievements. In case of nonavailability of required documents, the evaluators may not be able to conclusively assess the results and provide a narrative on the contributory factors behind those results. The evaluators will use primary data to fill the gaps to the extent possible.
The COVID-19 pandemic environment and uncertainties may affect direct interaction with the respondents. It may also restrict the travel of national team members to sampled districts.	COVID-19 related restrictions have disrupted lives and can potentially restrict movement. Though currently there are no restrictions on travelling within Pakistan, with the increasing caseload due to OMICRON variant, the situation might change in the next few months. In case, the core evaluation team is unable to travel to provincial headquarters, the data collection will be carried out by the local teams (hired to support data collection) who reside in the selected districts to restrict movement. The evaluation team will also give preference to remotely conduct interviews with stakeholders (KIs – where internet and connectivity is not a challenge) to restrict the face-to-face interaction. The core team will closely supervise and monitor the data collection by local teams to ensure quality data

¹⁰⁶ [UNEG Ethical Guidelines for Evaluation](#)

Chapter 4: Evaluation Management, Team Composition, Implementation Phases & Timeline

This chapter gives an overview of the evaluation planning and management arrangements. It elaborates on the proposed implementation approach and work plan. The key sections include evaluation management or oversight; evaluation partners and roles; evaluation team composition and functions; implementation phases and tasks (including milestones); and evaluation work plan.

4.1 Evaluation Management & Oversight

The evaluation is commissioned by UNICEF Pakistan and will be supervised by the Research and Evaluation (R&E) Specialist. Under the guidance of the Chief of the Section, coordination support will be provided by the Education Monitoring and Evaluation (M&E) Specialist and Education Specialist in charge of the ALP Programme. UNICEF Pakistan has also formed an ERG which includes members of key governmental, non-governmental and UNICEF staff. The 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 also make suggestions for how the deliverables can be improved.

4.2 Evaluation Team and Roles

The evaluation is commissioned to AAN Associates, an international development firm. AAN Associates as prime contractor remains responsible for complete evaluation. The evaluation team to be deployed for the evaluation comprises of national experts, data collectors, moderators and notetakers. The team brings together a good balance of maturity, experience, sector understanding, international exposure and context understanding. A considered focus has been laid on forming a gender-balanced team for field data collection and management. Find below the tasks assigned to core team members (refer Table 15). For more details around profile team members refer [Appendix 14](#).

Table 15: Responsibilities of Core Evaluation Team

Position - Name	Responsibilities	LOE (days/ months)
Evaluation Team Lead Mr. Nadeem Haider	<ul style="list-style-type: none"> Lead the entire evaluation processes at all stages of the evaluation. 	58 Days
Head of Project Management Unit Mr. Asher Osman	<ul style="list-style-type: none"> Ensure project deliverables are submitted as per contractual agreement. Management of HR resources as per contractual agreement. Oversight on project finances 	28 Days
Evaluation Project Manager Mr. Aftab Awan	<ul style="list-style-type: none"> Develop and provide detailed methodological guidance on each stage of the evaluation. Delegate, monitor and supervise the work of other team members. Lead the field mission and decide upon the division of roles and responsibilities among team members. Train team members for data collection Lead in analysis and reporting ensuring that gender lens is applied in all aspects of evaluation findings and reporting. 	6 Months
Evaluation Expert Mr. Asmat Ali Gill	<ul style="list-style-type: none"> Support Evaluation Manager in the complete evaluation processes. Providing technical inputs in evaluation design, methodology, tools preparation, analysis, and reporting. 	28 Days
Education Expert Mr. Ahmed Nadeem	<ul style="list-style-type: none"> Providing technical inputs (regarding education) in evaluation design, methodology, tools preparation, analysis, and reporting. Manage and coordinate with education departments for support in field. 	26 Days
Data Analyst Ms. Razia Naveed	<ul style="list-style-type: none"> Lead qualitative and quantitative data analysis. Participate in the data coding and analysis discussions. Undertake qualitative coding of assigned interviews in MAXQDA. Develop crosstab and other analysis of data. 	30 Days

Table 15: Responsibilities of Core Evaluation Team

Position - Name	Responsibilities	LOE (days/ months)
	<ul style="list-style-type: none"> Discuss any new and emergent themes from the analysis with team members. 	
Evaluation Project Officer Ms. Fatimah Masud	<ul style="list-style-type: none"> Support Evaluation Manager in the complete evaluation processes. Provide oversight for desk review. Assist in report writing 	6 Months

4.3 Evaluation’s Implementation Phases & Work plan

The evaluation shall be implemented in phases. The complete evaluation comprises four phases, where each phase includes a range of activities (both concurrent and sequential) as identified below.

4.3.1 Evaluation Workplan and Deliverables

The tentative evaluation workplan with key tasks/milestones and proposed timeline is mentioned below in Table 16.¹⁰⁷ The timeline has changed slightly in comparison to what is listed in the ToRs. The UNICEF team is on board with respect to these changes.

Table 16: Evaluation Deliverables & Tentative Timeline

Activity	Date of Submission	Deliverables
Phase 1: Inception Phase (Preparatory phase)		
Kick Off Meeting	13-Dec-21	
Draft Inception Report	14-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	7-March-22	
Phase 2: Pre-Field Planning		
Client to send facilitation letters	25-Feb-22	
Develop training material	7-Mar-22	
Phase 3: Field data collection phase		
Field Training & pretesting of tools	8-Mar-22	
Data Collection	8-Apr-22	
Phase 4: Data analysis, report writing and dissemination		
Data Cleaning & Analysis	29-Apr-22	
1st Draft Evaluation Report	3-Jun-22	1st Draft Evaluation Report
Client Feedback	17-Jun-22	
Revised Draft Evaluation Report	31-Jun-22	Deliverable #2
Client Feedback	8-Jul-22	
Final Evaluation Report	15-Jul-22	Deliverable #3
Submission of dissemination materials	22-Jul-22	Deliverable #4
Presentation of Evaluation Findings	TBD	

4.3.2 COVID-19 Protocols

Considering COVID-19 related national and international protocols governing the interaction between individuals/groups, the evaluators will implement additional/innovative plan or approach to field data collection. The plan includes technology use (communication and team activity platforms and applications such as ZOOM, WhatsApp, Trello, Microsoft Teams, Adobe Connect, Google and Microsoft Translators); application of cascading training (to enable local team to facilitate local training), telephonic surveys and interviews (if required); strengthening local teams (by adding more resources with mixed and complementary skills set to off-set any impact of not being able to deploy international

¹⁰⁷ The workplan is tentative. Any delay in receiving UNICEF’s feedback and/or administrative approvals may cause some changes in proposed timeline. All changes will be discussed and agreed with the UNICEF team.

resources): and use of real time voice to text transcription (and translation) to enable international team members to remain part of the conversations and intervene where needed.

