

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

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Acronyms

AEO	Assistant Education Officer
AEP	Accelerated Education Programme
AEPAM	Academy of Educational Planning and Management
ASER	Annual Status of Education Report
ASP	Afternoon School Programme
CA	Coordinating Agency
CPD	Continuous Professional Development
DAC	Development Assistance Committee
DOE	Department of Health
EA	Evaluability Assessment
ESA	Education Sector Analysis
ESPIG	Education Sector Programme Implementation Grant
ESPIG	Education Sector Programme Implementation Grant
FCDO	Foreign, Commonwealth and Development Office
FLN	Foundational Literacy and Numeracy
GA	Grant Agent
GEROS	Global Evaluation Report Oversight System
GoPb	Government of the Punjab
GPE	Global Partnership for Education
HACT	Harmonized Approach to Cash Transfer
IMIS	Integrated Management Information System
KEQ	Key Evaluation Question
KII	Key Informant Interview
KMS	Knowledge Management Strategy
LEG	Local Education Group
L&NFBED	Literacy and Non-Formal Basic Education Department
M&E	Monitoring & Evaluation
MERL	Monitoring, Evaluation, Reporting and Learning
MICS	Multiple Indicator Cluster Survey
OECD	Organization for Economic Co-operation and Development
OOSC	Out of School Children
PCO	Pakistan Country Office
PEDPG	Punjab Education Development Partners Group
PESP	Punjab Education Sector Plan
PMIU	Programme Monitoring and Implementation Unit
PSEA	Prevention of Sexual Exploitation and Abuse
P&SHCD	Primary and Secondary Healthcare Department
PSES	Punjab School Education Survey
PSLM	Pakistan Social and Living Measurements 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
TPV	Third Party Validation
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Executive Summary

This document presents the process, findings, and recommendations of the Evaluability Assessment (EA) of the Transformation in Access, Learning, Equity, and Education Management (TALEEM) Programme in Punjab, Pakistan funded by Global Partnership for Education (GPE) and implemented by UNICEF as Grant Agent (GA). UNICEF commissioned the EA in August 2022 to inform the design, implementation and prospective evaluations of the TALEEM programme. The fundamental purpose of the EA was to assess the extent to which progress towards the objectives set out in the TALEEM programme can be readily and reliably measured and evaluated and to strengthen evaluability where possible. To inform the upcoming decision-making processes, the EA also aimed to provide evidence-based recommendations on Theory of Change (ToC), risk management, coordination mechanisms, monitoring and evaluation (M&E) systems for the rest of the programme's life. The EA took place over six months from August 2022 to February 2023 and employed both primary and secondary data to assess the evaluability questions. Primary data collection through key informant interviews (KIIs) and desk review of relevant programme documents enabled triangulation of information and enhanced validity of the findings.

Methodology

The EA process consisted of three phases: inception, primary data collection and report development. During the inception phase, a detailed desk review was carried out to develop a holistic understanding of the context of programme intervention, ToC, logic model, results chain, programme indicators, data sources, and stakeholders.

Primary data was collected using qualitative methodology consisting of KIIs with key stakeholders. Data collection tools for KIIs were designed based on standardized questions of interest derived from EA objectives and were further contextualized using information from the desk review. A total of 15 KIIs were conducted; the interviewees included relevant stakeholders from critical departments involved in the programme's implementation, and stakeholders from UNICEF, the grant agent (GA) for the TALEEM programme.

As part of the EA inception, a comprehensive analysis of the TALEEM Programme took place involving a review of the existing programme documents to understand its goals, objectives, activities and intended outcomes. The desk review guided the design of the questionnaires for the KIIs, incorporating both overlapping and department-specific questions. During the administration of KIIs, the responses were carefully recorded and explored further through follow-up questions to deduce insights. All the responses underwent cross-KIIs and desk review triangulation during the analysis stage. In addition, examination in retrospect with the development literature further consolidated and refined the analysis which fed into the EA report.

Limitations and Challenges

The EA limitations included frequent changes in the bureaucracy due to which the personnel involved in the design phase could not be interviewed. Challenges related to group effect bias and overgeneralization bias during KIIs were also encountered. To mitigate these challenges, the information collected in KIIs was triangulated through desk review and a comparison of information from KIIs from different departments. This approach enhanced the validity and credibility of the EA, minimizing the presence of biases.

Key Findings

The EA found that the TALEEM programme is well aligned with the Punjab's education sector challenges and priorities. It demonstrates a clear moral imperative for inclusive access to quality learning, specifically designed to benefit underprivileged and marginalized members of society, such as girls, children with disabilities, and out-of-school children (OOSC). With robust implementation, the programme holds significant potential to make a substantial impact on inclusive access to quality education in Punjab. However, certain underlying assumptions are identified as pre-conditions for the programme success. If these assumptions do not hold over the programme's life cycle, there might be risks to the achieving the desired outputs and outcomes. Furthermore, the programme outlines a risk assessment and mitigation plan. However, it is limited to external risks and lacks analysis of internal risks, which may hamper the achievement of desired outputs and outcomes.

Regarding the TALEEM programme's M&E framework, it was observed that existing data collection sources and methods sufficiently cover the quantitative aspect of measuring output results. However, means of verification and mixed-methods research to measure qualitative outcomes are absent in the M&E design. Although the implementing units possess sufficient capacity for monitoring activities, regular technical assistance from UNICEF will be required for tracking indicator-based targets included in the M&E framework.

Key Recommendations

Recommendations are proposed to improve the programme's impact and effectiveness in light of the EA's findings. It is suggested to develop a comprehensive risk mitigation strategy to manage both internal and external risks comprehensively and systematically, ensuring a proactive approach to risk management. Also, it is vital to mobilize the implementing units to improve inter-departmental coordination, facilitating the identification of roadblocks and efficient decision making for the TALEEM programme. A Knowledge Management Strategy (KMS) should also be formulated to address coordination and communication challenges among stakeholders involved in programme execution, promoting efficient information flow. Moreover, establish a component-specific M&E function with clear distinctions of priorities, roles, and periodicity, ensuring the successful implementation of the programme's components. The EA also recommends developing a realistic plan for the sustainability of the Data Centre beyond the fourth year of the TALEEM programme, ensuring continued functionality and support. Furthermore, to enhance the upcoming TALEEM programme's evaluation, the EA recommends adopting a mixed methods approach to data collection and analysis within the M&E framework. Incorporate evaluation exercises and studies at critical moments of programme implementation for comprehensive insights.

Chapter 1: Introduction and Background

The Government of Punjab (GoPb) embarked on a consultative process with the development partners, including the Punjab Education Development Partners Group (PEDPG), private and civil society organizations, to bridge the education sector challenges in an informed way. As a result, in 2019, the Punjab Education Sector Plan (PESP) 2019-20 to 2023-24 was endorsed and approved by the GoPb. A comprehensive analysis of the last decade achievements and concurrent challenges prevailing in the sector, was documented in the Education Sector Analysis (ESA), further navigated the PESP 2019-20 to 2023-24 design. In July 2020, the Transformation in Access, Learning, Equity, and Education Management (the TALEEM) programme was approved with a total budget of USD 50.625 million by the Global Partnership for Education (GPE) under the Education Sector Programme Implementation Grant (ESPIG) of GPE. The TALEEM programme envisions improving access to inclusive and equitable education through improved governance in Punjab. Both ESA and PESP 2019-20 to 2023-24 laid out robust constructs for the TALEEM programme by alluding to sectoral challenges and providing a retrospective analysis of past policy priorities and impact. The PESP 2019-20 to 2023-24 further equipped the programme with a compelling rationalization of policy interventions considering the prevailing challenges. The ESPIG programme document consolidates the strategic priorities of the School Education Department (SED), Special Education Department (SpEd), Quaid-e-Azam Academy for Education Development (QAED), and Literacy and Nonformal Basic Education Department (L&NFBED) under the TALEEM programme's thematic areas on 1) Equity; 2) Efficiency; and 3) Learning.

In terms of design, the TALEEM programme is divided into five major components; each component delineates a set of interventions using a ToC framework and a results-based matrix.

TALEEM Programme Components	Interventions
<p>Component 1: Improving Access and Learning at Primary Level</p>	<ul style="list-style-type: none"> • Continuous Professional Development (CPD) and mentoring support through Assistance Education Officers (AEOs) for primary school teachers through the development and utilization of online/digital CPD modules. • 3-month learning camps based on Foundational Literacy and Numeracy (FLN) skills for at-risk enrolled or OOSC. • Provision of Accelerated Education Programme (AEP) for over-age out of school children.
<p>Component 2: Improved Equity and Inclusive Education</p>	<ul style="list-style-type: none"> • Provision of school infrastructure to meet the needs of children with disabilities. • Teachers training by QAED and SpEd 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.

<p>Component 3: Improving Efficiency in Education Planning and Decision-making</p>	<ul style="list-style-type: none"> • Development of an Integrated Management Information System (IMIS) through the integration of all management information systems. • Managers to be trained on data-use and evidence-based decision-making.
<p>Component 4: Improving Access and Learning at Middle Level</p>	<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.
<p>Component 5: Changing Mindset through Effective Communication</p>	<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.

Table 1. TALEEM Programme Components and Interventions

Together, the five components of the TALEEM programme aimed to contribute to the defined goal through a set of outputs and outcomes, also known as the Theory of Change or ToC. A simplified version of TALEEM programme’s ToC is illustrated in Figure 1 using Weaver’s Triangle.¹

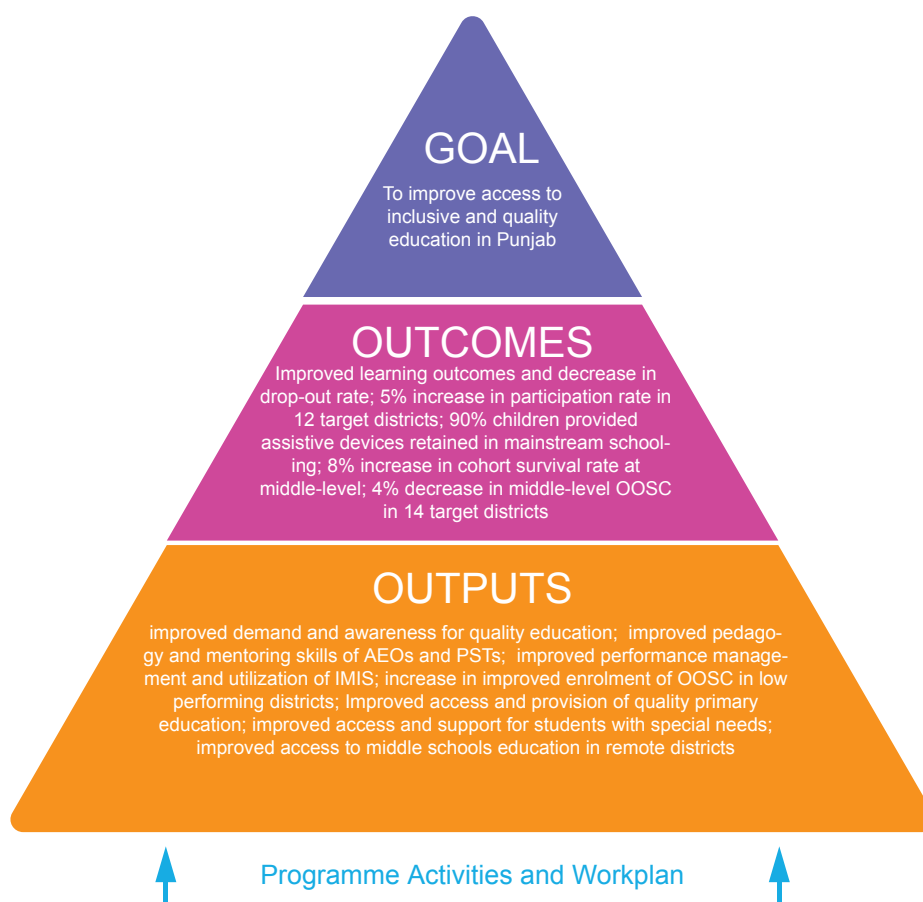


Figure 1- Simplified Version of TALEEM Programme's ToC

¹ UNICEF TALEEM Programme Document

The TALEEM programme includes an M&E framework as part of its design, which is comprehensive and clear in delineating the indicators, specific targets, their corresponding data sources, methodology and responsible implementing units. The results chain for the outputs is coherent in terms of its alignment with the M&E matrix. It delineates annual targets, making it a useful tool to gauge the incremental progress against the targets for each component. Overall, the M&E framework is gender-inclusive and encompasses gender-disaggregated targets and data collection methods built into its design. Baseline measures exist for almost all indicators except for the new interventions.



