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EVALUABILITY ASSESSMENT OF
TRANSFORMATION IN ACCESS, LEARNING,
EQUITY AND EDUCATION MANAGEMENT
(TALEEM) PROGRAMME
FINAL INCEPTION REPORT

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Acronyms

AEO	Assistant Education Officer
AEP	Accelerated Education Programme
ASP	Afternoon School Programme
CPD	Continuous Professional Development
EA	Evaluability Assessment
ESA	Education Sector Analysis
FLN	Foundational Literacy and Numeracy
GPE	Global Partnership for Education
IMIS	Integrated Management Information System
KII	Key Informant Interview
L&NFBED	Literacy and Non-Formal Basic Education Department
M&E	Monitoring & Evaluation
MICS	Multiple Indicator Cluster Survey
OOSC	Out of School Children
PESP	Punjab Education Sector Plan
PMIU	Programme Monitoring and Implementation Unit
PSEA	Prevention of Sexual Exploitation and Abuse
PSES	Punjab School Education Survey
PST	Primary School Teacher
QAED	Quaid-e-Azam Academy for Educational Development
SED	School Education Department
SpED	Special Education Department
TALEEM	Transformation in Access, Learning, Equity, and Education Management
ToC	Theory of Change
TOR	Terms of Reference
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
UNICEF PCO	United Nations Children’s Fund Pakistan Country Office

Executive Summary

This inception report lays out process, approach, methodology, findings from desk review, tool development and work plan for an Evaluability Assessment commissioned by UNICEF to inform the design, implementation and prospective evaluation of the “Transformation in Access, Learning, Equity and Education Management” (TALEEM) Programme. The key purpose of the evaluability assessment is to critically examine the logic model, results chain and Theory of Change of the TALEEM programme as well as its Monitoring and Evaluation (M&E) framework, relevant indicators and data availability; in order to assess potential areas of evaluation, feasibility of prospective evaluations and to identify key moments for evaluation during programme implementation. For this purpose, the assessment will be guided by a set of key evaluability questions, defining its scope, as per the TORs and consultation with the UNICEF PCO. The insights from the EA will help improve TALEEM programme’s M&E framework and enhance the coherence of its ToC. It will also feed into programme implementation, future evaluations and course correction during the implementation of the project, as and when required and appropriate.

The evaluability assessment approach will employ both primary and secondary research in order to assess the evaluability questions. The EA’s use of both primary data collection, through KIIs, and desk review of relevant programme documents will allow triangulation of information and enhance validity of findings. The research process will consist of three phases: the inception phase, primary data collection and report development. During the inception phase, after the inception meeting with the UNICEF PCO, a detailed desk review was carried out in order to develop a holistic understanding of the programme context pertaining to programme interventions, Theory of Change, logic model, results chain, programme indicators, data sources, stakeholders, and beneficiaries. As per the desk review, TALEEM programme addresses challenges in the public education sector with regards to three core thematic areas i.e., access, inclusion, and quality of learning, with the cross-cutting themes of gender and evidence-based decision-making and management. In order to address critical issues in core thematic areas, the TALEEM programme is implementing interventions under its five programme components. Some of these interventions include mentoring and professional development for primary- and middle-level teachers, establishment of Non-Formal Basic Education Institutes (NFBEIs), Accelerated Learning Program (AEP) for at risk enrolled and primary-age OOSC, implementation of inclusive classroom instruction approaches, data strengthening and integration, Afternoon School Programmes (ASP), and community mobilization and awareness for increasing enrolment and retention.

For primary data collection, a qualitative methodological approach will be used consisting of Key Informant Interviews (KIIs) with key stakeholders and beneficiaries. Data collection tools were designed for KIIs based on standardized questions of interest derived from key evaluability questions, which were further contextualized on basis of the desk review. For this purpose, the EA questions were mapped onto a matrix of relevant stakeholders and beneficiaries of interest. Each of the EA questions were considered against roles and scope of work for each of the identified stakeholders and beneficiaries. *Purposive Sampling* strategy will be used for qualitative data collection and where required *Convenience Sampling* technique will be utilized to collect qualitative data from programme stakeholders and beneficiaries. A total of 15 KIIs will be conducted with relevant stakeholders from key departments implementing the programme as well as donor organizations and development practitioners within the education sector. A Total Quality Management paradigm will be implemented throughout the assessment process to ensure quality. Lastly, the data will be analyzed and assessed against key evaluability questions in order to inform the assessment aims. The findings will be reported in a draft Evaluability Assessment report. The EA report will be finalized after revisions based on feedback from UNICEF PCO.

The primary data collection phase will commence once the EA approach, methodology, data collection tools and workplan, as detailed in the inception report, are reviewed and finalized by the UNICEF PCO.

1. Introduction

The present report lays out the ground work for an upcoming evaluability assessment of the TALEEM programme which is still in its initial stages of implementation. The main **purpose** of the assessment is to essentially identify areas for prospective evaluation, feasibility of future evaluations and key moments of evaluation during programme implementation. In this regard, the EA will critically assess the rational of the intervention in terms of logic and coherence of its Theory of Change (ToC), results matrix and programme components, also referred to as “*evaluability in principle*”. Whereas, it will also examine the adequacy of the selected indicators, the M&E framework, and the availability of human and financial resources to undertake future evaluations, also known as “*evaluability in practice*”. Hence, by assessing the evaluability of the programme, the EA will provide evidence backed findings in relation to plausibility and viability of the intervention’s expected results and its suitability for future evaluations.

The EA for TALEEM programme will help with course correction and adjustments to both programme design and its effective implementation. Furthermore, the assessment will provide critical insights regarding the *rational basis* of the intervention which also guides decision-making around key programme activities. The EA will also assess the robustness of the project, its objectives, its theorized outcomes and the causal linkages underlying its results chain. This will allow stakeholders to have a clear picture of whether the current programme design and M&E framework support clear, measurable outcomes.

In addition to the general EA aims stated above; the specific **objectives**¹ of the assessment are listed as follows: As mentioned in the TORs, the EA is aimed at informing the implementation of TALEEM interventions which

- Assess logic of TALEEM programme in terms of relevance, robustness, and coherence of its ToC and how it translates into results framework
- Assess adequacy and validity of TALEEM programme indicators, tools, and management capacity for monitoring and measuring results as well as availability and robustness of data sources
- Assess interventions’ readiness to be evaluated and report considerations for design and implementation of forthcoming evaluations
- Propose actionable recommendations for adjustments around interventions’ indicators, data sources, data management and evaluation approaches

Figure 1: Objectives of the Evaluability Assessment

are in their early phase. The key evaluability questions for the EA were formulated based on the TORs as well as discussions with the UNICEF PCO during the inception meeting. The evaluability questions are detailed in figure 3 and will define the **scope** of the EA and further guide the assessment as per TORs.