During data collection (onsite), the evaluators will adopt all applicable necessary precautionary measures (to comply with GoDRC standard operating principles) to cope with COVID-19 situation. These measures include:

- Maintaining safe distance between each participant (KIIs, FGDs, and centre assessments) by making seating arrangements accordingly. This would be done in advance through local partner.
- The evaluators (including the local partner and national experts) will provide the disposable face masks and gloves to the participants to wear it before entering to place of FGDs.
- Use of hand-sanitizer by the participants will be ensured during field interactions.
- All evaluation team members will always carry hand-sanitizers before visiting any office to conduct KII or other formal/informal meetings during field mission.
- For necessary refreshment during training and FGDs, disposable individual consumables (glass, plates etc.) would be used.
- Each participant would be dealt with respect, politeness, and honour.
- The evaluators will opt any other evolving but considerably necessary precautionary measure that may evolve during discussions with UNICEF team, and Government staff.

Appendix 1: Terms of Reference



Appendix 2: Provincial Analysis/Components

		Provincial Dimensions			
		Learners who attend supported ALPs; ¹⁰⁸	Tutors/ facilitators who work in the context of supported ALPs; ¹⁰⁹	Programme management of supported ALPs; ¹¹⁰	Alignment of supported ALPs with Ministry of Education and policy frameworks. ¹¹¹
Baluchistan		<ul style="list-style-type: none"> 131 centers have been provided with teaching and learning materials to replenish supplies. Each center was provided soaps and disinfectants while students were encouraged to make cloth face masks¹¹². 	<ul style="list-style-type: none"> 161 ALP tutors including 47 female tutors are engaged in ALP centers. 161 ALP tutors (50 women) have been trained on classroom assessment by BAEC in supported districts¹¹³. 	<ul style="list-style-type: none"> Meetings at the district level with district education officers were conducted while following all SOPs¹¹⁴. 	<ul style="list-style-type: none"> Institutionalise and operationalize in-service training for NFE teachers' professionals. It is aligned as PITE is responsible to train the teachers (professional training Assess the requirements of teachers for NFE programs.¹¹⁵ Yes, this is being handled by the Directorate of Education, Baluchistan. Improve the existing learning material according to the learning needs of target groups and relevance to the provincial curriculum. For this very purpose, the textbooks are made by JICA with the help of the Bureau of Curriculum, Baluchistan. The government of Baluchistan provides books to UNICEF
	KP	<ul style="list-style-type: none"> All 90 ALP centers have been equipped with tablet chairs for learners, teacher tables and chairs, school-in-a-box kits (one kit for 40 students), recreational kits (one kit per center), and student learning kits (one per student)¹¹⁶. 	<ul style="list-style-type: none"> 90 facilitators (all women) have been engaged and are regularly monitored and mentored by training and mentoring officers and the field officers, who all have been trained on course content and pedagogy. A pool of 45 master trainers (25 women) created and trained on PITE-developed training manuals and facilitator handbooks. This pool was trained by lead trainers from PITE and a training officer from JICA AQAL¹¹⁷. 	<ul style="list-style-type: none"> Individual meetings with provincial and district stakeholders are being conducted during monitoring /field visits by UNICEF. District education officers are monitoring ALP centers regularly. ALP PIU senior management monitors ALP centers regularly¹¹⁸. 	<ul style="list-style-type: none"> To understand the complexity of the situation regarding OOSC and provision through a NFE mechanism, Alternate Learning Pathways PIU oversees all NFE schools, ALP, feeder schools etc. Any stakeholder who wishes to work on ALP's must work with the ALP PIU.

¹⁰⁸ Key aspects are learners' age range; flexibility of class time and location; learning-readiness for children who have never attended school; compressed curriculum and learning; inclusiveness and safeness; and access to WASH facilities.

¹⁰⁹ Key aspects included are tutors/ facilitators' recruitment, training, support, and supervision; teaching and learning strategies related to integrated contents; and practice of inclusion, gender-sensitivity and protection.

¹¹⁰ Key aspects included are student enrolment, attendance, dropout, retention, completion, and learning; transition/ integration to formal education, vocational training and/or employment; community engagement's mechanisms and benefits' sensitization.

¹¹¹ The specific aspects are articulation to federal and provincial enabling environment; examination and certification processes of basic competencies; and institutionalization of reintegration mechanisms.

¹¹² JICA-UNICEF Progress and Utilization Report- September 2021

¹¹³ JICA-UNICEF Progress and Utilization Report- September 2021

¹¹⁴ Ibid

¹¹⁵ Balochistan Sector Education Plan 2020-2015- Policy and Implementation Unit, Secondary Education Department, GoB