Photo Credit: UNICEF Pakistan

The Programme Monitoring and Implementation Unit (PMIU) in the School Education Department (SED) has been assigned the ‘Secretariat’ for the TALEEM Programme in 2019. PMIU was crucial in finalizing programme instruments through cross-functional consultations with public and private stakeholders. A recently established TALEEM programme cell, housed within PMIU/SED, is responsible for the overall implementation, monitoring, and reporting of the programme progress. The Unit on-boarded the programme management team in October 2022 and the Data Centre team in November 2022 to oversee the implementation trajectory and perform MELR: Monitoring, Evaluation, Learning and Reporting.

UNICEF will serve as the GA for the TALEEM programme and will be responsible for fiduciary oversight, monitoring, quality assurance and provision of technical assistance to the implementing units (SED, L&NFBED and Special Education Department). However, when UNICEF took over the TALEEM programme as a GA, it also took on the additional responsibility of being the programme’s Coordinating Agency (CA). However, JICA has recently been brought on board to assume the role of Coordinating Agency, leaving UNICEF to focus solely on its role as a GA. In its capacity as a GA, UNICEF’s role will also include advisory and capacity building support to the implementing units to ensure the quality and effectiveness of the programme outcomes and achievement of results. Additionally, it will monitor programme activities regularly through field visits and meetings with implementing units and programme beneficiaries.

Chapter 2: Purpose and Objectives of the Evaluability Assessment

The primary purpose of this EA was to assess that the programme is robust, that objectives are adequately defined, that causal linkages are clarified, that its indicators are confirmed and measurable and that systems are in place to measure and verify results. In this regard, the EA critically assessed the rationale of the intervention in terms of logic and coherence of its ToC, results matrix and programme components, also referred to as “evaluability in principle.” It also examined the relevance of programme design, ToC, results framework the M&E framework, along with availability and capacity of human resources and sufficiency of financial resources to undertake future evaluations, also known as “evaluability in practice.” Hence, by assessing the evaluability of the programme, the EA provided evidence-backed findings in relation to the plausibility and viability of the intervention’s expected results and its suitability for future evaluations. The EA assessed the robustness of the programme, its objectives, its intended outcomes and the causal linkages underlying its results chain.

It is anticipated that the EA for the TALEEM programme will help with course correction and adjustments to both programme design and its effective implementation and M&E. Furthermore, the EA will provide critical insights regarding the rationale of the intervention, which will also guide decision-making around key programme activities and aligned outputs as well as outcomes.

In addition to the general EA aims stated above, the specific **objectives**² of the assessment are listed as follows:

- Assess the logic of the TALEEM programme in terms of relevance, robustness, and coherence of its ToC and how it translates into a result framework;
- Assess adequacy and validity of the 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 the design and implementation of forthcoming evaluations;
- Propose actionable recommendations for adjustments around interventions’ indicators, data sources, data management and evaluation approaches.

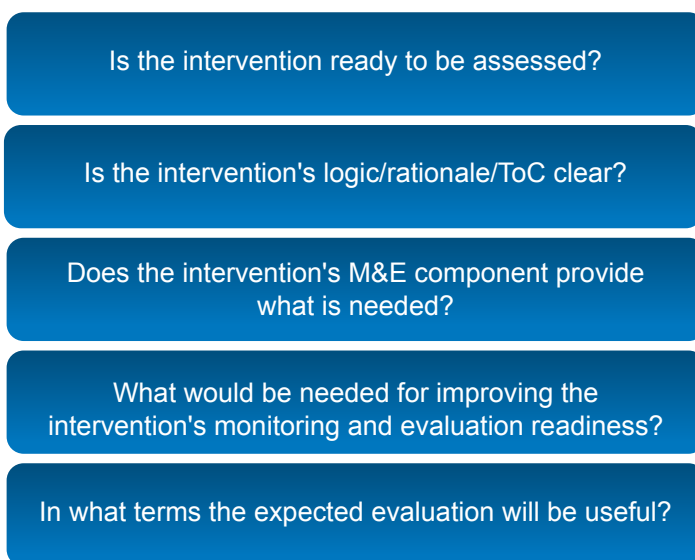


Figure 2. Scope of Evaluability Assessment

The key evaluability questions for the EA were formulated on the basis of the TORs as well as discussions with the UNICEF PCO during the inception meeting. The evaluability questions, detailed in Figure 2, defines the scope of the EA and further guides the assessment as per the TORs. The EA questions were mapped into an EA matrix (provided in Annexure 3). Each of the EA questions and sub-questions is considered against (departmental) roles and scope of work.

² These evaluability assessment objectives have been derived from the TORs.

Chapter 3: Evaluability Assessment Methodology

Methodological Approach

The assessment consisted of three phases, delineated in Figure 3, highlighting the stages of the EA and corresponding activities. The EA mainly used primary data and secondary sources to respond to the core EA questions. Key documents consulted during the desk review are listed in Annexure 1.

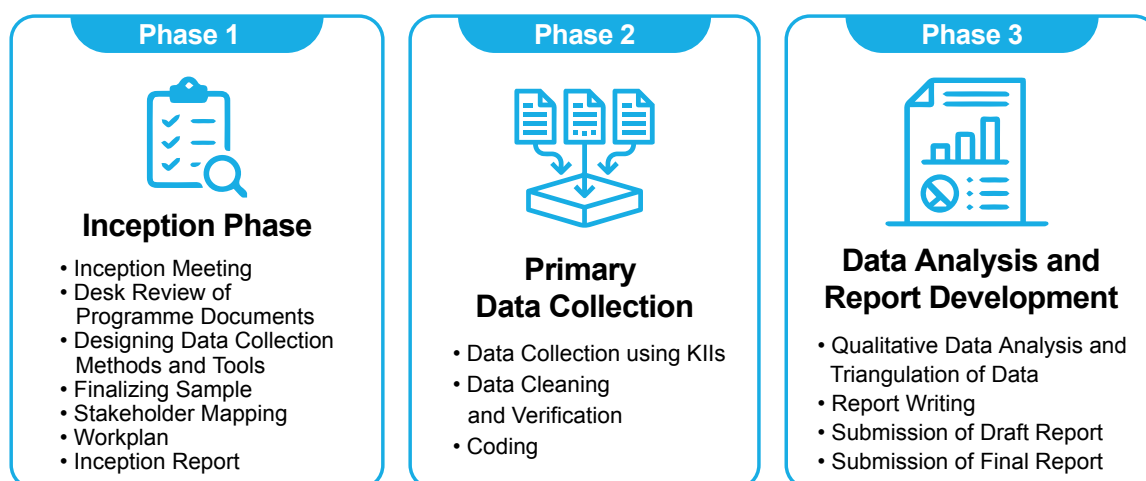


Figure 3 - Evaluability Assessment Process and Phases

During the inception stage, a comprehensive literature review of secondary data was undertaken. This aimed to develop a contextual understanding of the programme. The review encompassed the TALEEM programme, documents, relevant literature on Punjab's education sector and existing policies, strategic plans and gap analysis of the sector. The desk review was conducted using a directed content analysis³ approach to look for relevant information pertaining to education-focused initiatives (such as the TALEEM programme), and drew valid, meaningful inferences related to the education sector in Punjab and the existing issues and challenges around the programme. It also acquired an understanding of its theorized results chain.⁴ The use of primary and secondary data helped in data triangulation, and enhanced validity of the data.⁵

The second phase of the EA started with primary data collection, adopting a qualitative approach agreed upon during the inception meeting with UNICEF PCO. Qualitative approach deemed most suitable for EA, providing comprehensive understanding of stakeholders' perspectives, enriching the assessment process through document analysis, and unpacking the conditions shaping the viability of planned activities, processes and desired results as narrated in the ToC. The qualitative methodology consisted of KIIs with relevant stakeholders, including government officials and UNICEF representatives.

Data Collection Tools

To answer key EA questions, qualitative data collection tool i.e., KII guides were designed. These guides were developed based on standardized questions proposed in the TORs and finalized during the inception phase.

³ Directed content analysis is a deductive approach to qualitative analysis where you start with an existing theory or framework and utilize data to either support or build upon that framework.

⁴ White, M.D. and Marsh, E.E., 2006. Content analysis: A flexible methodology. *Library trends*, 55(1), pp.22-45.

⁵ Olsen, W.K., Haralambos, M.(Ed.), & Holborn, M. (Ed.) (2004). *Triangulation in Social Research: Qualitative and Quantitative Methods Can Really Be Mixed*. In *Developments in Sociology* Causeway Press Ltd.

The primary data collection began with the KIIs involving UNICEF’s Provincial team in Punjab. This initial step provided the EA team with an invaluable opportunity to gain a comprehensive understanding of the TALEEM programme’s context. It also facilitated necessary revisions in KII guides and identified areas for further exploration prior to engaging with other stakeholders. The final data collection tools for KIIs are provided separately with this report.

Data Analysis

The thematic analysis technique was used to discover emergent themes through the identification of recurrent patterns. While analyzing the findings for the evaluability assessment, the results were factually based on a verifiable trail of evidence and observations. Moreover, a child rights-based approach and gender lens were explicitly used to gauge the extent to which interventions catered to both genders, reached out to the needs of both girls and boys, and lastly, to see how well the results framework and reporting mechanisms facilitated to cater and cover both genders. Additionally, it was planned that the programme’s quantitative data collected from secondary sources should be used for triangulation purposes to either validate the qualitative information or to add insights to the trends. However, due to availability of minimal TALEEM programme data at the current implementation stage (as the project monitoring cell was recently established and the team newly recruited) the only available information was around the situational assessment and programmatic context used for triangulation purposes.

Triangulation

For the analysis, multiple sources were used to acquire similar information, which allowed verification through data and methodological triangulation. This approach allowed the researchers to review information gathered through various sources, and to use different research methods, including desk review and KIIs. The figure below illustrates how triangulation was incorporated into the assessment:

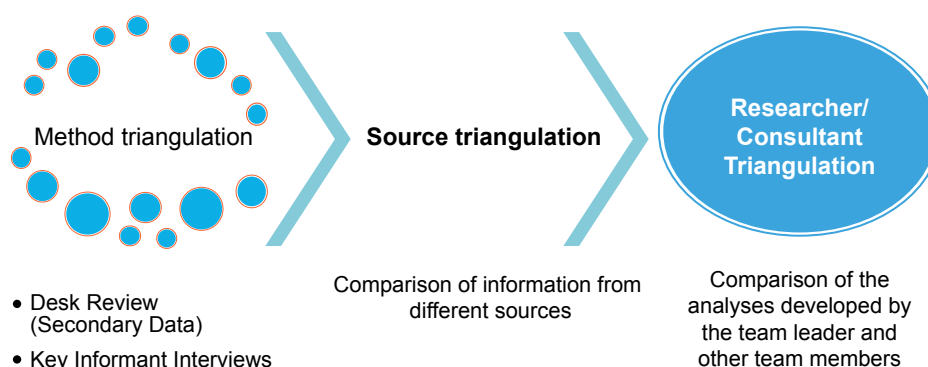


Figure 4. Triangulation

Sampling Methodology

Key Informant Interviews (KIIs)

The KII stakeholders were selected purposively with an aim to uncover stakeholders’ perceptions regarding the TALEEM programme’s design and the ToC. The primary goal was to identify coherence and gaps in the programme’s logic model for future evaluability. Moreover, the KIIs explored stakeholders’ insights on potential impediments/threats to education sector interventions, existing data gaps, and the robustness of the design and M&E framework of the TALEEM programme.

Additionally, the EA team assessed the adequacy of human and financial resources for collecting and analysing data in a sustained manner during the EA. These KIIs were instrumental in gathering information on any existing data sources that could potentially be incorporated for future evaluations.

Ethical Considerations

The EA strictly adhered to general ethical principles including the Do No Harm Principle. Data collection process included clear information about the data sought to be sent in advance to the evaluation participants. KIIs (both in-person and virtual) were planned according to the participants' availability and kept within generally acceptable time limits. Participants were asked how much time they would be comfortable dedicating to the interview and were informed that the collected data will not be used outside the assignment nor transferred to other individuals or entities.

The principle of 'Informed Consent' was practiced with all stakeholders participating in the primary data collection. All selected participants were given complete information about the EA, including its purpose and scope, their rights, and how the information collected was intended to be used. All participants were informed of their right to discontinue participation at any point.