- Is the intervention ready to be assessed?
- Is the intervention's logic/rationale/ToC clear?
- Does the intervention's M&E component provide what is needed?
- What would be needed for improving the intervention's evaluation readiness?
- In what terms the expected evaluation will be useful?

Figure 2: Scope of Evaluability Assessment

Insights from the EA will enhance usefulness and efficacy of future evaluations and improve their design, scope, approach and methodology. The findings of the assessment will enhance the scope and soundness of programme ToC and M&E framework which will determine the extent to which results can be measured and capture changes in the short, medium and long term. Hence, the EA will especially focus on assessing the evaluability, availability and quality data needed to measure and monitor results, including baselines and

¹ These evaluability assessment objectives have been derived from the TORs.

targets. Based on the gaps identified by the assessment, recommendations will be made for improvements in TALEEM Programme's design, results chain and implementation in its first stage as well as future evaluations. Overall, this exercise will feed into potential course correction within the UNICEF PCO by the TALEEM programme team, monitoring and evaluation officers and other project teams working on education and relevant thematic areas such as accelerated learning and literacy programmes.

2. Evaluability Assessment Process and the Inception Phase

The evaluability assessment will use primary data collection and secondary data review to respond to the core assessment questions. The assessment will consist of three phases (detailed in figure 4), which outline both the stages of the evaluability assessment as well as the activities to be carried out at each stage.

The inception report lays out the methodology (tools, approach and responsibilities) and the workplan. The EA initiated with an orientation of the consulting team and a detailed inception meeting with the UNICEF PCO which provided an overview of the TALEEM programme; the key questions that the EA is required to answer; the scope and scale of the assessment; and the UNICEF quality assurance and ethical standards that will guide the exercise. In order to develop a holistic understanding of the programme context, an extensive desk review of relevant project documents was undertaken pertaining to programme interventions, target districts, reporting, data sources, project stakeholders and beneficiaries. The core documents consulted during the desk review are listed in Textbox 1. The desk review helped to understand the Theory of Change, project design, activities, and implementation modalities of the TALEEM programme. Furthermore, the desk review helped the technical team identify stakeholders and beneficiaries, develop the assessment methodology, and design instruments for data collection, each of which are covered in detail in subsequent sections of the report.

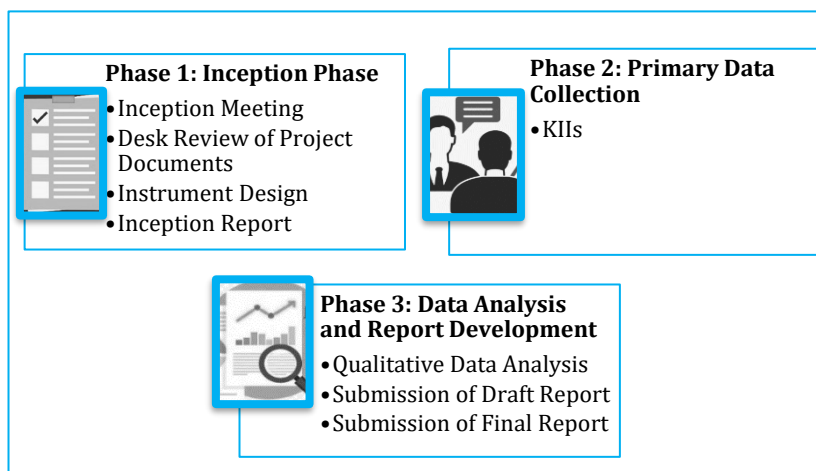


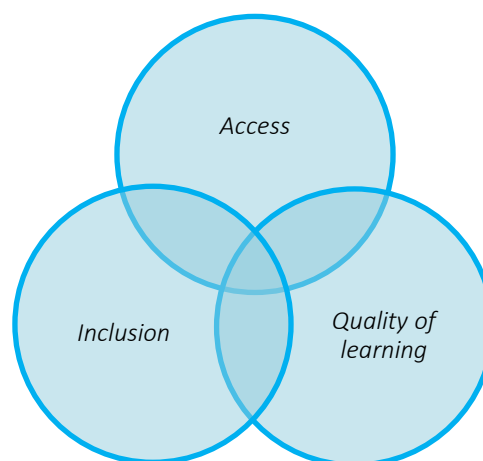
Figure 3: Evaluability assessment process and phases

Textbox 1: List of Documents for Desk Review:

- TALEEM programme document
- Punjab Education Sector Plan 2019/20 – 2023/24
- Punjab School Education: The New Deal 2018-2023
- Punjab Education Sector Analysis 2018
- Programme progress against targets for Year 1 (till August 2022)
- System-wide Action Plan for Implementation of the UN CEB Policy on Gender Equality and the Empowerment of Women, UN Women
- Improved Quality of Evaluation Recommendations Checklist, UNEG
- Geros Evaluation Quality Assurance Tool, UNICEF
- Norms and Standards for Evaluation, UNEG
- UNICEF-Adapted UNEG Evaluation Reports Standards, UNICEF
- UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis (2021)
- Guidance Note for Conducting Evaluability Assessments in UNICEF (2019)
- Guidance on Integrating Disability Inclusion in Evaluations and Reporting on the UNDIS Entity Accountability Framework Evaluation Indicator
- Convention on the Rights of Persons with Disabilities (CRPD)

3. Challenges the TALEEM Programme Aims to Address

A comprehensive Education Sector Analysis (ESA) was carried out to identify the salient issues in Punjab's education sector based on which the Punjab Education Sector Plan (PESP) 2019/2020 – 2023/2024 was developed. The priority programme areas identified by PESP are also closely aligned with the 5-year commitments represented by the Punjab School Education: The New Deal 2023. The TALEEM programme contributes to the implementation of PESP by prioritizing interventions related to three core thematic areas of access, inclusion and quality of learning which are also in line with priorities of Global Partnership for Education (GPE). The key challenges pertinent to the TALEEM programme, which it seeks to resolve, are considered briefly as follows.