¹¹⁶ JICA-UNICEF Progress and Utilization Report- September 2021

¹¹⁷ JICA-UNICEF Progress and Utilization Report- September 2021

¹¹⁸ Ibid

		Provincial Dimensions			
		Learners who attend supported ALPs; ¹⁰⁸	Tutors/ facilitators who work in the context of supported ALPs; ¹⁰⁹	Programme management of supported ALPs; ¹¹⁰	Alignment of supported ALPs with Ministry of Education and policy frameworks. ¹¹¹
Punjab ¹¹⁹		<ul style="list-style-type: none"> 50,000 Student Learning kits (bags, notebooks, and stationery) procured for all students in 6 districts¹²⁰. Sports events held at NFE / AEP level encouraging participation of all children on co-curricular activities. 	<ul style="list-style-type: none"> Rigorous trainings on Single National Curriculum (SNC) conducted: Two separate trainings of 108 Master trainers (including 20 females) from 36 districts on Teaching Methodologies, Pedagogical Skill, Presentations, and Contents of General Science, Urdu, English, Math, and Social studies¹²¹. 	<ul style="list-style-type: none"> Monitoring of field staff carried out regularly with participation of Secretary L&NFBE, Additional Secretary, and focal person in activities during the monitoring visit¹²². 	<ul style="list-style-type: none"> L&NFBE department supervises the activities carried out in the supported ALP such as material development module on Single National curriculum, monitoring of field staff¹²³, Grass-root community mobilization, capacity development, and skill enhancement for teachers etc¹²⁴.
	Sindh	<ul style="list-style-type: none"> Teaching-learning materials of package C i.e., textbooks & teacher's guides have been provided to NFE learners and facilitators of 150 NFBEs¹²⁵. 	<ul style="list-style-type: none"> 150 (95 women) NFE facilitators have been engaged in the teaching-learning process in 150 NFBEs. 150 NFE facilitators (95 women) trained on teacher guides of NFE package C, inclusive of child interactive teaching and play-based learning methods¹²⁶. 	<ul style="list-style-type: none"> 6 meetings were held with district education officers¹²⁷. 	<ul style="list-style-type: none"> Non-formal education centers will be set up for out-of-school children to bring them back into the fold of mainstream education¹²⁸. The Directorate of NFE handles all sorts of non-formal programs. A strategy to enhance teacher quality for NFBE will be prepared. Indus Resource Centre- implementing partner assists in conducting training for facilitators.

¹¹⁹ Evaluation team has requested UNICEF for information repeatedly

¹²⁰ Punjab Progress Update- Nov 2021

¹²¹ Punjab Progress Update- Nov 2021

¹²² Ibid

¹²³ Ibid

¹²⁴ Implementation Plan Punjab Literacy Department- April 2018

¹²⁵ JICA-UNICEF Progress and Utilization Report- September 2021

¹²⁶ JICA-UNICEF Progress and Utilization Report- September 2021

¹²⁷ Ibid

¹²⁸ Sindh Non-Formal Education (NFE) Policy 2017

Appendix 3: Breakdown of ALPs by the Type and Province¹²⁹

ALP type wise breakdown is not available for Punjab and Sindh

S#	District	Project	Type Wise			Total
			Gov	Madrasa	Com ¹³⁰	
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
27	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

¹²⁹ Information taken from Provincial documents

¹³⁰ Community

Appendix 4: Programme Stakeholders

Province	Stakeholders and their Roles
National / Overall	Ministry of Federal Education and Professional Training (MoFEPT) , oversees overall collaboration and coordination.
	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. ¹³¹
	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. ¹³²
	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. ¹³³
	NFE Working Group – No info available
Balochistan ¹³⁴	Bureau of Curriculum and Extension Centre Balochistan (BoC) , worked on revising and condensing the ALP curricula.
	Balochistan Textbook Board (BTBB) provides free of cost textbooks to all ALP students.
	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.
	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.
	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.
	Communities in Balochistan provided the site and infrastructure for the ALP centres, they also recommended ALP facilitators by providing CVs.
	NFE Working Group – No info available
KP ¹³⁵	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.

¹³¹ Information given in meetings with provincial representatives

¹³² Programme ToRs

¹³³ Programme ToRs

¹³⁴ Information given in meetings with provincial representatives

¹³⁵ Information given in meetings with provincial representatives

Province	Stakeholders and their Roles
	Alternate Learning Pathways – Project Implementation Unit (ALP – PIU) oversees all alternate schools including but not limited to ALP centres and feeder schools.
	Directorate of Curriculum & Teacher Education (DCTE) developed and approved ALP primary curriculum and aligned teacher guides with KP formal curriculum. DCTE is also working on revising ALP secondary curricula.
	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.
	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.
	NFE Working Group – No info available
Punjab ¹³⁶	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.
Sindh ¹³⁷	Sindh Education & Literacy Department (SELD) - No info available
	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.
	Directorate of Curriculum, Assessment and Research, Sindh (DCAR) - developed and approved ALP primary curriculum and teacher guides.
	Provincial Teachers Training Institute (PITE) works on the professional development of facilitators by providing them with continuous capacity development opportunities.
	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.
	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.
NFE Working Group – No info available	

¹³⁶ Information given in meetings with provincial representatives

¹³⁷ Information given in meetings with provincial representatives

Appendix 5: Evaluation Matrix

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
Relevance: Where/are supported, ALPs doing the right things				
<ul style="list-style-type: none"> 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 approaches visible? EQ1.2 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? 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)?	1.1.1 Evidence of: <ul style="list-style-type: none"> 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. 1.1.2 Key stakeholder's (UNICEF, public sector, and IPs) views on: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Document Review Descriptive Analysis <ul style="list-style-type: none"> KIIs Thematic Analysis 	Documents including UNICEF Country Programme Document; Programme Proposal; Annual Reports; Education Policies (provincial sector plans, National Education Policy 2017) FGDs with parents, teachers, and administrative staff of ALP Centres. KIIs with stakeholders including UNICEF, P&D, Ministry of Education,

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
		1.1.3 Community members (parents, teachers, community leaders) identified changing needs of OOSC (particularly due to COVID 19).	<ul style="list-style-type: none"> • FGDs • Thematic Analysis 	Education Departments, SWD, international partners
	EQ1.2: To what extent did the interventions (supported ALPs) overlap (or otherwise) with those of key public stakeholders, consistent with provincial ALP context and manage to draw agreements addressing provincial needs?	1.2.1 Evidence of: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Document Review • Descriptive Analysis 	
		1.2.2 Key stakeholders views on: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • KIIs • Thematic Analysis 	
Coherence: How well do supported ALPs fit other policies and interventions related to OOSC?				
<ul style="list-style-type: none"> • 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? Addressed under Relevance EQ1.2 • What level of synergies and inter linkages (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	EQ2.1: To what extent supported-ALP interventions are consistent with AEWG ¹³⁸ principles and level of success UNICEF been able to synchronise with other UNICEF OOSC interventions?	2.1.1: Evidence of: <ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> • Literature Review • Descriptive Analysis • 	Documents including UNICEF Programme Proposal; 2017); World Bank Data. OOSCI ADB Briefs on Education,

¹³⁸ <https://inee.org/resources/accelerated-education-10-principles-effective-practice>

