

# **Independent evaluation for early childhood care and education in Khyber Pakhtunkhwa (ECCE-KP)**

**Final version**

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## List of acronyms

bRs	Billion rupees
CFHE	Child Focused Health Education
DCTE	Directorate of Curriculum and Teacher Education
DE&SE	Department of Elementary and Secondary Education
DRR	Disaster Risk Reduction
ECCE	Early Childhood Care and Education
ECCE-KP	Early Childhood Care and Education – Khyber Pakhtunkhwa
EDO	Education district office
FGD	Focus Group Discussion
GGPS	Government Girls Primary School
GoKP	Government of Khyber Pakhtunkhwa
GPS	Government Primary School
HMC	Home Management Committee (for ECCE Homes)
IEC	Information, Education and Communication
<i>Katchi</i>	Pre-primary education, 1 year of formal pre schooling/ pre primary
KP	Khyber Pakhtunkhwa Province
MEAL	Monitoring, Evaluating, Accountability and Learning framework
NGO	Non-government organisation
P&D	Planning and Development
PITE	Provincial Institute of Teacher Education
PPP	Public-Private Partnership
PTC	Parent Teacher Committee (for schools)
RITE	Regional Institute of Teacher Training
SC	Save the Children
SHN	School Health and Nutrition program
TTI	Teacher Training Institution

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## Executive summary

Australia's aid program in Pakistan has a priority focus on basic education service delivery. From 2011, Australia has been supporting a pilot project to develop an early childhood care and education (ECCE) model in government schools and community-based ECCE Homes in the rural province of Khyber Pakhtunkhwa. The project aims to provide children with access to ECCE, leading to improved transitions into primary school and better educational outcomes.

The pilot project is delivered by Save the Children (SC), an international non-government organisation working for children. It aims to develop a low-cost ECCE model that can be replicated by the Government of Khyber Pakhtunkhwa (GoKP) across the province.

The objectives of the project are to: (1) enhance access to quality gender-sensitive ECCE opportunities by establishing and/or refurbishing ECCE classrooms in primary schools; and by establishing supplementary community-based ECCE classrooms where needed; (2) improve the pedagogy of pre-primary (*katchi*), Grade 1 and 2 teachers; (3) develop a sustainable and institutionalised model for pre- and in-service teacher training; (4) enhance the capacity and knowledge of ECCE among parents and community members; (5) build ECCE capacity among district and provincial government officials; (6) initiate and sustain rigorous ECCE research to establish the evidence base for successful advocacy and policy activities.

## Evaluation aim

The project had a three-year time frame and is now in its final phase. Australian aid requested Save the Children to propose an 11-month extension to the pilot project. This evaluation aims to assess the extension, and the potential for scaling up the models piloted, including any changes to the design of the project. The evaluation was undertaken through field visits to the ECCE classrooms, stakeholder interviews and analysis of data.

There were several limitations to the evaluation, including incomplete information on project inputs and outcomes due to unfinished data analysis (Quality Learning Environment assessment, weekly health education sessions for children, use of Book Banks, parent feedback on ECCE radio segments, global handwashing days, and action research projects). The sample of schools and ECCE Homes to visit was not fully representative due to school holidays and security issues.

## Key findings

Overall, the project has made good progress on its objectives. It has provided ECCE training to 2,273 teachers and had a direct impact on 88,704 children (*katchi*, Grade 1 and Grade 2 children) and an indirect impact on 218,982 children. The project has refurbished 401 intervention schools and set up 118 community-based ECCE Homes. Teaching and learning materials have been developed in local languages for literacy programs and training manuals were developed. A highly successful School Health and Nutrition (SHN) program was introduced. The project trained 158 Community Learning Workers and 161 Community Educators. The project has created a strong community demand for early childhood education, with the ECCE Homes one of its most successful components.

A taskforce and action plan are in place to continue building ECCE capacity among district and provincial government officials. While long-term work is needed to integrate ECCE into the education system, the project has contributed to a shared

understanding across government and educators on the importance of early childhood education in the future lives of Pakistani children.

**Relevance:** The project objectives remain very relevant to continuing ECCE delivery in KP especially in terms of access to education, teacher education, capacity development for provincial and district education officials, and advocacy efforts. The long-term advantages of ECCE is clear, and there is a pressing need for the regularisation of ECCE to provide high quality learning experiences for all young children. The GoKP has competing priorities and funding constraints in supporting ECCE.

**Effectiveness:** The project has made sufficient progress to achieve its overall goal and on the six project objectives. However, the interventions within each objective have not been fully successful, partly due to the time needed to bring about sector-wide change at the government levels. As a whole, the project has been more effective at the program activity level, providing access to ECCE classrooms and ECCE Homes, and within the teaching-learning environment.

**Efficiency:** This pilot project was implemented by SC directly, with minor provision to engage local partners (TTIs). The pilot project activities were efficiently managed to achieve or make progress on outputs and objectives (see Annex 9, Table A1). Approximately 84% of the budget was allocated for direct project delivery.

The establishment and/or refurbishment of classrooms and ECCE Homes, including furniture and WATSAN facilities was completed efficiently. The ECCE Homes aspect of the pilot project has been managed extremely well. Initial teacher, head teacher, and community educator trainings have been completed and regular supervisory visits are conducted by SC. Classroom-based mentoring support has been provided to teachers. The integration of *katchi* and Grades 1-3 curricula in pre-service teacher education has not yet been fully achieved.

Building capacity among district and provincial government officials is a continuous process, due to the constant change that is occurring in the district education department. This curtails efficiency in expansion and management.

Information regarding project progress and outcomes has been collected regularly over the course of the project. However, analysis of the information lags behind. When analysis of data is not conducted in a timely or efficient manner, remedial action or changes cannot be taken over an extended period to ensure positive benefits of the project.

Risk was managed satisfactorily throughout this pilot project.

**Sustainability:** If donor funding ceased, none of the anticipated outcomes could be expected to be sustained by the GoKP to any great extent. This is due to the scale of the pilot project and its large number of interventions and activities. Some of the benefits accrued through the pilot project may have a possibility of being sustained, particularly by individuals (teachers and community educators) and beneficiary groups (schools, ECCE Homes and communities).

**Government engagement:** The implementation arrangements of the project align with the GoKP and district education offices. District education officers have many priorities and have not accepted that future expansion of the ECCE-KP pilot project in its existing form will be their department's responsibility.

At the classroom and ECCE Home level, observations and discussions with teachers and community educators indicate that their technical capacity is strong. At the district level, the technical capacity of Teacher Training Institution staff to replicate the models

of the pilot project is not strong. Although there has been extensive engagement in capacity building under the pilot project, it is not enough to bring the technical capacity of the district Education Departments to the standard required to deliver quality ECCE. As the GoKP has competing education priorities, its future focus in the Teacher Training Institutes (TTIs) will be in integration of ECCE curricula rather than the development of specific technical expertise of TTI staff.

**Potential for scaling up:** The pilot project has aimed to demonstrate key contributions for system improvement that would result in stronger, more equitable ECCE provision on a wider scale. This has been only partially effective, in part due to the short period (three years) in which to demonstrate results that convince decision-makers. The ECCE-KP pilot project and its delivery models are not viable options for public financing to continue at scale, or for further up-scaling. The potential for scale up is therefore currently limited.

As the project has not yet completed its final data analysis and action research projects, there is little comparative evidence to support the seemingly positive outcomes. The evaluation report provides some recommendations on how to sustain certain components of the project.

**Cross-cutting issues:** The project has progressed well on gender equality and access to ECCE for girls. Gender was an integral and cross-cutting theme in all interventions under the project. Where access to formal education facilities was limited or inadequate, *katchi* classrooms and ECCE Homes were established. Other strategies to ensure the inclusion of girls was the hiring of female teachers, strengthening of teacher training institutes, linking parents (particularly mothers) with schools and ECCE Homes, and targeting girls' schools in project interventions. Inclusive education is briefly addressed through teacher training, and included in one session of the teacher training guide. Disaster risk reduction strategies were integrated into the design of the proposal and implementation of interventions.

## Management decisions and recommendations

It is **recommended** that the Australian aid program grant an extension for the ECCE-KP pilot project. At this point, the Australian aid program does not need to make any changes to the delivery of the pilot project before completion. The interim extension proposed by SC as requested by DFAT is sufficient to ensure that the investments made to date can be maintained so that subsequent phases could build quickly from the base provided in the pilot project. It is also **recommended** that, during the extension phase, SC provides a report for the GoKP that includes various costed scenarios and strategies for the management of a government-financed ECCE program. The pilot project has demonstrated best practices for an effective ECCE program. However, given the technical and financial constraints of the GoKP it will not be able to replicate or sustain them on the current level. Therefore, the report will need to advise the GoKP what outcomes can be achieved under low, medium, and high cost scenarios. This report will be an essential advocacy tool for securing a sustainable commitment from the government through the development of an ECCE policy that leverages outcomes and resources, as well as act as a template for assisting the GoKP to deliver an ECCE program that can be financed within its budget.

It is **recommended** that a priority focus of the extension phase be the completion of data analysis to provide clear evidence to demonstrate to decision-makers what works and what does not. This analysis can assist in continued exploration of opportunities and challenges for scale-up by the communities and GoKP.

If the Australian aid program wishes to continue supporting Save the Children (SC), the existing design and approach will need to change to improve relevance and sustainability. It is **recommended** that the Australian aid program continue to provide



support to Save the Children for the existing ECCE model in KP province, with changes in the approach or design as indicated through lessons learned and key recommendations of this report, or as developed through various costed scenarios and strategies.

Future engagement should move away from provision of quality pre-primary and early-primary services, and concentrate on:

- system building and strengthening of district and provincial government level education administration and TTIs
- private–public partnerships (PPP) to meet the demand for ECCE Homes
- emphasis on real-time evaluation of the intervention models to establish an evidence base for proactive ECCE policy dialogue.

The ECCE taskforce and its action plan can be used as a vehicle to bring about systemic changes at both the provincial and district levels and the effectiveness of the TTIs.

### Other Recommendations

1. SC complete the analysis of data collected (including Quality Learning Environment assessment, weekly health education sessions for children, use of Book Banks, parent feedback on ECCE radio segments, global handwashing days, and action research projects) to use as a basis for any remedial action needed or proposed extension interventions, and achievement of the overall project goal and performance indicators
2. SC monitor the current KP-ECCE cohort of students in intervention schools and compare their ASER study results to non-intervention cohorts for evidence of achievement that could be attributable to the pilot project
3. SC explore alternative channels of financing ECCE Homes through local and social corporate philanthropy and responsibility initiatives or finding a loan scheme offered through various government initiatives
4. SC focus future teacher training sessions on classroom-based, child-initiated, best ECCE practice teaching, learning, and assessment activities.
5. SC explore options for teacher training via an e-learning platform in order to reach more teachers or enrich their trainings through regular monitoring and feedback.
6. SC work with the GoKP to formalize agreement on and implement the *katchi* and Grades 1-3 curricula in TTI pre-service teacher education programs
7. SC, through the ECCE task force, continue to encourage the involvement of the GoKP Planning and Development Wing staff in the ECCE sector. Planning & Development staff are trained in ECCE teacher education and curriculum development and program planning. They would be responsible for working with TTI and Directorate of Curriculum and Teacher Education staff to plan core activities related to ECCE, thus increasing staff planning skills and P&D staff ECCE knowledge
8. The GoKP and Australia Awards explore offering scholarships for specialist ECCE graduate study programs with the aim of improving the capacity of TTIs to provide high level teacher education and training
9. SC, through the ECCE taskforce, continue to engage in discussions with GoKP on education sector planning issues and challenges.

**Table ES1: Evaluation criteria ratings**

Evaluation criteria	Rating (1-6)	Explanation
Relevance	5	Good quality; needs minor work to improve in some areas. The pilot project goal is very relevant to project delivery in KP and Australian Government aid priorities. Interventions at program level are relevant to government and beneficiaries. Long term monitoring is needed to determine the relevancy of the project on attainment of independent reading skills for lifelong learning. Realignment of Objective 5 would provide a more specific focus for assessment of relevancy.
Effectiveness	4	Adequate quality. The pilot project is more effective at the program activity level. Analysis of project research and documentation to measure effectiveness is not complete.
Efficiency	5	Good quality; needs minor work to improve in some areas. More efficient alternatives to current activities may increase benefits, or open up financial options for either the GoKP or DFAT.
Sustainability	3	Less than adequate quality. Some areas have potential for sustainability, but replication of successes on a large scale will require further donor funding.
Gender equality	6	Very high quality. Gender was an integral and cross-cutting theme in all interventions under the project.
Disability inclusion	4	Adequate quality. Inclusive education is briefly addressed through teacher training, and included in one session of the teacher training. (Note: The evaluation of inclusion strategies was not initially part of the terms of reference for this evaluation, nor was disability inclusion an explicit aspect of the pilot project.)
Disaster risk reduction	6	Very high quality. Disaster risk reduction has been consistently addressed in all aspects of the pilot project. (Note: The evaluation of disaster risk reduction strategies was not initially part of the terms of reference for this evaluation.)

# 1 Introduction

## 1.1 Background and context

Pakistan has more than seven million children aged between three and five years old. Pre-primary education is offered by both the public and private sectors, with government schools accounting for 62% of enrolment. In government schools, early childhood care and education (ECCE) includes *katchi* (pre-primary), and Grades 1 and 2. *Katchi* is recognised by the government but until recently (after the completion of this report) it was not formally included as a part of the school system, which resulted in no allocation of teachers, funds or infrastructure. Students who joined *katchi* were typically part of a multi-grade teaching arrangement and/or tutored informally without proper supplies or curriculum before enrolling formally in Grade 1. It is noted that the recent inclusion of *katchi* into the formal education system is due in large part to the ECCE-KP pilot project.

Khyber Pakhtunkhwa (KP) province is a substantially rural province with 61% gross enrolment rate for government primary schools (2009–10). The provincial drop-out rates are 14% for *katchi* and 9% for Grade 1. The highest drop-out rates tend to occur at the *katchi* level, with rates improving as the level of primary education progresses (Sindh Education Foundation, 2010). KP education indicators rank it third among the four provinces of Pakistan. It is credited with being the first province to have developed an education sector plan.

The Australian aid program in Pakistan has a priority focus on basic education service delivery. Through the support of education in the border regions of Pakistan, Australia will help to reduce poverty by increasing livelihood opportunities and producing better skilled adults who can contribute to Pakistan's longer-term economic growth, productivity and stability.

Security is a concern in KP, especially for children accessing schools in the province. There have been security incidents targeting education infrastructure. The ECCE-KP pilot project design was developed in consultation with the SC security manager and reflected an ability to implement all existing SC security protocol. Project interventions were regularly assessed and adjusted in relation to changing field situations in high-risk school and community environments. Project union councils were approved through vetting by SC security, and activities themselves were sited to optimise safe access. The pilot project also incorporated disaster risk reduction (DRR) elements, especially in dialogue and advocacy work with district and provincial government authorities.

### 1.1.1 Long-term advantages of Early Childhood Care and Education

International research demonstrates that children who participate in ECCE programs are more likely to:

- enrol and continue to stay in school
- complete schooling in time
- be emotionally stable
- become active and contributing members of their families
- plan their families well
- be better professionals, have higher household incomes, and contribute towards the economy of the country.

In addition, research demonstrates that well-targeted and well-designed interventions can have lasting impacts on children's development, especially cognitive development (see for example, Levine, 2005, and Janssens and Rosemberg, 2009).

Cost-effectiveness research confirms that investment in the early education of disadvantaged children pays extremely high returns down the road. It improves not only their cognitive abilities but also crucial behavioural traits like sociability, motivation and self-esteem (Cunha and Heckman, 2010).

Investing in ECCE yields extraordinary public returns. The quality of life for a child and the contributions the child makes to society as an adult can be traced back to the first few years of life. If this period includes support for growth in cognition, language, motor skills, adaptive skills and social-emotional functioning, the child is more likely to succeed in school and later contribute to society. Without such support, a child is more likely to drop out of school, receive welfare benefits and commit crime. A well-managed and well-funded ECCE program provides this support. Good quality ECCE programs include home visits, as well as centre-based programs, to supplement and enhance the ability of parents to provide a solid foundation for their children. (Isaacs, 2012).

Studies of children into adulthood confirm enormous payoffs for investments in ECCE, whether measured in terms of improved success in tertiary education, higher income or lower incarceration rates. The costs of not making these investments are also clear (Rolnick and Grunewald, 2003).

## 1.2 ECCE-KP pilot project goal

Save the Children (SC) originally proposed a three-year (2011–2014) ECCE pilot project for the KP Province in four districts, with a view to informing scale-up activities led by the GoKP from 2014. Activities of the pilot project were based on integration of three elements:

- quality pre-primary and early-primary services (in-school and in-communities)
- capacity development of district and provincial government education systems and teacher education institutions
- rigorous documentation and evaluation that builds an evidence base for intervention scale-up and wider ECCE policy dialogue (Save the Children ECCE Proposal, 2011, p. 5).

The Australian aid program funded the entire ECCE-KP pilot project budget for AUD\$14,030,000. The project has been delivered by Save the Children, the world's leading independent organisation for children.

The goal of the ECCE–KP project is to “improve educational outcomes and access for children in government schools by increasing opportunities for learning and development, and by improving transitions into primary school”. The anticipated project outcomes are organised under six objectives (see Annex 1: Terms of reference).

1. Enhance access to quality gender-sensitive ECCE opportunities that prepare children for school success by establishing and/or refurbishing ECCE classrooms in KP primary schools and by establishing supplementary community-based ECCE classrooms where needed
2. Improve the pedagogy of pre-primary (*katchi*), Grade 1 and 2 teachers and improve the quality of learning in early primary grades, with a focus on learning outcomes (literacy and numeracy) and child-centred approaches to teaching and learning
3. Develop a sustainable and institutionalised model for pre- and in-service teacher training by building leadership and instructional capacity among provincial teacher training institutes

4. Enhance the capacity and knowledge of ECCE among parents and community members and develop strong home-school partnerships
5. Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms
6. Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base needed for successful advocacy and policy activities. (Terms of Reference pp.1-2).

Five project components support the objectives. The primary planning and implementation arrangements are at the component level, while outcomes are detailed from analysis at the objective level. (Annex 2: Save the Children ECCE Project logical framework). The five components are:

- school-based ECCE support (Objectives 1 and 2)
- teacher training (Objectives 2 and 3)
- district education office capacity building (Objective 5, with links to 1, 2 and 3)
- community outreach to improve access and support (Objectives 1 and 4)
- policy advocacy for wider adoption of ECCE principle (Objective 6)  
(Save the Children *ECCE Project Proposal*, 2011)

### 1.2.1 Review of project impacts

The expected project impacts were to increase the number of boys and girls who: have access to quality ECCE opportunities; enrol in Grade 1 ready for school; complete Grade 1 successfully; and who attain independent reading skills for lifelong learning.

The first expected impact is appropriate, attainable and relates to the pilot project goal. The number of children that enrolled in Grade 1 ready for school, and who completed the grade successfully cannot be determined at this time as the comparative end line study has not yet been conducted. Once the pilot project has been completed the results of the endline study will provide some findings on these impacts. Long term monitoring of the current ECCE-KP cohort of students and the comparison to non-intervention students is needed to determine the result of the project on attainment of independent reading skills for “lifelong learning”.

### 1.3 Proposed extension

In December 2013, DFAT requested Save the Children to propose an 11-month extension of the project to:

- continue to provide technical support to teachers and schools to ensure the application of the trainings and materials
- continue to make progress on the action plan developed under the ECCE taskforce and to provide technical support to the GoKP in the implementation of its plan
- enable findings from the evaluation to be considered and to develop plans to address lessons learnt in the project.

Annex 3 details the planned outputs and estimated costs for the extension phase.

### 1.4 Purpose of this evaluation

This evaluation has two purposes. The first is to assess the potential for further scale-up of the models piloted under this project, including any changes to the design of the project that will reflect the existing human resource and fiscal capacity of the GoKP.

The second is to meet the accountability requirements of the Australian aid program by evaluating the program's achievements more broadly using the evaluation criteria of relevance, effectiveness, efficiency, sustainability, and gender equality. In addition, the cross-cutting issues of inclusion of children with a disability and disaster risk reduction will be addressed. (Australian Government, 2002)

## 2 Evaluation aim, methods and limitations

### 2.1 Objective and key questions

The objective of the evaluation report is to provide an assessment of the ECCE-KP pilot project, its challenges, lessons learnt, and suggest ways forward for the proposed extension and a potential Phase 2.

The evaluation addresses the following key questions through documentation and systems review, interviews and focus group discussions with key stakeholders and observations in ECCE classrooms.

#### Relevance, effectiveness and efficiency (high priority)

- To what extent do the project objectives remain relevant to continuing ECCE project delivery in KP?
- To what extent are the initiative outputs aligned to the objectives and the intended outcomes being achieved?
- To what extent do implementation arrangements align with, and support the GoKP province?

#### Sustainability (high priority)

- How sustainable are the project outcomes? What factors increased or reduced the sustainability of this project, and how? To what extent has the project led to ongoing benefits for the GoKP province and the communities in the four project districts?
- What is the level of government commitment as evidenced by receptivity, financial and technical capacity and policies to replicate the ECCE model(s) developed under this project?
- What are the opportunities and challenges for scale-up by the communities and the GoKP province?
- If the ECCE model is demonstrating positive results, how should the future engagement change to better embed the approach in government-sponsored partnership?

#### Gender equality

- To what extent has ECCE project contributed to gender equality?

#### Cross-cutting issues

- To what extent has the ECCE project contributed to the inclusion of children with disabilities?
- To what extent has the ECCE project contributed to disaster risk reduction?

### 2.2 Evaluation scope and methods

The evaluation covers the pilot project period from May 2011 to early 2014. The scope includes *katchi* classrooms in public girls' and boys' schools, and community ECCE Homes in the four selected districts within the KP province (Peshawar, Abbottabad,



Battagram, and Buner). The review takes into consideration relevant Australian aid policies, including gender, inclusion of children with disabilities and education.

The evaluation approach and methodology take account of Pakistan Government, the GoKP, Australian aid program, and Save the Children policies, principles and operational settings for aid projects and wider priorities. In addition to addressing the key questions, the evaluation examined the interim extension proposed by SC to ensure investments made to date can be maintained and any project extensions can be implemented quickly and identified key options for the ongoing support of SC for the existing ECCE model.

The evaluation took a broad consultative approach to engage stakeholders so they could learn from, and contribute to, the review. In January–February 2014, the evaluation team visited three Government Girls' Primary Schools (GGPS), two Government Primary Schools (GPS boys' schools) and four community ECCE Homes in Abbottabad and Peshawar (Annex 4: Field visit plan). The team was accompanied by officials and coordinators from district education offices. The team met with school head teachers, school parent teacher committees (PTC), ECCE Homes management committees (HMCs), teachers, parents and children. Policy discussions were held with district and provincial education authorities. In addition, the evaluation team conducted a wide-ranging discussion with other key providers and donor partners involved in ECCE in Pakistan. In total, 183 stakeholders (116 females and 67 males) from all aspects of the project were interviewed.