Issues of Access

A long-standing and critical issue within the education sector in Punjab is a high number of Out of School Children (OOSC). The PSES estimated the OOSC (ages 5-16 years) to be around 4.7 million in 2017, however, according to UNESCO (2020) that figure likely climbed to 23.8 million during the pandemic.² The school education data indicates a consistent pattern where the districts in southern Punjab have the lowest participation rate in the province and the highest share of OOSC. Another prominent data trend is rural-urban disparity with regards to the percentage of OOSC, where the issues of access are more pronounced within rural areas. Further, the drop-out rate between grades is also worse for southern Punjab districts, especially at the primary-level. Moreover, there's lack of an effective mechanism within the education system to mainstream OOSC of primary school-going age as well as over-age OOSC.³ Also, no concrete accelerated pathway exists to help at-risk enrolled children at primary-level to transition to the middle-level. Meanwhile, due to lack of financial resources, SED's efforts to upgrade primary schools or construction of new middle schools is constrained.

Figure 4: Core thematic areas of education sector issues forming basis of TALEEM programme

Issues of Inclusion

The current mainstream education system does not cater to special educational needs. This is despite the fact that 17.9% of children of ages 5-17 years have at least one disability related to walking, hearing, vision, or cognitive learning disability, as per Punjab MICS 2017-18 report.⁴ At present there is no process in place to screen children within the mainstream system for 'mild disabilities'. This has significant implications for concerns regarding equity and inclusion within the education sector as the learning outcomes for children with disabilities in Punjab (3-16 years) are lower than those for children without disabilities.⁵ Also, within special education institutions, the linkages between screening and provision of tailored classroom instruction are weak. Hence, there's absence of a process where 'mild disabilities' could be addressed through modified teaching and assistive devices within the mainstream system, prior to referral to special education schools.

Quality of Learning

Current education sector data suggests dismally low learning levels, especially at the primary level. According to an assessment by World Bank (2019), grade 4 students are only able to give correct answers of only 14% of the questions on Urdu grammar, 16% for English grammar, and 25% for multiplication and division questions.⁶

² <https://unesdoc.unesco.org/ark:/48223/pf0000373992>

³ TALEEM Programme Document, 2020

⁴ <https://www.unicef.org/pakistan/reports/multiple-indicator-cluster-survey-2017-18-punjab>

⁵ ASER Annual Report 2017

⁶ TALEEM Programme Document, 2020

Gaps in pedagogical skills of public-school teachers and lack of understanding of teaching content are highlighted as major reasons for the prevailing circumstances.

All of these issues are further compounded by gaps in data on important indicators as well as lack of integration of information management systems within the education sector, which prevent effective, evidence-based decision-making due to lack of a holistic picture of the current situation.

4. Problem Focused Interventions Under TALEEM Programme | Key Components & Theory of Change

The overall objective of the TALEEM programme is “to improve access to inclusive and quality education in the province”. The programme aims to achieve this overarching goal through 5 programme components and 10 sub-components⁷, which are detailed along with their corresponding interventions in the following table:

Table 1: TALEEM programme components and interventions

TALEEM Programme Components	Actions/Interventions
Component 1: Improving Access and Learning at Primary Level	<ul style="list-style-type: none"> • CPD and mentoring support through AEOs for primary school teachers, through development and utilization of online/digital CPD modules • 3-month learning camps based on Foundational Literacy and Numeracy (FNL) skills for at risk enrolled or OOSC • Provision of Accelerated Education Program (AEP) for over-age out of school children
Component 2: Improved Equity and Inclusive Education	<ul style="list-style-type: none"> • Provision of school infrastructure to meet the needs of children with disabilities • Teacher training by QAED and Special Education Dept. for more inclusive classroom instruction, learning and assessments. • Screening of children with ‘mild disabilities’ in mainstream schools and provision of assistive devices • Screening of children with moderate to severe disabilities in special education institutes and provision of assistive devices
Component 3: Improving Efficiency in Education Planning and Decision-making	<ul style="list-style-type: none"> • Development of Integrated Management Information System (IMIS) through integration of all management information systems • Managers to be trained on data-use and evidence-based decision-making
Component 4: Improving Access and Learning at Middle Level	<ul style="list-style-type: none"> • Afternoon Schools Programme (ASP) to help primary- and middle-level school children transition between education levels in areas where there is a shortage of facilities. • Training for teachers to help them teach middle-school level content under ASP.
Component 5: Changing Mindset through Effective Communication	<ul style="list-style-type: none"> • Community mobilization events and awareness campaigns aimed at increasing school participation • School-level extra-curricular activities to engage students • Award events for students and education department staff at district and provincial-level

As detailed in Table 1, interventions under Component 1 of the TALEEM programme address the challenges related to both access and quality of learning discussed earlier; Component 2 tackles issues of inclusion as well as learning; and Components 4 and 5 are focused on decreasing drop-out rate and retention by

⁷ TALEEM Programme Document, 2020.

addressing supply and demand side issues simultaneously. Finally, Component 3 addresses the cross-cutting thematic area of evidence-based decision-making within the education sector which is linked to all three aspects of access, inclusion, and quality of learning.

A simplified version of the TALEEM Programme Theory of Change is illustrated in Figure 6 using *Weaver’s Triangle*⁸ which helps highlight the three key elements of the programme’s results chain i.e., activities, outputs, outcomes and the main goal. Each of the activities delivered under the programme are theorized to have a direct linkage with the outputs, followed by the outcomes, which ultimately contribute to achievement of the programme’s long-term goal i.e., provision of inclusive and quality education in the province.