In addition to the general principles specified above, the technical team ensured compliance with UNICEF's ethical principles and guidelines—**Respect, Beneficence, Justice, Integrity and Accountability**—during all stages of the EA. The team made every effort to ensure inclusiveness, respect for diversity, and open expression of opinions while protecting the participants' safety, privacy and confidentiality. The overall approach of the EA adhered 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); and
- UNICEF Policy on Personal Data Protection (2020).

The technical team also completed the online course "Introduction to Ethics in Evidence Generation" prior to the start of data collection. The EA team was also oriented on the prevention of sexual exploitation and abuse (PSEA) along with Creating a Safe and Inclusive Culture for all stakeholders during the assignment.

Quality Assurance Mechanisms

Quality control measures were implemented to ensure that data was collected, managed, and utilized with accuracy and precision as per **UNICEF's Policy on Personal Data Protection (2020)**⁶. A methodical procedure was followed to ensure data quality assurance for evaluability assessment. The steps essentially entailed a continuous process of detecting and eliminating errors through periodic data quality checks, starting from the initiation of data collection till the analysis stage, broadly involving the following:

Protocol Development

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

6 <https://www.unicef.org/supply/documents/unicef-policy-personal-data-protection>

Scheduling with Respondents

A prior KIIs schedule was developed and validated by respondents for the data collection activities. Formal letters from UNICEF were sent to each department involved as a proper introduction to the activity. The finalization of scheduling with the support of UNICEF's Field Office team in Lahore ensured timely data collection.

Consents and Notes

Considering the qualitative nature of EA, the discussions were documented as descriptive notes. For accuracy, note-taking during the KIIs was done by two co-moderators. Formal consent was also taken from respondents for recording of interviews for quality checks at a later stage. However, in case of denial of recording consent, the notes taken during the discussions served as the basis of the transcriptions developed. Transcripts were generated on the same day so that fresh knowledge and information could be documented, and no vital points were skipped.

Transcription and Storage

The interviewers took detailed notes during the KIIs which were conducted in English or Urdu languages, depending on the ease of the respondents. The KIIs conducted in Urdu were translated into English, and to prevent any loss of information, all the translations were compared against notes and audio recordings (where available).

All the transcriptions were reviewed to check the completeness of the information (i.e., if all questions were covered with relevant probes). KII notes were only shared within the technical team and not further. Any direct quotes used in data analysis tools or mentioned in the reports were anonymized.

Development of Draft EA Report

The findings from primary research data analysis and secondary research review have been consolidated in this draft report to give a detailed view of the assessment findings. Triangulation methods were used by utilizing multiple data sources to acquire similar information, which allowed verification of the same. Because of the summary of EA findings, recommendations were made regarding improvements in the programme design, its ToC, M&E plan, implementation and readiness for evaluation. Based on the key findings and the desk review of programme documents, secondary source literature was also referred to draw linkages and references to either support or refute the findings from data and to draw recommendations for similar programmes based on best practices. The EA report was finalized after incorporating feedback received from UNICEF on the draft versions.

Challenges and Limitations of the Evaluability Assessment

The EA for the TALEEM programme is intended to contextualize the TALEEM programme's strategic aspirations, and to assess the evaluability strength of the programme indicators and internal logic.

Although the consulting firm met with the following limitations while administering the EA, it was successful in elucidating primary and secondary insights from the provincial literature and KIIs.

- i. Owing to time constraints and limited time provided by the senior officials (interviewed as respondents), structured and in-depth responses could not be ensured from the KIIs of senior management personnel. This was a challenge for the technical team, for which the researchers ensured efficient use of time resources focusing on relevant yet detailed information and insights around EA questions;
- ii. The implementation of the programme has just begun. The Human Resource inducted under the TALEEM programme cell in October-November 2022 pointed out some challenges that they were countering. However, as the interventions were yet to be rolled out, may bring about new evaluability-related challenges a few months into the implementation and after the

second year. Owing to the timeline constraint, the findings of the EA might not fully encompass challenges that may emerge in the subsequent phases;

- iii. As most of the Key Informants preferred giving interviews along with other interviewees, the responses may have a slight element of partiality. To mitigate this, the research team tried to eliminate bias, if any, by ensuring that the interviewers clearly articulated the objectives of the interviews (which was not performance evaluation or knowledge testing), providing an informal and comfortable atmosphere to encourage respondents to communicate their ideas freely;
- iv. The unavailability of certain officials, owing to transfers, hampered the comprehensive responses and relied on the knowledge transferred to them through other departmental colleagues.

Despite these challenges and limitations, the EA ensured triangulation of information through additional KIIs with the UNICEF counterparts and Government partners along with desk review. This approach enhanced the validity and credibility of the collected information, limited the presence of biases, and enabled the EA team to develop a comprehensive understanding of the significant challenges of the TALEEM programme, which fed into the findings and recommendations outlined in this report.

Chapter 4: Key Findings

The EA of TALEEM programme examined adequacy and coherence of the results chain in relation to impact transformation. The assessment also evaluated the programme's functional agility for monitoring, evaluation, and learning, considering it a critical factor for ensuring its success. The evaluability attributes were contextualized in light of prevailing risks, and mitigation strategies were identified to ensure successful implementation by key delivery actors such as PMIU, QAED, SED, SpEd, L&NFBD, and UNICEF.

Technical Design of the TALEEM Programme

Finding 1: Design of the TALEEM programme is coherent with both the provincial and global (UNICEF, GPE & SDG 4) education sector challenges and priorities, focusing on providing access to inclusive and quality education.

The TALEEM programme stems from PESP 2019-20 to 2023-24, proposing three strategic areas: 1) quality teaching and learning outcomes, 2) access, retention and equity, 3) governance and management, based on a detailed Education Sector Analysis. The TALEEM programme is relevant to the Punjab's education sector challenges as it builds on the strategic areas outlined in PESP 2019-20 to 2023-24, aiming to tackle challenges of access and quality learning through its Components 1 and 4, equity and inclusion through Component 2, and governance in the education sector through Components 3 and 5. In addition, KIIs with the stakeholders involved also recognized the programme's relevance to the education sector and its ability to address the challenges such as out-of-school children, low-quality teaching, lack of communication between departments, and the absence of data for evidence based decision-making.

A senior official from the SED affiliated with the education sector for the past decade affirmed this to the EA team and remarked, "the TALEEM programme is a well-designed and evidence-informed project. The consultation and co-creation process with all relevant stakeholders, was participatory in nature".

Finding 2: Design of the TALEEM programme caters to under-privileged and marginalized children, such as Girls, Children with Disabilities, and OOSC, and has the potential to make a significant impact on inclusive access to quality education in Punjab.

One of the key strengths of the TALEEM programme is its focus on reducing inequalities and improving access to education for marginalized and disadvantaged children, particularly girls in remote areas and students with disabilities. For example, Component 2 includes the provision of school infrastructure to meet the needs of children with disabilities, screening of children with disabilities in mainstream schools and special education institutions, and provision of assistive devices. In addition, the screening data will create a database to track disabilities in students over the coming years. Hence, this component of the TALEEM programme will prove to be important in addressing the disparities in the education system and ensuring that all children have equal opportunities to receive quality education. The inclusivity aspect is built into the programme design through the sex-disaggregated targets in the programme's results chain.

According to a PMIU official, "the priority issues and interventions of the TALEEM programme take into account marginalized groups in the programmatic and M&E aspects such as sex disaggregated and indicators, gender sensitive data collection method and screening of students with disabilities in the special education institutes as well as in the mainstream SED schools".

Additionally, the review of the ESPIG programme documents of other provinces and the KII responses

highlighted that the TALEEM programme is the only provincial programme that utilizes ESPIG towards activities specifically for students with disabilities (Component 2). As part of the TALEEM programme, the SpED recently collaborated with the Department of Health to collect systematic data on disabilities in special education institutes through a digital application. Before this, no standardized screening and needs assessment were in place for the students in the special education institutes of SpEd in Punjab. Furthermore, PMIU has included indicators on disabilities in its annual school census form, through which students with disabilities in the SED schools will be identified.

This was reaffirmed through a review by the EA team of the TALEEM programme's M&E framework, which outlines distinctive gender and other demographic markers present in future data collection under the TALEEM programme.

Finding 3: ToC of the TALEEM programme demonstrates a strong consideration of sectoral challenges outlined in the PESP 2019-20 to 2023-24 and includes multiple strategies to achieve desired outcomes.

The TALEEM Programme's ToC focuses on resolving challenges of access, quality of teaching, students learning outcomes, and governance in Punjab, particularly at the primary and middle school levels. Therefore, the programme inputs prioritize the government's focus areas of teacher training, identification and enrolment of OOSC in formal and non-formal institutes, provision of infrastructure and assistive devices to students with disabilities, centralized database for efficient decision making, and communication campaigns to increase awareness around education.

From a learning perspective, the ToC highlights the importance of improving the quality of teaching to improve learning outcomes. The development of teacher training materials is aimed at enhancing the capacity of teachers in subject knowledge, pedagogical skills, and student management, which is assumed to result in improved learning for students.

From an access perspective, the ToC highlights the needs of OOSC through a 32-months of NFEIs programme, the learning deficiency of early grades children through 3-months Foundational Literacy and Numeracy (FLN) Programme and post-primary dropouts through Afternoon School Programme (ASP) by utilizing the existing primary school infrastructure and teachers, who will be trained to teach at the middle school level. This will lead to optimal utilization of the existing resources and an improved access to education and addressing the learning deficiency of these students.

From a governance perspective, the ToC addresses the challenge of a lack of data-driven decision making by developing a centralized IMIS which will integrate all the educational databases and provide real-time information to the relevant stakeholders.

As mentioned above, the ToC includes multiple inputs to target different dimensions of the challenges of learning, access and governance, thereby increasing the chances of achieving the desired outcomes.

Finding 4: The TALEEM programme has major underlying assumptions which are pre-conditions of its success. If they do not hold over the programme's life cycle, there might be an increased risk in the achievement of desired outputs and outcomes.

The TALEEM programme design has underlying assumptions in the following components, which must hold true for successful impact translation.

The SED officials and UNICEF programme team both outlined that "there was a persistent issue of lack of coherent and centralized data available for education sector in Punjab which made decision-making challenging. While designing the TALEEM programme, the IMIS sought to address this gap and provide a common platform for storing and retrieving education related data from the Punjab province".

Component	Assumptions	Risks
Component 1 - Improving Access and Learning at Primary Level	Assumption 1: Teachers' Learning Management System and digital modules will translate into improved Students Learning Outcomes	<ul style="list-style-type: none"> Under the Punjab Education Support Programme (PESP) III, Primary School Teachers' (PSTs) capacity development was supported through digital CPD modules, as well as by classroom observations and mentoring visits by Assistant Education Officers – an intervention very similar to the one parked under Component 1 of the TALEEM programme. After five years of the CPD programme implementation under PESP III, the quality of teaching, as expressed by the classroom observations score, was improved in some dimensions⁷ but declined in various essential dimensions. This reflects that teacher training might not adequately translate into improved classroom teaching and enhanced learning outcomes. This concern was also raised during interviews as stakeholders mentioned that there was little evidence that teacher training of a similar nature had resulted in better classroom teaching and improved student learning outcomes.
	Assumption 2: Teachers can access smartphones and stable internet to download the modules onto their Android phones.	<ul style="list-style-type: none"> As per the Pakistan Economic Survey 2021-22, there is inequitable access to distance learning media across rural districts of Pakistan, with 62% of households having smartphones and merely 23% having internet connections; Additionally, according to the Global Mobile Communication Systems (GSMA), Pakistan is one of the countries with the broadest mobile gender gaps, where women are 38% less likely than men to own a mobile phone and 49% less likely to use mobile internet; Lastly, according to the PMIU Annual School Census 2020-2021, only around 30% of schools have an internet connection, so schools' sites do not have the internet for teachers to download digital material; The British Council undertook research into digital accessibility among school teachers in Punjab, and found that 94% of the teachers have access to personal mobiles, out of which two thirds (72%) own an Android-based smartphone. Additionally, only about one-tenth (14% and 15%) have access to desktops and laptops at home. The study also found that the Internet was a consistent challenge for teachers at most of the school locations; unless the high school labs offer the internet facilities, the teachers feel pushed to use their mobile data for the Internet, which is expensive to use.⁸

⁷ World Bank. *Pakistan-Third Punjab Education Sector Project (English)*. Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/099171003022380690/BOSIB0ef03e46b0e80bcd800755454ec59>

⁸ British Council-Final Report: *Research into Digital Accessibility and Literacy among School Teachers in Punjab* https://www.britishcouncil.pk/sites/default/files/dal_compressed_22_august_2019.pdf