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
guidelines for OOSC, harmonized with UNICEF's internal OOSC assistance and with other external actors?		<p>2.1.2: UNICEF staff views on:</p> <p>i) Consistency of supported-ALP interventions with AEWG principles;</p> <p>ii) Interlinkages established within UNICEF to synchronise ALP interventions with UNICEF's parallel work for OOSC;</p> <p>iii) Number/types of ALP interventions demonstrating internal convergence within UNICEF (in planning, implementation, resource sharing and others).</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>UNESCO Fact Sheets.</p> <p>Assessment undertaken in sampled ALP centres</p>
		<p>2.1.3 Assessment of compliance of supported-ALPs interventions with AEWG principles</p>	<ul style="list-style-type: none"> • Assessment of ALP Centres • Comparative Analysis 	<p>KIIs with UNICEF, Ministry of Education, Education Departments.</p>
	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?	<p>2.2.1: Evidence of:</p> <p>i) Interventions implemented to establish/strengthen the coordination structures at provincial levels for coordinated/collaborative planning and implementation with other actors involved in OOSC;</p> <p>ii) Interventions planned and implemented with other actors under supported ALPs.</p>	<ul style="list-style-type: none"> • Literature Review • Descriptive Analysis 	
		<p>2.2.2: Key stakeholders (UNICEF, JICA, NCC, MoE, DoE) views on:</p> <p>i) Interventions implemented to establish/strengthen the coordination structures at provincial levels for coordinated/collaborative planning and implementation with other actors involved in OOSC;</p> <p>ii) Interventions planned and implemented with other actors under supported ALPs.</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	
<p>Effectiveness: Were/are supported ALPs achieving its objectives?</p> <ul style="list-style-type: none"> • 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 				

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
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	<ul style="list-style-type: none"> • Document Review • Descriptive analysis 	Documents including Programme Proposal, Annual Report, Donor Reports; non formal education management information system FGDs with parents, teachers, community leader and administrative staff of ALP Centres KIIs with stakeholders including UNICEF, P&D, Ministry of Education, Education Departments, SWD, international partners
		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	<ul style="list-style-type: none"> • KIIs • FGDs • Thematic analysis 	
	EQ3.2: What factors either enabled or hindered achievements particularly Covid-19?	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	<ul style="list-style-type: none"> • Document Review • Descriptive Analysis 	
		3.2.2 Key stakeholders' views on enabling and disabling factors (political, economic, social, institutional), their effect/s on achievements and measures taken to mitigate hindering/disabling factors	<ul style="list-style-type: none"> • KIIs • FGDs • Thematic Analysis 	
	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.	<ul style="list-style-type: none"> • Literature Review • Descriptive Analysis 	

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
		<p>3.3.2 Key Programme stakeholders (UNICEF, JICA, NCC, MoE, DoE, IPs, and community groups) views on:</p> <p>i) Policy and practice level support available by provincial governments to encourage innovation for OOSC interventions;</p> <p>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;</p> <p>iii) Types of incentives extended to those who introduced innovation;</p> <p>iv) Number/types of innovative interventions replicated and scaled within and across provinces.</p>	<ul style="list-style-type: none"> • KIIs • Thematic Analysis 	
<p>Efficiency: How well were/ are resources being used in the framework of supported ALPs?</p> <ul style="list-style-type: none"> • 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 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 				
<p>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?</p>	<p>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?</p>	<p>4.1.1 Key stakeholders' views on:</p> <p>i) Level of results produced within allocated resources and time</p> <p>ii) Selection of implementation approaches as most time/cost efficient.</p> <p>iii) Possible alternative implementation modalities for cost efficiency</p> <p>iv) COVID 19 impact on resource availability</p> <p>v) Measures and decisions taken to mitigate resource constraints</p> <p>vi) Resource distribution by the component to achieve intended results</p>	<ul style="list-style-type: none"> • KIIs • Thematic Analysis 	<p>Documents including Budgets, expenses sheets, donor contracts</p> <p>FGDs with parents, teachers, community leader and administrative</p>

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
		<p>4.1.2 Evidence on:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Document Review • Descriptive Analysis / • Cost Benefit Analysis¹³⁹ 	<p>staff of ALP Centres</p> <p>Kills with stakeholders including UNICEF, P&D, Ministry of Education, Education Departments, SWD.</p>
<p>Impact: What difference did supported ALPs make in the context of OOSC?</p> <ul style="list-style-type: none"> • 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 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? 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 				
<p>EQ5 - To what extent did supported-ALPs contribute to improved enabling environment (norms, systems, and budgets) and the lives of OOSC across provinces?</p>	<p>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?</p>	<p>5.1.1 Evidence on:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Document Review • Thematic analysis 	<p>Documents including Programme Proposal, Annual Report, Donor Reports, Annual State of Education Reports 2020 and 2021, other national reports on OOSC</p>

¹³⁹ The analysis is contingent upon receiving required financial documentation.

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
		<p>5.1.2 Stakeholders views on:</p> <p>i) Types/level of impact on provincial OOSC/ALP service providers on strengthening the policy environment, norms and standards, systems, and provincial budgets;</p> <p>iii) contribution to negative impact on system and for OOSC/families.</p> <p>iv) Main lessons learned related to enabling environment; examination and certification processes of basic competencies; and institutionalization of reintegration mechanisms</p>	<ul style="list-style-type: none"> • KIIs • Descriptive Analysis 	<p>FGDs with parents, teachers, community leaders and administrative staff of ALP Centres</p> <p>KIIs with stakeholders including UNICEF, P&D, Ministry of Education, Education Departments, SWD, international partners</p>
	<p>EQ5.2 To what extent did the Programme contribute to improved lives of OOSC in target districts?</p>	<p>5.2.1 Key stakeholders (UNICEF, DoE, IPs, facilitators, and community groups, OOSC) views on:</p> <p>i) Number of OOSC who have been enrolled in ALP Centres</p> <p>ii) Number of learners who have been mainstreamed</p> <p>iii) Types of positive/negative effects of supported ALPs</p>	<ul style="list-style-type: none"> • KII • FGDs • Thematic Analysis 	
		<p>5.2.2 Evidence on:</p> <p>i) Number of OOSC who have been enrolled in ALP Centres</p> <p>ii) Number of learners who have been mainstreamed</p> <p>iii) Types of positive/negative effects of supported ALPs</p>	<ul style="list-style-type: none"> • Document Review • Descriptive Analysis 	
<p>Sustainability: Will benefits produced by supported ALPs last?</p> <ul style="list-style-type: none"> • 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 				

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
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	<ul style="list-style-type: none"> • KIIs • Thematic Analysis 	Programme Proposals Progress reports, Donor Reports. Meeting minutes of the coordination meetings, Provincial notification FGDs with parents, teachers, community leader and administrative staff of ALP Centres KIIs with stakeholders including UNCIEF, P&D, Ministry of Education, Education Departments, SWD, international partners,
		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	<ul style="list-style-type: none"> • Document Review • Descriptive Analysis 	
	EQ6.2: What measures are needed to enable continuity to ALPs during/post COVID 19?	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	<ul style="list-style-type: none"> • KIIs • FGDs • Thematic Analysis 	
		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	<ul style="list-style-type: none"> • Document Review • Descriptive Analysis 	
Gender Equality, Equity, and HRBA.				