The aid effectiveness criteria were reformatted into a guiding question matrix for key stakeholder interviews and focus group discussions (Annex 5: Key question matrix) and adjusted for stakeholder roles and responsibilities, participation in or knowledge of the project, and a focus on ECCE.

The evaluation used both formative and summative evaluation approaches. The evaluation is based around the collection and analysis of multiple sources and types of information to ensure robust evidence to form its findings. Both qualitative and quantitative methods of collection were used, depending on the nature of the questions being addressed.

The key components of the evaluation methodology included:

- a desk review and analysis of documentation, policy documents, guidelines, program strategies, and relevant reports and reviews
- observations of ECCE Homes and *katchi* classrooms in project schools
- interviews and focus group discussions with a cross-section of stakeholders in Peshawar, Abbottabad, and Islamabad (Annex 6: Contact list and Annex 7: Focus group discussion and interview respondents)
- presentation of initial findings with representatives from the Australian aid program and Save the Children for clarification and suggestions for subsequent project focus
- a thorough analysis of findings with a focus on next steps, particularly in light of extension plans
- preparation of a draft report for review by the Australian aid program and incorporation of comments and suggestions in the final report, as appropriate.

The evaluation team has taken measures to ensure an objective approach. With respect to qualitative data collection, information was mainly collected through interviews and focus groups with stakeholders. The same questions were asked of at least two different stakeholder groups to gain different perspectives. This report attempts to present the differing or contradictory perspectives of stakeholders to ensure

balanced viewpoints. Recommendations are based on the information provided by the stakeholders.

The project objectives were analysed using information based on outputs and performance indicators in the Monitoring, Evaluating, Accountability, and Learning (MEAL) framework (Save the Children, 2014). The percentage of “Achievement of Output” was calculated by dividing the number of achieved performance indicators included in a specific output by the total number of performance indicators in that output.

An internal mid-term review of the project was conducted in November and December 2012. All key recommendations of the mid-term review have been addressed and updated in the annex (Annex 8: Save the Children mid-term review recommendations update).

## **2.3 Limitations to the evaluation**

### **2.3.1 Limitations related to data collection**

The evaluation team faced three main challenges in data collection that may have affected the findings and recommendations, and also on the decisions and strategies for proceeding with an extension of the project.

1. Availability, comprehensiveness and reliability of data on the ECCE-KP pilot project inputs and outcomes:

- Most documented information on the pilot project was obtained from Save the Children (SC). However, it is noted and appreciated that all documentation requested from SC, and other documentation that SC thought would be helpful was provided to the evaluation team as quickly as possible.
- The discussion in the report is based on government budgetary allocations and not necessarily true spending. This affected the ability to provide an accurate presentation of government financing ECCE in KP.
- Analysis of data collected over the term of the pilot project has not been completed by SC (including Quality Learning Environment assessment, weekly health education sessions for children, use of Book Banks, parent feedback on ECCE radio segments, and global handwashing days). This affected the team’s ability to objectively and systematically evaluate any positive results and lessons learned, and make unreserved recommendations for future engagement or advocacy efforts with the GoKP. It is noted that this independent evaluation was undertaken before the end of the pilot project, thus an endline survey was not expected to be included.

2. Difficulty in obtaining a representative sample of schools and ECCE Homes to visit. There was a lack of access/availability of key stakeholders due to the seasonal closure of schools and security risks. A limited number of “summer zone” schools and ECCE Homes were available for field visits. Sites in Buner and Battagram were not visited due to security reasons and difficulty of access.

### **2.3.2 Limitations related to methodology**

The overall methodology also has limitations that restrict the strength of conclusions that can be drawn on the impact of the project. These limitations include:

- a bias in responses towards more easily contactable stakeholders, and those more willing to respond to interview and focus group questions
- no comparison group available against which to compare all of the attributes of the pilot project (the field sites visited in-country did not include any non-



intervention schools, hence any attribution of impact is subjective, and primarily from the viewpoint of the stakeholders)

- the lack of a representative sample makes it difficult to analyse differences between subgroups/sites or the program as a whole with any degree of confidence (due to security and access restrictions only nine project sites were visited)
- the team leader's lack of knowledge of Urdu and Pashto was detrimental to engaging fully in interviews and focus group discussions. However, this limitation was mitigated by the Education Specialist's expertise in both languages and the provision of translators by SC staff.

It is noted that SC endeavoured to mitigate the first limitation by bringing stakeholders from Buner and Battagram to meet with the evaluators. A comparative analysis was not included in the terms of reference or the evaluation plan, thus attribution of impact is subjective.

### 2.3.3 Evaluation team

The evaluation team comprised Dr Diana Guild, Team Leader and Ms Amima Sayeed, Pakistan Education Specialist. The evaluation team has cross-disciplinary skills and experience and worked as a team across all aspects of the evaluation. The team has strong experience undertaking evaluations of ECCE programs, human resource development activities, and policy advocacy and program planning research in a variety of countries.

## 2.4 Report structure

The findings of the evaluation are structured into three areas: (1) Achievement of objectives; (2) Government engagement; and (3) Potential for scale-up. The key evaluation questions and project objectives are discussed within each area.

The following section examines lessons learned and provides key recommendations. The conclusion provides the rating for each aid criteria and recommendations related to management decisions, the proposed extension and integration of the pilot models into the GoKP's education system.

Annex 1 shows the terms of reference for the evaluation. Annex 2 details the logical framework for the project. Annex 3 lists planned outputs for the extension phase. Annex 4 provides details of the field visits. Annex 5 contains the key criteria and question matrix for interviews. Annex 6 is a contact list of stakeholders. Annex 7 tables the respondents to the focus group discussions and interviews. Annex 8 addresses and updates the mid-term review recommendations. Annex 9 provides detailed progress against each objective in the pilot project.

## 3 Findings

This section reports on the extent of achievement of the pilot project objectives, the engagement of the GoKP during the pilot project, and the potential for sustainability and scale-up of project interventions. It should be noted that most of the limitations discussed above affect the findings reported in this section.

### 3.1 Achievement of objectives

***Evaluation question 1: To what extent do the project objectives remain relevant to continuing ECCE delivery in KP?***

The project objectives remain relevant to continuing ECCE delivery in KP province, especially in terms of access to education. Only 45% of children aged three to five years are currently enrolled in ECCE (ASER, p. 156). The vast majority of children who do not complete primary school drop out in the first year or two, and many more repeat. Transitioning children into primary school for a successful Grade 1 is of the utmost importance. Evidence provided in SC documentation indicates that the project has improved access to early childhood education in the targeted areas, directly benefitting more than 88,000 children.

The project is consistent with the GoKP education sector plan. While the need for a formal government ECCE structure has been recognised in the plan, little has been implemented (Government of Khyber Pakhtunkhwa, Department of Elementary and Secondary Education, 2012). There are limited classroom, teacher and teaching resources available for ECCE. The objectives of the ECCE-KP pilot project remain relevant to providing options on addressing these issues.

***Evaluation question 2: To what extent are the initiative outputs aligned to the objectives and the intended outcomes being achieved?***

The pilot project outputs are clearly related to the objectives, but realignment of Objectives 5 and 6 may be beneficial for focusing future activities. Objective 5 (Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms) has only one output assigned. The single output contains several aspects which could be separated into individual outputs:

- issues related to ECCE
- literacy instruction and learning
- educational leadership, management, and supervision and support for children's learning outcomes.

Separating these aspects would then require a more in-depth examination of which interventions should be implemented. Leadership and management of the educational system should be included as an output. In addition, the output does not clarify beyond the “training” in issues related to ECCE, literacy instruction, and learning in what ways that ECCE capacity among district and provincial government officials will be built to effectively support teachers. Building the capacity of district and provincial government education officials is a long-term process.

Objective 6 (Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base needed for successful advocacy and policy activities) has as one output “Targeted classroom-based action research”. This output is too general. Some initial action research projects could have been nominated within the output. This may have addressed the fact that to date, only three action research projects (out of 12) have been initiated.

### **3.1.1 Project progress to date**

Table 1 provides a brief overview of progress to date by objective. These are discussed below. A more extensive list and a matrix of level of achievement for each output are contained in Annex 9. ECCE Homes are community-based early learning centres located in private homes within targeted communities. Project-trained community educators provide pre-school experiences for three and four-year-old children and parent education classes for the parents of those children. ECCE Homes replaced the original mobile units planned for the project due to security constraints and to respond to community requests for more regular pre-school sessions.

Table 1: Project objectives and achievements

Objective	Achievements
<b>Objective 1: Enhance access to quality gender-sensitive ECCE opportunities that prepare children for school success by establishing and/or refurbishing ECCE classrooms in KP primary schools and by establishing supplementary community based ECCE classrooms where needed</b>	<p>401 classrooms refurbished, 118 ECCE Homes established</p> <p>Over 88,000 children benefitted from <i>Katchi</i>/ Grade 1-2 classrooms</p> <p>Materials developed in Urdu, Pashtu &amp; Maths</p> <p>158 Community Learning Workers and 161 Community Educators trained</p> <p>School Health and Nutrition (SHN) program for all pilot schools and ECCE Homes</p> <p>Literacy Boost program: Students made significant gains and parents enthusiastic about perceived positive benefits</p>
<b>Objective 2: Improve the pedagogy of pre-primary (<i>katchi</i>), Grade 1 and Grade 2 teachers and improve the quality of learning in early primary grades, with a focus on learning outcomes (literacy and numeracy) and child-centred approaches to teaching and learning</b>	<p>Teacher training for <i>katchi</i>, Grades 1 and 2 and Community Educators</p> <p>Early literacy special focus and provision of reading material in Urdu and Pashto languages to all ECCE classrooms and ECCE Homes.</p> <p>Over 1,000 teachers and over 400 head teachers provided with ECCE and emergent literacy training.</p> <p>Over 500 head teachers trained in monitoring and supervision</p> <p>Over 90% in Grades 1 and 2 paired with older children as Reading Buddies, and Book Banks established in each of the 401 schools</p>
<b>Objective 3: Develop a sustainable and institutionalised model for pre and in-service teacher training by building leadership and instructional capacity among provincial teacher training institutes</b>	<p>Teacher Training Institutes (TTIs) utilised to develop pre- and in-service teacher training modules, curricula, and to conduct training</p> <p>5 capacity building sessions conducted for faculty at TTIs</p> <p>TTI faculty developed all teacher, head teacher, community educator, community learning worker, and government official training materials</p>
<b>Objective 4: Enhance the capacity and knowledge of ECCE among parents and community members and develop strong home-school partnerships</b>	<p>Set up home-school partnership mechanisms and promoted a culture of ECCE</p> <p>Developed a cadre of Community Learning Workers to mobilise parents and communities for stronger ties between home and school</p> <p>Established ECCE Homes in disadvantaged communities</p> <p>Functioning Parent Teacher Committee (PTC) or Home Management Committee (HMC) for each school / ECCE Home</p> <p>14 radio segments for parents designed and aired.</p> <p>Two global handwashing days for families and community members</p>
<b>Objective 5: Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms</b>	<p>Collaborated with District Education Departments to promote ECCE and build their capacity for advocacy at the national level</p> <p>Collaborated with key provincial and district stakeholders to promote education reform, to bring ECCE to government priority and for budget allocation as well as to try to build sustainable systems for ECCE</p> <p>117 (over 90%) government officials participated in ECCE training activities. 85 also received educational leadership and management training</p> <p>Advocacy effort called 'Ruboru' launched for education district officials.</p> <p>Taskforce set up with action plan to address issues and challenges and facilitate the advocacy of ECCE</p>

Objective	Achievements
<b>Objective 6: Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base needed for successful advocacy and policy activities</b>	<p>Baseline, mid-term evaluation and midline surveys conducted</p> <p>Three classroom-based action research projects conducted</p> <p>Five district seminars at the provincial and district levels conducted on the topics of ECCE policy and advocacy</p> <p>MoU on ECCE signed with the Department of Education</p> <p>Two ECCE newsletters published and disseminated</p> <p>Extensive communication strategy, information shared with stakeholders</p> <p>Over 200 external stakeholders identified for dissemination of outcomes</p>

**Objective 1: Enhance access to quality gender-sensitive ECCE opportunities that prepare children for school success by establishing and/or refurbishing ECCE classrooms in KP primary schools and by establishing supplementary community based ECCE classrooms where needed.**

In the government schools where *katchi* classes already existed, the pilot project focused on strengthening the environment and providing training to teachers to better support children's learning and development needs.

Child Focused Health Education (CFHE): The pilot project included a School Health and Nutrition (SHN) program that covered all children in the pilot schools and ECCE Homes. The site visits, albeit limited, showed that pilot project schools and ECCE Homes have benefitted from SHN interventions.

Literacy Boost: The Literacy Boost program fosters vocabulary expansion, bolsters reading confidence and expression, and expands opportunities to practice reading both inside and outside the classroom. Each of the schools visited had reading buddies programs. The midline survey specifically focused on Literacy Boost interventions. Key findings included:

- Students in ECCE intervention schools made significant additional gains over peers in comparison schools in letter identification, Urdu reading fluency, Urdu and Pashto reading accuracy, and Urdu and Pashto reading comprehension. The project did not have a statistically significant effect on Pashto fluency or in the percentage of students that are considered "readers"
- teachers who were trained to use Literacy Boost techniques were much more likely to exhibit many positive behaviours associated with higher student gains, although it is unknown if teachers in the treatment and control groups were different to begin with
- students with teachers who used more Literacy Boost techniques performed significantly better than those that did not.

Objective 1 has been mostly achieved, with analysis of collected data still needed, including the Quality Learning Environment survey, weekly children's health education sessions, and Book Bank usage. Parents, teachers and children indicated that the health aspects of the project are one of the reasons that the pilot project is successful. Anticipated eye testing has not yet been conducted. Initial key findings on emergent literacy through the ECCE-KP pilot project are promising. One of the action research projects is currently exploring the use of no/low cost learning materials to improve numeracy skills among Grade 2 students. The project has been effective in terms of introducing a vibrant learning environment in the intervention schools. The pilot *katchi* classrooms and ECCE Homes have a wealth of high quality and developmentally appropriate resources that are used by teachers and community educators. The

teachers, head teachers and community educators regarded the teacher training as effective.

**Objective 2: Improve the pedagogy of pre-primary (*katchi*), Grade 1 and Grade 2 teachers and improve the quality of learning in early primary grades, with a focus on learning outcomes (literacy and numeracy) and child-centred approaches to teaching and learning.**

Objective 2 has been mostly achieved. Teacher training for *katchi*, Grades 1 and 2 younger children, and Community Educators was an integral part of the pilot project. Training was conducted to strengthen their capacity to effectively support the learning needs of students. Early literacy was a special focus of the project.

In the focus groups, teachers highlighted the need for more frequent and specific inputs for improved teaching. A more hands-on approach with time for micro teaching, role play, simulation and providing feedback would help tremendously in improving the nature of teaching and learning interaction and activities. While it is acknowledged that the project team provides follow-up support to the teachers and the schools generally, teachers felt that input from community educators on their teaching practices is more useful because it provides them with an opportunity to reflect on their teaching practices and further improve. However, providing teacher training and education is demanding on personnel and financial resources, as well as logistics.

The large class sizes hinder the depth of teaching interaction and individual student support. Teachers mostly try to manage these large classes through group activities with little focus on critical thinking and inquiry-based activities. From observing the classrooms, it became evident that teachers need support in leading large and multi-age/multi-grade classrooms from a cooperative learning standpoint. This is addressed through one of the action research projects. Similarly, there is a need to deepen teaching and learning interactions as a tool for critical thinking and inquiry, along with more constructive use of students' learning experiences/outputs.

Formative learning assessment and its utilisation for lesson planning and student follow-up require more input. Currently teachers are collecting students' work with no understanding of using a student portfolio. The main assessment is done through keeping scores for Literacy Boost-related activities. However, children's progress or learning difficulties in other areas do not appear to be assessed.

**Objective 3: Develop a sustainable and institutionalised model for pre- and in-service teacher training by building leadership and instructional capacity among provincial teacher training institutes.**

The project has facilitated capacity development of faculty at the teacher training institutes (TTIs). The TTIs have been utilised to develop pre- and in-service teacher training modules and curricula, and to conduct training for project teachers. The integration of *katchi* and Grades 1-3 curricula in pre-service teacher education has not yet been fully achieved. There is a verbal commitment from the institutes that these curricula will be used for all ECCE-related training within KP province, but this commitment has yet to be formalised.

Objective 3 has been achieved to a certain degree. The pilot project interventions and training activities under this objective have positively facilitated the capacity development of TTI staff. However, there is still a lack of specialised faculty designated for ECCE. Formalised agreement on integration into teacher education is still needed. ECCE planning and implementation capacity development needs to be institutionalised. Despite all the positive changes in teaching practices and greater demand at the school level that have occurred through this project, integrating the positive practices in the larger education delivery system is difficult. One of the main



areas of difficulty is the TTIs and their respective lack of capacity to conceptualise and plan teacher education and training in ECCE and classroom assessment.

As discussed earlier, this lack of specialised knowledge and skills in ECCE have had an impact on the depth of training for teachers, who are vocal about more hands-on and practical input for teaching and learning classroom activities.

**Objective 4: Enhance the capacity and knowledge of ECCE among parents and community members, and develop strong home-school partnerships.**

To build strong linkages between communities and schools, the pilot project established home-school partnership mechanisms and promoted a culture of ECCE. Broader community engagement included an innovative community outreach program by establishing ECCE Homes in disadvantaged communities.

This objective has been mostly achieved. Parents' support for children's overall development and readiness for school has been partially achieved through informal means. Formal parent education activities have not yet been started. The pilot project is viewed as very effective in terms of encouraging children to attend school and for encouraging parents to take an active role in the education of their children. It also promotes trust and goodwill from the community, respects religious and community values and promotes partnerships in ECCE with community members (community educators and community learning workers) playing critical roles in the program.

ECCE Homes emerge as a viable option for providing quality access to early care. This, coupled with parent education, may become a catalyst to long-term positive changes for society.

**Objective 5: Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms.**

The pilot project collaborated with the District Education Departments to promote ECCE and build their capacity for advocacy at the national level. A specific advocacy effort called 'Ruboru' has been launched for education district officials. To work towards institutionalising ECCE in the province, the project established a taskforce to address issues and challenges. An advocacy action plan for all levels was developed and is in progress.

The GoKP has nominated an ECCE focal person at the department level and the district level, and given responsibility to the Directorate of Curriculum and Teacher Education to institutionalise the teacher training manuals. It is spending its own money to replicate the ECCE model in Mardan in 100 schools.

The government has issued a notification for the enrolment of three to four year old children in government primary schools. It has agreed to provide an additional room in all project schools to help address issues of over-crowding and increased demand.

Objective 5 has been achieved on the surface level. The initial achievements of the pilot project in the area of capacity development among district and provincial government officials, especially in the areas of administration, management and advocacy must be continued for ECCE to be prioritised within the education sector. The task force, ECCE action plan, and Roburo advocacy efforts have been and will continue to be instrumental in this area. Section 3.2 (Government commitment) of this report discusses this in more detail.

**Objective 6: Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base needed for successful advocacy and policy activities.**

The project has endeavoured to collect evidence through assessments and surveys to inform future ECCE activities and policies. The intent was to allow the project to demonstrate what works and what does not to all stakeholders, especially decision-makers.

Baseline, mid-term evaluation and midline surveys have been conducted. The midline survey focused on the Literacy Boost aspect of the pilot project. Three classroom-based action research projects have been conducted:

- collaborative strategies to develop five reading core skills among the students of Grade1
- the use of no/low cost learning materials to improve numeracy skills among Grade 2 students
- collaborative strategies to manage large classroom and multi-grade classrooms.

Objective 6 is mixed in terms of achievement. Only three out of 12 action research projects have been designed and implemented. Baseline, mid-term evaluation and midline surveys have been conducted. An end line survey has not yet been conducted. The district level seminars and provincial level policy and advocacy dialogues are conducted regularly and have been found to be effective for the advocacy of ECCE with district and provincial education authorities. Data analysis is time consuming but integral to project success. However, analysis of the data lags behind in this project. Lessons learned and course correction that comes from analysis is important to the project's goals. When analysis of data is not conducted in a timely manner, remedial action or changes cannot be taken over an extended period to ensure positive benefits of the project. Plans for extension or subsequent phasing cannot be completed without evidence from which to base actions.

### 3.1.2 Efficiency (Rating 5: Good quality)

It is unclear if the pilot project was efficiently managed to get value for money from inputs to achieve outcomes, as a cost-benefit analysis was not required.

This pilot project was implemented by SC directly, with minor provision to engage local partners (TTIs). Approximately 84% of the budget was allocated for direct project delivery, with 7% for project oversight and support, and 9% earmarked for indirect costs. The table below represents budgetary allocations (Save the Children, 2011).

**Table 2: Percentage of direct project cost allocation by component for the SC ECCE-KP pilot project**

Component	% direct project cost allocation
School-based ECCE program	68
Teacher professional development	8
Community access and outreach (including ECCE Homes)	19
Capacity building of district education officials*	2
Advocacy and dissemination*	3

Note: \*For components 4 and 5 only "events" and "materials"-related expenditure. Labour is not included, and staff time is not allocated proportionate to project activity budget.

Pilot project activities (both construction and programme components) were efficiently managed over the pilot project duration. The establishment and/or refurbishment of

classrooms and ECCE Homes, including furniture and WATSAN facilities was completed on time and within budget. Given the time period and security conditions in at least two of the intervention districts (Buner and Peshawar), it is remarkable that the programme could coordinate with respective Departments of Education, complete both the classroom refurbishment and WATSAN activities, and meet the academic aspects of the objective (material development, adoption and approval, teachers' selection, training for ECCE teachers, and a generic training on CFHE/SHN for all parents and teachers of the intervention schools). During the FGD interactions, none of the stakeholder reported any delays or lack of communication or coordination, which also substantiates the efficient implementation of the pilot project.

Risk was managed satisfactorily. Lack of safety and security is often a reason that children (particularly girls) are unable to access education. Pilot project communities and sites were approved by SC security, and intervention activities were placed to optimize safe access. The pilot project also incorporated DRR elements, especially in dialogue and advocacy work with district and provincial government authorities.

Building capacity among district and provincial government officials is a continuous process due to the constant change that is occurring in the district education department. All new appointees are oriented on the project goal, objectives and progress as soon as they are appointed. District level Management Committees were established and meet monthly to discuss project progress. This curtails efficiency in expansion and management.