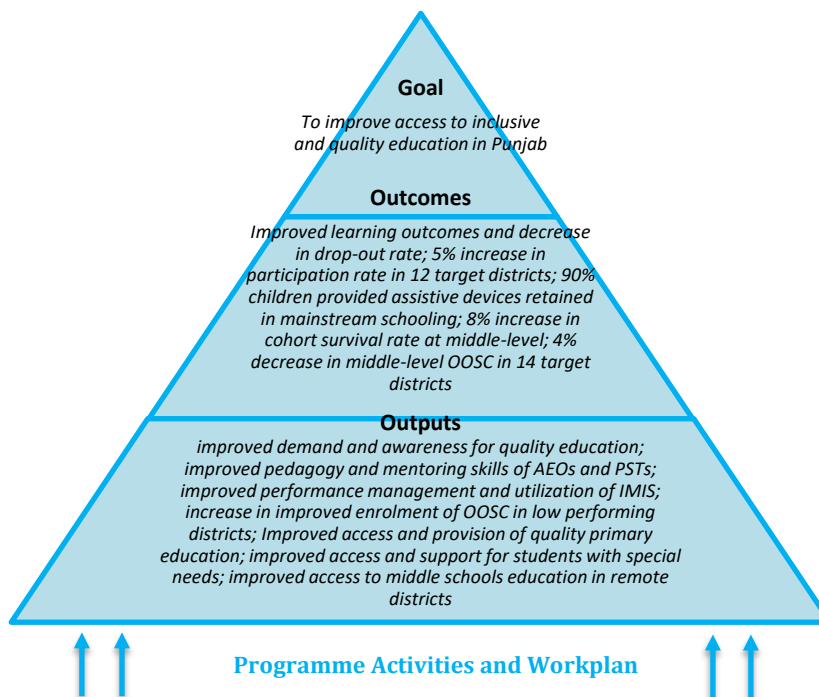


Figure 5: Simplified version of TALEEM Programme’s Theory of Change

5. Evaluability Assessment Methodology

5.1 Approach of the Evaluability Assessment

As stated earlier, a thorough literature review of secondary data was conducted at the inception stage to enhance the understanding of the context and factors affecting the evaluability of the programme. Project documents pertaining to the TALEEM programme, relevant literature on education sector of Punjab and existing policies, strategic plans and gap analysis of the sector were reviewed for a comprehensive understanding of the context of all project activities, interventions, prospects and challenges of education sector in Punjab. The desk review was conducted using a **directed content analysis** approach to look for relevant information pertaining to education-focused initiatives (such as TALEEM) and draw valid, meaningful inferences related to the education sector in Punjab and the existing issues and challenges surrounding the programme as well as acquiring an understanding of its theorized results chain.⁹

Based on the thorough desk review, both primary and secondary data will be used to acquire information against the evaluability questions. When used in conjunction, the primary and secondary sources will allow for data triangulation and enhancement of validity of the evidence produced.¹⁰ The consolidated findings will provide strong basis for data assessment and provide concrete recommendations to UNICEF and its stakeholders.

Being cognizant of the scope of the evaluability assessment and as per the key evaluability questions discussed during the inception meeting with UNICEF PCO; for primary data collection, a **qualitative research approach** is selected as it is best suited for exploratory research studies of similar nature, where the scope and objective of the assessment is to gather in-depth and illustrative information to analyze various dimensions of a problem

⁸ https://www.intdevalliance.scot/application/files/5715/0211/8537/MEL_Support_Package_4th_June.pdf

⁹ White, M.D. and Marsh, E.E., 2006. Content analysis: A flexible methodology. *Library trends*, 55(1), pp.22-45.

¹⁰ Nancy Carter, R.N., Bryant-Lukosius, D. and Alba DiCenso, R.N., 2014, September. The Use of Triangulation in Qualitative Research. In *Oncology Nursing Forum* (Vol. 41, No. 5, p. 545). Oncology Nursing Society.

under analysis. Since, qualitative data collection methods are useful at providing an understanding and explanation of the dynamics of social relations and contextual nuances, allowing the researcher to probe deeper into unpacking meanings, motives, relationships, phenomena, beliefs, values and attitudes that govern a particular setting.¹¹ This aligns with the overall objective of this EA which seeks to unpack the conditions that determine the viability of activities, planned processes and desired results as narrated in the Theory of Change.

The qualitative methodological approach will consist of **Key Informant Interviews (KIIs)** with relevant public and private stakeholders, including government officials and representatives from UNICEF. Adopting agreed common standards for evaluating these programs would improve the quality, utilization and impact of the evaluations. It is even more important to put such shared understanding in action by having all the development partners to encourage and to cooperate in utilizing those standards systematically.¹²

These data collection methods will not only allow for the collection of in-depth information from participants, but they are also versatile in their application and can be easily adapted as per the needs of the context and the targeted participants.¹³ It is worth mentioning that a change in strategy with regards to the qualitative research approach was affected by the desk review of programme progress during the inception phase. Provided that the programme is still in its early implementation phase, School Site Observations were dropped from the evaluability assessment as the method was deemed unlikely to provide useful insights at the current stage.

5.2 Stakeholder Identification & Sampling Methodology

Key Informant Interviews (KIIs)

A total of 15 KIIs will be conducted. 11 KIIs will be conducted with the representatives of government departments which are acting as implementing agencies for TALEEM programme including representatives from the School Education Department (SED), Literacy and Non-Formal Basic Education Department (L&NFBD), Quaid-e-Azam Academy for Educational Development (QAED), Special Education Department (SpED), and Punjab Monitoring and Implementation Unit (PMIU). Furthermore, 6 KIIs with senior staff from UNICEF Pakistan Country Office and Field Office Lahore will also be conducted. The KIIs will uncover their perceptions regarding TALEEM Programme's Theory of Change, and coherence and gaps in its logic model in relation to its future evaluability. Moreover, potential impediments/threats to education sector interventions, existing data gaps, and the need for engaging external stakeholders to provide feedback on design and M&E framework of interventions will also be explored. Lastly, information on any existing data sources that can be potentially incorporated for future evaluations will also be gleaned from these interviews. The focus of the KIIs will also be based on answering evaluability research questions accordingly. A list of around 10-12 open-ended questions will be included in 60 minutes long semi-structured KIIs.

Sampling Matrix

Qualitative data will be collected based on **Purposive Sampling Strategy**.¹⁴ All relevant stakeholders and beneficiaries associated with the TALEEM programme will be approached for data collection.

The qualitative sampling matrix detailing the sampling allocation is provided in Table 2:

¹¹ Queirós, A., Faria, D. and Almeida, F., 2017. Strengths and limitations of qualitative and quantitative research methods. European journal of education studies.

¹² <https://www.oecd.org/dac/evaluation/BKG-IEG-Partnering-for-Evaluation.pdf>

¹³ Flick, U. ed., 2013. The SAGE handbook of qualitative data analysis. Sage.