Key Evaluation Questions	Sub Questions	Indicators	Data Collection & Analysis Methods	Information Sources
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Document Review • Descriptive Analysis 	FGDs with parents, teachers, community leader and administrative staff of ALP Centres KIIs with stakeholders including UNCIEF, P&D, Ministry of Education, Education Departments, SWD, international partners
	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	<ul style="list-style-type: none"> • KIIs • FGDs • Document Review • Descriptive Analysis • Thematic Analysis 	

Appendix 6: Overlaps between the Evaluation Designs

DAC Criteria	CEVal Approach	AEWG Principles
Relevance	Life Course Model	Principle 1, 2 & 3
Effectiveness	Life Course Model	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 7: List of Programme Documents Reviewed

Sr	Document Name	Category
1	COAR 2018	COAR
2	COAR 2019	COAR
3	COAR 2020	COAR
4	CPD 2013-2017	CPD
5	CPD 2018-2022	CPD
6	Overview 2018-2022	CPD
7	JICA_Balochistan P&DD Letter to EAD	EAD Letters
8	JICA_KPK EEF Letter to ESE	EAD Letters
9	JICA_KPK ESE Letter to P&D	EAD Letters
10	JICA_KPK P&DD Letter to EAD	EAD Letters
11	JICA_Sindh Letter to Secretary SELD from UNICEF	EAD Letters
12	JICA_Sindh PDD Letter to EAD	EAD Letters
13	JICA_Sindh Secretary approval on Note	EAD Letters
14	JICA_Sindh SELD letter to P&D	EAD Letters
15	JICA_Letter to EAD	EAD Letters
16	JICA_Letter from EAD for JICA Proposal	EAD Letters
17	Balochistan ESP 2020 2025	Education Sector Plan
18	KP ESP 2020 2025	Education Sector Plan
19	Punjab ESP 2019 2024	Education Sector Plan
20	Sindh ESP 2019 2024	Education Sector Plan
21	JICA_Extension Request JICA	NCE
22	JICA_Govt of Japan NCE cover letter	NCE
23	JICA_Govt of Japan NCE request memo	NCE
24	JICA_UNICEF Pakistan Letter	NCE
25	National Education Policy/Strategy/Framework (2009)	Policy/Strategy/Framework
26	Pakistan Education Policy/Strategy/Framework (1998 - 2010)	Policy/Strategy/Framework
27	JICA_The Project for Enhancement of NFE – Programme Proposal	Programme Proposal
28	NNC_UNICEF - Programme Proposal	Programme Proposal
29	JICA_UNICEF Pakistan Informal Financial Update March 2019	Progress Report
30	JICA_Human Interest Story March 2019	Progress Report
31	JICA_Human Interest Story March 2020	Progress Report
32	JICA_UNICEF Pakistan Informal Financial Update March 2020	Progress Report
33	JICA_UNICEF Pakistan Progress and Utilization Report March 2020	Progress Report
34	JICA_UNICEF Informal Progress and Utilisation Report March 2021	Progress Report
35	JICA_UNICEF Pakistan Informal Financial Update Feb 2021	Progress Report
36	JICA_Guide for safe reopening of schools March 2021	Progress Report
37	JICA_Children's guide on safe reopening of school March 2021	Progress Report
38	JICA_Bringing Out-of-School girls Back to Education in KP March 2021	Progress Report
39	JICA_UNICEF Progress and Utilisation Report March 2021	Progress Report
40	JICA_Narrative Update Sep 2018	Progress Report
41	JICA_Informal Update Sep 2018	Progress Report
42	JICA_Fund Monitoring by Grant 31 August, 2018	Progress Report
43	JICA_Human Interest Story Sep 2018	Progress Report
44	JICA_UNICEF Informal Financial Update Sep 2020	Progress Report
45	JICA_UNICEF Informal Progress & Utilization Report Sep 2020	Progress Report
46	JICA_Cover Letter Sep 2020	Progress Report

Sr	Document Name	Category
47	JICA_Baseline Assessment Report March 2021	Progress Report
48	JICA_Human Interest Story Sep 2021	Progress Report
49	JICA_Education Financial Report Sep 2021	Progress Report
50	JICA_UNICEF Progress and Utilisation Report Sep 2021	Progress Report
51	NNC_Progress and Utilization Report March 2019	Progress Report
52	NNC_Progress and Utilization Report March 2020	Progress Report
53	NNC_Human Interest Story March 2020	Progress Report
54	NNC_Progress Against Outputs March 2021	Progress Report
55	NNC_Pakistan key results achieved 2020	Progress Report
56	NNC_Human Interest Story March 2021	Progress Report
57	NNC_Progress Report March 2021	Progress Report
58	NNC_Status Overview Report Nov 2020	Progress Report
59	JICA_Agenda for UNICEF	Signing Ceremony
60	JICA_Briefing Note for Representative for JICA 2018	Signing Ceremony
61	JICA_Donor Profile 2018	Signing Ceremony
62	JICA_Participants List 2018	Signing Ceremony
63	JICA_PPT 2018	Signing Ceremony
64	JICA_Talking points 2018	Signing Ceremony
65	A review of ALP in Pakistan (2014-2015)	Studies/Reports
66	OOSC Report (2013)	Studies/Reports
67	Pakistan DHS 2017-2018	Survey
68	Pakistan Education Statistics 2016-17	Survey
69	PSLM 2019-2020 (district level)	Survey
70	JICA_Worksheet (April-May 2020)	Worksheets
71	JICA_Worksheet (March 2020)	Worksheets
72	Balochistan - ALP Centres Summary	Provincial Data
73	Balochistan - List of ALP Centres	
74	Balochistan - List of Districts	
75	KP - Consolidated ALPCs Database	
76	KP - Consolidated List of VNF	
77	KP - Detail List of ALP Facilitators	
78	KP - Final List of Districts	
79	Punjab - Bahawalpur list of UNICEF-AEP Teachers	
80	Punjab – DGK AEP NFBE District Dera Ghazi Khan	
81	Punjab – Faisalabad AEP NFBE Teachers list	
82	Punjab – Lahore AEP enrolment	
83	Punjab – AEP list of 220 schools	
84	Punjab – Rajanpur AEP teachers	
85	Punjab – RYK AEP Functional Institution	
86	Sindh – NFE VEC Data (JICA)	
87	Sindh - NFE VEC Data (NATCOM)	