The project outputs are more focused on disseminating information rather than utilizing the analysis and insights for wider policy reforms and adoption. Although SC has documentation that provides evidence of success, there is an immediate need to use the evidence to press for systemic integration of ECCE. The establishment of a task force, the Roboru advocacy effort, and the development of an advocacy action plan are positive ways to increase efficiency in this area.

Many project activities are well underway, and that information has been collected regularly over the course of the project. However, analysis of those data lags behind. As is indicated in Table A1, only analysis outputs are needed to rate 100% achievement of Objectives 1 and 2 (Appendix 9). But analysis for completion or achievement is not the only important aspect- lessons learned and course correction that comes from analysis is important to the project's goals. When analysis of data is not conducted in a timely or efficient manner, remedial action or changes cannot be taken over an extended period to ensure positive benefits of the project. In addition, analysis of documentation during the desk review found that in some cases, documents or reports were inconsistent or incomplete (for example, the total number of children de-wormed varied by number achieved during the current period, and cumulatively). The six-monthly reports would benefit from being organised by including numbers or percentages for the current period, cumulative totals, expected achievement, and identifying issues and indicating remedial action.

Analysis of the following documents still needs to be conducted:

- Quality Learning Environment assessment
- Weekly health education sessions for children
- Use of Book Banks
- Parent feedback on ECCE radio segments
- Global handwashing days



It is clear that the project has progressed on all of its six objectives. Stakeholders reported benefits that have been gained as a result of the interventions and activities. More efficient (financial or otherwise) alternatives to current activities may increase benefits, or open up financial options for either the GoKP or the Australian aid program. One alternative that may be a more efficient use of time and personnel than the current model of teacher training was investigated during the course of the evaluation. The provision of high quality, regular teacher training is an important part of the project. Providing teacher training and education face-to-face is demanding on personnel and financial resources as well as logistics.

### 3.1.3 Gender equality (Rating 6: Very high quality)

#### **Evaluation question 8: To what extent has ECCE contributed to gender equality?**

Gender was an integral and cross-cutting theme in all interventions under the project. Where access to formal education facilities was limited or inadequate, *katchi* classrooms and ECCE Homes were established. Other strategies to ensure the inclusion of girls was the hiring of female teachers, strengthening of teacher training institutes, linking parents (particularly mothers) with schools and ECCE Homes, targeting girls' schools in project interventions and the construction of girls toilets in schools. The project has progressed well on gender equality and access for girls.

#### 3.1.3.1 Children

The gender parity index is at 0.76 at the primary level and 0.57 at the secondary level in KP province. Only 28% of girls complete primary school. Only 35% of the 22,769 functional primary schools across the 25 districts of KP province are schools for girls. Female teachers comprise only 37% of the government teacher workforce.

The project boasts a more equitable configuration. The documentation provided by SC indicates that 52% of the children who were able to access ECCE classrooms, and 55% of children able to access ECCE Homes were girls. (Save the Children, 2013B)

**Table 3: Gender equality in the ECCE-KP pilot project**

	Total	Female	Male
Children benefitting from the project	218,982	101,245 (46%)	117,737 (54%)
Number of children in <i>Katchi</i> /Grade 1-2 classrooms	88,704	46,133 (52%)	42,571 (48%)
Number of children in ECCE Homes	2,639	1,439 (55%)	1,200 (45%)
Community Educators	121	121 (100%)	0
Community Learning Workers	120	59 (49%)	61 (51%)

#### 3.1.3.2 Schools

The evaluation team noted some boys in girls' schools and vice versa in the schools visited, although boys enrolled in girls' schools was more prevalent. It is unclear if this situation exists in other project schools or in non-project schools. This may be due to the popularity of the teacher, or the offering of a *katchi* class close by where there is no school of the other gender, or the reputation of the ECCE-KP project itself. In reading buddy activities, girls appeared to be more socially interactive and more organised in their partnerships, while boys practiced more rote learning, and repeating word strategies. Better health outcomes for girls were addressed through the School Health and Nutrition program (SHN) program which includes targeting of disadvantaged girls.

UNICEF Convention on the Rights of the Child “universal rights” posters were prominently displayed in schools.

#### **3.1.3.3 ECCE Homes**

Only four ECCE Homes were visited due to seasonal closure of schools and security risks. But, at those visited, the parent and community stakeholders reported the homes were considered safe, collegial places where female family and community members interact with each other, as well as learn more about young children and parenting informally. All community educators are educated women. Their comments during the focus groups included entrepreneurial visions regarding sustainability. In higher socio-economic status communities, women involved in the ECCE Home Management Committees (HMC) are taking on mobilisation work for the project. Time and space is allowed for women to talk to other mothers and women in the communities. However, in poorer or rural communities, HMC members were not able to meet parents (often other mothers) very frequently. Personal movement is restricted.

Restrictions on women also affected the connection between home and school in rural areas. Parents and teachers reported that female Community Learning Workers were not able to visit homes and work with the teachers often or consistently due to restrictions on their personal movements.

#### **3.1.3.4 Engagement of parent teacher committees and home management committees**

Engagement of parent teacher committees (PTC) and home management committees (HMC) targeted mothers and female involvement, with the view of improving education access for girls if mothers were incorporated into all-male committees. The focus groups with PTCs confirmed this view. PTCs were proactive in girls’ schools where members included females. During the focus group discussions, women were much more articulate and involved with all aspects of the school or ECCE Home. Based on the focus groups, men’s involvement in PTCs appears to be more distant, especially in rural areas. The male focus was infrastructure/health-based, rather than education focused.

Additional specific gender-targeted initiatives for PTCs and HMCs included training locations that reflected gender and consideration of local access.

#### **3.1.3.5 Teachers**

According to SC documentation, the hiring of female teachers met the project goal of 50% women teachers. All community educators are female. The teachers were aware of gender stereotyping and discrimination that is promoted culturally, in classrooms and textbooks. They offered examples of how they try to provide an equal opportunity to all children enrolled in their classroom irrespective of gender differences. The evaluation team observed boys and girls being given equal attention and support. Seating arrangements in most schools was appropriate, with all children sitting in circles without any preferential treatment given to a particular gender or caste.

It was interesting to note that female teachers and their classrooms gave an impression of creating a more meaningful learning environment (time management, diversity of activities, group work and discussion) as compared to their male counterparts.

#### **3.1.3.6 Education Office and Teacher Training Institutes**

The collaboration between SC and education authorities to promote ECCE included a focus on gender through equitable access and teacher training. The advocacy action plan to promote education reform developed by the project taskforce is expected to result in more girls enrolling in ECCE Homes and schools.

The KP education administration system is segregated with a separate set of personnel responsible for male and female schools. The female side of administration is often limited in its functioning by mobility constraints, which are exacerbated by lack of resources provided for undertaking of monitoring and supervision responsibilities. It is extremely difficult for a female education official to visit 40 to 80 schools in her jurisdiction using inefficient or non-existent public transport.

Within the TTIs, men hold all the core decision-making positions (e.g. director, deputy director, additional director). Women mostly work as faculty, with designation of subject specialists or senior subject specialists.

#### **3.1.3.7 Data collection and analysis**

One of SC's founding tenets is gender equality in all areas of project design and execution. This includes the collection and analysis of data. The baseline and midline, studies have included disaggregation of findings based on sex, as will the end line study. The three action research activities are not specifically gender focused, but they will also disaggregate findings based on sex. The resultant information is a powerful tool to inform future ECCE activities and influence GoKP ECCE policies.

#### **3.1.4 Disability inclusion (Rating 4: Adequate quality)**

Disability inclusion was not an explicit component of the project nor initially part of the terms of reference for this evaluation. However, the Australian aid program expressed interest in this area and SC agreed to its inclusion in the evaluation.

Inclusive education is addressed through the teacher training, and included in one session of the teacher training guide. During interviews with teachers, they indicated that they want more training on inclusion, including differences in learning approaches, and how to work with children with mild cognitive challenges. They also requested strategies for counselling parents on how to support children with disabilities. No children with disabilities were observed in schools or ECCE Homes in the field visits.

As ECCE teacher education progresses in Pakistan, capacity building will be required in this area. Expertise in teacher training institutions (TTIs) will need to be developed to provide a thorough understanding of the subject and best practices, including how to create individual education programs for pre- and in-service programs. The pilot project has taken the first step in teacher training on inclusive education. The next focus should be government provision of inclusive education for teacher education.

#### **3.1.5 Disaster risk reduction (Rating 6: Very high quality)**

Assessing disaster risk reduction (DRR) strategies was not initially in the terms of reference for the evaluation. However, DRR was included in the project and SC agreed to its inclusion in this evaluation.

Risk management for the project referred mainly to earthquake and conflict-affected areas of the province. DRR strategies were integrated into the design of the proposal and implementation of interventions. DRR in the project reflects the implementation of all existing SC security protocol for all sites.

Training guides that include DRR were developed as part of the project. All staff, community learning workers, community educators and school administrators were trained in DRR and equipped to handle situations in schools and ECCE Homes. All Community Learning Workers and Community Educators were trained in First Aid. Mock drills were conducted during staff training. Information, Education and Communication (IEC) materials were provided to all children in project schools and ECCE Homes. School safety plans were prepared, and these plans were prominently posted on school walls.

In addition, DRR guidelines have been designed for classroom refurbishment work, and DRR has been incorporated into the project monitoring and evaluation assessment plan and tools.

DDR was not specifically discussed with stakeholders during interviews and focus groups but observations and documentary evidence suggest that DRR has been addressed in many aspects of this project.

## 3.2 Government engagement in ECCE

This section addresses three questions about government engagement in ECCE, with a view to the amount of support the GoKP can offer to sustain or replicate pilot project initiatives.

### 3.2.1 Implementation arrangements

#### ***Evaluation question 3: To what extent do implementation arrangements align with, and support GoKP?***

The implementation arrangements align with, and are very supportive of, the GoKP and district education offices.

The priorities for the project were identified by the Education Department and based on the education sector plan. The GoKP has not yet finalised the new provincial education sector plan. This has implications for the extent to which the government will absorb and regularise aspects of the pilot project.

The original implementation arrangements in the project proposal (Save the Children, 2011) included the following aspects. The Education Department agreed to ensure availability of teachers for intervention schools with vacancies, and ensure appointment of all district officials where positions are vacant. However, discussions with teachers, head teachers and SC staff found the continual transfer of project-trained teachers to non-interventions schools, and untrained teachers into intervention schools –559 teachers and head teachers have been transferred in and out of all four districts (Save the Children, 2013E). Continual transfer is problematic as the duplication of training is time-consuming and project resources are depleted more quickly. Recent verbal agreement has been given by education authorities to halt the transfers.

The Education Department agreed to the implementation arrangement of a teacher–child ratio of no higher than 1:40. In most cases, this ratio is overlooked. The field visits found all classes had between 60 to 110 children, and not enough classroom space to accommodate this number.

The Education Department agreed to ensure that ECCE is part of formal schooling. It committed to the availability of resources for schools, including the construction of classrooms where prioritised. It is unclear how much the GoKP and Education Departments contributed for resources and construction during the project. However, as a result of the project, the GoKP has:

- issued a notification for enrolment of three to four year old children in government primary schools
- nominated an ECCE focal person at the department level and district level
- spent its own money to replicate this ECCE model in Mardan in 100 schools
- agreed to provide an additional room in all project schools
- given responsibility to institutionalise the teacher training manuals to the Directorate of Curriculum and Teacher Education.

Elected members of the Ministry and Education Department officials agreed to engage

with this project in areas including ECCE provisions, curriculum, teacher professional development and academic supervision. Through the project, a specific advocacy effort called 'Ruboru' has been launched for education district officials. At Ruboru events, issues are discussed (including availability of funds), and decisions sought from education authorities. The project has also established a taskforce and action plan to facilitate the advocacy of ECCE at all levels.

### 3.2.2 Government commitment

***Evaluation question 5: What is the level of government commitment as evidenced by receptivity, financial and technical capacity, and policies to replicate the ECCE model(s) developed under this project?***

#### Receptivity

The GoKP's commitment to ECCE as evidenced by the receptivity of provincial and district authorities is mixed. Officially, there is positive receptivity to replicate the ECCE models developed under this project, and some changes are taking place through government efforts. For example, district and provincial education officials interviewed reported that the project is relevant in terms of its alignment with GoKP policies, the KP provincial education sector plan, and the project's key thrusts on learning strategies, quality and accountability and institutional culture change. They see varied and targeted ECCE curricula ensuring that children regardless of backgrounds have access to education. The GoKP has verbally agreed to construct ECCE classrooms in 500 new six-class schools, which is indicative of ECCE mainstreaming at the government level. In addition, the age bracket of formal primary schooling has been changed to include four to five year olds (previously, it started at six years). The involvement of Planning and Development Wing (P&D) personnel in policy discussions has resulted in them becoming advocates within the Education Department (P&D is engaged in developing the financial outlay based on policy priorities at district and provincial levels). The GoKP has also begun to implement the taskforce advocacy action plan developed under the project. These activities indicate a commitment to institutionalise ECCE in KP, and in the long term, may result in ECCE becoming a permanent reference in policy planning and implementation.

However, there are competing priorities, and funding constraints for provincial and district education authorities. Complete access to primary education has not yet been achieved in the province. There are not enough existing primary schools – these will have to be constructed. One of the GoKP's highest priorities is the construction of primary school classrooms. The *Education Sector Plan* estimates that, based on realistic assumptions about increased enrolment, an additional 42,500 classrooms are needed in government and community schools by 2015.

The GoKP planned introduction of teaching English at Grade 1 will also need a commitment of funds for teacher training. The Secretary of Education said that he was happy to have the ECCE-KP project, but due to financial constraints, could not replicate the interventions nor expand the program without continued assistance from SC.

#### Financial capacity

The discussion in this section is based on budgetary allocations and not necessarily true spending.

The Department of Elementary and Secondary Education (DE&SE) is the largest public department of KP province with 174,364 employees, which is about 46% of the total provincial government employees. It has control over 32,000 schools, of which 24,719 are primary schools. According to the *Education Sector Plan*, the provincial allocation for education has increased over the past few years. In 2011–12, 15.43 billion rupees



(bRs) were allocated for education. This has increased to 18.25 bRs in 2012–13 and 20.48 bRs in 2013–14. The percentage of recurring budget has been historically higher than the development budget. Of the total in 2013–14, 13.83 bRs is allocated as recurring whereas 6.65 bRs is for development expenditure. (Government of Khyber Pakhtunkhwa, Department of Elementary and Secondary Education, 2012)

While the overall share of the education budget has increased, the allocation for primary education (which includes ECCE) has not increased substantially. In 2013–14, the primary allocation is 26.8 bRs, only slightly up from 22.2 bRs in 2011–12. The development budget has stayed fairly even. There is a 37% decrease in the recurring budget, and a 22% decrease in non-salary budget for primary education for 2013–14 from 2012–13 (ibid). The increasing annual burden for salary on the GoKP government has seriously reduced non-salary provisions.

In KP province, ECCE is merged within the primary education sub-sector with no provision for separate teacher, budget and allocations. Hence, it is very difficult to calculate how much has been spent or allocated on early childhood education. Typically, the allocations are done under the heads of administration, construction, salary, teaching and learning material and training, without any demarcation between the early childhood and primary subsectors. The *Annual development plan* of 2013–14 (Government of Khyber Pakhtunkhwa, Department of Elementary and Secondary Education, 2013) mentions only one new program specifically for early childhood education— 500 rooms are to be constructed for early childhood classes in existing primary schools. Interestingly, the plan mentions nil expenditure until June 2013 from the allocated 325 bRs, with 105 million allocated as revenue budget in 2013–14 and the remaining 220 million earmarked for post-2014 expenditure.

The *Education sector plan* also does not reveal any specific planning and allocation for ECE as a stand-alone sub-sector nor as a separate strand under its plans for teacher education or school construction.

### Technical capacity

The level of government commitment to replicate the pilot project ECCE models as evidenced by technical capacity is also mixed. At the classroom and ECCE Home level, observations and discussions with teachers, head teachers and community educators indicate that their technical capacity is strong. (It must be noted that this assertion is based on a non-representative or comparative group, and may not reflect true technical capacity of educators across all intervention sites.)

The pedagogy of *katchi*, Grade 1 and 2 teachers was improved through teacher training to effectively support the learning needs of students with a focus on learning outcomes (literacy and numeracy) and child-centred approaches to teaching and learning. This capacity building was supplemented by the provision of pilot *katchi* classrooms and ECCE Homes, and a wealth of high quality and developmentally appropriate resources, including ECCE curricula developed through the project. Teachers, head teachers and community educators can replicate the teaching and learning aspects of the project even without additional support because of what they have learned through teacher training programs.

Within the capacity building of government institutions, the project has two sets of stakeholders: (1) the staff of TTIs, including the provincial institutes of teacher education, the regional institutes of teacher education and the Directorate of Curriculum and Teacher Education; and (2) district-based staff of the Education Department.

At the district level, the technical capacity of TTI staff and education officers to replicate efforts of the pilot project is not strong. While the project has made some progress in capacity building and a shared understanding of the importance of ECCE, building

capacity among district and provincial government officials is a slow process. The pilot project activities have positively facilitated the capacity development of TTI staff. However, there is still a lack of *specialised* faculty designated for ECCE. While most of the staff is involved in coordination and administrative responsibilities, the subject specialists or lead trainers have limited theoretical understanding and practical experience of ECCE. For most of their professional careers, they have performed as primary teachers or in one particular subject such as science training. The integration of *katchi* and Grades 1–3 curricula in pre-service teacher education has not yet been fully achieved. The future focus of capacity development of TTIs by the government will be in the area of integration of ECCE curricula, rather than the development of expertise of TTI staff, as the GoKP has competing education priorities. This challenge will make it difficult for the GoKP to replicate the ECCE training models developed under this project.

The district-based staff appeared to be focused on day-to-day functions, and had a lack of clarity and resources to carry out their administrative or oversight functions. Staff struggle with the concept that future expansion of the ECCE-KP pilot project will be the district Education Department's responsibility, with SC and the Provincial Government acting only as guides.

### Policies

The level of government commitment as evidenced by policies concerning ECCE is strong. Article 25A (the Right to Education) was included in 2010 under the 18<sup>th</sup> amendment of the Pakistan Constitution. It declares "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law" (<http://www.pakistani.org/pakistan/constitution>). However, the progress on implementation of Article 25A has been slow. As a consequence of the 18<sup>th</sup> amendment, more responsibilities were devolved to provinces but federal financial support also stopped, which put additional burden on the provinces. KP province has yet to enact the legislation which would allow for implementation of Article 25A at the provincial level.

ECCE was set as the third highest priority in the National Plan of Action (Ministry of Education, 2001). *The National education policy* (Ministry of Education, 2009) includes the following policy actions for ECCE.

- "Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards
  - ECE age group shall be recognised as comprising three to five years. At least one year pre-primary education shall be provided by the State and universal access to ECE shall be ensured within the next 10 years
  - Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose
  - For ECE teachers, a two-year specialised training in dealing with young children shall be a necessary requirement
  - This training shall be on the basis of the revised ECE National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas."
- (*National education policy*, chapter 5, Ministry of Education, 2009)

Pakistan has a national curriculum for ECCE (Ministry of Education, 2007) that is aligned with developmental domains and is contextualised, consultative, and research-based. Frameworks for classroom implementation and early learning development

standards have been developed, although the standards are not yet validated. The GoKP's *Education sector plan* includes ECCE, with the objective of "Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children" (Government of Khyber Pakhtunkhwa, Department of Elementary and Secondary Education, 2012, p. 70).

Therefore, the policy *environment* in KP is positive towards ECCE as evidenced by government policies and initiatives. However, competing priorities hinder the timely implementation of these policies. In other words, the policies are provided, but implementation of policies is slow.

### 3.2.3 Future engagement for government-sponsored partnership

***Evaluation question 7: If the ECCE model demonstrates positive results, how should the future engagement change to better embed the approach in government-sponsored partnership?***

The models piloted under this project included initiatives within the five project components: school based ECCE support; teacher training; district education office capacity building; community outreach to improve access and support; and policy advocacy for wider adoption of ECCE principles.

These initiatives, as discussed earlier, have demonstrated positive results. The project's approach with the government to illustrate key contributions for system improvement resulting in stronger, more equitable ECCE provision on a wider scale, has been somewhat effective, due in part to the project's short duration. The intent was to allow the project to demonstrate what works and what does not to all stakeholders, especially decision-makers.

The project has brought a range of government stakeholders to agreement on the significance of ECCE. It has collected evidence through assessments and surveys to inform future ECCE activities and policies.

Future engagement should move away from quality pre-primary and early-primary services, and concentrate on three areas:

- system building and strengthening of district and provincial government level education administration and TTIs
- private–public partnerships (PPP) to meet the demand for ECCE Homes
- evaluation of the intervention models to establish an evidence base for wider use of the successful elements of the project, and to give a proactive basis for wider ECCE policy dialogue at provincial and national level.

#### Strengthening the education administration system and TTIs

The GoKP's focus of capacity development of TTIs will be in the integration of ECCE curricula, not in strengthening the faculty expertise in ECCE. (One recommendation is for the GoKP and Australia Awards to explore offering scholarships for specialist ECCE graduate study programs with the aim of improving the capacity of TTIs to provide high level teacher education and training.) Financial constraints and competing priorities challenge the GoKP's ability to replicate the pilot project.

Systemic changes will take time to embed, particularly in an environment of financial and capacity constraint. A three-year pilot project can only initiate the start of a process.

The project taskforce has been working consistently to bring about systemic change at both the provincial and district levels. The taskforce is the right vehicle for advocating the institutionalisation of future strategic directions, systemic strengthening, and government responsibility for ECCE. The taskforce, with the GoKP, has already



developed an action plan. This approach should be embedded in government-sponsorship partnerships in ECCE.

### Public-private partnerships to finance ECCE homes

The ECCE Home model is very successful in increasing access to quality ECCE and also to community support, as reported by stakeholders and documentation provided by SC. This component appears to be one of the most successful of the pilot project. The ECCE Homes model is viewed as overwhelmingly relevant by community stakeholders in terms of its contribution to access to, and quality of, public education in the province. It is effective in encouraging children to attend school and in encouraging parents to take an active role in the education of their children. It also promotes trust and goodwill from the community.

The demand for ECCE Homes is increasing, and communities are keen to continue the homes with its multitude of perceived benefits. However, the Ministry of Education may not yet be able to regularise ECCE Homes as it has numerous competing priorities. The model can be embedded in government-sponsored partnerships through public-private partnerships. Future engagement of the project should focus on working with the GoKP in exploring alternative channels of financing for ECCE Homes, through local and social corporate philanthropy and responsibility initiatives, or loan schemes offered through various government initiatives.