¹⁴ <https://www.alchemer.com/resources/blog/purposive-sampling-101/#:~:text=Purposive%20sampling%2C%20also%20known%20as,to%20participate%20in%20their%20surveys>

Respondents	Number of KIIs
School Education Department (SED)	01 KII with Special Secretary Planning and Development 01 KII with Deputy Secretary Planning and Development 02 KIIs in total
Literacy and Non-Formal Basic Education (L&NFBED)	01 KII with Section Officer Planning, Literacy Department 01 KII with Director General 02 KIIs in total
Quaid-e-Azam Academy for Educational Development (QAED)	01 KII with Director Planning 01 KII with Additional Director General 02 KIIs in total
Special Education Department (SpED)	01 KII with Deputy Director 01 KII with Additional Secretary/Director General 02 KIIs in total
PMIU	01 KII with the Program Director 01 KII with the Manager Strategic Planning 01 KII with the Manager Implementation 03 KIIs in total
UNICEF	01 KII with the Education Manager 01 KII with the Chief of Education Section 01 KII with Education Specialists 01 KII with Education Officer 04 KIIs in total
Total KIIs	15 KIIs in total

Table 2: Qualitative Sampling Matrix

6. Data Collection Tools and Analysis

To answer key EA questions, qualitative data collection tools were designed to administer KIIs. These data collection tools were developed based on standardized questions of interest as proposed in the TORs and desk review during the inception phase. For this purpose, the EA questions were mapped onto a matrix (*provided in Annexure 1*) of relevant stakeholders and beneficiaries of interest. Each of the EA questions and sub-questions were considered against (departmental) roles and scope of work for each of the stakeholders. A considerable overlap of respondents with regards to information extracted through the KIIs was found in EA matrix; however, this will understandably help in gaining deeper insights and triangulate variety of responses from all concerned.

It is anticipated that the data collection tools will capture the relevance, coherence, effectiveness, efficiency, impact-chain, and sustainability of the TALEEM Programme's design and logic model. The draft data collection tools for KIIs are provided in the **Annexure 3**. The primary data collection will begin with the KIIs with key stakeholders and beneficiaries. This will allow an opportunity for the research team to build rapport with the participants of the assessment, undertake necessary revisions in the tools for conducting KIIs and underline areas for further exploration. Draft tools will be shared with the client for feedback. In light of the feedback, all tools shall be revisited and revised before being finalized.

Data Analysis

Qualitative data shall be transcribed, coded, and labeled for further analysis. Thematic analysis technique shall be used for discovering emergent themes through identification of recurrent patterns. No single statement would be taken as a general outcome. All results must be factually based with a verifiable trail of evidence and observations, while analyzing the findings for the evaluability assessment. In light of data gathered through primary and secondary sources, the project's activities and readiness for evaluation will be analyzed in relation to the key evaluability questions. Moreover; a gender lens shall be used specifically to gauge the extent to which interventions are catering to both genders, the outcomes reaching out as per the need to both girls and boys and lastly to see how well the results framework and reporting mechanisms facilitate to cater and cover both genders.

Additionally, the project's quantitative data collected from the secondary sources shall be used for triangulation purposes to either validate the qualitative information or to add insights to the trends. However, due to minimal TALEEM Programme data at the current stage of implementation, there would be limited analysis from the Programme's quantitative data. Moreover, a gender lens shall be used to analyze all the available information through gender-disaggregated data.

Triangulation

For analysis purposes multiple sources will be used to acquire similar information which will allow verification of the same i.e., triangulation. The figure below illustrates how triangulation will be incorporated into the assessment:

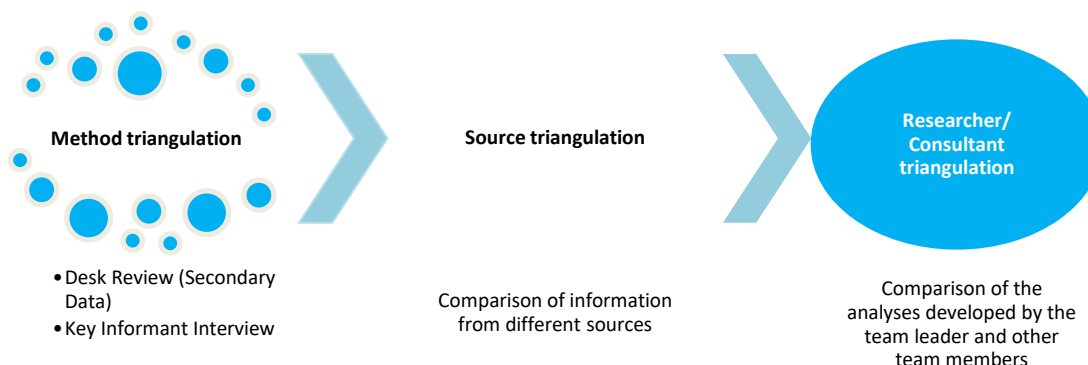


Figure 6: Triangulation

7. Ethical Considerations

The EA will be guided by certain general principles which are followed by the consulting firm in its research and data collection assignments. The evaluability activity will conform to the **Do No Harm principle**, the data collection process will include clear information about the data sought to be sent in advance to the evaluation participants. Online meetings, Focus Group Discussions and Key Informant Interviews will be planned according to participant availability. The duration of the meeting and interviews will be kept within generally acceptable time-limits, and participants will be asked how much time they would be comfortable with dedicating to the interview. Furthermore, data will be collected only for those parameters where it was necessary to conduct a specific task. This data shall not be used outside the assignment and shall not be transferred to other individuals or entities.

The principle of '**informed consent**' will be practiced with all stakeholders participating in the primary data collection activities. All selected participants will be given full information about the EA, including the purpose and scope of the exercise, their rights, and how the information collected is intended to be used. All participants will be informed of their right to discontinue their participation at any point.

In addition to the general principles specified above, the technical team will take utmost care in reviewing the methodology to ensure compliance with the procedural guidelines of **UNICEF: Respect, beneficence, justice, integrity and accountability**, during all stages of work. Special attention will be given to safeguarding ethics during the process of Evaluability Assessment. The team will make every effort to ensure inclusiveness, respect for diversity, and open expression of opinions of the EA participants while protecting their safety, privacy and the confidentiality of their feedback. The overall approach of the EA will adhere strongly to the norms and standards for evaluation, and the ethical guidelines of the UN system and UNICEF including, but not limited to, the following:

- *UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis (2021)*
- *UNEG Ethical Guidelines for Evaluation (2020)*
- *UNICEF Policy on Personal Data Protection (2020)*

The technical team will complete the online course on “Introduction to Ethics in Evidence Generation” prior to finalization of inception report. It will be ensured that all additional staff onboarded for this assignment duly complete this course prior to any data collection and data processing. The EA team will orient the staff involved in the EA on prevention of sexual exploitation and abuse (PSEA) along with creating a safe and inclusive working culture for all stakeholders during the assignment.