Appendix 8: 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? I
 - 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 9: 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		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					

1. **We want to discuss out-of-school children in this community, why do you think parents are unable to send their children to schools?**
 - a. **Probe:** are these reasons similar for boys and girls? What about children with disabilities, from poor households, from minority?
 - b. 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?
2. 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?

3. **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	
	Madrasah 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 the gap.)

Appendix 10: ALP Assessment Tool & Data Analysis Plan

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	

Data Analysis Plan

Question	Analysis Plan
A8: Year of Establishment	Descriptive Statistics by the Years in Operation 0-1 1-2 2-3 3-4 4-5 5 and above
A9 – A9a: Centre Timings:	Basic descriptive Analysis ALP centre class time is flexible as required by the community, teacher, and specific needs of both male and female learners Disaggregated by province
C1a – C1b: Minimum – Maximum Age of Enrolment:	Basic descriptive analysis Centre is targeting over-age, out-of-school learners Disaggregated by Province
C2 – C2a: Is the age range regulated and fixed?	Basic descriptive analysis Centre’s age range is aligned with AE principles Disaggregated by Province
C2 – C5b: Total # of children enrolled in the centre:	Descriptive Statistics by average number of Children enrolled in the Centre 0-10 10-20 20-30 30-40 40 and Above Disaggregated by Gender, Province, and Year Basic Descriptive to assess if the centres follow recommended relevant education authority guidelines for teacher–pupil ratio, but not greater than 40 pupils per teacher.
C6 – C9b: Total # of children graduated from the centre:	Descriptive Statistics by average number of Children graduating from the Centre 0-10 10-20 20-30 30-40 40 and Above
C10 – C13b: Total # of children mainstreamed in formal schools:	Disaggregated by Gender, Province, and Year Basic Descriptive to compare number of enrolments, graduations, children mainstreamed and enrolments in vocational centres.
C14 – C17b: Total # of children enrolled in vocational centres:	Basic descriptive analysis Centres provide age-appropriate introductory-level course for learners who have never been to school to improve readiness skills. Disaggregated by Province
D1 – D2: What is the duration of the course being taught in the centre:	Basic descriptive analysis ALP timetable allows for adequate time to cover curriculum. Disaggregated by Province
D3: Life skills-based education is part of the curriculum in the centre:	Basic descriptive analysis

D4: Psychosocial wellbeing is part of the curriculum:	If the curriculum integrates psychosocial well-being and life skills' acquisition in the curriculum Disaggregated by Province
D5: Do children take part in sports activities:	Basic descriptive Analysis If the centre encourages children to engage in sports activities Disaggregated by Province
E1: Does the centre charge any fee from the children:	Basic descriptive analysis AL classes are free, and there are no fees for uniforms or materials Disaggregated by Province
E2: Do the children get free course materials (books, stationery):	
E3 – E11: Does the centre have electricity/working fans/working lights/ proper structure/ clean drinking water/ furniture/ segregated toilets/ water in the toilets/ soap/budget for upkeep and maintenance.	Basic descriptive analysis ALP centre meets (inter)national standards to ensure relevant specifications for safety, inclusivity, and quality for the learning environment Disaggregated by Province
F1 – F1a: Does the centre provide reports to the relevant authorities:	Basic descriptive analysis ALP centre is monitored and routinely reporting to relevant authorities Disaggregated by Province
F2: Is the system for tracking learners' attendance, retention, drop out and tracking in place?	Basic descriptive analysis Systems have been set up 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. Disaggregated by province
F3: Is facilitator attendance recorded?	Basic descriptive analysis Systems have been set up for teacher record keeping and documentation with data to monitor progress Disaggregated by province
G1: Facilitators have been recruited from target geographic areas	Basic descriptive analysis Teachers are recruited from target geographic areas and build on learners' culture, language and experience and ensure gender balance Disaggregated by province
G2: Facilitators have signed a code of conduct regarding their conduct in the centre	Basic descriptive analysis Teachers are guided by – and have signed a code of conduct. Disaggregated by province
G3: A supervision system to monitor the performance of facilitators is in place	Basic descriptive analysis ALP programme provides regular supervision that ensures and supports teachers' attendance and performance of job responsibilities Disaggregated by province
G4: Have facilitators been provided guides and training material	Basic descriptive analysis Teachers have been provided pre-service and continuous in-service teacher professional development courses on subject knowledge and accelerated learning pedagogy Disaggregated by province
G5: Have the facilitators been provided pre-job training	
G6: Number of the training's sessions attended by NFE facilitator in the last year	Basic descriptive analysis Level of regular support and coaching teachers are provided to help improve the quality of classroom instruction Disaggregated by province
H1: Centre has the community education committee (CEC) which is representative of the community.	Basic descriptive analysis Community education committee (CEC) is representative of the community, Disaggregated by province

H2: Education committee (CEC) has been trained and equipped to support AE management.	Basic descriptive analysis Community education committee (CEC) is trained and equipped to support AE management. Disaggregated by province
H3: The Centre management is locally led?	Basic descriptive analysis Centres are locally led Disaggregated by province
H4: Community has sensitized on the benefits of AEPs?	Basic descriptive analysis Committee has been provided comprehensive sensitization on the benefits of AEPs Disaggregated by province
I1: Do the children go through regular assessment during the course?	Basic descriptive analysis Programme has Strategies and resources that ensure AEP learners can register for, and sit, examinations that provide a nationally recognized certificate Disaggregated by province
I2: Do the children have to take a standardized exam at the end of the course	
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	Basic descriptive analysis Pathways are available for enabling children and youth to re-integrate at a corresponding level in the formal system, vocational education or employment Disaggregated by province
J1: Was the centre closed due to Covid-19 pandemic?	Basic descriptive analysis Effects of Covid-19 of working of centres Disaggregated by province
J2: If yes, for how long did the centre remain closed	
J3 – J3b: Did the enrolment of the centre decrease because of the pandemic	
J4: When the centre reopened after the Covid-19 pandemic, were the timings of the centre changed to accommodate the needs of the children	Basic descriptive analysis Innovative Strategies for addressing the issues caused by Covid-19 Disaggregated by province
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 11: Proposed ALP Centres