	Assumption 3: Convenient for teachers to attend monthly Community of Practice (CoP)	<ul style="list-style-type: none"> A similar initiative of Community of Practice, under the World Bank-funded programme⁹, was piloted in Punjab. However, during KIIs with QAED, it surfaced that the teachers had plenty of resistance to attending these forums as female teachers had to spend extra time after school hours.
	Assumption 4: Once OOSCs are enrolled in the NFEIs (L&NFBED) and Learning camps in the primary schools (SED), they will remain in the system after the completion of these interventions	<ul style="list-style-type: none"> Enrolling OOSC and retaining them are two challenges, each requiring separate and tailored interventions. The enrolment strategies are outlined in the programme document. However, insufficient attention has been given to the retention strategies. This hinders the programme's ability to provide a comprehensive education solution for these marginalized populations. The communications campaign is focused on spreading awareness around the importance of education to marginalized groups, but the component is still very loosely defined and may not be sufficient in retaining OOSC students who get enrolled through this component.
Component 2 - Improved Equity and Inclusive Education	Assumption 5: Student learning outcomes in SpEd institutes will improve through the provision of assistive devices like glasses, hearing aids, wheelchairs, support sticks/ crutches	<ul style="list-style-type: none"> The programme aims to cater to students with moderate and severe disabilities. However, the assistive devices provided under this component will only help overcome specific physical barriers to learning. Learning outcomes of students with intellectual disabilities may not improve through the provision of the said assistive devices, posing a risk to learning and retention outcomes.
	Assumption 6: QAED can support SED and SpED in developing training modules for teachers dealing with students with disabilities	<ul style="list-style-type: none"> Developing training modules for teachers dealing with students with special needs will require specialized experts. Concerns were raised during KIIs that QAED might not be able to provide sufficient support in developing training modules for this component. Although QAED has been involved in developing training modules for different departments and donor-funded projects like Punjab Education Sector Programme, it is expected that the relevant staff from QAED has the required capacity to develop these modules. However, SED has concerns about the ability, which shows a lack of trust, resulting in assumptions which may lead to hurdles in effective coordination and implementation.

	<p>Assumption 7: The Data Centre/IMIS staff salaries will be sufficiently sustained by SED/Government of Punjab after the funding for this component exhausts in year 4 of the programme implementation</p>	<ul style="list-style-type: none"> The Data Centre/IMIS staff have technical skills employed to develop and operationalize IMIS. Current staff salaries are market-competitive and higher than the regular government pay scale. Hence, the government may be unable to retain the existing staff on the standard pay scale. This salary differential between the public and private sector for employees with higher level degrees like MPhil and PhD was also found in the Pakistan Institute of Development Economics (PIDE)¹⁰ research. The study further found that wages are predefined in the public sector, while the private sector uses a market-based mechanism to attract and retain skilled employees. This poses a risk to the operations of the Data Centre after the exhaustion of the TALEEM programme funds parked for this component.
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Table 2. Assumptions in the TALEEM Programme ToC

As highlighted in the KIIs with PMIU and UNICEF, the TALEEM programme design provides limited flexibility to make amendments in ToC. Therefore, the underlying assumptions must remain valid over the programme life for successful impact. In cases where components’ underlying assumptions may change over time, it poses a threat to achieving the desired outputs and outcomes.

Finding 5: The Results Chain was developed collaboratively with the relevant departments. However, frequent changes in government stakeholders led to changing priorities and left the current government officials with limited knowledge of the dynamics of the programme design.

As mentioned in the TALEEM programme document and validated by the primary data, the Results Chain was developed collaboratively in consultation with the relevant departments. Each department took the lead in identifying priority areas based on the needs identified in the PESP (2019-20 to 2023-24). However, it was highlighted during the KIIs that the design process of the TALEEM programme suffered due to frequent changes in the administration of the government departments, as priorities of the departments changed with the change in the administration. For example, it was mentioned in a KII that during the initial design phase, more funds and activities were parked with the SpEd, but frequent administrative changes limited the activities under SpEd’s scope. However, transfers of the relevant personnel involved at the design stage proved a significant gap in providing comprehensive information about the procedural details of the design and planning stage of the TALEEM programme’s components and results chain.

Finding 6: The TALEEM programme’s Results Chain supports the ToC by providing a structured representation of causal linkages between different levels of activities related to achieving the programme’s outputs; however, there are some limitations.

The Results Chain design plays a critical role in evaluating the impact of a programme. Therefore, well-defined and measurable indicators are essential for tracking progress and making evidence-based adjustments to enhance programme effectiveness. The Results Chain in the TALEEM programme provides a structured representation of how the programme’s inputs, such as funding and technical assistance, support the programme’s activities like teacher training, screening students with disabilities, curriculum development, and a functional data centre. These activities lead to specific outputs, such as improved learning outcomes, increased access to education and regular analytical reports, contributing

¹⁰ Pakistan Institute of Development Economics-Cash poor, perk rich government officials (2022); <https://www.pide.org.pk/pdf/reports/Civil-Service-Compensation-Report.pdf>

to the programme's intended outcomes, such as improved educational equity and quality. Hence, considering the significance of the Results Chain, it is also pertinent to cater to the gaps identified during the desk review.

Few gaps were identified during the EA. No baseline for intermediate results 1.1 is mentioned, whereas LMS and digital modules are available to PSTs in Punjab. Additionally, inadequate targets are specified for intermediate result 1.1, lacking details on how many teachers and at what intervals should be provided mentorship by the AEOs. Finally, there are inadequate indicators for intermediate result 1.2, as there is no qualitative indicators such as classroom observation score, to assess whether teachers classroom practices are improving post training. Incorporating such indicators would provide valuable insights into the effectiveness of the training programme.

Primary data reflects that initiatives were taken to make the Results Chain more robust in terms of improving targets' language and measurability; it would be of help if the relevant departments review it and ensure that all the information provided is correct and valid.

Finding 7: The TALEEM programme outlines a risk assessment and mitigation plan; however, it will be helpful if the process continuously takes into account both internal and external risks to minimize threats to the achievement of the desired outcomes

For any development intervention, risks and challenges are always a potential threat to the effective execution of the activities and the achievement of results. The study reflects that the design of the programme encompasses these issues through a regular review and having a risk mitigation strategy. However, considering the scope of the programme involving multiple departments and stakeholders, it is imperative to put in place a rigorous process of identifying potential internal and external risks to have a mitigation plan ready in relevant situations. A few potential risks that were identified during the EA included both internal and external risks outlined as follows:

Internal Risks

- The **targets in the Results Chain need unpacking and understanding by the relevant departments** before the indicators can be tracked. For example, targets under Component 2 need to be revisited and unpacked to understand which students fall under the categories of students with moderate and severe disabilities. Similarly, the year 2 target under Component 3, 'Databases and information systems of SED, SpED, and L&NFBED integrated into the IMIS,' will need to be unpacked to understand whether 'integrate' means to simply link the information systems with IMIS or to also develop and host those information systems at the Data Centre, as currently, most of the relevant departments do not have adequate in-house information systems. The clarity will be of help for the relevant departments to understand and take necessary measures accordingly.
- The inputs and outputs may also need to be regularly tracked to ensure that the activities and inputs are leading to achieve the intended outcomes. For example, the primary responses reflect a need to track evidence on teachers training, translating into improved student learning outcomes in Punjab's context. Similarly, it is also shared that OOSCs may be enrolled into schools as part of interventions under components 1 and 3; however, there is a lack of input strategies to ensure sustained retention of the enrolled OOSCs in the long term. Likewise, overcrowded schools and inadequate facilities have been identified as critical factors affecting student retention in Pakistan's primary schools. However, the programme design lacks a strategic approach to address these challenges. In some instances, the responses from KIIs showed a need to strengthen the role of the LEG forum for an **improved coordination between relevant departments**.
- As mentioned above, those are a few risks that identify a need for a continued process of risk identification and mitigation to mitigate any risks that may hamper the progress of some of the essential activities, especially those under SpEd and L&NFBED.

- Some of the programme components are still being designed. For example, the L&NFED department is striving to implement a 48-months NFEIs programme versus 32-months programmes suggested, keeping budgetary constraints in mind. This may lead to further **delays in the implementation**.
- **Delays in procurements** for some essential activities have been noted. For example, assistive devices need to be procured for students with disabilities in SED and SpEd in collaboration with the Primary and Secondary Healthcare Department, Punjab which has completed the screening of all the students under its ambit and has shared the data with UNICEF to procure relevant assistive devices. As per the verified primary data received from the respective department, the screening data is time sensitive as the needs of the students with disabilities change very quickly if they are not supported timely. Therefore, screening data will become redundant if the procurement is not done within three months of screening, and the provision of assistive devices beyond the three months may not cater to the changed needs of the students. This may result in limited value addition of assistive devices, posing a threat to achieving the intended outcome.
- **Managing the expectations of Government officials** is expected to be a potential risk. It was highlighted in the KII with UNICEF that “government departments often tend to treat the ESPIG grant like a fund that can be used in any other activity under their mandate without fully understanding it’s a programme with defined areas of spending.” Therefore, requests on allocating/re-appropriating funds to activities not feeding into the fulfilment of the programme’s objectives may occur. It is important to note that there is a defined process of GPE for realignment of activities and budget.



Photo Credit: UNICEF Pakistan

External Risks

- Increased frequency of climate-induced disasters in Punjab, such as floods, heat waves, epidemics, etc. The occurrence of any such events in the future may potentially impact the programme causing the destruction of school infrastructure, impeding access to targeted regions, or increased climate-related migration. This may lead to school dropouts, increased OOSC, disruption and delay of planned activities, and reversing the impact of previously completed activities. For example, as

per data collected by the SED, the recent floods of 2022 in Punjab damaged 995 public schools; of these, 635 are primary schools.¹¹ Furthermore, as per the recent World Bank study¹², at least an additional one million children could likely stop attending school in Pakistan.

- The timeline leading to General Elections 2023 in Pakistan is expected to be highly volatile politically. The possibility of a heightened security risk may affect the on-ground programme implementation of the activities.
- A robust risk mitigation strategy may be of help to identify and address internal and external risks ranging from political instability to fiduciary activities (for example, misuse of GPE funds and/or non-adherence to the agreed protocols for spending could lead to unintended results like unmet outputs), to the environmental and social impact.

Availability and Accuracy of Information Related to the TALEEM Programme

Finding 8: Focused and targeted coordination amongst stakeholders and departments.

The TALEEM programme has established a robust support system with the PMIU and a dedicated TALEEM programme Cell for implementation, monitoring, evaluation, and data management. UNICEF serves as the GA, offering technical assistance and capacity-building support. At the same time, the Local Education Group (LEG) of Punjab acts as a platform for discussion and resolution of challenges faced by relevant departments.

However, the respondents emphasized the need to strengthen the coordination among stakeholders, beyond the LEG forum, to ensure collaborative efforts in achieving the same outcomes. For example, SED and SpEd are working on Component 2 of the TALEEM programme; therefore, an intensive coordination between these departments is essential. Similarly, L&NFBED and SED are working towards increasing access to education for OOSC, and there is a need to cohesively plan and work towards achieving this outcome. Knowledge sharing meetings within departments must be encouraged to ensure that learning from each other will help departments attain the targets more cohesively. For example, under the TALEEM programme, SpEd completed the screening of all the students with disabilities under its ambit. The activity proved to be successful in collecting baseline data and identifying students' need for assistive devices. As SED also has to conduct the screening exercise in mainstream schools as part of the TALEEM programme, it will be beneficial for SED to collaborate with SpEd to learn from their experiences and complete the activity.

In addition to this, further strengthening the role of the LEG forum may also be of help to increase the efficient coordination. This may occur as a natural course once the programme is in full swing of execution. However, it is essential to intensively ensure the smooth coordination amongst relevant departments, especially with expected results.

Practicality and Utility of the Prospective TALEEM Programme Evaluations

Finding 9: Efforts to be ensured for IMIS's sustainability, and to minimize threats to sustainability & evaluability.