### Ongoing monitoring of the intervention models for evidence of success

Information has been collected regularly during the project and action research projects have been started. However, analysis of the data lags behind. Data analysis should be completed to evaluate objectively and systematically any positive results and lessons learned. Then, these findings can be the basis for future engagement with the GoKP, and lead the way in advocacy efforts. The initiatives or models that have been shown to have positive results can act as change agents to influence the priorities of government-sponsored partnerships in ECCE.

Continual monitoring of children involved in the pilot project, and analysis of their results on ASER studies as a cohort as they reach Grades 3 and 5, could provide valuable information about the impact of the project over time.

## 3.3 Potential for scale-up

This section addresses the sustainability of the project and the opportunities and challenges for scale-up by the communities and the GoKP.

The sustainability and scale-up options discussed are based on the availability of data provided by SC and publicly available education documentation, and discussions with key stakeholders. Thus, the comprehensiveness and reliability of the information may be compromised, which affects the ability to provide an accurate presentation of benefits, financial and technical sustainability, and opportunities and challenges.

### 3.3.1 Ongoing benefits for the GoKP and communities in the project districts

***Evaluation question 4: To what extent has the project led to ongoing benefits for GoKP and the communities in the four project districts?***

The establishment and/or refurbishment of classrooms and ECCE Homes have provided ongoing benefits to GoKP and communities in the four project districts. Most of the efforts were expended, and the benefits accrued, at the important school and community level. Evidence indicates that the project has improved access to early childhood education in targeted areas, and has benefitted more than 88,000 children (Save the Children, 2013B).

The small sample of parents, teachers and children consulted indicated that the SHN program is one of the reasons for the project's success. All stakeholders were articulate in what they have been taught, and it was apparent that good health and hygiene practices were followed by teachers and children. It is unclear if the learning in health and hygiene practices are transferred to home environments.

The reading buddies program appears to have extensive benefits. More evidence is needed to determine the conclusive value of the program.

The ECCE Home model has been very successful in increasing access to quality ECCE and also in linking community support. The demand for ECCE Homes is increasing, and communities are keen to continue the homes due to the many perceived benefits.

The GoKP has benefitted from an extensive ECCE pilot project, funded to AUD \$14 million. Across four districts, the project has provided to the province:

- newly built or refurbished 400 classrooms and 118 ECCE Homes
- hard furnishings and toilets, handwashing facilities, and safe drinking water
- learning and teaching materials with a program focus on health and literacy
- training to over 1,000 teachers and 400 head teachers
- training for district level education officers and TTI faculty
- field support and supervision for teachers and head teachers.

### 3.3.2 Sustainability of the project outcomes

#### ***Evaluation question 4: How sustainable are the project outcomes?***

The project outcomes are related to the six objectives. How sustainable are these anticipated outcomes if donor funding was ceased? Given that this project was a pilot, proving sustainability of impact is critical.

The anticipated project outcomes have little comparative analysis results for which to support their positive outcomes. Discussion here is based on SC documentation, observations, focus groups and interviews, comparative studies, midline results. End line results, some analysis of interventions, and action research projects are not yet completed. The evaluation team could not access accurate funding availability for the province and district, so it is unclear what amount of funding, if any, exists to finance the project outcomes.

None of the anticipated outcomes could be expected to be sustained to the level of pilot project implementation if donor funding was ceased, in part because of the scale and the large number of interventions and activities implemented. As the Secretary of Education stated, "... (D)ue to financial constraints it would not be possible to replicate the interventions nor expand the program without continued assistance from SC" (Interview notes 4 February 2014). The project and its delivery models are not viable options for public financing to continue at scale, or for further up-scaling. The intent of SC in the pilot project was to allow the project to *demonstrate* what works and what does not to all stakeholders, especially decision-makers.

### 3.3.3 Factors that increase or reduce the sustainability of this project

#### ***Evaluation question 4: What factors increased or reduced the sustainability of this project, and how?***

The benefits for the GoKP and communities, and the sustainability of the project outcomes have been discussed above. Keeping those in mind, there are several factors which may lead to increased sustainability of the pilot project.

### Factors that increase sustainability

The establishment and/or refurbishment of classrooms and ECCE Homes. The hard and soft furnishings will continue to be used in the medium term, even if the pilot project does not continue. In addition, in some schools Parent Teacher Committees or teachers have independently equipped extra classrooms with learning materials and resources for all children to access and interact with the learning material.

The Literacy Boost sub-component. The gains in reading skills by children through the Literacy Boost program are likely to be sustained.

The Child Focused Health Education sub-component, particularly the School Health and Nutrition program interventions. Stakeholders perceived these programs as highly successful. Analysis of data about the activities, including transfer of benefits to home environments, would provide meaningful evidence for sustainability.

Teacher education and training. Teachers, head teachers, and community educators said they would continue to use the materials, skills and knowledge they gained through training (particularly within the Literacy Boost sub-component), with their students, regardless of the future of the project.

ECCE Homes are highly successful within communities. Some communities have indicated that they would fund the continuation of the ECCE Homes independently. Community educators have indicated that they would initiate ECCE Homes in a private capacity.

### Factors that decrease sustainability

There are also several factors that will have a negative influence on the sustainability of the project. These factors have been separated out for clarity.

Competing priorities within the provision of basic education. There are competing priorities, and funding constraints, for provincial and district education authorities. Complete access to primary education has not yet been achieved in the province. There are not enough schools and more need to be constructed. The introduction of teaching English at Grade 1 will need a commitment of funds for teacher training.

Lack of specialised expertise in ECCE. There is a lack of faculty within the TTIs who possess specialised expertise in ECCE.

The KP provincial education sector plan. GoKP has not yet finalised the provincial education sector plan, which has implications for the extent to which the government will absorb and regularise aspects of the pilot project.

Transfer of teachers. Although verbal agreement has been given by education authorities, if it is not followed through, the continued transfer of outside teachers into project schools could be problematic. Project resources within training are depleted and the duplication of training is time consuming.

### 3.3.4 Opportunities and challenges for scale-up by the communities and GoKP

#### ***Evaluation question 6: What are the opportunities and challenges for scale-up by the communities and the GoKP?***

The ECCE-KP pilot project was extensive, expensive, and relatively short-term. Three years may not be sufficient to claim benefits to be scaled-up. At this time, without data analysis from the end line/midline, action research projects, and given the limitations of field visits, identifying specific areas to be scaled up is daunting. It is noted that, on a

very small scale, the GoKP is replicating the ECCE model in Mardan in 100 schools. It has also indicated that it will add rooms in all intervention schools.

Based on evidence gathered, some initial opportunities and challenges for scale-up by the communities and GoKP were identified:

Disbursed, independent scale-up in schools. In some schools, Parent Teacher Committees (PTC) or teachers have independently equipped extra rooms with learning materials and resources for all children to access. Scaling up this type of activity at the school level is an opportunity for schools/communities to sustain and extend access to supportive learning environments.

However, this is also a challenge for scaling up because it leads to uneven scale-up efforts. It may be that most scale-up efforts take place at the community or school level, undertaken in an individual capacity, through community efforts, or on a per-school basis through individual head teachers, classroom teachers or PTCs. This presents a challenge as these efforts could focus on different aspects of the pilot project, based on perceived benefits and needs. In school situations, different PTCs could opt to spend PTC funds in different ways. The question of how to, and who will, monitor these individual efforts arises.

Expansion of ECCE Homes. The communities are keen to continue the ECCE Homes. Members of the Home Management Committees (HMCs) and mothers, especially in peri-urban areas with better socio-economic indicators, have categorically claimed that they would mobilise their own resources as well as introduce a nominal fee to ensure they can pay the stipend for the community educator so that ECCE Homes continue to function after the project end.

However, the question of scale-up arises in low-income communities in remote areas where cash contribution from the community is neither forthcoming nor an equitable option. Bringing community educators, community learning workers, and ECCE Homes into the ambit of formal system support may not yet be possible.

Given that the ECCE Homes are very successful, an opportunity for scale-up within a private sphere, a community sphere, or a public–private partnership is feasible. In addition, it would be worth exploring if there is any other formal structure or governmental system willing to respond to the challenge of ECCE in community spaces. This may not ensure up-scaling on a wide basis, but the support extended to communities to convert ECCE Homes into social start-ups or community enterprises would be worthwhile for optimising the capital investment made in the project thus far.

Teacher education and training. The provision of high quality, regular teacher training is an important part of the pilot project, and should be considered for scale-up in future efforts. The education budget does not include training and provision of active learning material. Providing face-to-face teacher training is demanding on personnel, financial resources and logistics.

An opportunity to scale up would be an ICT-based, interactive e-learning service platform connecting teachers and learners (such as TeleTaleem). TeleTaleem is working with SC on a different project within Pakistan. Its program targets early to primary literacy and mathematics instruction by enhancing teacher training, assessment practice and community action using a self-contained, ICT-enabled learning van. This other project work may be applicable to teacher training and education efforts in any future scale-up of this project. It should be noted that no costing estimate was provided for this evaluation. The cost of providing e-teacher training in any scale-up efforts may be cost prohibitive to the GoKP.

Gender challenges. Restrictions on the personal movement of women affected the connection between home and schools in rural areas. This will be a challenge in any scale-up efforts by communities, particularly in more rural or traditional areas.

## 4 Lessons learned and key recommendations

The evaluation found that the project is progressing in each component, for all objectives. The key recommendations below are mainly focused on next steps that may be integrated into the proposed extension or subsequent project phases.

**Data analysis is time consuming but integral to project success.** Information has been collected regularly during the project but analysis of the data lags behind (including Quality Learning Environment assessment, weekly health education sessions for children, use of Book Banks, parent feedback on ECCE radio segments, global handwashing days, and action research projects). Lessons learned and course correction that comes from analysis is important to the project's goals. When analysis of data is not conducted in a timely manner, remedial action or changes cannot be taken over an extended period to ensure positive benefits of the project. Plans for areas of focus for extension or subsequent phasing cannot be completed without evidence from which to base actions.

**Recommendation 1: SC complete the analysis of data collected to inform lessons learned, use as a basis for any remedial action needed or proposed extension interventions, and achievement of the overall project goal and performance indicators.**

**Recommendation 2: SC monitor the current KP-ECCE cohort of students in intervention schools and compare their ASER study results to non-intervention cohorts for evidence of achievement that could be attributable to the pilot project.**

**The ECCE Home model is very successful in increasing access to quality ECCE and also community support.** This component is one of the most successful of the project. It encourages children to attend school, engages parents and promotes trust in the community. The demand for ECCE Homes is increasing, and communities are keen to continue the homes.

**Recommendation 3: SC explore alternative channels of financing ECCE Homes through local and social corporate philanthropy and responsibility initiatives or finding a loan scheme offered through various government initiatives (e.g. Prime Minister's Loan, public-private partnerships through Pakistan Poverty Alleviation Fund, Sarhad, or National Rural Support Program, or Small and Medium Enterprise Development initiatives and micro-finance institutions).**

**Continuous teacher education and training is needed.** Teachers were appreciative of the trainings that they have received. In the focus groups, teachers highlighted the need for more frequent and specific inputs for improved teaching. A more hands-on



approach with time for micro teaching, role play, simulation and providing feedback would help tremendously in improving the nature of teaching and learning interaction and activities. While the project team provides follow-up support, teachers felt that input from community learning workers on their teaching practices is more useful because it provides an opportunity to reflect on their teaching practices and further improve.

Teachers gather for Literacy Boost monthly trainings and follow-up, which have been a useful collective platform to discuss challenges and learn from others.

Providing teacher training face-to-face requires resources in personnel, funding and logistics. An interactive e-learning service platform may be an alternative method of training. (One example is TeleTaleem, which is working with SC within Pakistan, and may be applicable to teacher training in any future extension or phasing of this project.)

In most cases, the prescribed teacher student ratio of 1:40 is overlooked, with 60 to 110 children crowded into one classroom. Teachers mostly try to manage the large classes through group activities, with little time for critical thinking, inquiry-based activities and individual support. From observing the classrooms, it became evident that teachers need support in leading large and multi-age/multi-grade classrooms from a cooperative learning standpoint and not essentially an administrative challenge. Similarly, there is a need to deepen teaching and learning interactions as a tool for critical thinking and inquiry, along with more constructive use of students learning experiences/outputs.

Formative learning assessment and its use for lesson planning and student follow-up require more input. Currently, teachers are collecting students' work with no understanding of using a student portfolio. The main assessment is done through keeping scores for Literacy Boost-related activities but children's progress or learning difficulties in other learning areas do not appear to be assessed.

**Recommendation 4: SC focus future teacher training sessions on classroom-based, child-initiated, best ECCE practice teaching, learning and assessment activities.**

**Recommendation 5: SC explore options for teacher training via an e-learning platform to reach more teachers or enrich their training through regular monitoring and feedback.**

**ECCE planning and implementation capacity development needs to be institutionalised.** Despite all the positive changes that have occurred through the pilot project, integrating the positive practices into the larger education delivery system is difficult. The TTIs have been utilised to develop pre- and in-service teacher training modules and curricula, and to conduct training for project teachers. There is a verbal commitment from the institutes that these curricula will be used for all ECCE-related training within KP province, but this commitment has yet to be formalised.

One of the main areas of difficulty is the TTIs and their lack of capacity to conceptualise and plan teacher education and training in ECCE and classroom assessment. As discussed in the report, the lack of specialised knowledge and skills in ECCE have had an impact on the depth of training for teachers, who are vocal about more hands-on and practical input for carrying teaching and learning classroom activities. Similarly, P&D staff and district education officials find it difficult to plan a budget for an ECCE environment with their limited knowledge of essential requirements for good quality ECCE and training and learning materials.

**Recommendation 6: SC work with the GoKP to formalize agreement and implement the *katchi* and Grades 1-3 curricula in TTI pre-service teacher education programs**

**Recommendation 7: SC, through the ECCE task force, continues to encourage the involvement of the GoKP Planning and Development Wing staff in the ECCE sector. Planning & Development Wing staff are trained in ECCE teacher education and curriculum development and program planning. They would be responsible for working with teacher training institutions and Directorate of Curriculum and Teacher Education staff to plan core activities related to ECCE, thus increasing TTI and Directorate of Curriculum and Teacher Education (DCTE) staff planning skills and P&D staff ECCE knowledge.**

**Recommendation 8: The GoKP and Australia Awards explore offering scholarships for specialist ECCE graduate study programs with the aim of improving the capacity of TTIs to provide high level teacher education and training.**

**Policy environment in KP is positive towards ECCE.** This is evidenced by the existence of government policies (but with limited implementation). In addition, the pilot project's positive impact has led to the GoKP agreeing to construct ECCE classrooms in 500 new six-class schools, which is indicative of ECCE mainstreaming at the government level. The age bracket of formal primary schooling has been changed to include four to five year olds, from the previous starting age of six years. While these initiatives may be useful in the long term with ECCE becoming a permanent reference in policy planning and implementation, there is a need for a practical plan to ensure up-scaling of ECCE across the 23,000 primary schools of KP province.

**Recommendation 9: SC, through the ECCE taskforce, continue to engage in discussions with GoKP on education sector planning issues and challenges.**

## 5 Conclusion

This section summarises the relevance, effectiveness, and sustainability of the ECCE-KP pilot project. It also provides recommendations for the Australian aid program on management decisions regarding a proposed extension and/or subsequent phases of the project. As this conclusion relies on the evaluation findings, the limitations mentioned in previous sections must also be considered here.

### 5.1 Relevance (Rating 5)

The project goal remains highly relevant to continuing ECCE project delivery in KP, and also highly relevant to the Australian Government aid priorities on basic education service delivery, including gender equality and inclusion of children with disabilities.

The expected project impacts were to increase the number of boys and girls who: have access to quality ECCE opportunities; enrol in Grade 1 ready for school; complete Grade 1 successfully; and who attain independent reading skills for lifelong learning. Of the four expected project impacts, only the first is appropriate, *attainable*, and relates to the project goal. The second two impacts are appropriate and relevant but not

attainable due to the short length of the project and a lack of analysis of comparative studies. With the fourth expected impact (attaining independent reading skills *for life*), appropriateness, attainability and relevancy are all compromised. Long term monitoring of the current KP-ECCE cohort of students and comparison to non-intervention students is needed to determine the relevancy of the project on attainment of independent reading skills for “lifelong learning”. The project objectives remain relevant to continuing ECCE delivery in KP especially in terms of access to education, teacher education, capacity development for provincial and district education officials and advocacy efforts. Realignment of Objective 5 to include three individual outputs would provide a more specific focus for assessment of relevancy.

At the implementation level, the pilot project is considered by teachers, head teachers, and community educators to be highly relevant as the programmes address the educational needs of young children by providing access to katchi and ECCE Homes. In addition, the teaching and learning materials and trainings are considered to be very relevant to the education of young children.

The project has made good progress with respect to capacity building of ECCE and has brought a range of government stakeholders on a unanimous agreement on the significance of ECCE. District and provincial education officials view the ECCE-KP pilot project in *katchis* as relevant in terms of its alignment with GoKP policies, the KP provincial education sector plan, and the project’s key thrusts on learning strategies, quality and accountability and institutional culture change. They see varied and targeted ECCE curricula ensuring that children regardless of gender or backgrounds have access to education.

The pilot project established home-school partnership mechanisms and promoted a culture of ECCE in order to enhance the capacity and knowledge of ECCE among parents and community members and develop strong home-school partnerships. Broader community engagement included the establishment of ECCE Homes in disadvantaged communities. These ECCE Homes supported the education of girls, who otherwise have limited opportunities. The project was viewed as overwhelmingly relevant by community stakeholders in terms of its contribution to access to and quality of public education in the province.

The existing research and documentation efforts are highly relevant for informing future ECCE endeavours and policies. The baseline, midline, and endline evaluations have the potential to demonstrate best practices and inform policy discussions. The existing classroom-based action research projects reflect a high degree of relevancy in that these three research activities are focused on specific needs of teachers and children.

This pilot project has generated data on children’s readiness for school, especially in the area of literacy. According to the *Annual Status of Education Report 2013*, learning levels of children in KP province remain low, and deterioration has occurred in English competencies and arithmetic learning levels over the past year for grades three and five (ASER, 2013 p. 156). Long term monitoring of children involved in the pilot project, and analysis of their results on ASER studies as a cohort as they reach grades three and five could provide valuable information about the relevancy of the pilot project over time.

However, the question must be considered: *Is this pilot project the most relevant for KP?* The answer is twofold –yes and no. Yes, in that the long-term educational advantages and cost-effectiveness of ECCE is clear, and there is a pressing need for the regularisation of ECCE in the province to provide high quality learning experiences for all young children. Officially, there is positive receptivity and some efforts to replicate the pilot models, but there are competing priorities and funding constraints for provincial and district education authorities, in particular, a need to construct more primary classrooms and schools. Due to GoKP financial constraints, it would not be



possible to replicate the interventions nor expand the program without continued assistance from SC.

## 5.2 Effectiveness (Rating 4)

The project, as a whole, has been more effective at the program activity level, notably providing access to ECCE classrooms and ECCE Homes, and within the teaching-learning environment.

The pilot project outputs are closely aligned to the objectives and intended outcomes to be achieved (Annex 2). The project has been effective in terms of introducing a vibrant learning environment in the intervention schools. The pilot *katchi* classrooms and ECCE Homes have a wealth of high quality and developmentally appropriate resources that are used by teachers and community educators. The teachers, head teachers, and community educators regarded the teacher training as effective.

The ECCE-KP pilot project interventions and training activities have been effective in developing capacity of TTI staff. However, there is still a lack of specialized faculty designated for ECCE. Formalized agreement on integration into teacher education is still needed.

Parents' support for children's overall development and readiness for school has been effective through *informal* means. *Formal* parent education activities had not been started, by the time of the evaluation; therefore the effectiveness of this output cannot be determined. The pilot project is viewed as very effective in terms of encouraging children to attend school and for encouraging parents to take an active role in the education of their children. It also promotes trust and goodwill from the community, respects religious and community values and promotes partnerships in ECCE with community members (community educators and community learning workers) playing critical roles in the program. ECCE Homes emerge as a viable option for providing quality access to early care. This, coupled with parent education, may become a catalyst to long-term positive changes for society.

Government officials have participated in ECCE training activities, including literacy instruction and educational leadership and management. A specific advocacy effort has been launched for education district officials. The pilot project has established a task force to address issues and challenges and facilitate the advocacy of ECCE. An advocacy action plan for all levels was developed. Through these activities, ECCE-KP has been effective in informing policy discussions and initiatives. SC has established a wide acceptance and acknowledgement of the significance of ECCE. The conducting and analysis of ECCE research and documentation to establish an evidence base for successful advocacy and policy activities is somewhat effective. Only three action research projects, out of twelve anticipated, have been designed and implemented. Analysed results were not available at the time of evaluation. Baseline, mid-term evaluation and midline surveys have been conducted. The midline survey focused on the Literacy Boost aspect of the pilot project found the Literacy Boost program to be effective in improving reading-related tasks. An endline survey has not yet been conducted. The district level seminars and provincial level policy and advocacy dialogues are conducted regularly and have been found to be effective for the advocacy of ECCE with district and provincial education authorities.

## 5.3 Efficiency (Rating 5)

This pilot project was implemented by SC directly, with minor provision to engage local partners (TTIs). The pilot project activities were efficiently managed to achieve or make progress on outputs and objectives (see Annex 9, Table A1). As is indicated in

Table A1, only analysis outputs are needed to rate 100% achievement of Objectives 1 and 2.

Approximately 84% of the budget was allocated for direct project delivery.

The establishment and/or refurbishment of classrooms and ECCE Homes, was completed on time and budget. Initial teacher, head teacher, and community educator trainings have been completed and regular supervisory visits are conducted by SC. Classroom-based mentoring support has been provided to teachers. However, the integration of *katchi* and Grades 1-3 curricula in pre-service teacher education has not yet been fully achieved.

The ECCE Homes aspect of the pilot project has been managed extremely well. Rooms in private homes were volunteered for use. Community Educators have been instrumental to the success of the pilot project with a nominal monthly stipend, teaching and learning materials, and training.

Building capacity among district and provincial government officials is a continuous process, due to the constant change that is occurring in the district education department. This curtails efficiency in expansion and management.

Information regarding project progress and outcomes has been collected regularly over the course of the project. However, analysis of the information lags behind. Risk was managed satisfactorily. Pilot project communities and sites were approved by SC security, and intervention activities were placed to optimize safe access. In the area of risk management, the pilot project incorporated DRR elements, especially training of teachers on emergency preparedness and psycho-social impact of emergencies on children and in dialogue and advocacy work with district and provincial government authorities.

#### 5.4 Sustainability (Rating 3)

None of the anticipated outcomes could be expected to be sustained by the GoKP to any great extent if donor funding was ceased.