Province	District	Funding Stream	Selected	
			ALP Centre 1	ALP Centre 2
Balochistan	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	Bahalwalpur	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 12: Draft Plan for Training of Field Team

Date: xxx, 2022 (Tentative)

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	Introduction	• Self-Introduction	All Participants
25 Minutes	<ul style="list-style-type: none"> • 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)) 		
10:25-11:10	Overview of the ALP - Pakistan <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	Overview of Evaluation <ul style="list-style-type: none"> • Evaluation Objectives & Purpose • Evaluation Matrix (DAC Criteria/CEval Approach/AEWGs 10 Principles and Questions) • Outline of Evaluation Methods 	<ul style="list-style-type: none"> • PPT • Notes 	AAN
60 Minutes			

DAY ONE			
Time	Activity	Method / Materials	Roles and Responsibilities
	<ul style="list-style-type: none"> Quantitative (ALP Centre Assessments), Qualitative (FGDs, KIIs, field observations/notes) Evaluation Scope and Coverage 		
12:30-2:30 120 Minutes	Overview of Quantitative Methods (ALP Centre Assessments) <ul style="list-style-type: none"> Key Definitions/Terms Survey geographic coverage / Sampling Frame/Distribution Types of Questions and how to record appropriate responses Detailed Discussion on each question of the assessment form including the instructions, focus and significance of each question Q&A 	<ul style="list-style-type: none"> 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 TWO			
Time	Activity	Method / Material	Roles and Responsibilities
09:00-09:40 40 Minutes	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> PPT 	<ul style="list-style-type: none"> National partner AAN
09:40-10:00 20 minutes	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> PPT 	National partner to moderate the session AAN Team to support
10:00-01:00 3 Hrs.	Overview of Qualitative Methods (FGDs) <ul style="list-style-type: none"> Role of the moderator and note taker Audio recordings (responsibility) Pictorial evidence Reporting format for FGDs Transcriptions Q&A 	<ul style="list-style-type: none"> 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	Overview of Qualitative Methods (KIIs) <ul style="list-style-type: none"> Types of Tools Role of the Interviewer and note taker 	<ul style="list-style-type: none"> PPT Questionnaire 	National partner Manager to

DAY TWO			
Time	Activity	Method / Material	Roles and Responsibilities
3 Hrs.	<ul style="list-style-type: none"> • Audio recordings (responsibility) • Pictorial evidence • Reporting format for KIIs • Transcriptions • Q&A 		moderate the session AAN Team to support
03:45 to 04:45 1 Hrs.	<ul style="list-style-type: none"> • Scope of the Focused Group Discussions (FGDs) and Key Informant Interviews (KIIs) • Brief introduction of key groups/stakeholders for KIIs 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) 	<ul style="list-style-type: none"> • PPT • Questionnaire 	National partner Manager to moderate the session AAN Team to support
04:45 to 05:00 15 Minutes	<ul style="list-style-type: none"> • Sharing of final instructions, field plan and departure of field team for pre-testing • Close of Day-1 	<ul style="list-style-type: none"> • Notes 	National partner Survey Manager to moderate the session AAN Team to support

DAY THREE			
Time	Activity	Method / Material	Roles and Responsibilities
09:15- 01:15 4 Hrs.	<ul style="list-style-type: none"> • Departure of field team for pre-testing • AAN team may split into two locations: 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Difficulties faced to enumerators in asking the questions • Notable challenges from respondents' perspective on the nature of questions and responses 	<ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> • Necessary revision and finalization of the tools to incorporate all feedback because of pre-testing • Q&A 	<ul style="list-style-type: none"> • 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			

DAY THREE			
Time	Activity	Method / Material	Roles and Responsibilities
04:45-05:30	Micro-planning for centre assessment form administration and qualitative data collection	• PPT	National partner Manager
45 minutes	<ul style="list-style-type: none"> • Formation of field teams • Finalization of field team's deployment and logistics plan 		AAN Team
	Establishing the general protocols for Fieldwork <ul style="list-style-type: none"> • Logistics • Security • Communication channels 		

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 13a: Compliance to UNEG Norms and Standards for Evaluation 2017

Norms	Description	Compliance Measures
Independence	Independence consists of two key aspects: i. Behavioural Independence: the ability to evaluate without undue influence by any party ii. Organizational Independence: independence from management functions & availability of adequate resources to conduct its work	<ul style="list-style-type: none"> • It is the responsibility of Evaluators as well as the leading partner i.e., is UNICEF to keep evaluation independent. • Importantly, the experience of the proposed Evaluation Team itself guarantees that the team tackles any outside influence. The Evaluators will take UNICEF on board if they face any issue which would affect the independence of the evaluation. • The agreement (available in terms of the contract) between parties, at an implicit level, is indicative of sufficient resources (by the Evaluators) to plan and implement a well-designed evaluation.
Impartiality	Three key elements of impartiality: objectivity, professional integrity, and absence of bias	<ul style="list-style-type: none"> • The Evaluation Team has an in-built culture of working with partiality and objectivity at the time of evaluation design, data collection, data, analysis, and report writing. • The potential of conflict has been considered while forming the team and will also be considered when forming the team for field data collection, though the Evaluation Team plans on having females as part of data collection for ease of data collection as programme is largely targeted towards girls especially in KP.
Credibility	Credibility is based on independence, impartiality, and rigorous methodology	<ul style="list-style-type: none"> • Along with following independence and impartiality, the Evaluation Team will be transparent by making the final report public (UNICEF Evaluation Database). • Furthermore, the ALP has many stakeholders including UNICEF, Directorates of education, literacy, NFE, curriculum and communities etc. The Evaluation Team plans to accommodate as many as possible in order to make the final evaluation report credible. • The Evaluation Team will cautiously use the available data. The Evaluators will validate and triangulate the data using both quantitative and qualitative analysis.
Utility	Utility of an Evaluation is determined through the clear intention to use the results, conclusions, or recommendations to inform decisions and future actions . Subsequently, the Evaluations can be used to generate knowledge and empowering stakeholders, other than contributing to the work of an Organisation.	<ul style="list-style-type: none"> • To enhance the utility of the evaluation, after preliminary literature review, a kick-off meeting was initiated, so that the Evaluators and the implementing partners are on the same page. • The evaluation is designed in a way that it will enhance the utility in terms achieving objectives of learning and accountability. The evaluation will also improve organisational learning and inform decision-making.
Internationally agreed principles, goals and targets	The principles and values to which the United Nations is committed, including the 2030 Agenda for Sustainable Development	<ul style="list-style-type: none"> • The Evaluators are aware and conform to the principles and values of the UN. The Evaluators are committed to refer to and integrate the international commitments' such SDGs, to inform the design, processes, and outputs of the evaluation. For this evaluation the focus is SDG 4.1