As per the programme document, the Data Centre/IMIS staff's salaries will be transferred to the SED/GoPb budget during the EA activity. As mentioned in the earlier section, Data Centre/IMIS staff has technical skills employed to develop and operationalize IMIS. The current salaries of the IMIS staff are market-competitive and higher than the regular government pay scale. To ensure sustainability,

¹¹ *Financing Education in Pakistan: The Impact of Public Expenditure and Aid on Educational Outcomes* by Rabea Malik and Arif Naveed (2012) https://ceid.educ.cam.ac.uk/researchprogrammes/recoup/publications/workingpapers/WP42_RECOUNPakistan_financing_paper.pdf

¹² *World Bank. Pakistan - Third Punjab Education Sector Project (English)*. Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/099171003022380690/BOSIB0ef03e46b0e80bcd800755454ec59>

as outlined in the programme document, it is imperative to ensure that the GoPb offers a competitive salary to the IMIS staff to ensure retention and sustainability.

Finding 10: The TALEEM programme Cell, as well as the implementing departments, have adequate human resources and capacity in place to support its implementation, reporting, and monitoring efforts. However, it needs to be oriented about the programme’s indicators and targets.

The TALEEM programme has a strong and well-established structure for coordination, monitoring, and implementation, with the PMIU serving as the secretariat and leading the monitoring and reporting activities. The PMIU has rich experience of managing large-scale and multifaceted programmes, with a field force of approximately 1,000 Monitoring and Evaluation Assistants. As per the programme document, technical leads (heads of departments) will submit their relevant components’ monthly progress updates to PMIU and UNICEF against activities planned in the operational work plan. Therefore, the departments must have the capacity to execute the planned actions, monitor them on the field, and provide progress updates to PMIU and SED. During the interviews with the technical leads of the department, it surfaced that each department does have some monitoring and evaluation mechanism in place to track/follow up on the TALEEM programme-related activities. Figure 4 outlines the M&E and reporting capacity of each implementing department:

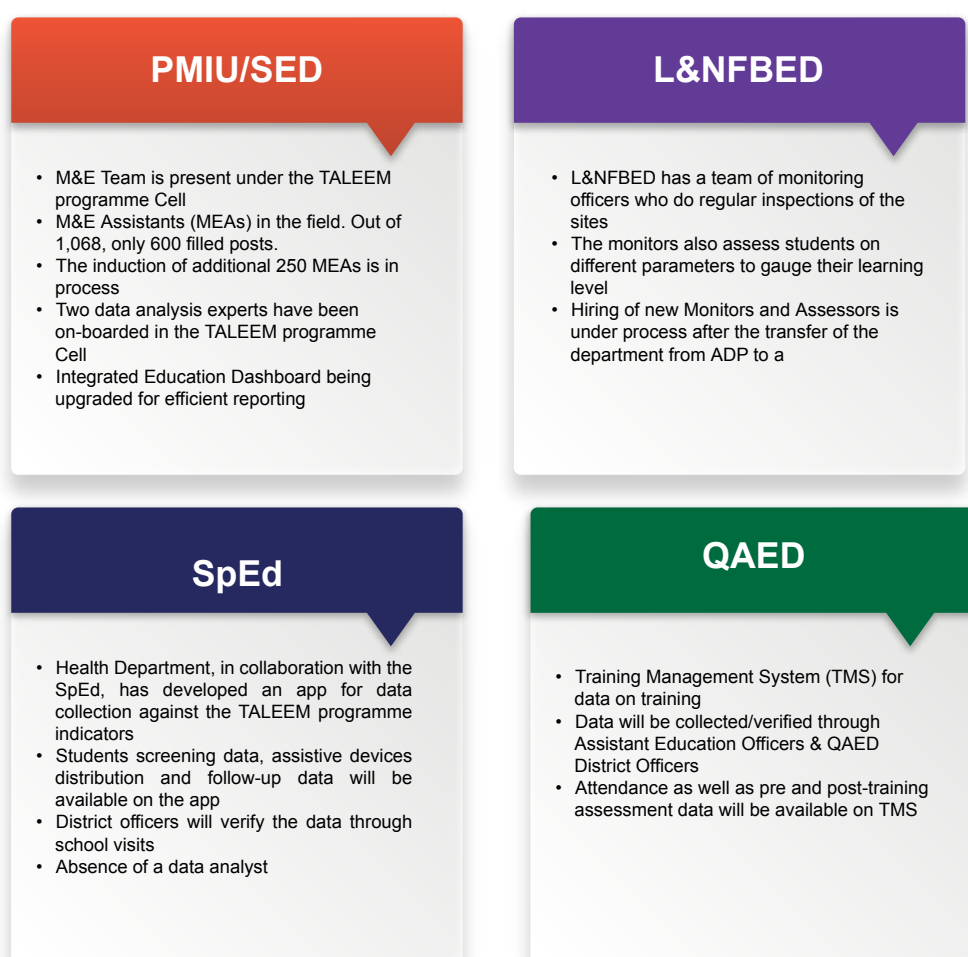


Figure 4. M&E and Reporting Capacity of The TALEEM Programme's Implementing Units

A dedicated TALEEM programme Cell has been established within PMIU, comprising three units for Programme Implementation, Monitoring and Evaluation, and Data Management. With PMIU’s experience and expertise and UNICEF’s support, the TALEEM programme has the potential to track/monitor the progress of different interventions. However, the staff under the TALEEM programme

was recently on-boarded and would require some time to fully orient themselves to the programme's reporting, monitoring, and evaluation requirements. Furthermore, it was highlighted during the KIIs that implementing departments also required orientation and understanding of the TALEEM programme specific reporting, monitoring, and evaluation mechanisms to implement the programme successfully.

Finding 11: The existing data collection sources and methods sufficiently cover the quantitative aspect of measuring output results. However, qualitative data collection and mixed-methods research to measure qualitative outcomes are missing.

The TALEEM programme M&E framework developed by the UNICEF team clearly delineates the indicators, specific targets, their corresponding data sources, methodology and responsible implementing units. The Results Chain for the outputs is coherent in terms of its alignment with the M&E matrix. It delineates the targets for each year, making it a useful tool to gauge incremental progress against the targets for each component. Overall, the M&E framework is gender-sensitive and has gender-disaggregated targets and inclusive data collection methods built into its design. Baseline measures exist for almost all indicators except for the pilot interventions.

KIIs conducted with the UNICEF team indicated that the M&E framework in practice is agile and flexible enough to accommodate any ex-post data needs that might materialise during programme implementation. This will be of critical value to the UNICEF team, especially in observing the results and measuring the impact of pilot interventions that have no prior baseline, such as Component 1 and Component 3. Baseline data does not exist since these pilot interventions are new additions to the TALEEM programme's target districts. A flexible M&E framework, including a periodic (annual or bi-annual) review of the results from interventions like Component 1.1 and Component 2, is expected to allow the UNICEF team and relevant implementing units to make adequate course corrections during the programme implementation.

The evaluation team, as well as some stakeholders like PMIU and SED, observed that measurement of specific qualitative outcomes could have improved the effectiveness of the programme. For example, Components 3 and 5 with qualitative indicators may be imperative in measuring these interventions' utility in improving service delivery quality (Component 3-IMIS) or leading to behaviour/perception change in communities (Component 5 - Media and Advocacy Campaign). Third Party Validation (TPV) firm, along with the implementing units, can jointly collect qualitative data. Currently, the implementing units have a good understanding of collecting quantitative M&E and data collection methods; however, with capacity building exercises by the UNICEF team, the M&E teams can be trained to collect qualitative data on changes in knowledge, attitude and perceptions using Likert scale questions and open-ended questions (where necessary and feasible) for a more robust assessment of expected results.

Currently, each implementing unit collects data against its own assigned components. While the data collection responsibility is adequately distributed among the relevant implementing units, the Integrated Management Information System (IMIS), developed and centrally managed by PMIU/SED, is the ultimate custodian of the programme's wide integration and consolidation of databases. At the time of this EA, the IMIS was not active. PMIU indicated a significant gap in the transferability of databases from their parent organization to the IMIS, citing issues related to a lack of digital archives, variability in data collection formats, etc. Since IMIS is envisioned as the central repository for data collection and report generation for most indicators, further deferral in its functional activation may lead to delayed capture of critical results or the identification of implementation bottlenecks requiring immediate course correction.

Findings from the EA suggest that the existing methods of measurement included in the M&E matrix fulfil the planned monitoring and evaluation needs. Multiple systems, such as the School Information System and M&E Assistants App (PMIU), Training Management System (QAED), etc., provide reliable and valid data against the planned indicators. Dedicated M&E teams within all implementing units except L&NFBED are in place. However, most of the stakeholders interviewed, including the UNICEF team, alluded that these teams needed advanced capacity building to ensure quality and consistency in data collection and processing throughout the programme lifecycle.

Finding 12: The existing data triangulation mechanisms comprising progress reports from the IMIS database are not sufficient, and require further strengthening through qualitative data collection, outcome-focused reporting and comparative analysis to improve the evidence base for evaluating programme results.

Since the IMIS was not fully functional at the time of the EA, it was challenging to gauge the platform's utility from the perspective of intended users (such as the UNICEF team, key stakeholders within the TALEEM programme and policymakers). Since this is a pilot intervention, the consultants could not make an informed assumption regarding this tool's future practicality as there is no comparable system in Pakistan at the moment. However, concluding from the KIIs conducted with various stakeholders, especially SED, the EA team considers that the IMIS can be of significant value if used optimally. Senior SED officials suggested that to enhance the utility of the IMIS, the quantitative reports generated from the system must be supported with data synthesis, creative data visualization, longitudinal research and in-depth qualitative analysis to improve the evidence base and to facilitate data driven decision-making by policymakers within the education sector in Punjab.

At the GA level, UNICEF has its own multi-tier monitoring arrangements under the Harmonized Approach to Cash Transfers (HACTs) framework comprising TPVs, independent audits and monitoring spot checks within the programme's target areas. While UNICEF routinely conducts spot checks, the TPV had not commenced as of the compilation of this report. Due to the unavailability of qualitative data collection measures and independent data from TPV, the level of triangulation at the existing stage of the programme implementation is low. Until the TPV data becomes available, the following alternate sources of education statistics can be used for triangulation:

- Pakistan Social and Living Measurements Standards Survey 2019-20 (PSLM) (<https://www.pbs.gov.pk/content/pakistan-social-and-living-standards-measurement>)
- Annual Status of Education Report (ASER) Pakistan (https://asERPakistan.org/index.php?func=data_statistics)
- World Bank EdStats Portal (<https://datatopics.worldbank.org/education/country/pakistan>)
- The Academy of Educational Planning and Management (AEPAM) datasets (<http://library.aepam.edu.pk>)
- Multiple Indicator Cluster Surveys 2023 Survey (upcoming) (<https://mics.unicef.org/surveys>)
- Other School Education Department (SED) Databases (<https://sis.punjab.gov.pk>)

Of the above available datasets, the AEPAM and SED datasets provide the most relevant and latest data on the TALEEM programme indicators as defined in its M&E framework. The datasets in these databases provide sex-disaggregated tehsil and district-level data on enrollment, number of teachers, and retention etc. The data from the datasets can be collected longitudinally for the TALEEM specific indicators to serve as a means of triangulation.

Finding 13: The most critical moment of the evaluation will be the end-of-implementation stage (Year 5) for a summative evaluation of the entire programme.

Consolidated findings in light of the EA suggest the most critical moment for evaluation to be towards the end of the programme lifecycle, i.e., Year 5. The TALEEM programme, by design is a multi-faceted intervention built upon the successes and learnings of its predecessor, the PESP II. The programme also pilots several new initiatives (outlined above) having no prior baseline or comparative results from the Punjab province. All respondents stressed a strong need for a summative evaluation to holistically measure the results, map the actual outcomes of the programme's various interventions and capture any unintended consequences. Detailed ToRs outlining the scope, objective, evaluation use and critical evaluation questions are provided in the Annexure 2.

Stakeholders from both the UNICEF Punjab office and SED reinforced that proposed future evaluations would be of interest and use to their implementing units and funding partners, and would be used by both senior management at the country level and sector programme specialists. The EA team agrees with this recommendation based on the justification and future utility of the suggested evaluations in providing impact-level evidence.

A critical finding from the EA was to ensure that results from future evaluations of the UNICEF programme must be optimally used. In the light of this, the timing should be such that evaluation findings are available for adequate course corrections (by the UNICEF team), serve as input for consultative forums such as the LEG, and inform UNICEF's future strategic plans/programme designs. A mid-term evaluation may be valuable to assess progress against the intended outcomes of the programme, and for course correction measures. The timeline to conduct a mid-term evaluation needs to be carefully decided to capture the comprehensive progress against each of the outcomes.

Furthermore, a comparative study of the existing evaluations/studies/researches, encompassing education sector programming across the country (but focusing more on Punjab), was suggested. The study is expected to collate best practices and learning from previous education sector programming to draw out what has worked, what has not worked, and innovative approaches adopted by other stakeholders in the education service delivery. Key insights from this study are expected to inform future programme designs by UNICEF and other stakeholders in the sector.