Benefits accrued at the program level are more likely to be sustained than those at the management or policy level, at least in the short-term. For the next few years, sustainability of ECCE classrooms and ECCE Homes maybe likely to continue, even without project funding or outside strategic support, because the benefits are either physical (classrooms, teaching and learning materials, sanitation facilities), or teachers and community educators are committed to ECCE and they use their new skills and knowledge. In addition, benefits of community engagement may continue because they accrue at the personal level – parental support for children's learning and development, and the establishment of home-school partnerships.

Benefits accrued at the higher management or policy levels are more difficult to sustain without donor funding. There have been benefits in:

- collaboration with District Education Departments to promote ECCE and build their capacity for advocacy at the provincial level
- establishment of internal education leadership and training mechanisms
- promotion of education reform
- efforts to build sustainable systems for ECCE
- advocacy effort for education district officials and the development of an advocacy plan

- facilitation of capacity development at teacher training institutes, such as pre- and in-service teacher training modules, curricula and conducting training for project teachers
- establishment of appropriate linkages between community-based ECCE mechanisms and district education systems.

Although these are all positive, and in the face of financial and capacity constraints, they are at risk of not being sustainable if donor funding was to cease at this point.

## 5.5 Management decisions

Four questions have been asked as part of the evaluation to guide Australian aid management decisions regarding future support for the project.

### ***Does the Australian aid program need to implement any changes to the delivery of the existing project before completion of the project?***

At this point, it is **recommended** that changes to the project should not occur before its end. The ECCE-KP pilot project has made progress on achieving its objectives. Parent education sessions were planned and due to begin immediately. There is some evidence of GoKP replication of pilot project approaches and activities. It is recommended that a priority focus of the last phase be the completion of analysis of data collected throughout the project.

### ***Should the Australian Government consider continuing support to Save the Children for the existing ECCE model in KP, or make changes in the approach and design of the project?***

It is **recommended** that the Australian aid program continue to provide support to Save the Children for the existing ECCE model in KP province, with changes in the approach or design as indicated through lessons learned and key recommendations, or as developed through various costed scenarios and strategies during the extension phase (as discussed below).

The project objectives remain relevant to continuing ECCE delivery in KP especially in terms of the access to education. The pilot project's approach with the government, to illustrate key contributions for system improvement resulting in stronger, more equitable ECCE provision on a wider scale, has been somewhat effective.

It is **recommended** that SC deconstruct Objective 5 (*Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms*) to include three individual outputs:

- literacy instruction and learning
- educational leadership, management and supervision
- support for learning outcomes.

This would allow SC to focus on specific interventions for these outputs. Doing this would make a connection between the "training" in issues related to ECCE, literacy instruction, and learning, and ways that ECCE capacity among district and provincial government officials will be built to effectively support teachers. It also would take into consideration that building the capacity of district and provincial government education officials is a long-term process.

It is **recommended** that SC, in Objective 6 (*Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base needed for successful advocacy and policy activities*), nominate specific research projects under its output "Targeted classroom-based action research". This would direct the focus of

areas of research based on ongoing experiences, challenges, and lessons learned from the project.

***What changes, if any, need to occur to the current model/approach to ensure that it can be integrated into the government's education system?***

Integration of the pilot project approaches to ECCE into the GoKP education system has been somewhat successful, given the short period of implementation. Institutional changes take time, and the project taskforce has been working consistently to bring about systemic change at both the provincial and district levels.

The implementation arrangements align with the GoKP and district education offices. However, due to other education priorities and funding constraints GoKP could not replicate the interventions nor expand the program without continued assistance from SC.

Initial positive results have been established through the project approach, although analysis of data collected over the project term has not yet been completed. A focus by SC on the following three areas are **recommended** to ensure integration into the GoKP education system:

- the use of the project taskforce and action plan as a vehicle to bring about systemic changes at both the provincial and district levels, especially education administration and the effectiveness of the TTIs
- the use of public–private partnership (PPP) approaches to work with the GoKP in exploring alternative channels of financing the demand for ECCE Homes. These channels include local and social corporate philanthropy and responsibility initiatives, or loan schemes offered through various government initiatives
- an emphasis on prompt analysis of the intervention models by the project team to establish an evidence base for wider use of the successful elements of the project, and to give a proactive basis for wider ECCE policy dialogue at provincial and national level.

***Is the interim extension proposed by SC sufficient to ensure that the investments made to date can be maintained, so that any subsequent phase of engagement can build quickly from the base provided in this phase?***

Given its financial, technical and budgetary constraints, the GoKP has indicated that it cannot invest at the levels needed to sustain the benefits and interventions implemented under the pilot project. If donor funding was to cease, the benefits from the material, personnel and financial investments of the pilot project would be lost in the short- to medium-term.

Subsequent phases of the project are needed to integrate ECCE fully into the education sector. Time is needed to measure the impacts of the project, add value to the foundation that has been laid, and to link the approaches of the pilot project towards sustainability.

It is **recommended** that the Australian aid program grant an extension for the ECCE-KP pilot project. The interim extension proposed by SC is sufficient to ensure that the investments made to date can be *maintained* so that subsequent phases could build quickly from the base provided in the pilot project. An extension would allow SC to:

- continue to provide technical support to teachers in schools and ECCE Homes to ensure the application of training and materials
- continue to make progress on the action plan developed under the ECCE taskforce and to provide technical support to the GoKP during its implementation

- enable findings and recommendations from this evaluation report to be considered and to develop plans to address lessons learned.

It is also **recommended** that, during the extension phase, SC provides a report for the GoKP that includes various costed scenarios and strategies for the management of a government-financed ECCE program. The pilot project has demonstrated best practices for an effective ECCE program. However, given the technical and financial constraints of the GoKP it will not be able to replicate or sustain them on the current level. Therefore, the report will need to advise the GoKP what outcomes can be achieved under low, medium, and high cost scenarios. This report will be an essential advocacy tool for securing a sustainable commitment from the government through the development of an ECCE policy that leverages outcomes and resources, as well as act as a template for assisting the GoKP to deliver an ECCE program that can be financed within its budget.

Some specific activities have already been planned for the extension. These are all based on SC's ongoing reflection of the project and they include:

- the development and introduction of no/low cost material developed by teachers
- increased emphasis on refresher training for trained teachers
- the strengthening of teacher training institutes, including the adoption of the training materials developed
- undertaking additional action research
- an advocacy focus on further dissemination of the success and lessons of the interventions drawing from the results of the midline/end line project assessments
- regular data analysis and dissemination of findings to key stakeholders and utilised to inform future plans. (Annex 3 and Save the Children, 2013F)

It is **recommended** that SC use the extension period to complete action research projects and analyse data collected from surveys to inform strategies on best practices and management to build a second phase of project implementation, and to measure project progress towards attainment of the project goal.

Over three years, the project has provided training to around 2,000 teachers and impacted on 88,000 children. It has created a community demand for early childhood education. In terms of infrastructure, the project has refurbished 401 ECCE classrooms and set up 118 ECCE Homes. Teaching and learning materials have been developed in local languages to tie in with literacy programs. A highly successful School Health and Nutrition (SHN) program was introduced at the project schools and ECCE Homes. The project trained 158 Community Learning Workers and 161 Community Educators.

While long-term work is needed to integrate ECCE into the education system, the project has contributed to a shared understanding across government and educators on the importance of early childhood education in the future lives of Pakistani children.

**Table 3: Evaluation criteria rating**

Evaluation criteria	Rating (1-6)	Explanation
Relevance	5	Good quality; needs minor work to improve in some areas. The pilot project goal is very relevant to project delivery in KP and Australian Government aid priorities. Interventions at program level are relevant to government and beneficiaries. Long term monitoring is needed to determine the relevancy of the project on attainment of independent reading skills for lifelong learning.

		Realignment of Objective 5 would provide a more specific focus for assessment of relevancy.
Effectiveness	4	Adequate quality. The pilot project is more effective at the program activity level. Analysis of project research and documentation to measure effectiveness is not complete.
Efficiency	5	Good quality; needs minor work to improve in some areas. More efficient alternatives to current activities may increase benefits, or open up financial options for either the GoKP or DFAT.
Sustainability	3	Less than adequate quality. Some areas have potential for sustainability, but replication of successes on a large scale will require further donor funding.
Gender equality	6	Very high quality. Gender was an integral and cross-cutting theme in all interventions under the project.
Disability inclusion	4	Adequate quality. Inclusive education is briefly addressed very briefly through teacher training, and included in one session of the teacher training. (Note: The evaluation of inclusion strategies was not initially part of the terms of reference for this evaluation, nor was disability inclusion an explicit aspect of the pilot project.)
Disaster risk reduction	6	Very high quality. Disaster risk reduction has been consistently addressed in all aspects of the pilot project. (Note: The evaluation of disaster risk reduction strategies was not initially part of the terms of reference for this evaluation.)



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## **ANNEXES**

Annex 1: Terms of reference

Annex 2: Save the Children ECCE Project logical framework

Annex 3: Save the Children planned outputs for extension phase

Annex 4: Detailed field plan

Annex 5: Key question matrix

Annex 6: Contact list

Annex 7: FGD and interview respondents

Annex 8: Save the Children mid-term review recommendations update

Annex 9: Details of findings on project progress

## Annex 1: Terms of reference

### Independent Evaluation for Early Childhood Care and Education in Khyber Pakhtunkhwa (ECCE-KP)

#### Background

#### *Project Brief*

<b>Project title:</b>	Early Childhood Care and Education in Khyber Pakhtunkhwa
<b>Country:</b>	Pakistan
<b>Implementing partner:</b>	Save the Children Federation Inc. (SC Pakistan)
<b>Target Province:</b>	Khyber Pakhtunkhwa (four districts: Peshawar, Abbottabad, Battagram, and Buner)
<b>Partner Government:</b>	Provincial Government of Khyber Pakhtunkhwa
<b>Total Commitment:</b>	AUD 14,030,000
<b>Total Amount Dispersed:</b>	AUD 14,030,000
<b>Duration:</b>	3 years (May 2011 to May 2014)

#### *Project overview*

AusAID is providing support to Save the Children (SC) to pilot an Early Childhood Care and Education (ECCE) model in 401 government schools and 121 community based ECCE homes in four districts of Khyber Pakhtunkhwa (KP) province. The intention of the program is to develop a cost-effective, ECCE model which can be replicated by the Government of Khyber Pakhtunkhwa (GoKP) across the province.

The project aims to improve both educational outcomes and access for children by increasing opportunities for learning and development and improving transitions into primary school. It focuses on increasing gender sensitive opportunities for children, teacher training, improving parental and community involvement and enhancing knowledge of the importance of ECCE within district and provincial governments to support ECCE outcomes across the province.

The project is aligned with the KP Education Sector Plan and seeks to improve the capacity of the provincial government - Department of Elementary and Secondary Education (DE&SE), Directorate of Curriculum and Teacher Education (DCTE) and Provincial Institute of Teacher Education (PITE) in KP.

The overall goal is to improve educational outcomes and access for children in government schools by increasing opportunities for learning and development, and by improving transitions into primary school. The project has 6 objectives:

- Enhance access to quality gender-sensitive ECCE opportunities that prepares children for school success by establishing and/or refurbishing ECCE classrooms in KP primary schools; and by establishing supplementary community based ECCE classrooms where needed;
- Improve the pedagogy of pre-primary (Katchi), Grade 1 and Grade 2 teachers and improve the quality of learning in early primary grades, with a focus on learning outcomes (literacy and numeracy) and child-centred approaches to teaching and learning;
- Develop a sustainable and institutionalised model for pre and in-service teacher training by building leadership and instructional capacity among provincial teacher training institutes;
- Enhance the capacity and knowledge of ECCE among parents and community members and develop strong home-school partnerships;

- Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms;
- Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base needed for successful advocacy and policy activities.

An internal Mid Term Review (MTR) of the project was conducted in November and December 2012. The MTR report was shared by SC in January 2013. AusAID also participated in the MTR through field visits to project districts, meetings with GoKP and debriefing sessions with SC. The MTR reported that the outcomes during project implementation have provided evidence to conclude that the strategies utilized are effective. The project has created a demand for ECCE services among the community.

Anticipating that a final decision on further support may occur after the current contract end, SC have been asked to prepare a costed 9-month extension which would allow the maintenance of the current program.

### ***Policy and context for Australia's involvement in the Early Childhood Education Sector in Khyber Pakhtunkhwa***

AusAID's program in Pakistan has a priority focus on basic education service delivery. By supporting education in the border regions of Pakistan, Australia will help to reduce poverty by increasing livelihood opportunities and producing better skilled adults who can contribute to Pakistan's longer-term economic growth, productivity, and stability.

The project is consistent with AusAID's priority focus on KP and the Early Childhood Education (ECE)/primary sector and complements AusAID's intended support to the KP Sector Plan by focusing on the development, implementation and testing of low cost models for ECE service provision that can be scaled up by the GoKP.

### **Purpose of the evaluation**

The primary purpose of this evaluation is to assess the potential for further scale up of the models piloted under this project including any changes to the design of the project keeping in view the existing human resource capacity and fiscal space available to the GoKP.

The secondary purpose of the evaluation is to meet AusAID's accountability requirements by evaluating the program's achievements more broadly using AusAID's evaluation criteria as a guide (addressing, where appropriate, relevance, effectiveness, efficiency, sustainability, gender equality, monitoring and evaluation and analysis and learning).

In accordance with AusAID policy, the evaluation will be published on AusAID's external website.

The primary users of the Independent Evaluation Report will be:

- AusAID Pakistan Education team in Islamabad and Canberra
- AusAID Pakistan broader program teams in Islamabad and Canberra
- Save the Children

Secondary users of the report include:

- Partners in Khyber Pakhtunkhwa, including the Department of Elementary and Secondary Education
- KP Education Donor Coordination Group
- AusAID's Education Thematic Group

### **Scope of the evaluation**

### *Evaluation team*

The evaluation team will comprise a team leader and education specialist with the following skills and experience:

- a) **Team Leader** (international or local consultant):
  - expertise in monitoring and evaluation
  - experience in research, analysis and evaluation of development programs in fragile and conflict-affected environments
  - experience in planning for and leading evaluation processes
  - able to travel in Islamabad and to the project districts in Khyber Pakhtunkhwa and engage effectively with beneficiaries
- b) **Pakistan Education Specialist** (local consultant)
  - demonstrated in depth knowledge of the Education environment in Pakistan (knowledge of Early Childhood Education/Development would be an added advantage).
  - able to travel in Islamabad and to the project districts in Khyber Pakhtunkhwa and engage effectively with beneficiaries.

It will be preferable to have at least one female consultant to ensure stronger participation from the women participating in the project.

Representatives from AusAID and Save the Children team will also join the mission and participate in some meetings and project visits.

### *Evaluation questions*

The evaluation team should address the following questions as part of the review:

Relevance, Effectiveness and Efficiency (high priority)

1. To what extent do the project objectives remain relevant to continuing ECCE project delivery in KP?
2. To what extent are the initiative outputs aligned to the objectives and the intended outcomes being achieved?
3. To what extent do implementation arrangements align with and support GoKP?

Sustainability (high priority)

4. How sustainable are the project outcomes? What factors increased or reduced the sustainability of this project, and how? To what extent has the project led to ongoing benefits for GoKP and the communities in the four project districts?
5. What is the level of Government commitment as evidenced by receptivity, financial and technical capacity and policies to replicate the ECCE model(s) developed under this project?
6. What are the opportunities and challenges for scale-up by the communities and the GoKP?
7. If the ECCE model is demonstrating positive results, how should the future engagement change to better embed the approach in government sponsored partnership?

Other (medium priority)

8. To what extent has ECCE contributed to gender equality?

The evaluation report will provide an assessment of the project, challenges, lessons learnt and way forward based on the above questions.

The evaluation team will undertake a 13 day visit to Islamabad and project districts for meetings and field visits to project districts.



### **Key stakeholders to meet**

The following list of possible key stakeholders to meet is provided as a recommendation. The evaluation team will need to confirm persons and organisations they wish to meet in the evaluation plan.

- Department of Elementary and Secondary Education, GoKP
- District Education Offices (Peshawar, Battagram, Abbottabad and Buner), GoKP
- Directorate of Curriculum and Teacher Education, GoKP
- Provincial Institute for Teacher Education, GoKP
- Save the Children Education team in Islamabad and project teams in KP
- AusAID's education team in Islamabad

### **Key documents to review**

- ECCE-KP design document (project proposal - May 2011 )
- Annual Report for year 1 (FY 2011-12) and year 2 (FY 2012-13)
- Internal Mid Term Review Report (January 2013)
- Quality at Implementation Report (December 2011 and February 2013)
- Education Situation Analysis conducted by AusAID (September 2013)
- Khyber Pakhtunkhwa Education Sector Plan (FY 2010/11 to 2015/16)
- Monitoring data and Baseline Report

### **Management decisions**

The analysis and recommendations in the Independent Evaluation Report will inform the following AusAID-management decisions going forward:

- Whether AusAID needs to implement any changes to the delivery of the existing project before completion of the project?
- Whether AusAID should consider continuing support to Save the Children for the existing ECCE model in Khyber Pakhtunkhwa, or make changes in the approach and design of the project?
- What changes if any, need to occur to the current model/approach to ensure that it can be integrated into the Government's education system?
- Is the interim extension proposed by SC sufficient to ensure that the investments made to date can be maintained so that any subsequent phase of engagement (if approved) can build quickly from the base provided in this phase?

### **Reporting requirements**

The evaluation team will review relevant documents including design documents and reports and prepare an evaluation plan to be submitted to AusAID prior to the mission.

The evaluation plan should outline the methods and timeframe the evaluators will use to meet the scope in these ToRs, including:

- An evaluation design that describes a logical model for assessing the activity,
- A process for information collection and analysis;
- Any substantive challenges to achieving the evaluation objectives that will have to be addressed.
- An updated list of stakeholders to be consulted.

The evaluation design will cover the key evaluation questions, and also draw on the broader AusAID evaluation criteria as a guide where deemed appropriate.

The team leader will be responsible for the following written outputs, which he/she may delegate to team members as agreed:

- a) Evaluation Plan to be developed in consultation with AusAID and Save the Children and submitted in final copy by 20 December 2013.
- b) Presentation outlining the key findings of the evaluation by 7 February 2014.
- c) Draft Independent Evaluation Report (a maximum of 25 pages excluding attachments) by 17 February 2014.
- d) Final Independent Evaluation Report that responds to appraisal/peer review comments and recommendations (a maximum of 25 pages excluding attachments) within one week of receiving AusAID and Save the Children comments.

The evaluation will be completed using the AusAID Independent Evaluation Report template which is consistent with AusAID's evaluation standards.

The evaluation plan and report will be appraised by AusAID against the AusAID Monitoring and Evaluation Standards which will be provided to the evaluation team.

### Review requirements

AusAID will seek input from Save the Children staff on the draft report and internal views from relevant sector experts and country staff for consideration for the final report. Revisions to the report may be required, and would be negotiated as appropriate.

### Evaluation timeline

Dates	Activities	Location	Maximum number of days
By 20 December 2013	Pre-mission desk review Teleconference briefing Draft and submit Evaluation Plan	Home location	5 days TL (3 days Education Specialist (ES))
13 – 17 January 2014	Discussion and finalization of evaluation plan (includes teleconference briefing)	Home location	5 days TL (2 days ES)
27 January – 8 February 2014	In-country mission, including <ul style="list-style-type: none"> <li>Initial briefing with AusAID</li> <li>Consultations (individual and group) with stakeholders as per evaluation plan</li> <li>Field visits (the field visit to the project districts will be carried out subject to security advice from the Security Section at the Australian High Commission)</li> <li>Present evaluation findings (AusAID will propose a draft schedule for the in-country component and discuss it with the evaluation team as part of the Evaluation Plan preparation process)</li> </ul>	Islamabad and project districts	13 days
10 – 15 February 2014	Draft Independent Evaluation Report including a Learning and Dissemination Plan	Home location	6 days

Within a week of receiving comments from AusAID and Save the Children	Amendments to first draft report. Submit final report	Home location	5 days (3 days ES)
		<b>TOTAL DAYS</b>	<b>34 days TL 27 days ES</b>

### Payment Schedule

The daily fee rate for the consultants will be in accordance with [AusAID's Adviser Remuneration Framework](#). The position fits under the requirements for a Short-Term Adviser, Discipline Group-C for the Team Leader and Discipline Group B for the Education Specialist, Job Level 3.

### Confidentiality Statement

All data and information received for the purpose of this assignment are to be treated confidentially and are only to be used in connection with the execution of the ToR. All intellectual property rights arising from the execution of the ToR are assigned to AusAID. The content of written materials obtained and used in this assignment may not be disclosed to any third parties without the expressed advanced written authorization of AusAID.