Norms	Description	Compliance Measures
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.	<ul style="list-style-type: none"> • The evaluation will comply to UN-System wide Action Plan (UN-SWAP) on Gender Equality and the Empowerment of Women (GEEW) • The evaluation accounts for HRBA as per the 2003 UN's convention and where relevant United Nations Evaluation Group 2014 (UNEG) guidelines on "Integrating Human Rights and Gender Equality."
Evaluation Ethics	<p>Ethical principles for evaluation include obligations on the part of the Evaluator to behave ethically in terms of:</p> <p>Intentionality: considering the utility and necessity of an evaluation at the outset.</p> <p>Conflict of interest: exercising the commitment to avoid conflicts of interest in all aspects of their work.</p> <p>Interactions with participants: 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.</p> <p>Evaluation processes and products: ensuring accuracy, completeness, and reliability; inclusion and non-discrimination; transparency; and fair and balanced reporting.</p>	<ul style="list-style-type: none"> • 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. • 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 Evaluators 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 is to be planned and implemented as such to ensure consistency and compliance with guidelines available 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 ERG, and given need, a discreet reporting to UNICEF Office of Audit and Investigation.
Professionalism	Key aspects of professionalism include access to knowledge; education and training; adherence to ethics and to these norms and standards; utilization of evaluation competencies; and recognition of knowledge, skills and experience.	<ul style="list-style-type: none"> • The Evaluation Team has a team of professionals who have worked with multiple donors like UNICEF, USAID, DFID, and others. The team is well groomed professionally and have extensive experience of working in local and international projects. • Furthermore, by including local partners (for field data collection), the Evaluators are confident of professional conduct of the team deployed. • AAN employs a series of internal checks and quality assurance mechanisms, which enable compliance to the best international practices and standards.

Appendix 13b: Compliance to UNICEF Ethical Standards Research, Evaluation

Ethical Considerations	Description	Compliance Measures
Avoidance of Harm	Avoiding harm or injury to participants, both through acts of commission or omission; ensure no harm comes to participants by virtue of inappropriate, unskilled researchers or enumerators.	<ul style="list-style-type: none"> • The Evaluation Team will take pre-emptive measures for any unforeseen event in the field and respond accordingly to any security threats. This applies to respondents as well as data collection team. • The data collection team will be trained on the security protocols • Similarly, UNICEF and GoP shall be 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 activities based on sufficient knowledge and understanding regarding it.	<ul style="list-style-type: none"> • The purpose and scope of the evaluation will be duly informed to participants. • Informed consent will be taken from the participants, and they can withdraw at any time of the process and consent will be taken from participant if personal information is to be used the participants shall be informed of the voluntary nature of their participation.
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.	<ul style="list-style-type: none"> • The privacy and confidentiality of the participants will be maintained, and findings will be summarised to an appropriate level of aggregation in such evaluation reports individual level analysis is not done and participants will be also given a clear indication of who will have access to their private data and for what purpose. • To make the process more confidential the names of the participants will not be asked formerly in the tools.
Storage of Data	Confidential participant information or data that is collected must be securely stored, protected and disposed of.	<ul style="list-style-type: none"> • The information and collected data will be encrypted or password protected, and only authorised person will have access to the data. The data will only be disclosed according to consent of the participants. • Furthermore, hard copies such as interview notes, prints of photographs, or video or audio tapes to be kept securely locked away. • After decided terms and conditions data will be deleted and destroyed
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.	<ul style="list-style-type: none"> • Protection/security protocols will be followed where there is proof of definite negative outcomes to provide safe environment for data collection. • The project manager can make an assessment to gauge whether the project can be modified to prevent further negative outcomes or project must be stopped.

Appendix 14: Proposed 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,	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	Jordan , Viet Nam, Cambodia, Philippines, Moldova , Iran, Somalia , Uganda , Angola, Niger, Ghana, Guinea, Guinea-Bissau, Mali, Chad , CAR, Yemen, Zimbabwe	
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 Mr. Aftab Awan	Over 26 Years	Sector Expertise SRHR, Human rights, Gender based Violence, MNCH, SRH & RH, Education, Democracy, Health, Child Protection, Education	Pakistan, UK	English, Urdu, Punjabi
	MS Educational Planning and Management MS English Literature MS Urdu Literature	Functional Expertise Research, Manuals, Monitoring & Evaluation, Advocacy, Capacity Building		
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,		

Name Proposed position	Years of Experience/ Education	Areas of Expertise	Countries of Experience	Language
		Development Behavior Change, Research, Capacity Development, Communication, Training, and Tool Development		
Education Expert Mr. Ahmed Nadeem	Over 26 Years M. Phil International Development M. A Sociology	Sector Expertise Education, Health Functional Expertise Communication, Monitoring & Evaluation, Research, Social Mobilization, Advocacy, Community Engagement	Pakistan	English, Urdu, Punjabi
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. Functional Expertise Monitoring & Evaluation, Communication/ Coordination, Programme/Project Design, Research, Assessments, Trainings and Surveys, Qualitative and Quantitative data analysis, Report writings	Pakistan, Yemen, Zimbabwe	English, Urdu, Pashto, Khowar
Evaluation Project Officer Ms. Fatimah Masud	Over 3 Years MSc Sustainable Development BSc International Development	Sector Expertise SDGs, Health, Nutrition, Education Functional Expertise Research, Monitoring & Evaluation, Report writing, Policy formulations	Pakistan, Zimbabwe, Yemen	English, Urdu