8. Quality Assurance Mechanisms

Quality control measures will be implemented to ensure that data is collected, managed, and utilized with accuracy and precision as per **UNICEF’s Policy on Personal Data Protection (2020)**. A methodical procedure shall be followed to ensure data quality assurance for the Evaluability Assessment. The steps will essentially entail a continuous process of detecting and eliminating errors through periodic data quality checks from the initiation of the data collection till analysis stage. This shall involve the following steps:

Protocol Development

Post development of research tool(s), a thorough guide and set of protocols will be developed to administer the KIIs as well as to guide and conduct the data collection. Data collection specifications and procedures will be clearly spelled out to help ensure consistency and uniformity, and to record the responses in a prescribed manner. In addition, the protocol manual shall also encompass ethical guidelines for interviewer and moderator, instructions for conducting the interviews, guidance on probing, explaining or description or the language to be used for question(s) (if required by respondent).

Scheduling with respondents

A schedule shall be developed and getting validated by respective respondents for the data collection activities. Formal letters by UNICEF shall be sent to each department involved as formal introduction to the activity. The finalization of scheduling shall help ensuring timely data collection as per the agreed timeline.

Consents and notes

Considering the qualitative nature of the Evaluability Assessment, the discussions shall be documented as descriptive notes. For the purpose of accuracy, notes taking shall be done by co-moderator during interviews. Formal consent may also be taken from respondents for recording for quality checks at later stage. However, in case of denial of recording consent, the notes taken during the discussions shall serve as the base of transcriptions to be developed. It will be ensured that transcripts shall be developed same day so that fresh knowledge and information may be documented and no important point is skipped.

Transcription and Storage

The interviewer will take detailed notes of the interview/session. It is intended that the transcriptions and notes will be taken as verbatim. Interviews/sessions will be conducted in English or Urdu, depending on the ease of the respondent. Interviews/sessions conducted in Urdu will be translated by the team to English and to ensure no loss in information, all the translations would be compared against notes and the audio recordings.

All the transcriptions will be reviewed to check the *completeness of information* (i.e., if all questions are covered with relevant probes). Interview/session notes will only be shared within the technical team, and not further. Any direct quotes maintained in data analysis tools, or mentioned in the reports, will be anonymized.

Development of Draft Report

The findings from data analysis and secondary research, will be consolidated in a draft report to give a detailed view on assessment findings. In view of the summary of evaluability assessment findings, actionable recommendations will be made regarding improvements in the programme design, its Theory of Change, M&E plan, implementation and readiness for evaluation. The report will be finalized after incorporating feedback received from the client on the draft version.

9. Way Forward

The inception report, detailing the methodology, assessment process, data collection tools, sampling strategy, data quality assurance and work plan, is subject to review and feedback from the client organization. In light of feedback, all necessary revisions will be made and the EA approach and tools will be finalized. Primary data collection will then commence shortly after.

10. Assistance Required from UNICEF for Successful Completion of Assignment

The consulting firm will seek support and facilitation from UNICEF team for the following:

- Timely review of the inception report and its associated annexures, tools etc.
- Coordinating with key stakeholders on the firm's behalf to schedule appointments for data collection activities
- Wherever possible, help schedule virtual/online Key Informant Interviews (KIIs) with relevant stakeholders, especially government counterparts
- Share reports of any monitoring activities conducted by UNICEF so far, including site visits, field observations, routine data collection tools, etc.

Annexure 1: Mapping of EA Questions

The following evaluability matrix has been devised which maps the evaluability questions adapted from the assessment TORs, for primary data collection through KIIs. Based on the mapping of EA questions, tools were developed for each of the stakeholders identified for data collection by further unpacking each guiding question for the assessment.

Key evaluation questions	Sub questions	Indicators/Key parameters of inquiry	Data collection and analysis methods	Information sources
Evaluability in Principle				
1. What are the specific problem(s) in the education sector in Punjab that the TALEEM programme wants to address?	1.1. To what extent do Taleem programme objectives and strategies align with the existing problems of education sector in Punjab?	1.1.1. Evidence of alignment of Taleem programme objectives and strategies with the problems of education sector in Punjab	<ul style="list-style-type: none"> Documentary review Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> Punjab Education Sector Plan 2019/20-2023/24 Punjab Education Sector Analysis 2018 TALEEM Programme Document Punjab School Education: The New Deal 2018-2023 Education sector research reports on core supply side and demand side barriers by local non-profit organizations and INGOs such as ITA, British Council, FCDO, Mott McDonald, UNICEF etc.
		1.1.2 Key stakeholders' (UNICEF, SED, SpED, QAED, PMIU, L&NFBD, views on alignment of Taleem objectives and strategies with the problems of education sector in Punjab	<ul style="list-style-type: none"> Key Informant Interviews (KIIs) Thematic analysis 	KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBD, UNICEF PCO as well as development practitioners
2. How well does the programme address the problems identified?	2.1 Which issues are addressed through the programme results?	2.1.1 Evidence that core education sector issues will be addressed by the expected programme results as per the Programme's results chain	<ul style="list-style-type: none"> Documentary Review Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> Punjab Education Sector Analysis 2018 TALEEM Programme Document

		<p>2.1.2 Key stakeholders (UNICEF, SED, SpED, QAED, PMIU, L&NFBD, views on whether the expected programme results will address core education sector issues</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBD, UNICEF PCO as well as development practitioners</p>
<p>3. How are the inputs and activities relevant to the intended outcome? Are the indicators SMART?</p>	<p>3.1 How well are Taleem Programme results and indicators able to reflect the change process that is expected of the interventions?</p>	<p>3.1.1 Evidence that Taleem Programme inputs and activities (as per the results framework/TOC) are relevant to the intended outcome</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document
		<p>3.1.2 Key stakeholders (UNICEF, SED, SpED, QAED, PMIU, L&NFBD) views on whether the Taleem programme inputs and activities are relevant to the intended outcome</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBD and UNICEF PCO</p>
	<p>3.2 Are there any indicators that are difficult to measure?</p>	<p>3.2.1. Key stakeholders (UNICEF, SED, SpED, QAED, PMIU, L&NFBD) views on whether Taleem Programme indicators are SMART?</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBD and UNICEF PCO</p>