## Annex 2: Save the Children ECCE Project logical framework

Project Goal	Expected Impact	Performance Indicators	Sources of Verification
Improve educational outcomes and access for boys and girls in government schools by increasing opportunities for learning and development and by improving transitions into primary school	Increased number of boys and girls: <ol style="list-style-type: none"> <li>1) That have access to quality ECCE opportunities,</li> <li>2) That enrol in first grade ready for school,</li> <li>3) That complete first grade successfully, and</li> <li>4) Who attain independent reading skills for lifelong learning</li> </ol>	<ul style="list-style-type: none"> <li>▪ % of children benefiting from ECCE pre-primary experiences, disaggregated by gender (prior to start of project and each year of the project)</li> <li>▪ % of children enrolling in 1st grade, disaggregated by gender</li> <li>▪ % of children being promoted to Grade 2, disaggregated by gender</li> <li>▪ % of children demonstrating good school readiness skills prior to school entry, disaggregated by gender</li> <li>▪ % of children with improved reading assessment scores from baseline levels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline, midline and end line survey, using a control group of non-project sites for comparative impact assessment</li> <li>▪ Annual Assessment of project sites</li> </ul>
<b>Objective 1:</b> <b>Enhance access to quality gender-sensitive ECCE opportunities that prepare children for school success by 1) establishing and/or refurbishing ECCE classrooms in KPP primary schools and 2) establishing supplementary community- based ECCE classrooms, where needed.</b>			
Outputs	Performance Indicators	Specific Activities	Sources of verification
1. Existing ECCE classrooms refurbished and learning environments improved (benefiting 36,000 students)	<ul style="list-style-type: none"> <li>▪ 400 classrooms refurbished</li> <li>▪ At least 75% of ECCE classrooms meeting the four principles for <b>quality early learning environments</b></li> <li>▪ At least 36,000 children benefiting from these classrooms</li> </ul>	1.1.1 Develop school selection criteria 1.1.2 Organize orientation with Govt. Officials and share selection criteria 1.1.3 Identify and select schools according to criteria 1.1.4 Prepare profile of Selected Schools (benchmarking activity) 1.1.5 Prepare BOQ's as per approved design 1.1.6 Award contract to successful bidders 1.1.7 Refurbishment of ECCE & Primary Classrooms 1.1.8 Meeting of Experts for Material Development 1.1.9 Sharing of Developed Material List with SC technical team 1.1.10 Sharing of Developed Material with Education department 1.1.11 Provision of Teaching & Learning Material as	Generally, through a combination of monitoring observation, key informant and focus group discussions, and data collection. <ul style="list-style-type: none"> <li>▪ ECCE classes/centre-based records – incl. enrolment and attendance</li> <li>▪ Out of school children record – record developed and data collected by SC</li> <li>▪ School monitoring visits – including classroom environment assessment tools</li> <li>▪ Field reports on meetings</li> </ul>

		approved sample list 1.1.12 Provision of TaleemiBasta 1.1.13 Provision of Recreational Kit as per approved sample 1.1.14 Prepare list and raise IPR/PO for Replenishment of Material for ECCE & Primary Classroom 1.1.15 Replenishment of Material for ECCE & Primary Classroom 1.1.16 Material Development, Printing and purchase for reading literacy 1.1.17 Produce local language reading materials for all three grades	<ul style="list-style-type: none"> <li>▪ with PT/SMC and parents</li> <li>▪ Monitoring of staff reports</li> <li>▪ Quality learning assessment tool (used to measure children's learning throughout the project)</li> <li>▪ School Health &amp; Nutrition records – change in health status of children</li> <li>▪ Local language learning materials produced and used</li> <li>▪ Teacher feedback on quality of the teacher training programs</li> </ul>
2. School Health and Nutrition program introduced in school and community based ECCE	<ul style="list-style-type: none"> <li>▪ Children receiving de-worming tablet twice a year</li> <li>▪ Children receiving vitamin 'A' twice a year</li> <li>▪ Children received Iron tablet once a week for 16 weeks in a year</li> <li>▪ Children screened for vision once per year</li> <li>▪ At least 60% of schools conduct weekly health education session</li> </ul>	1.2.1 Orient provincial and district health and education government administration 1.2.2 Nomination of Govt. Officials by concerned department 1.2.3 Conduct SHN baseline &End line (Consultancy+Training + Report Writing) 1.2.4 Development of TORs for Baseline &End line 1.2.5 Raise IPR/PO and hiring of consultant 1.2.6 Perdiem for Govt. Health Staff for SHN Base &End line (LHWs) 1.2.7 Supplies & Equipment 1.2.8 Incentives for Index Children for SHN Baseline Survey 1.2.9 Lab analysis 1.2.10 Printing of CFHE material 1.2.11 Distribution of CFHE material 1.2.12 Conduct CFHE Training for Master Trainers (School Teachers) 1.2.13 CFHE Training for School Teachers 1.2.14 Provision of deworming pills and micronutrient supplements 1.2.15 Train teachers, PTC and CHC to Deworm	

		&supplement children with Iron & Vitamin A 1.2.16 Distribution of deworming pills and micronutrient supplement 1.2.17 Organize Child Health Clubs (CHC) 1.2.18 Orientation to Community Learning Workers (CLW) 1.2.19 Orientation to mothers larger groups on SHN 1.2.20 Install Watson facilities at schools, for access to Water & Functional Toilets & Latrines	
3. Community based ECCE classrooms established and equipped where children have no access to public primary schools, and communities organized to effectively implement and manage these classrooms.	<ul style="list-style-type: none"> <li>80 community learning workers trained</li> <li>ECCE materials and training modules developed and implemented in communities local language</li> <li>30 community ECCE classrooms established if required and made functioning effectively</li> </ul>	1.3.1 Identify communities for setting up Community Based ECCE Classrooms 1.3.2 Orientation of community members to the Community Based ECCE classrooms 1.3.3 Formation of Community Based ECCE Classroom Management Committees 1.3.4 Establishing and equipping Community Based ECCE Classrooms 1.3.5 Conduct training sessions for the community managing ECCE classrooms 1.3.6 Annual grant for Community Based ECCE classrooms 1.3.7 Developing & Printing of ECCE Material for Community Based ECCE Classrooms 1.3.8 Develop community ECCE materials in local language 1.3.9 Develop monitoring mechanism for effective functioning of ECCE classrooms	
<b>Objective: 2</b> <b>Improve the pedagogy of pre-primary (katchi), Grade 1 and Grade 2 teachers and strengthen the quality of learning in early primary grades, with a focus on learning outcomes (literacy and numeracy) and child-centred approaches to teaching and learning</b>			
Outputs	Performance Indicators	Specific Activities	Sources of verification
1. Initial training in ECCE, emergent literacy and numeracy and hands on learning and teaching provided to Male and Female	<ul style="list-style-type: none"> <li>At least 400 Grade 1 &amp; 2 teachers trained in literacy instruction</li> <li>At least 400 primary school administrators trained in literacy instruction</li> <li>At least 50% of teachers effectively using active</li> </ul>	2.1.1 Nomination & Approval of Teachers list by Education department for Literacy Training 2.1.2 Identification of Master Trainers 2.1.3 Selection of Master Trainers	Generally, through a combination of monitoring observation, key informant and focus group discussions, and



pre-primary, Grade 1 and 2 teachers and officials (target is 1600 teachers and 40 officials)	learning tools or methods	2.1.4 Develop ToTs for training in ECCE, emergent literacy and numeracy 2.1.5 Selection of Training body for training 2.1.6 Training of Masters Trainers (SC Staff), selected teachers and officials 2.1.7 Initial training on ECCE, emergent literacy and numeracy provided to Pre-primary, Grade 1, Grade 2 teachers and officials	data collection.
2. Adequate teaching and learning materials provided for all ECCE classrooms, including materials in local/mother tongue (Pushto) and Urdu (national language)	<ul style="list-style-type: none"> <li>400 ECCE classrooms benefiting from a set of materials supporting learning and teaching</li> <li>New local language materials produced</li> </ul>	2.2.1 Development of ECCE learning materials and new local language materials 2.2.2 Printing of Training Material for using the ECCE teaching and learning material 2.2.3 Nomination & Approval of Teachers list by Education department for ECCE Training 2.2.4 Training of ECCE teachers (1600 teachers)	<ul style="list-style-type: none"> <li>School based records – incl. student enrolment and attendance, and teacher attendance</li> <li>School monitoring visits – including classroom assessment tools</li> <li>Field reports on meetings with PT/SMC and parents</li> <li>Monitoring of staff reports</li> <li>Quality learning assessment tool</li> <li>Local language learning materials produced and used</li> </ul>
3. Teachers continuously trained in ECCE and effective literacy instruction, which is critical for improving learning outcomes	<ul style="list-style-type: none"> <li>At least 400 Grade 1 &amp; 2 teachers trained in ECCE and literacy instruction</li> <li>At least 400 primary school administrators trained in literacy instruction</li> <li>At least 50% of teachers effectively using active learning tools or methods</li> </ul>	2.3.1 Conduct continuous literacy training for previously selected ECCE, grade 1 and 2 teachers 2.3.2 Conduct continuous literacy training for previously selected school administrators	<ul style="list-style-type: none"> <li>Teacher feedback on quality of the teacher training programs</li> <li>Post training session evaluation feedback forms</li> <li>Training manuals produced and used</li> </ul>
4. Head Teachers trained in class room supervision and monitoring	<ul style="list-style-type: none"> <li>At least 400 head teachers trained in effective monitoring and supervision and in setting up teacher-to- teacher support networks</li> <li>At least 1 supervisory visit per month conducted and guidance provided to teachers and head teachers by SC Staff</li> </ul>	2.4.1 Nomination & Approval of Teachers list by Education department for classroom supervision 2.4.2 Conduct training sessions for head teachers on supervision, monitoring and setting up teacher support networks 2.4.3 Conduct Follow up visits per month and provide guidance to teachers and head teachers	<ul style="list-style-type: none"> <li>Reading Assessments</li> </ul>
5. SMC and Trained school Staff engaged in continuous improvement in learning environment for Katchi, Grade 1 and Grade2	<ul style="list-style-type: none"> <li>At least 50% of schools/learning sites supported by the project achieve key Guiding Principles for creating quality learning environments</li> </ul>	2.5.1 Train school staff in key guiding principles for quality 2.5.2 Work with SMC and school administrators to develop plans for improving learning 2.5.3 Conduct regular PTC/ SMC meetings 2.5.4 Monitor the practice of the guiding principles in schools 2.5.5 Follow up visits to schools	

6. Reading buddies established – pairing 1 <sup>st</sup> and 2 <sup>nd</sup> grade students with older students	<ul style="list-style-type: none"><li>At least 70% of children benefiting from reading buddies on a regular basis</li></ul>	2.6.1 Assign reading buddies for grade 1 students 2.6.2 Provide simple orientation to teachers on how to effectively organise the reading buddy program 2.6.3 Conduct reading buddy sessions at least once a week in all schools 2.6.4 Follow up on improvements in reading	
7. School libraries /book banks established, with appropriate reading materials	<ul style="list-style-type: none"><li>At least 15 new local language materials produced for children</li><li>400 Book Banks provided to schools</li><li>All grade 1-3 students monitored in using community Book Banks</li></ul>	2.7.1 Establishment of Book Banks at school level 2.7.2 Monitor borrowing of the books and reading materials	
8. School welcoming and orientation days organized	<ul style="list-style-type: none"><li>At least 60% of schools organizing school welcoming days and orientation</li></ul>	2.8.1 Organize School Welcoming days at the beginning of each academic year 2.8.2 Organize Orientation days for parents and children	
<b>Objective 3:</b> <b>Develop a sustainable and institutionalized model for pre and in-service teacher training by building leadership and instructional capacity among provincial teacher training institutes</b>			
Outputs	Performance Indicators	Specific Activities	Sources of verification
1. Teacher training institutions supported for providing pre-service and in- service teacher training	<ul style="list-style-type: none"><li>At least 1 capacity building session of at least 2 weeks held for the faculty members at TEIs with 3 follow-up sessions</li></ul>	3.1.1 2-4 week capacity building session held for the faculty members of TEI during the first year of the project (30 Govt. Officials)	<div>Generally, through monitoring adherence to the MoU with TEIs, data gathered in focus group discussions, and SC staff monitoring reporting.</div> <ul style="list-style-type: none"><li>Needs assessment for TEI capacity building conducted</li><li>Training Manual produced and used</li><li>Post training session evaluation feedback forms</li><li>Official notification of curriculum integration</li></ul>
2. Pre-service and in service training curricula for Katchi teachers developed in collaboration with Teacher Training Institutions, and curricula successfully integrated into selected teacher education institutions	<ul style="list-style-type: none"><li>Teacher education institutions (TEIs) integrate at least 75% of the Katchi training curriculum (focus on ECCE competencies) in their pre-service teaching courses</li></ul>	3.2.1 Establish partnerships with local teacher training colleges and teacher education institutions 3.2.2 Conduct curriculum review workshops 3.2.3 Develop training curriculum and materials in collaboration with Teacher Training Institutions 3.2.4 Capacity building sessions with TEIs 3.2.5 Provide ongoing support to TEI to conduct workshops with teachers effectively	
3. Pre-service and in service training curricula for ECCE,	<ul style="list-style-type: none"><li>Teacher education institutions (TEIs) integrate at least 75% of the Grade1-Grade 3 training</li></ul>	3.3.1 Establish partnerships with local teacher training colleges and teacher education institutions	

Grade 1-Grade 3 teachers developed in collaboration with Teacher Training Institutions, and curricula successfully integrated into selected teacher education institutions	curriculum (focus on reading instruction and quality teaching and learning) in their pre-service teaching courses	3.3.2 Conduct curriculum review workshops 3.3.3 Develop training curriculum and materials in collaboration with Teacher Training Institutions 3.3.4 Capacity building sessions with TEIs 3.3.5 Provide ongoing support to TEI to conduct workshops with teachers effectively	• Reading instruction manual and teacher training materials produced
4. Capacity building workshops for Teacher Education Institutions in KP conducted to ensure sustained professional development to project focused teachers and officials	<ul style="list-style-type: none"> <li>At least 4 main workshops conducted with TEI</li> <li>At least 1 follow up seminar/discussion sessions with TEIs after capacity building workshop</li> </ul>	3.4.1 Conduct capacity building sessions with TEIs 3.4.2 Develop monitoring mechanism for follow up on training results	
<b>Objective 4:</b> <b>Enhance the capacity and knowledge of ECCE among parents and community members and develop strong home-school partnerships</b>			
Outputs	Performance Indicators	Specific Activities	Sources of verification
1. Mobile ECCE units set up in remote communities to strengthen community engagement	<ul style="list-style-type: none"> <li>8 mobile units set up</li> <li>At least 2 community engagement initiatives conducted by the mobile units per month during the school year</li> </ul>	4.1.1 Procurement of Vehicles for Mobile ECCE Units 4.1.2 Fabrication of Mobile ECCE Units 4.1.3 Equipping the Mobile ECCE Units with ECCE Resources 4.1.4 Mobilization of Community 4.1.5 Launch of Mobile ECCE Units	Generally, through a combination of monitoring observation, key informant and focus group discussions, and data collection <ul style="list-style-type: none"> <li>ECCE and literacy handbooks produced for and used by parents</li> </ul>
2. Parents' support for children's overall development and readiness for school increased through targeted activities for mothers and fathers at the community level	<ul style="list-style-type: none"> <li>At least 50% of parents of school going children attend parenting sessions and/or reading circles through the ECD mobile units</li> <li>At least 70% of parents of school going children attend parenting workshops organised by community learning workers</li> <li>At least 50% of parents who attend workshops reporting positive changes in parenting practices and beliefs</li> <li>At least 70% of community mothers participate in maternal literacy community program as a way to strengthen their interest and support for education and development</li> </ul>	4.2.1 Hold orientation sessions with Community Learning Workers 4.2.2 Capacity Building of Community Learning Workers 4.2.3 Community learning workers organize parenting workshops 4.2.4 Conduct Parenting Sessions through the ECCE Mobile Units 4.2.5 Collect and document parents reports on their changes in parenting techniques 4.2.6 Conduct maternal literacy community program	<ul style="list-style-type: none"> <li>School improvement guide prepared for and used by SMC.</li> <li>Orientation and handbook produced and used by Community Learning Workers</li> <li>Financial management and report writing handbook produced and used by SMCs</li> </ul>

		4.2.7 Conduct community reading workshops 4.2.8 Monthly honoraria for CLW	
3. School PT/SMC mobilized to establish strong home-school partnership (3,200 members)	<ul style="list-style-type: none"> <li>100% of functional SMCs/PT monitoring quality and implementing Action Plans</li> <li>400 SMCs/PT trained on management and leadership related to school and katchi issues</li> </ul>	4.3.1 Mobilize PTC/SMCs where available, and train PT/SMCs on management and leadership 4.3.2 Train PT/SMC on how to monitor quality and implement Action Plans	
4. Radio Program on local FM channel with key messages for parents established	<ul style="list-style-type: none"> <li>At least 2 radio segments targeting parents developed</li> <li>At least 60% households who regularly listen to these programs</li> </ul>	4.4.1 Selection of Production House for radio spots 4.4.2 Procure services of Production House 4.4.3 Close coordination with the Production House for developing Radio Program 4.4.4 Development and launch of Radio Program 4.4.5 Set up Monitoring Mechanism for tracking audience of the programs	
5. Global Hand washing days	<ul style="list-style-type: none"> <li>At least 70% of parents and community members volunteering and participating</li> <li>60,000 children benefiting</li> </ul>	4.5.1 Organize Hand Washing days 4.5.2 Conduct Hand Washing days	
<b>Objective 5: Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms</b>			
Outputs	Performance Indicators	Specific Activities	Sources of verification
1. District and Provincial Government education officials trained in issues related to ECCE, literacy instruction and learning as well as educational leadership, management, and supervision and support for children's learning outcomes	<ul style="list-style-type: none"> <li>At least 85% of district and provincial officials participate in ECCE training activities</li> <li>At least 85% of district and provincial officials participate in literacy instruction training activities</li> <li>At least 85% of district and provincial officials participate in educational leadership and supervision training activities</li> </ul>	5.1.1 Develop Training Modules for Govt. Officials 5.1.2 Develop Training Plan for Govt. Officials 5.1.3 Share Training Plan with the Govt. and get it approved from them 5.1.4 Selection of training participants 5.1.5 Conduct education leadership, management and training workshops for district officials 5.1.6 Establish feedback mechanism for following progress on the Govt. ECCE training 5.1.7 Conduct Academic Supervision training, orientation & Seminars	Generally, through monitoring adherence to the MoU with provincial and district EDOs, data gathered in focus group discussions, and SC staff monitoring reporting. <ul style="list-style-type: none"> <li>Management training handbooks produced and used by government leadership</li> <li>Training conducted, and use</li> </ul>

		5.1.8 Record no. and proceedings of school visits 5.1.9 Monitor and evaluate the school visits for assessing how the knowledge gained in the trainings was utilized 5.1.10 Strengthening ECCE, EMIS, & M&E within Govt. System	of training monitored through regular interaction with officials
<b>Objective 6:</b> <b>Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base for successful advocacy and policy activities</b>			
Outputs	Performance Indicators	Specific Activities	Sources of verification
1. Rigorous baseline and end line project evaluation conducted capturing children's readiness for school as well as tier learning outcomes in early primary grades	<ul style="list-style-type: none"> <li>Rigorous baseline, midline and end line survey conducted. Annual assessment of project sites conducted</li> </ul>	6.1.1 Prepare SOW for Baseline 6.1.2 Selection of Baseline Team 6.1.3 Designing Baseline Survey 6.1.4 Training/Survey Material Development & Printing for Baseline Survey 6.1.5 Sharing & Agreeing baseline plan with Education Department 6.1.6 Data Collection for Baseline Survey 6.1.7 Final Report submission from Baseline Team 6.1.8 Sharing report of Baseline Survey with Education Department 6.1.9 Conduct mid review/end line survey 6.1.10 Training/Survey Material Development & Printing for Midline & End line Survey	Generally, through internal staff reporting, data gathered in focus group and key person discussions. <ul style="list-style-type: none"> <li>Baseline, Midline and End line surveys conducted and reports prepared</li> <li>Action Research studies conducted and conclusions disseminated</li> <li>Annual ECCE newsletter published and distributed</li> <li>Cost analysis studies conducted for key interventions</li> <li>Evidence documented and presented for advocacy</li> <li>Policy discussion and seminars conducted, and recommendations produced for wider dissemination</li> </ul>
2. Targeted classroom based action research conducted	<ul style="list-style-type: none"> <li>At least 12 action research projects successfully completed over the course of the project</li> </ul>	6.2.1 Design action research projects 6.2.2 Conduct action research projects	
3. District seminars and provincial level policy and advocacy dialogues conducted	<ul style="list-style-type: none"> <li>At least two seminars/discussions conducted</li> <li>MOUs or agreements made related to ECCE issues and transitions to primary school</li> </ul>	6.3.1 Identify Policy areas for advocacy & policy dialogue 6.3.2 Agreement with the Govt. on the dialogues 6.3.3 Organize seminars, advocate for active participation from policymakers 6.3.4 Conduct seminars at a district level 6.3.5 Participate in national level policy dialogues and seminars	
4. Annual ECCE newsletter published and disseminated	<ul style="list-style-type: none"> <li>1 ECCE Newsletter published and disseminated in every project year</li> </ul>	6.4.1 Development of content for Newsletter, through consultation of quarterly progress reports	

widely		and other sources 6.4.2 Approval of Newsletter from Project Director 6.4.3 Procurement of services for design and printing of final version 6.4.4 Identify project stakeholders for disseminating newsletter 6.4.5 Project newsletter published and disseminated	
5. Evidence base from the research disseminated widely	<ul style="list-style-type: none"> <li>▪ ECCE Best practices well documented and disseminated</li> <li>▪ Type and # of stakeholders who are target audience for Project Outcomes dissemination</li> </ul>	6.5.1 Compile research results in documents, reports and other varieties of hard copies 6.5.2 Identify stakeholders for dissemination results 6.5.3 Conduct dissemination through communication channels 6.5.4 Conduct dissemination 6.5.5 Publication of Annual Report of the project 6.5.6 Participation in ARNEC Conference 6.5.7 Participation in International Conference on EC	



### Annex 3: Save the Children planned outputs in extension phase

Objectives	Program Outputs	Remarks
<b>OBJECTIVE 1:</b> Enhance access to quality gender-sensitive ECCE opportunities that prepare children for school success by 1) establishing and/or refurbishing ECCE classrooms in KP primary schools and 2) establishing supplementary community-based ECCE classrooms, where needed.	<b>Output 1:</b> Existing ECCE classrooms refurbished and learning environments improved	<b>Achieved:</b> 401 schools refurbished, including improvements to early education classrooms, based on input from school level Parent Teacher Council and teachers. Water and sanitation facilities provided as needed. Teaching and Learning Materials and Recreation Kits provided to all intervention schools. <b>Extension:</b> Materials will be replenished based on an assessment of need at the intervention schools. During this phase, increased focus will be placed on developing and introducing no cost material developed by teachers to ensure sustainability of project interventions. It is also an agenda item in the ECCE task force to develop a plan to ensure support for the continuity of these activities.
	<b>Output 2:</b> School Health and Nutrition program introduced in school and community based ECCE	<b>Achieved:</b> Deworming of children conducted for children in all three years of the project in intervention areas (Except Abbottabad where health interventions would have entailed a security risk). Health and hygiene trainings provided to teachers, and school health days conducted regularly in schools. Mother groups also oriented on school health and nutrition through education outreach workers. <b>Extension:</b> Deworming for children, school health days, and health trainings for teachers to be continued in the extension phase with the introduction of new topics such as hearing and vision. The ECCE task force will build this activity into their agenda to plan for its continuation beyond the project period.
	<b>Output 3:</b> Community based ECCE classrooms established and equipped where children have no access to public primary schools, and communities organized to effectively implement and manage these classrooms.	<b>Achieved:</b> 121 ECCE Homes established in the four interventions districts. ECCE home management committees formed and oriented on ECCE Home management. <b>Extension:</b> Continuation and strengthening of ECCE Home management committees will be an important aspect of project plan in year four. The ECCE committees are an important element for long-term sustainability of the ECCE Homes. Necessary teaching and learning materials will be provided during the extension phase.
<b>OBJECTIVE 2:</b> Improve the pedagogy of pre-primary (katchi), Grade 1 and Grade 2 teachers and strengthen the quality of	<b>Output 1:</b> Initial training in ECCE, emergent literacy and numeracy and hands on learning and teaching provided to Male and Female pre-primary, Grade 1 and 2 teachers and officials (target is 1600 teachers and 40	<b>Achieved:</b> 197 Master Trainers from Provincial Institute of Training & Education (PITE) and Directorate of Curriculum & Teachers Education (DCTE) trained on ECCE, SHN, Literacy Boost and Head Teacher Supervision. These master trainers were then supported in each intervention district to deliver training to school teachers and head teachers. A total of 1760 teachers have been trained under the project.