Chapter 5: Conclusions and Recommendations

Conclusions

Alignment of the TALEEM programme with Punjab's Education Sector Needs/ Priorities

The TALEEM programme, funded by GPE, is a comprehensive initiative to improve education quality and access to education in Punjab. It is aligned with the Provincial Education Sector Plan. It has a focus on reducing inequalities and improving access to education for marginalized and disadvantaged children, particularly girls and students with disabilities. The programme includes teacher training, Accelerated Education Pathways, and the development of a centralized IMIS. Additionally, the programme could benefit from in-depth analyses and efforts to understand the challenges faced by marginalized groups, supporting policy building and monitoring systems to address long-term challenges. Despite these limitations, the TALEEM programme has the potential to make a significant impact on inclusive access to quality education for underprivileged and marginalized children in Punjab.

Context of the TALEEM programme: Risks and Opportunities

The TALEEM programme has a robust support system, including the PMIU, a dedicated programme Cell, UNICEF as the GA, and the LEG of Punjab as a platform for discussion and resolution of challenges faced by involved departments.

The programme faces both internal and external risks that may affect its coherence, efficiency, effectiveness, impact and sustainability. Internal risks include the lack of in-depth unpacking and understanding of targets, missing links between inputs/activities and desired outcomes, lack of coordination between relevant departments, and delays in procurement for time sensitive activities. External risks include climate-induced disasters, managing government officials' expectations, and volatile political timelines. Moreover, it is pertinent to highlight that the programme's risk mitigation strategy lacks the identification of some potential risks.

Relevance and Coherence of the TALEEM programme's ToC and Results Chain

The programme's ToC needs to adopt the approach of a participatory review which involves all stakeholders to ensure the adequacy of inputs against the intended outcomes. This will help ensure the aptness of activities and aligned outputs. Additionally, the programme has underlying assumptions that must hold true for successful impact translation, such as teachers' access to smartphones and stable internet, convenient attendance in monthly Community of Practice, and retention of OOSC. However, these assumptions may not hold over the programme's life, which could increase the risks to achieve the desired outputs and outcomes.

The Results Chain for the TALEEM programme was developed collaboratively with relevant departments, but frequent changes in government stakeholders resulted in limited knowledge of programme design dynamics among current officials. While the TALEEM programme's Results Chain supports the programme's ToC, it has some limitations, such as the baseline (held in 2019), which was approximately four years ago, resulting in some changes in the context. Although the efforts were made to improve the language and measurability of targets, it would still be valuable to review the targets in the current context to ensure relevance.

Strengths and Gaps in the TALEEM programme's M&E Framework

A dedicated TALEEM programme Cell with three units has been established in PMIU for programme implementation, monitoring and evaluation. The programme has adequate human resources for monitoring, reporting, and evaluation, but they lack understanding on the programme's indicators and targets. The PMIU leads the monitoring and reporting activities with a field force of approximately 1,000 Monitoring & Evaluation Assistants. The technical leads of departments have monitoring and

evaluation expertise. In addition, the PMIU has monitoring and evaluation mechanisms in place to track and gauge programme-related activities, outputs and outcomes. However, lack of funds for the Data Centre in the fifth year of the TALEEM programme could threaten its sustainability and evaluability, as staff salaries may be transferred to the government payroll, resulting in staff attrition.

Moreover, the M&E framework for the TALEEM programme is comprehensive, coherent and gender sensitive. The Results Chain aligns with the M&E framework and allows measuring incremental progress against targets. The framework is flexible and can accommodate future data needs. However, the existing results Results Chain and M&E framework do not measure specific qualitative outcomes. Data collection is adequately distributed, but the IMIS is not yet active, which may lead to delayed capture of critical results or identification of implementation bottlenecks. The existing measurement methods are reliable, but there is a need for advanced capacity building for M&E teams to ensure consistency in data collection and processing.

The EA also found that the IMIS platform was not fully functional during the evaluation, making it difficult to assess its utility from the perspective of its intended users. However, the platform could be valuable if supported with creative data visualization and qualitative analysis to improve the evidence base for data-driven decision-making by policymakers. At the GA level, UNICEF has monitoring arrangements under the HACT framework, but the TPV had not commenced at the time of the EA, resulting in low triangulation. Until the TPV data becomes available, alternate sources of education statistics can be used for triangulation. While the M&E framework provides useful tools for monitoring and evaluation, improvements can be made in measuring qualitative outcomes and strengthening capacity building for M&E teams.

Technical Design of Prospect TALEEM Programme Evaluations

The EA suggests that two critical evaluation moments are needed over the TALEEM programme's life cycle: at the beginning and towards the end. During the inception/early implementation stage, there is a need for a formative evaluation to assess the new interventions being piloted in the TALEEM programme, such as online LMS and digital CPD modules for teachers, health screening and provision of assistive devices, and the establishment of afternoon middle school programmes in target districts. An endline summative evaluation is recommended to measure the results, map the actual outcomes, and capture any unintended impact of the programme's interventions towards the end of the implementation. Results from future evaluations should be optimally used, and the timing should allow for adequate course correction, input for consultative forums, and informing UNICEF's future strategic plans/programme designs. The programme is ready for the evaluations, provided that the IMIS becomes fully functional, and the TPV firm is onboarded.

Recommendations

Recommendation 1: Testing the assumptions and inadequate causal relationships, highlighted in Findings 3, 4 & 6, to rationalize the results chain and inform course corrections when necessary.

In light of Findings 3, 4 & 6 which demonstrate some result areas in the TALEEM programme, ToC relies on assumptions, weak causal relationships, and inadequate impact pathways. The assumed reliance may affect the translation of impact from inputs to outcomes. To ensure that the programme meets its desired outcomes, it is crucial to revisit these assumptions bi-annually to identify gaps between interventions and their intended results, and to make necessary changes, where possible. Revisiting assumptions can lead to more effective and efficient programme implementation with improved outcomes.

Formative and summative evaluation can be used to test and refine the programme implementation, and to gauge impact. Interventions under Component 1 and 3 need to be tracked through process evaluation; this will help ensure the tracking of results. Likewise, the summative evaluation will give a comprehensive picture of the expected outcomes at the end of the programme for future planning and design.

Recommendation 2: Continued focus on a risk mitigation strategy to manage internal and external risks comprehensively and systematically.

The TALEEM programme has its risk mitigation strategy; it is imperative to continuously monitor the risks (internal and external), to ensure that the programme has comprehensive updated mitigation strategies to combat any potential risks that may hamper or impact smooth programme implementation. These may include but are not limited to unpacking targets in the Results Chain, strengthened and continued coordination between relevant departments, using varied routes for implementation, review and readjustment of components during execution, and delays in procurement for sensitive activities.

The programme has these potential gaps in the current risk mitigation strategy:

1. Some of the mitigation measures are quite general and could benefit from more specific steps or action plans to address the risks;
2. The risk assessment does not mention any contingency plans for unexpected events or circumstances that could impact the programme;
3. It is unclear how the risks and their aligned mitigation strategies will be monitored over time to ensure they do not escalate;
4. While the risk assessment mentions the likelihood of social risks, the proposed mitigation measures remain limited, and could benefit from a more comprehensive approach to address these risks

The EA suggests the following approach shall be integrated into the ongoing monitoring and evaluation processes of the TALEEM programme:

1. UNICEF, as the GA, needs to continue keeping an eye on identifying potential risks to have a robust mitigation plan in hand for any prospective risks that can emerge and hamper the programme implementation and/or attaining the results in an effective manner;
2. The secretariat for the TALEEM programme implementation, PMIU, should organize a periodic review of the identified and emerging risks. These review meetings should feature the key stakeholders involved in implementation to rationalize the risk mitigation efforts using the existing resources;
3. The discussions from these meetings should be used to strategically spread the targets over the coming years for indicators that did not meet the previous year, making sure that inputs translate into outputs and later into outcomes. The results framework indicators should be used for tracking the lagging areas for evidence based decisions.

Recommendation 3: Strengthen the coordination mechanism for the TALEEM programme for identifying roadblocks, improve programme implementation and decision-making.

Currently, the LEG Punjab is used as the platform where all the relevant stakeholders in the education sector come together and discuss progress and roadblocks in implementing the TALEEM programme. However, in light of the findings mentioned earlier, it is recommended to strengthen the platform for effective coordination for programme implementation and decision making. The participation of representatives from JICA and UNICEF will ensure that the TALEEM programme-related issues of all the relevant departments are taken up and discussed in the LEG meetings, which should be used to make decisions for interventions needing more support in design and implementation.

Recommendation 4: Establish a component-specific M&E function with well-defined priorities, roles, and periodicity. This is crucial for ensuring the successful implementation, particularly in addressing any missing linkages and other inadequacies within the Theory of Change (ToC).

The findings provide critical insights into the assumptions and weak relationships in the results chain as well as the inadequacies of the Theory of change. Therefore, it is recommended that all linkages assumed under the result chain/Toc must be closely monitored regularly, particularly at the initial phase of the programme's life cycle. The monitoring methods should be tailored to the specific outcome. A

preliminary component-specific criterion is suggested below:

- Outcome 1 | Surveys/Questionnaires (Learning Outcomes and Monthly CoP attendance)
- Outcome 2 | Regular information capturing from assistive devices (glasses, hearing aids)
- Outcome 3 | Regular knowledge management assessments; IMIS operations/ financing and sustainability.

Recommendation 5: Develop a realistic financial plan for the sustainability of the Data Centre, beyond the fourth year of the TALEEM programme.

A financial sustainability plan needs to be developed to sustain the Data Centre, considering the long-term costs of operating the Data Centre and the IMIS system. This may include identifying alternative funding sources, such as grants and public-private partnerships, and developing cost-saving measures and strategies for maximizing the use of existing resources. A proactive approach is required to ensure that the IMIS operates effectively and sustainably beyond the fourth year of the TALEEM programme, delivering long-term value to the provincial education sector.

Recommendation 6: Strengthen UNICEF’s role in the Programme Implementation Support to the Relevant Departments.

As a GA of the TALEEM programme, UNICEF has the crucial role of providing technical assistance and implementation support to the relevant departments. To fill the programme design gaps, UNICEF must work closely with the relevant departments to ensure that targets in the Results Chain are accurately unpacked and understood. For that purpose, UNICEF is recommended to establish small Technical Working Groups in addition to the existing ones to complement the TALEEM programme’s reliance solely on the LEG forum as the programme implementation picks up over the coming quarters. The formulation of context specific TWGs, when and where required, will facilitate impartial but informed decision-making, maximizing the programme’s impact.

From a capacity point of view, UNICEF is recommended to integrate the HACT with the TALEEM programme’s M&E Framework, perhaps later with the IMIS. The integration will allow for the triangulation of real-time result indications for evaluating periodic progress. The integration prospects will further augment UNICEF’s capability as a quality assurance agent and ensure that the grant funds are used effectively and efficiently to support education sector needs.

Under the strengthened role, UNICEF may also disseminate lessons learned, and share best practices from other similar programmes to inform implementation partners and other sector partners, in addition to improving the programme’s visibility for strategic advocacy and sustainable financing.

Recommendation 7: A comprehensive Knowledge Management Strategy (KMS) should be formulated to address Coordination and Communication challenges between stakeholders involved in programme execution, mainly to ensure the successful institution of IMIS (Sub-component 3.1) with a relatively higher pervasiveness and sophistication.

The KMS will envision addressing the current information sharing and coordination challenges among key implementation actors at all stages and support the resolution of implementation impediments. The KIIs revealed several coordination gaps and a lagging motivation for collaborative engagement (Findings 9 & 10). Considering this, the strategy should articulate clear roles, responsibilities, routines, and tools necessary to manage, share, and leverage the programme’s knowledge assets and functions.

The KMS strategy may pursue an integrated approach that connects all actors for data collection, integration, and dissemination. The strategy may also include provisions for improved collaboration between PMIU and other partners through regular meetings, working groups, and capacity-building programmes tailored to the needs and requirements of information utility within decision-making processes. Additionally, a clear outline of performance incentives and accountability protocols successfully integrating IMIS (Sub-component 3.1) and quality assurance procedures that guarantee

quality data-utilization and dissemination prospects should also be a priority of the KMS roadmap.