<p>4. To what extent are the target groups (beneficiaries) identified and their needs covered by the TALEEM programme?</p>	<p>4.1. Does the Taleem Programme comprehensively cater to the needs of the target beneficiaries?</p>	<p>4.1.1. Key stakeholders (development practitioners, SED, SpED, L&NFBED, QAED, PMIU) views on relevance of target beneficiaries to the project inputs, outputs and outcomes.</p>	<ul style="list-style-type: none"> • KIIs • Thematic Analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED, UNICEF PCO as well as development practitioners</p>
<p>5. Is TALEEM programme results framework aligned with provincial and UNICEF's priorities?</p>	<p>5.1. Is the TALEEM programme results framework aligned with provincial and UNICEF's priorities?</p>	<p>5.1.1. Evidence of:</p> <p>i) Whether TALEEM programme results framework is aligned with provincial and UNICEF's priorities</p> <p>ii) M&E framework, indicators and their relevance to the results framework/strategic objectives</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • TALEEM programme related briefs, reports and documents by UNICEF PCO
	<p>5.2. What was the approach or process used for developing the results chain framework (participatory, consultative etc.)?</p>	<p>5.2.1. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on the approach or process used for developing the results chain framework (participatory, consultative etc.)</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED and UNICEF PCO</p>
	<p>5.1.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on whether TALEEM programme results framework is aligned with provincial (and UNICEF's) priorities</p>	<p>5.1.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on whether TALEEM programme results framework is aligned with provincial (and UNICEF's) priorities</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED and UNICEF PCO</p>

<p>6. How are cross-cutting priorities, such as equity, gender and beneficiaries with special needs, included into the results statements and results framework and measured?</p>	<p>6.1. To what extent are under-privileged and marginalized members of society such as girls, persons with disabilities, minorities etc. catered through the design of TALEEM Programme?</p>	<p>6.1.1. Evidence that under-privileged and marginalized members of society such as girls, persons with disabilities, minorities etc. are catered through the design of TALEEM programme</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • Punjab Education Sector Plan 2019/20-2023/24 • Punjab Education Sector Analysis 2018 • TALEEM Programme Document
		<p>6.1.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on whether under-privileged and marginalized members of society such as girls, persons with disabilities, minorities etc. are catered through the design of TALEEM programme</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED, UNICEF PCO as well as development practitioners</p>
	<p>6.2. How are the results and the respective indicators reflective of marginalized children including girls, OOSC, drop-outs, children with disabilities etc.?</p>	<p>6.2.1. Evidence of whether results and the respective indicators are reflective of marginalized children including girls, OOSC, drop-outs, children with disabilities etc. (such as sex disaggregated data on indicators to account for gender gaps)</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • Punjab Education Sector Plan 2019/20-2023/24 • Punjab Education Sector Analysis 2018 • TALEEM Programme Document
		<p>6.2.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU, Development practitioners) views on whether the results and the respective indicators are reflective of marginalized children including girls, OOSC, drop-outs, children with disabilities etc.?</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED, UNICEF PCO as well as development practitioners</p>

<p>7. What are the TALEEM programme main assumptions, risks, and mitigation measures and are they sufficient, given the context? How well are they explicit for all the stakeholders? Is there a plausible and practical plan to monitor the risks?</p>	<p>7.1. Is the programme Theory of Change (TOC) flexible and responsive to external factors and contingencies such as COVID, floods, political turmoil etc.?</p>	<p>7.1.1. Evidence of whether the programme TOC is flexible and responsive to external factors and contingencies through analysis of its major underlying assumptions (i.e., the pre-conditions of programme success)</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • Punjab Education Sector Plan 2019/20-2023/24 • Punjab Education Sector Analysis 2018 • TALEEM Programme Document
		<p>7.1.2. Key stakeholders (UNICEF, SED, SpED, L&NFBD, QAED, PMIU) views on whether the underlying assumptions of TALEEM programme's underlying change process are flexible and responsive to external factors and contingencies</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBD and UNICEF PCO</p>
	<p>7.2. What steps have been taken to develop a risk mitigation strategy?</p>	<p>7.2.1. Evidence of an explicit risk mitigation strategy in TALEEM programme's design</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • Punjab Education Sector Plan 2019/20-2023/24
		<p>7.2.2. Key stakeholders (UNICEF, SED, SpED, L&NFBD, QAED, PMIU) views on the steps that have been taken to develop a risk mitigation strategy for the TALEEM programme interventions</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBD, and UNICEF PCO</p>
<p>Evaluability in Practice</p>				
<p>8. Is the results chain coherent, logical and with clearly articulated statements? Is its vertical articulation easily identifiable?</p>	<p>8.1. Is the result chain coherent, logical and with clearly articulated statements?</p>	<p>8.1.1. Evidence of logic, coherence and vertical articulation of the results chain (Logic Framework Analysis/TOC)</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document

	<p>8.2. Once the results chain logic was formulated, what was the process of designing the intervention activities?</p>	<p>8.2.1. Evidence of design process of TALEEM interventions</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • Punjab Education Sector Plan 2019/20-2023/24 • Punjab Education Sector Analysis 2018
		<p>8.2.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on process of designing the intervention activities</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED and UNICEF PCO</p>
	<p>8.3. To what extent are you satisfied with the design of activities planned to address the identified issues?</p>	<p>8.3.1. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on the design of the intervention activities aimed at addressing the identified issues</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED and UNICEF PCO</p>
<p>9. To what extent is TALEEM program’s result chain logic followed by outputs, outcomes, and are the overall goal, causal linkages, and targets clear?</p>	<p>9.1. Are the TALEEM programme's results chain logic, followed by outputs, outcomes, and are the overall goal, causal linkages, and targets clear?</p>	<p>9.1.1. Evidence of whether the causal pathways logic/results chain logic leads to the TALEEM programme outcomes</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • Programme progress matrix shared by UNICEF PCO