Objectives	Program Outputs	Remarks
learning in early primary grades, with a focus on learning outcomes (literacy and numeracy) and child-centred approaches to teaching and learning	officials)	<b>Extension:</b> In the fourth year, increased emphasis will be placed on rolling out a refresher training plan for trained teachers based on the recommendations and learning gathered during the first three years of the project.
	<u>Output 2:</u> Adequate teaching and learning materials provided for all ECCE classrooms, including materials in local/mother tongue (Pashtu) and Urdu (national language)	<b>Achieved:</b> Literacy Boost Material/Primers developed in Urdu, Pashtu for Katchi, grade 1, 2 and 3 in consultation with education department. Materials distributed to all the intervention schools. <b>Extension:</b> No further activities planned under this output.
	<u>Output 3:</u> Teachers continuously trained in ECCE and effective literacy instruction, which is critical for improving learning outcomes	Achieved: Literacy Boost training was delivered to teachers during the project intervention <b>Extension:</b> During the extension period additional formal trainings of teachers in Literacy Boost is not planned. Instead, the project will build on work to date to continue to provide school level support and on the job support for teachers through project staff and the trained Master Trainers of Teacher Training Institutes. This approach is part of the project sustainability plan.
	<u>Output 4:</u> Head Teachers trained in class room supervision and monitoring	<b>Achieved:</b> 484 Head Teachers trained on ECCE supervision for teachers and ECCE classrooms. <b>Extension:</b> Refresher trainings and on-job support to head teachers will be provided. Support will also be provided through ECCE Project staff and through Master Trainers of Teacher Training Institutes.
	<u>Output 5:</u> PTC and Trained school Staff engaged in continuous improvement in learning environment for Katchi, Grade 1 and Grade 2	<b>Achieved:</b> PTCs operational in 401 schools. These PTCs played an active role in the school refurbishment process in which their input was incorporated in BOQ's (Bill of Quantities). The PTCs are also being utilized to increase enrolment in the intervention schools. <b>Extension:</b> Training will be provided on PTCs' Roles and the responsibilities in relation to ECCE utilising government ECCE training manuals. There will also be increased focus on Disaster Risk Reduction (DRR) in the extension phase trainings as this element is missing in government manuals.
	<u>Output 6:</u> Reading buddies established – pairing 1 <sup>st</sup> and 2nd grade students with older students	<b>Achieved:</b> Reading buddies programs established in 401 schools and reading camps have been initiated. <b>Extension:</b> Continuation of reading camps
	<u>Output 7:</u> School libraries /book banks established, with appropriate reading materials	<b>Achieved:</b> Output fully achieved <b>Extension:</b> Replenishment of story books along with addition of new story books will be planned in fourth year of the project. This will be based on the assessment of book banks currently in project schools.
	<u>Output 8:</u> School welcoming and orientation days organized	<b>Achieved:</b> Output fully achieved <b>Extension:</b> School welcome days will continue to be celebrated in intervention schools. These events help increase enrolment in schools and also raises community awareness around ECCE.
<b>Objective 3:</b> Develop a sustainable and institutionalized model for pre and in-service	<u>Output 1:</u> Teacher training institutions Capacity Built and supported for providing pre-service and in- service teacher training	<b>Achieved:</b> 197 master trainers, lead trainers, and government officials trained on ECCE, Literacy Boost and SHN methods and approaches <b>Extension:</b> No specific activities planned under this output, but a related activity is planned under output 3.2

Objectives	Program Outputs	Remarks
teacher training by building leadership and instructional capacity among provincial teacher training institutes		below.
	<u>Output 2:</u> Pre-service and in service training curricula for ECCE, Katchi, Grade1-3 teachers developed in collaboration with Teacher Training Institutions, and curricula successfully integrated into selected teacher education institutions	<b>Achieved:</b> Technical working group from PITE and DCTE was formed which developed the literacy boost material for katchi, grade 1, 2, and 3. DoE has expressed willingness to have PITE and DCTE adopt training materials  <b>Extension:</b> SC will continue to support the DoE to strengthen teacher training institutes as requested by the DoE, including supporting the adoption of the training materials developed under the supervision of education department. There will be wider dissemination of these manuals during the extension phase to promote buy in from other development partners.
<u>Objective 4:</u> Enhance the capacity and knowledge of ECCE among parents and community members and develop strong home-school partnerships	<u>Output 1:</u> Mobile ECCE units set up in remote communities to strengthen community engagement	<b>Achieved:</b> Mobile ECCE units and their associated activities were dropped from the work plan based on request from DFAT. The budget for these activities was used to support ECCE Homes instead.  <b>Extension:</b> No activities planned.
	<u>Output 2:</u> Parents' support for children's overall development and readiness for school increased through targeted activities for mothers and fathers at the community level	<b>Achieved:</b> Community Learning Worker's and Community Educator are trained in ECCE. Parenting session modules developed and rolled out through this community level cadre.  <b>Extension:</b> CEs and CLWs will remain part of the program and will continue their activities. They will be provided continuous training where needed. Parenting sessions will also continue in the communities during this phase. The ECCE task force will consider how to maintain the CEs and CLWs beyond the project period as part of its sustainability plan.
	<u>Output 3:</u> Radio Program on local FM channel with key messages for parents established	<b>Achieved:</b> 14 Radio messages developed; 10 aired.  <b>Extension:</b> Radio messages are important part of social mobilization and are important for the culture change that the project is pushing for at the community level. Broadcast of radio messages will therefore continue in year four.
	<u>Output 4:</u> Global Hand washing days organized	<b>Achieved:</b> Global hand washing days organized annually.  <b>Extension:</b> Hand-washing day will be celebrated during the extension period.
<u>Objective 5:</u> Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms	<u>Output 1:</u> District and Provincial Government education officials trained in issues related to ECCE, literacy instruction and learning as well as educational leadership, management, academic supervision and support for children's learning outcomes	<b>Achieved:</b> The first phase of Leadership & Management training for both district and provincial government staff has been completed.  <b>Extension:</b> The second phase will be completed in year 3. Support to officials to apply their new knowledge and skills will continue under the project extension.
<u>Objective 6:</u>	<u>Output 1:</u> Rigorous baseline	<b>Achieved:</b> Both baseline and midline of the project

Objectives	Program Outputs	Remarks
Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base for successful advocacy and policy activities	and end line project evaluation conducted capturing children's readiness for school as well as their learning outcomes in early primary grades	<p>has been conducted. The end line will be conducted at the end of year 3.</p> <p><b>Extension:</b> Small discrete assessments under various program components will be planned during this phase of the project based on the recommendations from the project midline/end line report and based on evidence required to push through the task force agenda.</p>
	<u>Output 2:</u> Targeted classroom based action research conducted	<p><b>Achieved:</b> The process of action research is in progress and will be completed in year three. The action research that has been completed was on large classroom management through collaborative learning methodologies. It is currently being peer reviewed.</p> <p><b>Extension:</b> Additional Research may be undertaken during this phase based on the findings of the final evaluation and learning from continuous monitoring.</p>
	<u>Output 3:</u> District and provincial level policy discussion and advocacy dialogues	<p><b>Achieved:</b> Project has in place an extensive advocacy strategy and plan with both provincial and district level plans. Seminars at both district and provincial level have already been conducted.</p> <p><b>Extension:</b> The project intends to continue this practice in year four. The advocacy strategy for year four will be discussed and agreed in conjunction with DFAT. The project also intends to support the task force for ECCE, which was established by the education department.</p>
	<u>Output 4:</u> Annual ECCE newsletter published and disseminated widely	<p><b>Achieved:</b> ECCE Newsletter published during year 2 of the project and disseminated widely. During year 3 two more newsletters are scheduled to be published. These are well received and highly effective in projecting the project achievement to all stakeholders.</p> <p><b>Extension:</b> Publication of additional newsletters on bi annual basis will highlight project achievements and will be utilized for advocacy events/activities. .</p>
	<u>Output 5:</u> Evidence base from the research disseminated widely	<p><b>Achieved:</b> Data collection and research are ongoing. Case studies have been published and disseminated to various stakeholders. A case study booklet has also been designed and published.</p> <p><b>Extension:</b> Advocacy will be a major focus of work in the extension phase supported by ongoing data collection and development of evidence based materials. This period will focus on further dissemination of the success and lessons of the interventions drawing from the results of the midline/end line project assessments.</p>
	<u>Output 6:</u> Program MIS developed and functioning	<p><b>Achieved:</b> Internal Project database and MIS developed, in place and providing relevant and timely information.</p> <p><b>Extension:</b> MIS will be updated in line with the implementation plan; collection of data and documents will continue. Data will be analysed regularly, disseminated to key stakeholders and utilised to inform future plans.</p>

## Annex 4: Detailed field plan

### Early Childhood Care and Education in Khyber Pakhtunkhwa (ECCE-KP)

#### Project Brief

**Project title:** Early Childhood Care and Education in Khyber Pakhtunkhwa

**Implementing partner:** Save the Children Federation Inc. (SC Pakistan)

**Target Province:** Khyber Pakhtunkhwa (Peshawar, Abbottabad, Battagram & Buner)

#### Independent Evaluation – Field Plan:

**Dates for the in country visit:** 27 Jan 2014 – 8 Feb 2014

**Number of Schools to be visited:** Boys 02 and Girls 03

**Number of ECCE Homes to be visited:** 03

**Meetings with District Officials:** 03

**Meetings with PITE Officials:** 01

**Meeting with Directorate Officials:** 01

**Meetings with DCTE Officials:** 01

**Meeting with Secretariat Officials:** 02

#	Date	Activity	Team	
1	Monday 27 <sup>th</sup> Jan 2014	External Evaluators arrive Islamabad <b>Diana Guild:</b> Arrival Islamabad: at 10.25 pm <b>Amima Sayeed:</b> Arrival Islamabad: at 8.55 pm	DFAT	
2	Tuesday 28 <sup>th</sup> Jan 2014	<ul style="list-style-type: none"> <li>Security Briefing</li> <li>Meeting with Head of Mission</li> <li>Meeting with DFAT Education Team, ECCE Project Team, Save the Children</li> </ul>	DFAT, ECCE Team, Evaluation Team	
3	Wednesday 29 <sup>th</sup> Jan 2014	One day field visit to District Abbottabad.	DFAT, ECCE Team, Evaluation Team	
4	Thursday 30 <sup>th</sup> Jan 2014	Meetings in Islamabad	DFAT, ECCE Team, Evaluation Team	
5	Friday 31 <sup>st</sup> Jan 2014	One day field visit to District Abbottabad.	DFAT, ECCE Team, Evaluation Team	
6	Monday 3 <sup>rd</sup> Feb 2014	Visit to Peshawar with overnight stay @ PC Peshawar	DFAT, ECCE Team, Evaluation Team	
7	Tuesday 4 <sup>th</sup> Feb 2014	Visit of Peshawar continues	DFAT, ECCE Team, Evaluation Team	
8	Wednesday 5 <sup>th</sup> Feb 2014	Any other Meetings Preparation of evaluation finding	Evaluation Team	
09	Thursday 6 <sup>th</sup> Feb 2014	Preparation of evaluation findings	Evaluation Team	
10	Friday 7 <sup>th</sup> Feb 2014	De-briefing / evaluation key findings with DFAT & ECCE Team	DFAT, ECCE Team, Evaluation Team	
11	Saturday, 8 <sup>th</sup> Feb 2014	External Evaluators: Departure from Islamabad: <b>Diana Guild:</b> Departure from Islamabad: at 11.35 pm <b>Amima Sayeed:</b> Departure from Islamabad: at 10.00 am		

**ANNEX - I****Visit Date:** Wednesday 29<sup>th</sup> January 2014**Visit schedule:** External Evaluation Team one day field visit to district Abbottabad

Time	Activity
<b>07:30am</b>	Evaluation Team Departure from Islamabad
<b>07:30am – 9:30am</b> (travel time: 2 hours)	Travel to Abbottabad
<b>9:35am – 9:55am</b> (travel time: 20 minutes) <b>9:55am – 10:50am</b> (Evaluation time: 55 minutes)	Travel to ECCE Home in Abbottabad
<b>10:50am – 10:55am</b> (Travel time: 5 minutes) <b>10:55am – 11:55pm</b> (Evaluation time: 1 hour)	Travel to GGPS in Abbottabad
<b>11:55am – 12:40pm</b> (Travel time: 45 minutes)	Travel to Abbottabad for Meeting with DCTE
<b>12:40pm – 1:20pm</b> (Activity time: 40 minutes )	Meeting with DCTE
<b>1:20pm – 1:40pm</b> (Travel time: 20 minutes) <b>1:40pm – 2:40pm</b> (Activity time: 1 hour)	Travel for Lunch.
<b>2.45pm</b>	Travel back to Islamabad



### ANNEX - III

**Visit Date:** Friday 31<sup>th</sup> January 2014

**Visit schedule:** External Evaluation Team one day field visit to district Abbottabad

Time	Activity
<b>07:30am</b>	Evaluation Team Departure from Islamabad
<b>07:30am – 9:30am</b> (travel time: 2 hours)	Travel to Abbottabad
<b>9:35am – 9:50am</b> (Travel time: 15 minutes)	Travel to GGPS in Abbottabad
<b>09:55am – 11:00am</b> (Evaluation time: 1 hour 5 minutes)	
<b>11:05am – 12:05pm</b> (travel time: 1 hour)	Travel to Abbottabad for Meeting with District Education Officer
<b>12:05pm – 1:05pm</b> (Activity time: 1 hour)	Meeting with District Education Officials, Battagram
<b>1:05pm – 2:05pm</b> (Activity time: 1 hour)	Lunch
<b>2:15pm</b>	Travel back to Islamabad

Note: Timing from point to point can vary due to hilly area, traffic and weather conditions.

**ANNEX - IV****Visit Date:** Monday 3<sup>rd</sup> February 2014**Visit schedule:** External Evaluation Team visit to Peshawar District.

Time	Activity
<b>07:30am</b>	Evaluation Team Departure from Islamabad
<b>07:30am – 9:30am</b> (travel time: 2 hours)	Travel to Peshawar
<b>9:30am – 9:45am</b> (15 minutes)	Meet and greet with ECCE Team at the project office
<b>9:45am – 10:10am</b> (travel time: 25 minutes)	Travel to ECCE Home in Peshawar
<b>10:10am – 11:05am</b> (Evaluation time: 55 minutes)	
<b>11:05am – 11:20am</b> (Travel time: 15 minutes)	Travel to GPS in Peshawar
<b>11:20am – 12:20pm</b> (Evaluation time: 1 hour)	
<b>12:20pm – 12:40pm</b> (Travel time: 20 minutes)	Travel to ECCE Office for Meetings
<b>12:40pm – 1:20pm</b> (Activity time: 40 minutes)	Meeting with District Education Officials Peshawar & Buner
<b>1:20pm – 2:20pm</b> (1 hour)	Lunch
<b>2:20pm – 3:20pm</b> (Activity time: 1 hour)	Meeting with PITE
<b>4:00 pm</b> (travel time from ECCE office to PC Peshawar is 25 minutes)	Overnight stay in Peshawar
<b>7:00 to 9:00 pm</b> (at PC Peshawar)	Meeting and Dinner with Secretariat Officials Meeting and Dinner with Directorate Officials

**ANNEX - V****Visit Date:** Tuesday 4<sup>th</sup> February 2014**Visit schedule:** External Evaluation Team visit to Peshawar District

Time	Activity
<b>8:00am</b>	Check Point: Pearl Continental Hotel, Peshawar
<b>08:00am – 8:45am</b> (travel time: 45 minutes)  <b>8:45am – 9:40am</b> (Evaluation time: 55 minutes)	Travel to ECCE Home in Peshawar
<b>9:40am – 9:45am</b> (travel time: 5 minutes)  <b>9:45am – 10:45am</b> (Evaluation time: 1 hour)	Travel to GGPS in Peshawar
<b>10:45am – 10:50am</b> (Travel time: 5 minutes)  <b>10:50am – 11:50am</b> (Evaluation time: 1 hour)	Travel to GPS in Peshawar
<b>11:50am – 12:35pm</b> (Travel time: 45 minutes)	Travel to Hotel in Peshawar
<b>12:45pm – 2:15pm</b> (Activity time)  <b>To Be Confirmed</b>	Meeting and Lunch with Minister & Secretary Education E&SE, KP
<b>2:30 pm</b>	Travel back to Islamabad

Note: Timing from point to point can vary due to traffic conditions.

**Acronyms:**

GGPS: Government Girls Primary School

GPS: Government Primary School

PITE: Provincial Institute of Teacher Education

DCTE: Directorate of Curriculum and Teacher Education

## Annex 5: Key criteria and question matrix

Key evaluation question	Second level questions	What do we want to know? (high priority clarification questions to be addressed)	Data collection methods
<b>Relevance:</b>  To what extent do the project objectives remain relevant to continuing ECCE project delivery in KP?	Are the objectives relevant to the Australian Government and KP government priorities and to the context/needs of beneficiaries? If relevant, in what way?	How do KP Government officials assess this project in relation to the priorities of the KP Education Department?  Are the project objectives (and results) aligned to the Australian Government ECCE and other priorities?  How are project directions and priorities determined currently, and how will they be determined in the future?	<ul style="list-style-type: none"> <li>• Document review of progress reports; previous reviews; Australian and KP Government education policies; research reports</li> <li>• Interviews with KP provincial Government officials</li> <li>• Interviews with SC staff</li> </ul>
	To what extent does the activity contribute to improved access to early childhood education, especially in conflict-affected communities?	Did this project meet the needs of the children and communities?  What improvements could be made in the next phase of the project?	<ul style="list-style-type: none"> <li>• Document review of progress reports and previous reviews</li> <li>• Interviews/FGDs with KP provincial Government officials, Department of Education officials, TTI, teachers/community educators, school/Home centre administrators, PTCs, parents, children</li> <li>• Classroom observations</li> </ul>
<b>Effectiveness:</b>  To what extent are the initiative outputs aligned to the objectives and the intended outcomes being achieved?	What are the key inputs for this project? Are these appropriate to meet the set objectives? Why?	How has implementation made effective use of inputs (time and resources) to achieve objectives expected at this stage?	<ul style="list-style-type: none"> <li>• Document review of financial reports; progress reports and reviews; initial project proposal; extension proposal</li> <li>• Interviews/FGDs with KP provincial Government officials, Department of Education officials, TTI, teachers/community educators, school/Home centre administrators</li> </ul>
	Are the objectives on track to being achieved? What evidences show this? If not, what changes need to be made to ensure they can be achieved?	What is the project progress to date?  What are the observable outcomes as a result of the project?	<ul style="list-style-type: none"> <li>• Document review of progress reports and previous reviews</li> </ul>

		<p>What are the unintended benefits or challenges?</p> <p>What evidence is there of possible long-term positive outcome as a result of the project?</p> <p>Does the M &amp; E system effectively measure progress towards meeting objectives?</p> <p>Is the project based on sound technical analysis and continuous learning?</p>	<ul style="list-style-type: none"> <li>• Examination of the monitoring and evaluation system</li> <li>• Interview with SC staff</li> <li>• Interviews/FGDs with KP provincial Government officials, Department of Education officials, TTI, teachers/community educators, school/Home centre administrators, PTCs, parents, children</li> <li>• Examination of the monitoring and evaluation system</li> <li>• Interviews with SC staff</li> <li>• Classroom observations</li> </ul>
<p><u>Efficiency:</u></p> <p>To what extent do implementation arrangements align with and support GoKP?</p>	<p>Is the project efficiently managed to get value for money from inputs to achieve outcomes?</p>	<p>What areas/components of the project are most successfully implemented from a personnel and/or financial management perspective?</p> <p>How well does the project management align with or support KP provincial education policies?</p> <p>In what areas are most problems occurring?</p> <p>Do achievement of objectives or outcomes indicate additional or different management strategies are needed to align with or support KP provincial Government education policies or priorities?</p>	<ul style="list-style-type: none"> <li>• Document review of financial reports; initial project proposal; extension proposal</li> <li>• Examination of management system and extent of alignment to project needs/implementation</li> <li>• Interviews/FGDs with KP provincial Government officials, Department of Education officials, TTI, teachers/community educators, school/Home centre administrators</li> <li>• Interviews with SC staff</li> </ul>
	<p>What are the risks to achievement of objectives? How are the risks managed appropriately?</p>	<p>What problems/challenges have occurred in the delivery of this project given the high-risk locations (security/geographical/economic)?</p> <p>How are these risks addressed? Are there more successful strategies that can be sustained after funding has ceased?</p>	<ul style="list-style-type: none"> <li>• Document review of progress reports and previous reviews focusing on challenges associated with security/geographical/economic risks</li> <li>• Interviews with SC staff</li> <li>• Interviews/FGDs with KP provincial Government officials, Department of Education officials, TTI, teachers/community educators, school/Home centre administrators, PTCs, parents</li> </ul>

<u>Sustainability:</u>  How sustainable are the project outcomes?	What factors increased or reduced the sustainability of this project, and how?	What areas of the project are clearly not sustainable, if any? What lessons can be learned? What actions should be taken to address such?  What kind of assistance does the education department need to continue implementing the ECCE model/framework in KP?	<ul style="list-style-type: none"> <li>• Document review of financial reports; progress reports and previous reviews; initial project proposal; extension proposal</li> <li>• Interviews with SC staff</li> <li>• Interviews/FGDs with KP provincial Government officials, Department of Education officials, TTI, teachers/community educators, school/Home centre administrators</li> </ul>
	To what extent has the project led to ongoing benefits for GoKP and the communities in the four project districts?	What impacts are observable or reported by beneficiaries and stakeholders?	<ul style="list-style-type: none"> <li>• Document review of financial reports; progress reports and previous reviews; initial project proposal; extension proposal; research reports</li> <li>• Interviews/FGDs with KP provincial Government officials, Department of Education officials, TTI, teachers/community educators, school/Home centre administrators, PTCs, parents, children</li> <li>• Classroom observations</li> </ul>
	What is the level of Government commitment as evidenced by receptivity, financial and technical capacity and policies to replicate the ECCE model developed under this project?	Do beneficiaries and the Government demonstrate ownership, capacity and resources to maintain outcomes after funding has ceased?  What steps are being taken to embed the changes institutionally?	<ul style="list-style-type: none"> <li>• Review of PK provincial Government education policy/priority documents; expected Government budget/financial documents</li> <li>• Interviews/FGDs with KP provincial Government officials, Department of Education officials, TTI, teachers/community educators, school/Home centre administrators, PTCs, parents</li> </ul>
	What are the opportunities and challenges for scale-up by the communities and the GoKP?	Is there a Government strategy in existence on how to deal with refurbished schools over a longer period of time?  If the ECCE model is demonstrating positive results, how should the future engagement change to better embed the approach in government sponsored partnership?  What are the responsibilities of the communities in project scale-up? Are they equipped?	<ul style="list-style-type: none"> <li>• Review of PK provincial Government education policy/priority documents; expected Government budget/financial documents</li> <li>• Interviews with PK provincial Government officials</li> <li>• Review of extension proposal</li> <li>• Interviews with SC staff</li> <li>• Interviews with school/Home Centre administrators and Community Educators</li> </ul>
<u>Gender Equality:</u>	How did the project promote equal	Was data gender disaggregated to	<ul style="list-style-type: none"> <li>• Examination of the monitoring and</li> </ul>