The strategy will provide a rationalized perspective for stakeholder engagement with a distinction of role, and a clear definition of protocols to reach out to relevant authorities, educational institutions, and bureaucratic influencers. However, the roadmap shall prioritize bridging the existing gaps in coordination while motivating the stakeholders towards operationalizing and the long-term sustainability of the IMIS. This multi-purpose strategic plan would serve as a paramount dimension for the TALEEM programmes, a communication solution for future programmes thereby helping the sector deliver more and better.

Recommendation 8: Improve measurability metrics and triangulation of results by adopting a mixed-methods approach to data collection and analysis within the M&E framework.

As mentioned in Findings 11 and 12, qualitative measurement of outcomes is missing in the existing results chain and M&E framework, along with a lack of baselines for pilot interventions. For instance, the results against Component 1 (Improving Access and Learning at Primary Level), Component 3 (Improving Efficiency in Education Planning and Decision Making) and Component 5 (Changing Mindset through Effective Communication) need baselines or qualitative indicators to measure the impact of these initiatives over the programme lifecycle. It is recommended to add qualitative tools/questions in the regular monitoring activities, including field visits, feedback forms with stakeholders and community members, half-yearly/ annual stocktakes, etc. This will not only add more depth to the already available data but also support the triangulation of results during the summative evaluation of the TALEEM programme. Some examples of qualitative questions can be:

Component	Intermediate Results	Qualitative Questions
Component 1.1	It improved classroom teaching and learning at the primary level by developing and implementing a provincewide continuous professional development and mentoring programme for all primary schools.	<ul style="list-style-type: none"> • Are the CPD modules relevant and easy to understand for the teachers? • What changes in teaching methods have resulted after introducing digital CPD modules? • To what extent have student learning outcomes improved/changed subsequently to the teachers completing the CPD modules? • Is there a correlation between CPD implementation and enrolment/ retention rates?
Component 2.1	Children with mild cognitive and physical disabilities have improved access to mainstream schools through inclusive learning environments and the provision of assistive devices.	<ul style="list-style-type: none"> • Is the inclusive education framework easily implementable in the existing classrooms? • In what aspects has the learning environment changed after implementing inclusive approaches? • What is the perception of parents/ influential community members towards the inclusive education approach?

Component 3.1	Improved performance management and efficiency in service delivery through the development and utilization of an Integrated Management Information System (IMIS)	<ul style="list-style-type: none"> • Is the IMIS user-friendly? • Is it practical in terms of report generation and data analysis? • Has the IMIS been used to predict trends or make short-term course corrections?
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Table 3. Qualitative Indicators for M&E Framework

Another layer of triangulation can be added when the results of the MICS 2023 survey for Punjab are published. It is expected that the new MICS data, along with the results from the robust data collection of the TALEEM programme will be a significantly important source of informing the next Punjab Education Sector Plan’s priorities and education needs after the current plan (2019-20 to 2023-24) ends.

It is further recommended that the TPV firm be on-boarded on a priority basis and a rigorous capacity-building exercise of the TPV team, and the M&E staff of the implementing units be carried out by UNICEF within the following months. Wherever possible, it is recommended that not only a single data source, but a combination of different data sources be used (for as many objectives as possible) to reduce the risk of errors and biases, and to improve understanding. Using a variety of qualitative and quantitative data is expected to enhance process evaluation and ensure that the strengths of another balance the limitations of one type of data.

Recommendation 9: Plan evaluation exercises and studies at critical moments of the programme implementation to measure the actual impact of the intervention against the planned outcomes.

As identified through the evaluability assessment, the most critical moment of evaluation is towards the end of the programme cycle in Year 5. The key evaluations and research exercises recommended are a) summative evaluation to gauge the overall impact of the intervention and b) a comparative review of published evaluations from the education sector programmes in Pakistan. The recommended parameters of these evaluations are given below:

- Summative evaluation of the TALEEM programme is a highly essential activity and is recommended to be planned timely towards the end of the programme. The primary objective of the evaluation will be to assess whether the TALEEM programme has achieved its intended goals and objectives and if it has made the desired impact on the target population and stakeholders. The evaluation will be conducted using the OECD’s DAC Criteria. It will be used to build evidence and support for the programme by documenting its impact, which will be critical in securing funding and resources for future programme iterations. Moreover, it will also provide helpful information for benchmarking and comparison with similar programmes in Pakistan and the broader South Asian region. This information can inform the development of best practices, policies, and strategies to improve the effectiveness of education sector programmes at the national and regional levels. Broadly, the scope of the summative evaluation will cover the following strategic aspects:
 - Has the overall programme goal been achieved?
 - How well has the project achieved its objectives and sub-objectives /intermediate results?
 - What, if any, factors outside the programme have contributed to or hindered the desired change?
 - What, if any, unintended change has occurred due to the programme?

A detailed description of the prospective scope, objectives, evaluation use, and indicative key evaluation questions (KEQs) for the summative evaluation is provided in Annexure 2.

- Comparative review of published evaluations/studies/research from the education sector in Pakistan is strongly recommended. This would provide a foundation to identify the best practices and programming approaches adopted in Pakistan (mainly focusing on case studies from Punjab)

addressing gaps and issues in the education sector. UNICEF could potentially plan for a synthesis of these and similar programme-level evaluations, studies and research as a means to determine the viability of pilot interventions in the TALEEM programme that may have been implemented elsewhere, test assumptions about effective programming for learners and extract significant learnings and best practices from other programmes. This would also support a systematic stocktaking and testing of the evidence base for UNICEF's ongoing and future interventions in Pakistan's education sector and go on to serve as a source of rich insights for the next Punjab Education Sector Plan (GoPb). Following are some of the recently concluded education sector programmes in Pakistan that could be included in the study:

- Pakistan Reading Project (USAID)
- Sindh Basic Education Project (USAID)
- Ilm-Possible- Take a Child to School (British Council/FCDO)
- Access to Education for One Million OOSC in Pakistan (Alight)
- Pakistan—Transforming Education in Pakistan (FCDO)
- The Punjab Education and English Language Initiative (PEELI) (British Council)

Annexure 1: Documents Used for Desk Review

The following list of documents was consulted for a desk review as part of carrying out this Evaluability Assessment:

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

Annexure 2: Draft ToRs for Future Evaluations

Purpose & Objective of Summative Evaluation

The summative evaluation aims to test the coherence of the programme theory of change and its assumptions. It will also provide a summative assessment of progress towards the achievement of the overall goals of the TALEEM programme in terms of improvement in access to inclusive and quality education in the Punjab province.

Specific objectives of the summative evaluation will include:

- Assess progress made towards achieving results at the outcome levels identified in the project design and assess, where possible, to gauge the project’s impact regarding the outcome or goal.
- Assess the efficiency, relevancy of results and project methodology
- Assess the sustainability of the project
- Provision of recommendations and lessons learned for future design and implementation of similar programming
- Primary users of the evaluation findings
- The users of the evaluation will include all the stakeholders mentioned below:
- Primary user: UNICEF PCO, the TALEEM programme implementing at national and local levels, technical agencies and education services delivery institutions, programme primary and tertiary beneficiaries
- Secondary user: Government ministries and academic institutes working on primary and secondary education
- Other audiences: other UN agencies, NGOs, private and institutions related to primary and secondary education
- Use of the evaluation findings
- The evaluation is meant to facilitate reflection and learning among education managers responsible for programming on inclusive primary and secondary education in UNICEF and its implementing partners in Punjab.
- Policy-makers and government counterparts are expected to use evidence from the evaluation to deepen their understanding of the issues facing teachers and OOSC at all levels of the education system so as to mobilize stakeholders in key sectors to drive meaningful improvement in education service delivery.
- The evaluation is also expected to produce concrete learnings and recommendations for future programming directions for UNICEF and other relevant stakeholders.

Scope of Evaluation

The following details cover both the logistical and technical scope of the evaluation:

Summative Evaluation	
Time Frame	Year 5 of the TALEEM Programme
Areas of Focus	All components
Geographic Coverage	All the TALEEM Programme districts

The technical scope of evaluation will encompass OECD’s DAC criteria, including:

- Relevance
- Efficiency

- Effectiveness
- Sustainability
- Coherence
- Impact

The scope will also take into account:

- Ownership and risk management

Key Evaluation Questions:

Indicative key evaluation questions for the evaluations are given below:

Relevance:

- Was the TALEEM Programme’s design (including its component activities) the best way to meet the educational needs of parents, children and the Government of Punjab?
- Did the design (including the five component activities) remain relevant over time?
- How well are individual components aligned with /integrated into more comprehensive the TALEEM programme design and/or with other education programmes in the province?
- To what extent do individual components and the overall programme contribute to the GoPb’s Education Sector Plan?
- To what extent did the TALEEM programme’s design, including within its components, integrate gender and equity issues?

Effectiveness:

- What results were achieved against the programme objectives? For instance, the following key evaluation questions (KEQs) may be assessed against each component:

Component 1: Improving Access and Learning at Primary Level	To what extent has educational attainment (learning outcomes) improved in Punjab over the period of the TALEEM programme?
Component 3: Improving Efficiency in Education Planning and Decision Making	To what extent has the IMIS enabled efficient data collection and consolidation for its user? To what extent were the reports from the IMIS used by stakeholders for education planning and decision making?
Component 4: Improving Access and Learning at Middle Level	To what extent has the TALEEM programme improved access to education for children, including girls, children with disabilities and minority groups from priority districts in Punjab?
Component 5: Changing Mindset through Effective Communication	To what extent has the perception changed at the community level (parents/guardians, community elders, faith-based leaders) towards enrolment of children, especially girls, in public schools? To what extent has the perception regarding ‘quality education delivered by public schools’ changed at the community or household level?

Table 4. Key Evaluation Questions for Programme Evaluation

- Which project components and combinations or project components made the most significant contributions to outcome achievement? Through which specific pathway? Which least?
- Were there any unintended or negative effects of the programme?
- What internal factors (e.g., programme design and management, governance structure and institutional arrangements, staffing, UNICEF systems, partnership and coordination arrangements, use of participatory approaches in institutional capacity building, etc.) caused the observed changes and affected whether or not results were achieved?
- What external factors (those related to the external operating environment, e.g., policy changes, political engagement, staff turnover, co-ordination between SED and implementing units, etc.) caused the observed changes and affected whether or not results were achieved?

Efficiency:

- Was the TALEEM Programme implemented in the most cost-efficient way compared to alternatives? Which programme components represent value for money regarding effectiveness, efficiency, economy and equity? What was the value for money for the programme as a whole?
- Did individual components take place according to the planned implementation schedule?
- Did the programme as a whole meet its milestone objectives?

Sustainability:

- Did the TALEEM programme design and implementation incorporate sustainability measures within or across its components, such as capacity building of departments within SED, civil society organisations, school management systems and communities? To what extent has the GoPb's engagement and ownership of the TALEEM programme been fostered throughout implementation?
- Are the sustainability measures, as implemented within and across components, sufficient to continue the benefits of the TALEEM programme after 2026?

Coherence

- To what extent are the TALEEM programme's activities aligned with the Punjab Education Sector Plan's priorities?
- Are there synergies between TALEEM programme and other education-related initiatives in Punjab?

Impact:

- Has the TALEEM programme caused a significant change in the lives of the intended beneficiaries?
- Did all the intended target groups, including the most disadvantaged and vulnerable, benefit equally from the TALEEM programme?
- Is the TALEEM programme transformative – does it create enduring changes in norms – including gender norms – and systems, whether intended or not?
- Is the TALEEM programme leading to other changes, including “scalable” or “replicable” results?

Ownership and Risk Management:

- Are the primary stakeholders of the TALEEM programme fully committed and supportive of the development initiatives and do they have the appropriate authority and tools to make decisions and take action?
- Was there coordination between all key actors and stakeholders to simplify procedures and to share information to avoid duplication?
- Were effective and efficient systems in place and properly used to identify and manage risks, including risk mitigation?

Methodology

The methodology should include examining the intervention's Theory of Change (or if feasible reconstructing one if the TOC not in place), specifically in the light of upcoming final impact assessment. The evaluation methodology should allow an assessment of outcomes and of the likelihood of impact by combining quantitative data with qualitative assessments and case studies that demonstrate and visualize the outcome of training. Additionally, a closer review into the relevance and quality of indicators to measure end-line values of the results framework is crucial to ensure robust information is available for the final impact evaluation.

The evaluator may adapt the methodology, subject to the agreement between the evaluation manager and the evaluator, and reflected in the inception report.