<p>10. What is the validity of baseline numbers / values and existing data gaps for indicators in the TALEEM results chain?</p>	<p>10.1. What is the validity of baseline numbers/values?</p>	<p>10.1.1. Evidence of validity of baseline numbers/values based on review and analysis of data sources used to establish the programme's baseline</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • Punjab Education Sector Plan 2019/20-2023/24 • Punjab Education Sector Analysis 2018 • Review of data and methodology of data sources used to establish TALEEM Programme baseline i.e., PSES, MICS, Annual School Census, World Bank and other SED departmental data used.
	<p>10.2. How useful are the selected M&E indicators in measuring changes of interest?</p>	<p>10.2.1. Evidence that M&E indicators are useful in measuring changes of interest</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • Programme monitoring templates to be provided by UNICEF PCO • TALEEM programme monitoring reports
	<p>10.3. Are there any data gaps in the existing data sources?</p>	<p>10.3.1. Evidence of data gaps in existing sources of education sector data available</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • Punjab Education Sector Plan 2019/20-2023/24 • Punjab Education Sector Analysis 2018 • Review of existing education sector data sources such as: Annual School Census, ASER, World Bank, PSES, MICS, SED departmental data, data collected by the non-profit sector etc.
	<p>10.3. Are there any data gaps in the existing data sources?</p>	<p>10.3.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU, development practitioners) views on whether there are any data gaps in the existing sources</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED, UNICEF PCO as well as development practitioners</p>

<p>11. Are there monitoring mechanisms available and enough human and financial resources for collecting and analyzing data in a sustained manner over time?</p>	<p>11.1. Do the M&E teams in the implementing departments have sufficient capacity to collect all the information as identified in the M&E framework?</p>	<p>11.1.1. Evidence that M&E teams in implementing departments have sufficient capacity (human and financial) to collect and analyze all the information as identified in the M&E framework?</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • Official documents detailing organograms of key implementing departments and responsibilities of technical leads
		<p>11.1.2. Key stakeholders (UNICEF PCO, SED, SpED, L&NFBED, QAED, PMIU) views on whether implementing departments have sufficient capacity to collect all information as identified in the M&E framework</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED and UNICEF PCO as well as development practitioners</p>
<p>12. Is the quality of information and data available adequate to conduct useful TALEEM programme evaluation in the future with sufficient frequency?</p>	<p>12.1. What measures are in place to ensure data accuracy and data quality?</p>	<p>12.1.1. Evidence of data quality assurance mechanisms within M&E framework of TALEEM programme</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • TALEEM Programme monitoring reports and briefs (to be shared by UNICEF PCO)
		<p>12.1.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on whether implementing departments have formal data quality assurance mechanisms in place</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<p>KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED, UNICEF PCO as well as development practitioners</p>

<p>13. Are methods of measurement valid and reliable? Is measurement error likely to be a problem? i.e. Are the data collection sources and methods adequate for monitoring and evaluation?</p>	<p>13.1. Are the methods of measurement valid and reliable?</p>	<p>13.1.1. Evidence of validity and reliability of data measurement/collection methods with regards to results indicators of interest and frequency of data collection</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • Punjab Education Sector Analysis 2018 • Review of data sources used by TALEEM Programme to set the baseline and progress monitoring i.e., PSES, MICS, Annual School Census and monitoring data from key implementing departments.
	<p>13.2. Is the frequency of data collection adequate for monitoring and evaluation of indicators of interest?</p>	<p>13.1.2. Evidence of whether the data collection frequency is adequate for monitoring and evaluation of indicators of interest</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • Review of data sources used by TALEEM Programme for progress monitoring i.e., PSES, Annual School Census and monitoring data from key implementing departments.
<p>14. What are the relative strengths and weaknesses of the main components of the program in achieving the overall program objectives?</p>	<p>14.1. What are the relative strengths and weaknesses of the main TALEEM programme components in achieving overall program objectives?</p>	<p>14.1.1. Evidence of strengths and weakness of TALEEM programme components in achieving the overall programme objectives</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document • Punjab Education Sector Analysis 2018
<p>15. Does the TALEEM programme have a well-defined theory of change / logic model? Is it flexible and responsive to external factors? Are the casual linkages between various levels of the intervention clear?</p>	<p>15.1. Does the TALEEM programme have a well-defined TOC/logic model?</p>	<p>15.1.1. Evidence of whether the TALEEM programme has a well-defined ToC/logic model</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document
	<p>15.2. Are the causal linkages between various levels of the intervention clear?</p>	<p>15.2.1. Evidence if the causal linkages between various levels of the intervention (as detailed by the TOC) are clear</p>	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • TALEEM Programme Document

16. What are the identified areas of evaluation? What are the critical moments of evaluation?	16.1. What are the key areas of evaluation?	16.1.1. Evidence of key areas of evaluation (based on programme TOC)	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> • TALEEM Programme Document
	16.2. What are the critical moments of evaluation in the programme implementation cycle?	16.2.1. Evidence from review of programme implementation cycle and M&E plan for identification of critical moments of evaluation	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> • TALEEM Programme Document • TALEEM programme M&E reports and briefs provided by UNICEF PCO
17. What other quality data sources, which are not mentioned in the programme document, could be used in future evaluations?	17.1. What are other quality data sources which can be used to evaluate the programme in future?	17.1.1. Evidence of other quality data sources (government surveys, departmental monitoring data, regular surveys conducted by the non-profit sector etc.) for use in future evaluations	<ul style="list-style-type: none"> • Documentary review • Review of secondary data • Descriptive comparative analysis 	Documents/data sources including: <ul style="list-style-type: none"> • ASER survey reports • Nielsen survey data • PSLMS • World Bank education statistics • Other SED data • AEPAM data
		17.1.2. Key stakeholders (UNICEF, SED, SpED, QAED, PMIU, L&NFBD, and development practitioners') views on other quality data sources which can be used to evaluate the programme in future	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBD, UNICEF PCO and development practitioners'

Table 3: Evaluability Assessment Matrix

Annexure 2: Detailed Workplan and Activities

Sr. #	Activity	Dec-22				Jan-23				Feb-22		
		W-1	W-2	W-3	W-4	W-1	W-2	W-3	W-4	W-1	W-2	W-3
1	Submission of Inception Report											
	Inception meeting											
	Literature Review											
	Detailed methodology & approach											
	Development of draft tools											
	Inception Report PPT											
	Draft Inception Report											
2	Primary Data Collection											
	Feedback from PCO on draft tools (Inception report)											
	Finalization of data collection tools											
	Data Collection											
	Transcriptions											
3	Draft EA Report Submission											
	Triangulation of findings											
	Draft Evaluability Assessment (EA) Report											
4	Submission of Final EA report											
	Feedback from the client											
	Presentation of final EA Report to the PCO											

Table 4: Detailed Workplan and Activities