Data Collection Methods: The summative evaluation will collect quantitative data as well as qualitative data on key behaviours and changes in performance/outputs in all programme districts. It will be undertaken with proper sampling methods, allowing detection of differences in intervention coverage, knowledge and behaviours among all relevant stakeholders. Both quantitative and qualitative methods of inquiry, including IMIS data, semi-structured interviews, focus groups and classroom observation should be used with open questions that can lead to the exploration of processes and articulation of how the implementation processes have unfolded to date. Data and information should be collected, presented and analysed with appropriate gender disaggregation even if project design did not take gender into account. The evaluation will combine qualitative and quantitative data collection and evaluation techniques using the following methods:

Desk-Base Review: The evaluation will review relevant project documents and content produced before and during project implementation including the project proposal, annual and quarterly work plans, project progress reports, annual project reports, policy documents and other documents produced by or associated with the programme.

Interviews with Project Stakeholders/Partners: In addition to the desk review, the evaluation will also conduct interviews of key project stakeholders using a structured methodology developed by the consultant in collaboration with the UNICEF programme team.

Key Informant Interviews (KIIs): A set of KIIs will also be conducted with relevant key departments and stakeholders involved.

Focus Group Discussions: Data will also be collected using focus group discussions with project beneficiaries and other project stakeholders using a pre-designed focus group discussion guide.

Survey: Where applicable, sample survey will be conducted in select locations to gather school and classroom evidence about the outcome and impact of the project.

The overall design for the evaluation will be theory-based and utilization-focused, using an applied mixed method approach. The OECD DAC criteria will be used to design the evaluation framework.

The methodology will be broadly guided by, but not limited to, OECD's DAC Evaluation Criteria, the UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis (2021). Overall, a human-rights based approach will be adopted throughout the evaluations with a special focus on ensuring gender and disability sensitivity, and inclusion of marginalized groups.

Data Collection and Triangulation:

Data will be collected through the following sources:

- Desk Review (including but not limited to programme documents, IMIS reports and periodic reports developed by UNICEF, its implementing partners, and the TPV firm)
- Focus Group Discussions

- In-depth interviews and consultations
- Classroom observations / school observation visits

Triangulation of information and data through different methods and sources is considered fundamental to draw evidence-based findings, conclusions and recommendations. Methodology design should identify opportunities to ensure that various stakeholders and social groups (including those who are not accessing services), in particular children, parents/ caregivers, community members and decisions makers at local and central levels are reached and their voices heard, considering the ethical considerations and gender perspective. Data should be disaggregated by sex, disability and other characteristics as relevant to demonstrate equity focus to the extent possible, along with gender-responsive analysis.

The Contractor will be responsible for:

- The design, planning and implementation of the evaluation and the write-up of the evaluation report, using an approach agreed with ILO, and for delivering in accordance with the ILO's specifications and timeline;
- Consulting and liaising, as required, with UNICEF and other partners to ensure satisfactory delivery of all deliverables;
- Ensuring availability, if required, to take part in briefings and discussions, online or, if necessary, at the UNICEF Office or other venues, on mutually agreed dates, in line with the work outlined in these ToRs.

The evaluation will be conducted by an independent evaluator. The evaluator can constitute a team as deemed fit (hiring additional staff). All members of the evaluation team (including the additional staff) shall thus fall under the evaluator's supervision and responsibility. The evaluator will be responsible for conducting the evaluation according to the terms of reference (ToR). Broad-based responsibilities and qualifications of the Senior Evaluation Expert or Team Leader for all recommended future evaluations are summarized below:

Expected Responsibilities:

- Lead and direct all parts of the evaluation, including work planning;
- Coordinate and supervise the evaluation team's work in their contributing roles;
- Act as the leading contact person for the UNICEF team and work closely with it throughout the process, ensuring regular updates and consultation;
- Manage and ensure the quality of the evaluation process, methodological approach and the production of evaluative knowledge;
- Ensure the comprehensiveness and quality of all data collected and analyzed, and of key deliverables before submission to UNICEF, by reviewing and harmonizing their format and content in line with the requirements specified in the TORs;
- Take direct responsibility for all deliverables being delivered timely and of satisfactory quality;
- Participate, design and facilitate the validation workshop in coordination with UNICEF.

Key Qualifications:

- At least eight years of professional experience in leading evaluations, research, or other formative and summative exercises in international cooperation, humanitarian and development assistance, social sciences, social and behavioural change, community engagement, and organizational/institutional effectiveness;

- Master's level degree (or equivalent) in a relevant field across the social sciences, with an advantage for degrees or primary emphasis in evaluation, or areas directly related to the evaluation;
- Extensive experience working with multilateral or intergovernmental organizations;
- Demonstrated ability to supervise an evaluation team at the talent and experience level required;
- Excellent written and oral communication skills in English;
- Experience in conducting evaluations or research in areas of child rights/protection/gender/reproductive health (highly desirable);
- Experience in collecting data from children, or using child focused data collection methods (highly desirable).

Annexure 3: Mapping of EA Questions

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	1.1. To what extent do the TALEEM programme objectives and strategies align with the existing problems of education sector in Punjab?	1.1.1. Evidence of alignment of the 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 The 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, and development practitioners') and beneficiaries (parents, primary- and middle-level teachers, AEO) views on alignment of the TALEEM programme objectives and strategies with the problems of education sector in Punjab	<ul style="list-style-type: none"> 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 The TALEEM programme document
		2.1.2 Key stakeholders (UNICEF, SED, SpED, QAED, PMIU, L&NFBD, and development practitioners') and beneficiaries (parents, primary- and middle level teachers, AEOs) views on whether the expected programme results will address core education sector issues	<ul style="list-style-type: none"> KIIs Thematic analysis 	KIIs with government officials/ technical leads from SED, SpED, QAED, PMIU, L&NFBD, UNICEF PCO as well as development practitioners
3. How are the inputs and activities relevant to the intended outcome? Are the indicators SMART?	3.1 How well are the TALEEM Programme results and indicators able to reflect the change process that is expected of the interventions?	3.1.1 Evidence that the TALEEM Programme inputs and activities (as per the results framework/TOC) are relevant to the intended outcome	<ul style="list-style-type: none"> Documentary review Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> The TALEEM programme document
		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	<ul style="list-style-type: none"> KIIs Thematic analysis 	KIIs with government officials/ technical leads from SED, SpED, QAED, PMIU, L&NFBD and UNICEF PCO

<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) and beneficiaries (parents, primary- and middle level teachers, AEOs) 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 the 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> <ol style="list-style-type: none"> Whether the TALEEM programme results framework is aligned with provincial and UNICEF's priorities M&E framework, indicators and their relevance to the results framework/strategic 	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	<p>Documents including:</p> <ul style="list-style-type: none"> • The TALEEM programme document • The 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>5.1.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on whether the TALEEM programme results framework is aligned with provincial (and UNICEF's) priorities</p>	<ul style="list-style-type: none"> • KIIs • Thematic analysis 	<ul style="list-style-type: none"> • KIIs with government officials/ technical leads from SED, SpED, QAED, PMIU, L&NFBED and UNICEF • PCO
		<p>5.1.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on whether the 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 crosscutting 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 underprivileged and marginalized members of society such as girls, persons with disabilities, minorities etc. catered through the design of the TALEEM Programme?</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. How are the results and the respective indicators reflective of marginalized children including girls, OOSC, drop-outs, children with disabilities etc.?</p>	<p>6.2.2. 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's 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 • The TALEEM programme document

	7.2. What steps have been taken to develop a risk mitigation strategy?	7.2.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on the steps that have been taken to develop a risk mitigation strategy for the TALEEM programme interventions	<ul style="list-style-type: none"> • KIs • Thematic analysis 	KIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED, and UNICEF PCO	
8. Is the Results Chain coherent, logical and with clearly articulated statements? Is its vertical articulation easily identifiable?	8.2. Once the Results Chain logic was formulated, what was the process of designing the intervention activities?	8.2.1. Evidence of design process of the TALEEM programme interventions	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> • The TALEEM programme document • Punjab Education Sector Plan 2019/20-2023/24 • Punjab Education 	
	8.2.2. Key stakeholders (UNICEF, SED, SpED, L&NFBED, QAED, PMIU) views on process of designing the intervention activities		<ul style="list-style-type: none"> • KIs • Thematic analysis 	KIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED and UNICEF PCO	
9. To what extent is the TALEEM programme's Results Chain logic followed by outputs, outcomes, and are the overall goal, causal linkages, and targets clear?	9.1. Is the TALEEM programme's Results Chain logic, followed by outputs, outcomes, and are the overall goal, causal linkages, and targets clear?	9.1.1. Evidence of whether the causal pathways logic/ Results Chain logic leads to the TALEEM programme outcomes	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> • The TALEEM programme document • Programme progress matrix shared by UNICEF PCO 	
10. What is the validity of baseline numbers / values and existing data gaps for indicators in the TALEEM programme results chain?	10.1. What is the validity of baseline numbers/ values?	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	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> • The 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 the TALEEM programme baseline i.e., PSES, MICS, Annual School Census, World Bank and other 	
	10.2. How useful are the selected M&E indicators in measuring changes of interest?	10.2.1. Evidence that M&E indicators are useful in measuring changes of interest	<ul style="list-style-type: none"> • Documentary review • Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> • The TALEEM programme document and monitoring reports • Programme monitoring templates to be provided by UNICEF PCO 	
	10.3. Are there any data gaps in the existing data sources?	10.3.1. Evidence of data gaps in existing sources of education sector data available			Documents including: <ul style="list-style-type: none"> • The 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 nonprofit sector etc.
		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		<ul style="list-style-type: none"> • KIs • Thematic analysis 	KIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED, UNICEF PCO as well as development practitioners

11. Are monitoring mechanisms available with enough human and financial resources for collecting and analyzing data in a sustained manner over time?	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?	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?	<ul style="list-style-type: none"> Documentary review Descriptive comparative analysis 	Documents including: Official documents detailing organograms of key implementing departments and responsibilities of technical leads
		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	<ul style="list-style-type: none"> KIIs KIIs Thematic analysis 	KIIs with government officials/technical leads from SED, SpED, QAED, PMIU, L&NFBED and UNICEF PCO as well as development practitioners
12. Is the quality of information and data available adequate to conduct useful the TALEEM programme evaluation in the future with sufficient frequency?	12.1. What measures are in place to ensure data accuracy and data quality?	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	<ul style="list-style-type: none"> Documentary review Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> The TALEEM programme document Punjab Education Sector Analysis 2018 Review of data sources used by the TALEEM programme to set the baseline and progress monitoring i.e., PSES, MICS, Annual School Census and monitoring data from key implementing departments.
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?	13.1. Are the methods of measurement valid and reliable?	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	<ul style="list-style-type: none"> Documentary review Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> The TALEEM programme document Punjab Education Sector Analysis 2018 Review of data sources used by the TALEEM Programme to set the baseline and progress monitoring i.e., PSES, MICS, Annual School Census and monitoring data from key implementing departments.
		13.1.2. Evidence of whether the data collection frequency is adequate for monitoring and evaluation of indicators of interest	<ul style="list-style-type: none"> Documentary review Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> The TALEEM programme document Review of data sources used by the TALEEM Programme for progress monitoring i.e., PSES, Annual School Census and monitoring data from key implementing departments.
14. What are the relative strengths and weaknesses of the main components of the programme in achieving the overall programme objectives?	14.1. What are the relative strengths and weaknesses of the main the TALEEM programme components in achieving overall programme objectives?	14.1.1. Evidence of strengths and weakness of the TALEEM programme components in achieving the overall programme objectives	<ul style="list-style-type: none"> Documentary review Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> The TALEEM programme document Punjab Education Sector Analysis 2018
15. Does the TALEEM programme have a well defined theory of change / logic model? Is it flexible and responsive to external factors? Are the causal linkages between various levels of the intervention clear?	15.1. Does the TALEEM programme have a well-defined TOC/logic model?	15.1.1. Evidence of whether the TALEEM programme has a well-defined TOC/ logic model	<ul style="list-style-type: none"> Documentary review Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> The TALEEM programme document
		15.2. Are the causal linkages between various levels of the intervention clear?	<ul style="list-style-type: none"> Documentary review Descriptive comparative analysis 	Documents including: <ul style="list-style-type: none"> The 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 	<p>Documents including:</p> <ul style="list-style-type: none"> The TALEEM programme document and M&E reports and briefs provided by UNICEF PCO
	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 	<p>Documents including:</p> <ul style="list-style-type: none"> The TALEEM programme document and 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 	<p>Documents/data sources including:</p> <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 	<ul style="list-style-type: none"> KIIs with government officials/ technical leads from SED, SpED, QAED, PMIU, L&NFBD, UNICEF PCO and development practitioners'

Table 5. Evaluability Assessment Matrix