To what extent has the ECCE project contributed to gender equality?	participation and benefits for and access by boys and girls?	measure the outcomes of the activity on men, women, boys and girls?  Do girls have comparatively more access to ECCE?	evaluation system <ul style="list-style-type: none"> <li>• Document review of progress reports and previous reviews; research reports</li> <li>• Review of School/Home Centre enrolment records</li> <li>• Interviews with school/Home Centre administrators and Community Educators; PTCs, parents, children</li> <li>• Classroom observations</li> </ul>
	How did the project help to develop capacity to understand and promote gender equality?	To what extent has the teacher training /community education program addressed gender equality?  Have classroom learning materials that promote gender equality been provided?	<ul style="list-style-type: none"> <li>• Review of teacher training/community education program documentation</li> <li>• Examination of classroom learning materials</li> <li>• Interviews/FGDs with TTI and teachers/community educators</li> <li>• Classroom observations</li> </ul>
<u>Cross-Cutting Issues:</u>  To what extent has the ECCE project contributed to the inclusion of children with disabilities?	How did the project promote equal participation and benefits for and access by children with disabilities?	Does the M&E system collect useful information on cross-cutting issues?  Do children with disabilities have comparatively more access to ECCE?	<ul style="list-style-type: none"> <li>• Examination of the monitoring and evaluation system</li> <li>• Document review of progress reports and previous reviews; research reports</li> <li>• Review of School/Home Centre enrolment records</li> <li>• Interviews with school/Home Centre administrators and Community Educators; PTCs, parents, children</li> <li>• Classroom observations</li> </ul>
	How did the project help to develop capacity to understand and promote inclusion for children with disabilities?	To what extent has the teacher training/community education program addressed disability?  Have classroom learning materials that promote the inclusion of children with disabilities been provided?	<ul style="list-style-type: none"> <li>• Review of teacher training/community education program documentation</li> <li>• Examination of classroom learning materials</li> <li>• Interviews/FGDs with TTI and teachers/community educators</li> <li>• Classroom observations</li> </ul>

## Annex 7: Focus group discussion and interview respondents

Respondents	Male	Female
Community Educators		4
Teachers	3	6
Head Teachers	2	2
PTC Members	13	17
Parents/General Community	10	25
Home Management Committee		19
DCTE	4	1
Department of Education (Districts)	6	5
Directorate of Education Elementary and Secondary	3	
Ministry of Education	2	
Children (including Reading buddies and School Health Clubs)	10	24
Development Partners/NGOs involved in ECCE/ECD	6	6
Save the Children	6	5
Australian Aid	2	2
<b>Total</b>	<b>67</b>	<b>116</b>

## Annex 8: Save the Children mid-term review findings update

KEY LESSON	KEY RECOMMENDATIONS	HOW HAVE KEY RECOMMENDATIONS BEEN ADDRESSED?
<p><b>ECCE Model for scaling up in KP</b> ECCE project has been well recognized and accepted by all stakeholders who find it relevant and addressing the educational needs of children of early years. All Education department officials expressed the need to upscale the project interventions in all schools and districts of KP. However, in terms of sustainability there are no concrete policies and plans on how to continue and expand the interventions.</p>	<p><b>Establishment of ECCE Task Force</b> Save the Children and Secretary Education and officials of KP Education department have in principle agreed on formulating an ECCE task force that would be tasked to develop a viable ECCE model for KP. It is recommended that the task force should be formed at the earliest so that a model based on ECCE project interventions can be designed and presented to the government for adopting and up-scaling ECCE interventions across the province. It is recommended that the task force should include officials from P&amp;D and finance department to ensure commitment and allocation of financial resources are part of the ECCE model.</p>	<p>Task force was established in January 2013, so far 5 meetings have been conducted and an action plan for the province has been formulated. Implementation of that action plan is in process and many of the actions described in that action plan have already been taken.</p> <p>e.g.,</p> <ul style="list-style-type: none"> <li>• Government has issued a notification for enrolment of 3&amp;4 year old children in government primary schools.</li> <li>• Nomination of ECCE Focal person at the department level and district level.</li> <li>• Government is now spending its own money in replicating this ECCE model in Mardan in 100 schools.</li> <li>• Government has agreed to provide an additional room in all the intervention schools.</li> <li>• DCTE has been given responsibility to institutionalize the teacher training manuals.</li> </ul>

KEY LESSON	KEY RECOMMENDATIONS	HOW HAVE KEY RECOMMENDATIONS BEEN ADDRESSED?
<p><b>Refurbishment Issue</b> An issue that has been consistently highlighted during the review is refurbishment of all the primary classrooms instead of focusing on equipping just one room. In future refurbishment activities all primary classrooms should be part of the minor repair and age appropriate learning material should be provided for all primary going children.</p>	<p><b>Refurbishment expanded to include all primary classrooms within project schools</b> Project needs to review budgets and make necessary adjustments to include all primary classrooms in the refurbishment process of targeted schools. Learning materials and book banks should be equipped with age appropriate material to cater the needs of all primary aged children. The project is already redesigning the school furniture (removing chairs and providing low round tables) and if possible can revert some savings from that budget head for other classrooms in the school.</p>	<ul style="list-style-type: none"> <li>• The refurbishment of schools was an important task and lesson learned from year I activities were utilized in year II refurbishment.</li> <li>• The furniture design has also been changed and floor sitting tables were provided in Katchi classrooms for easy utilization of children's</li> <li>• Teaching Learning material, books banks have been provided to all 401 schools.</li> </ul>
<p><b>Need for Continued In-service and refresher trainings for teachers</b> Teachers were appreciative of the trainings that they have been receiving but voiced their needs to have refresher trainings on regular basis.</p>	<p><b>Adoption of teacher training materials by Teacher Training Institutions (TTIs)</b> There was general willingness on the part of both TTIs and Provincial government officials about taking up and owning training manuals developed by the project. This process should be formalized through the ECCE taskforce that is being formed under the umbrella of Department of Education. Inclusion of ECCE in in-service training should be formalized based on the suggestion by DCTE and ECCE corners should be established in all the RITES to increase the exposure of ECCE. English primers should be developed for Katchi age group and teachers orientation on LB Material Teachers guide should be part of the project interventions.</p>	<ul style="list-style-type: none"> <li>• The task force group decided in the meeting held on 1<sup>st</sup> June 2013 that all the manuals of ECCE project should be institutionalized through DCTE.</li> <li>• A workshop for reviewing the ECCE manual was carried out with DCTE and a training manual was developed for training faculty of RITES.</li> <li>• A five days training was delivered to selected faculty from RITES in month of Sep 2013</li> <li>• A reformed strategy on training of teachers on literacy boost was developed. The three day training manual focused on core areas and was successfully delivered to the teacher.</li> </ul>

KEY LESSON	KEY RECOMMENDATIONS	HOW HAVE KEY RECOMMENDATIONS BEEN ADDRESSED?
<p><b>Involvement of district officials in training and monitoring</b></p> <p>All training materials and agenda of trainings should be shared in advance with the district officials and they should be formally involved in the monitoring of training. Also there were concerns on the timings of the trainings and most were of the view that the trainings should be planned over the summer/winter break rather during the academic year.</p>	<p><b>Increased coordination with district officials</b></p> <p>Due to frequent transfers of government officials, formal orientation of the project should be arranged for any new appointments (EDO's, DO's, DDO's, ADO's) at the district level. This should include visits to project sites. Also Joint monitoring plan should be developed with district education department on monthly basis, which should not be restricted to schools and trainings and should cover all project interventions in the district. Project ownership was not strong of EDO's of Buner and Abbottabad, efforts should be made to improve this through increased coordination and advance sharing of materials. Teacher training workshops should be organized during vacations so that school routine is not disrupted.</p>	<ul style="list-style-type: none"> <li>• This is a continuous process, due to the constant change that is occurring in the district education department. All new appointees are oriented on the project goal, objectives and progress as soon as they are appointed.</li> <li>• Furthermore district level DMC's (District Management Committees) are established which meet monthly to discuss the project progress.</li> <li>• District administration was involved during the second cycle of training. They have also been involved in the monitoring aspect of the project.</li> <li>• Based on the recommendation of the MTR the trainings are now organized during vacations.</li> </ul>
<p><b>Acceptance of the ECCE Home model</b></p> <p>Overwhelming response from all stakeholders be it children, community educator, parents and community and district officials on the ECCE home has led to the expansion of this component. Currently more than 1,748 pre-school age children are enrolled in ECCE homes and the number is expected to grow</p>	<p><b>ECCE Homes to be expanded</b></p> <p>Additional 40 homes are being planned from the original budget of ECCE mobile unit (an outreach programme which has now been revised) which will take the total number of the ECCE homes to 120. Advocacy efforts are now required to ensure the formal recognition and sustainability of these homes so that they continue working and expanding beyond the project life.</p>	<ul style="list-style-type: none"> <li>• Total 121 ECCE home established and equipped with material while the advocacy regarding ECCE Home sustainability is in process within the community and in Task force forum.</li> </ul>

KEY LESSON	KEY RECOMMENDATIONS	HOW HAVE KEY RECOMMENDATIONS BEEN ADDRESSED?
<p><b>Teachers require classroom based support</b></p> <p>Teachers after receiving basic training need mentoring support in the classrooms to practice their newly acquired skills. In terms of material development more ideas and support is needed to develop low cost material.</p>	<p><b>Classroom based mentoring support to be provided to teachers</b></p> <p>Almost all teachers that were part of the review expressed the need for refresher training and ongoing support in implementing the newly acquired skills into classroom teaching practice. Community Educators specifically asked support in Emergent Literacy, disability inclusion, DRR and First Aid. However due to constraints in terms of conducting refreshers for all teachers it is recommended that the Save the Children district project team provide technical support to teachers in classroom setting. It will be helpful if all Save The Children's district field teams responsible for providing technical support to teachers develop a workplan clearly stating type of technical support, frequency and amount of time that he/she spends in each classroom.</p>	<ul style="list-style-type: none"> <li>• The second cycle of training has been completed for teachers and on job support strategy has been devised with the support of TTIs.</li> <li>• On job support is provided through these master trainers who were practically involved in the training delivery regarding class room management, multi-grade teaching and child friendly teaching methodologies.</li> <li>• In addition to that the project team is now providing focused support to schools where this kind of support is needed. Practical demonstrations of lessons are a part of this strategy. Furthermore it is the job of the support team to orient the teachers on First Aid and DRR concepts in a practical manner.</li> <li>• Keeping in view the findings and emergent needs of community educators regarding Literacy boost, disability inclusion, DRR and first aid, all training were successfully delivered and on-job support provided.</li> </ul>



KEY LESSON	KEY RECOMMENDATIONS	HOW HAVE KEY RECOMMENDATIONS BEEN ADDRESSED?
<p><b>Disbursement of PTC funds</b> In terms of sustainability of the project interventions most Education department staff highlight the utilization of PTC funds. However, it's a concern that quite a few schools (GPS Batamori, GPS Thakot, Civil Quarter, Peshawar and GGPS Pajagi) shared that they received no PTC funds last year and some for more than three years.</p>	<p><b>Involvement of District Officials in addressing PTC funds issues</b> All EDO's agreed that maintenance of project schools is to be performed through PTC's. Project needs to identify schools where PTC's are not already doing that and share this information with EDO Office. There was a general willingness on behalf of EDO's to work with the project team for the betterment of schools. This should be taken as an opportunity to improve the infrastructure, teacher requirements in schools where PTC funds are not being channelled.</p>	<ul style="list-style-type: none"> <li>• A specific advocacy effort called 'Ruboru' has been launched which is held in the districts following a cluster approach. In these events schools problems including availability of funds are discussed and decisions from EDO's are sought.</li> <li>• At the provincial level this issue has been taken up during the task force meetings and it is foreseen that as soon as the non-strategy schools issue to which the funds were redirected is resolved the funds will be available for the intervention schools.</li> </ul>
<p><b>PTC demands capacity building</b> PTCs have also raised issue regarding their capacity building needs and that the project has not addressed them adequately.</p>	<p><b>Address PTC capacity building needs</b> To address the concerns of PTCs regarding their capacity building the project needs to carry out a need assessment and try to address them through their community outreach programme and involve all PTC members in it.</p>	<ul style="list-style-type: none"> <li>• Focused modules for the capacity building of PTC's have been developed and approved by the department. After through discussion with the education department, these modules went through a process of review by DCTE and PITE technical group members.</li> <li>• The PTC capacity building plan has been developed and its implementation is in process. The training has been scheduled and would be started in the February 2014.</li> </ul>

KEY LESSON	KEY RECOMMENDATIONS	HOW HAVE KEY RECOMMENDATIONS BEEN ADDRESSED?
<p><b>Ownership of ECCE Interventions however no planning</b></p> <p>All Provincial and district officials valued the ECCE project interventions and were supporting the up-scaling of the project in other schools and districts however no concrete plans for budgeting and planning for scaling up by the government were shared.</p>	<p><b>Advocacy with the government on institutionalising ECCE</b></p> <p>Project needs to focus on capitalising the good will and ownership that it has created regarding ECCE with all relevant stakeholders. Documentation of good practices and lessons learnt should be developed that not only focuses on the relevance and effectiveness of the model but also addresses long term sustainability issues in ensuring that ECCE interventions are formalized and appropriately budgeted in the KP Education Sector Plan.</p> <p>It is strongly recommended that a clear project visibility plan needs to be developed that would include material around campaign/project visibility for ECCE formalization, budget allocations, project success, student achievements, replicability and etc.</p>	<p>For institutionalizing ECCE in KP the project has developed a proper viable advocacy plan at all levels and involved all the relevant stakeholders for achieving this plan. Documentation and dissemination of success stories is taking place regularly. The establishment of task force platform and mostly issues and challenges has helped in advocacy around ECCE. Some of the results of this advocacy are:</p> <ul style="list-style-type: none"> <li>• Government has issued a notification for enrolment of 3&amp;4 year old children in government primary schools.</li> <li>• Nomination of ECCE Focal person at the department level and district level.</li> <li>• Government is now spending its own money in replicating this ECCE model in Mardan in 100 schools.</li> <li>• Government has agreed to provide an additional room in all the intervention schools.</li> </ul> <p>For visibility plan see the relevant section below.</p>

KEY LESSON	KEY RECOMMENDATIONS	HOW HAVE KEY RECOMMENDATIONS BEEN ADDRESSED?
<b>Additional Report Recommendations</b>	<b>Conceptual clarity on ECCE age group</b> There is need to reinforce the conceptual clarity regarding ECCE age group as many teachers and parents regard ECCE classroom as an alternative term for 'Katchi'. They view the refurbishment of classroom as an intervention only catering for a single class or age group. Save the Children views ECCE as an active process through the first 8 years of child's life with a special focus on from age 3 to 8 years. Save the Children's ECCE involves attention to child health, nutrition, care and stimulation, and fostering positive early learning opportunities needed by children while transitioning into primary school. This concept needs to be reinforced through community meetings and teacher trainings within project activities.	Discussions are ongoing on this important aspect. This is linked to development of replicable model for the government.
	<b>Provision of material in phased manner</b> Children and teachers are very happy about the material that has been provided to schools and some of them have asked to increase the quantity as well. However, the review team felt that schools should not be provided all the material at once but given in a phased manner so as to keep the interest and ownership of project interventions amongst the schools. Also teachers need support in developing low/no cost materials and the field team needs to support the teachers in designing the materials.	Based on the recommendation the material is now being provided on phased manner in all intervention schools and ECCE Homes.  The actual distribution now factors in number of children at school and is based on assessment of material utilisation at schools.

	<p><b>Project visibility plan</b></p> <p>It is strongly recommended that a clear project visibility plan needs to be developed that would include material around campaign/project visibility for ECCE formalisation, budget allocations, project success, student achievements, replicability and etc.</p>	<p>After the conduction of MTR the project has developed a visibility plan and based on that various products have been developed, these include:</p> <ul style="list-style-type: none"><li>• Project Documentaries</li><li>• Radio Messages</li><li>• News letters</li><li>• A Seminar on International Day of the Girl Child Day was celebrated in which these materials were distributed.</li><li>• Airing of radio programs is being conducted regularly and materials have also been disseminated based on distribution list.</li></ul>
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## Annex 9: Detailed project progress

### Project progress to date

**Objective 1: Enhance access to quality gender-sensitive ECCE opportunities that prepare children for school success by establishing and/or refurbishing ECCE classrooms in KP primary schools and by establishing supplementary community based ECCE classrooms where needed**

In government schools where *katchi* classes already exist, the pilot project focused on strengthening the environment and providing necessary training to teachers to better support children's learning and development needs. In locations where access to school was difficult, *katchi* classrooms and ECCE Homes were established. 401 classrooms have been refurbished in the 4 districts and 118 ECCE Homes have been established, resulting in over 88,000 children benefiting from ECCE classrooms in the four pilot districts. Materials have been developed in Urdu, Pashtu & Maths. 158 Community Learning Workers and 161 Community Educators have been trained.

A Quality Learning Environment assessment was carried out on a sample basis in December 2013, however, analysis of the data needs to be conducted. A baseline SHN study was completed in 2012. Children received de-worming tablets twice per year as scheduled. Vision screening needs to be conducted. Health education sessions for children are being conducted weekly across all target schools. The analysis of data collected on the sessions needs to be conducted.

Child Focused Health Education (CFHE): The pilot project included a Schools Health and Nutrition (SHN) program that covered *all* children in the pilot schools and ECCE Homes. The key interventions under the SHN program included a health education curriculum in schools and ECCE Homes, the establishment of Children's Health Clubs (CHCs) in all pilot schools, de-worming, providing or refurbishing drinking water, handwashing, and toilet facilities, and training of teachers and community educators.

The provision of de-worming pills was not planned in Abbottabad due to security. Moreover, other nutrition related activities initially planned have not been taken place due to unavailability of GIK (Glucose/Iron/Potassium micronutrients).

Site visits, albeit limited, showed that pilot project schools and ECCE Homes have benefitted from SHN interventions. SC documentation indicates that all schools and ECCE Homes have benefitted- 392 toilet blocks have been built (WATSAN facilities provided), 345 drinking water supplies have been installed or rehabilitated, 720 children have been de-wormed, School Health Days have been organised in all schools and ECCE Homes, nearly 1000 parents oriented on the SHN program, and 31 master trainers and 464 teachers have received CFHE training.

Literacy Boost: The Literacy Boost program fosters vocabulary expansion, bolsters reading confidence and expression, and expands opportunities to practice reading both inside and outside the classroom. Literacy Boost focuses on the five core skills that research shows are central to learning to read: letter knowledge, phonemic awareness, vocabulary, reading fluency, and comprehension. Literacy Boost activities also include reading camps and reading buddies. Reading camp sessions are led by trained community learning workers/Community Educators who read to children and play

literacy games with them to develop core reading skills. These were not conducted during the evaluation site visits, so were not observed by team members.

Each of the schools visited had reading buddies programs. Grades 1 and 5 or Grades 2 and 5, or even grades 1 and 3, depending upon the strength of the upper grade child in reading, and the availability of girls. Children reported that they had made friends with the younger children, and interacted with them on an informal basis during break times and even after school. Older children read story books to the younger, and often lead them through the stories by asking them leading questions either relating to the pictures or “what will happen next?”

The midline survey specifically focused on Literacy Boost interventions. Key findings included:

- Students in ECCE intervention schools made significant additional gains over peers in comparison schools in letter identification, Urdu reading fluency, Urdu and Pashto reading accuracy, and Urdu and Pashto reading comprehension. Not a statistically significant effect of the program on Pashto fluency or in the percentage of students that are considered “readers”
- Teachers who were trained to use Literacy Boost techniques were also much more likely to exhibit many positive behaviors associated with higher student gains, although it is unknown if teachers in the treatment and control groups were different to begin with
- Students with teachers who used more Literacy Boost techniques also performed significantly better than those that did not.

Literacy Boost materials were available for examination and these materials and lesson plans developed for the project were used by teachers at the observed schools and ECCE Homes. There was some integration of literacy, numeracy, and creative arts during observed lessons. Teachers indicated that Literacy Boost should include English language, with a phonics approach to teaching literacy. Parents were enthusiastic about perceived positive benefits of the Literacy Boost program, including social, health, and psychosocial benefits.

**Objective 2: Improve the pedagogy of pre-primary (*katchi*), Grade 1 and Grade 2 teachers and improve the quality of learning in early primary grades, with a focus on learning outcomes (literacy and numeracy) and child-centred approaches to teaching and learning**

Teacher training for *katchi*, grades one and two, and Community Educators was an integral part of the pilot project. Training was conducted in order to strengthen their capacity to effectively support the learning needs of students. Early literacy was a special focus of the project. This was facilitated by the provision of specialised teaching supplies, including developmentally appropriate reading material in Urdu and Pashto languages to all ECCE classrooms and ECCE Homes. SC documentation indicates that over 1,000 teachers and over 400 head teachers have been provided ECCE and emergent literacy training. In addition, over 500 head teachers were provided training in monitoring and supervision. Emergent numeracy has not been a focus of the pilot project. Supervisory visits are conducted by SC on bi-monthly basis to each school and ECCE Home in order to encourage continuous improvement in learning environments.

SC documentation indicates that over 90% of children in classes 1 and 2 have been paired with older children as Reading Buddies, and Book Banks have been established



in each of the 401 schools. Data regarding use of Book Banks has been collected, but analysis needs to be conducted.

**Objective 3: Develop a sustainable and institutionalised model for pre and in-service teacher training by building leadership and instructional capacity among provincial teacher training institutes**

The project has facilitated capacity development of faculty at teacher training institutes. The TTIs have been utilised to develop pre- and in-service teacher training modules, curricula, and conduct training for project teachers. A total of five capacity building sessions have been conducted for faculty at teacher training institutions. TTI faculty have developed all teacher, head teacher, community educator, community learning worker, and government official training materials. There exists a verbal commitment from the teacher training institutions that these curricula will be used for all ECCE-related trainings within KP province, however, this commitment has yet to be formalised.

**Objective 4: Enhance the capacity and knowledge of ECCE among parents and community members and develop strong home-school partnerships**

In order to build strong linkages between communities and schools, the pilot project established home-school partnership mechanisms and promoted a culture of ECCE. The project developed a cadre of Community Learning Workers, whose role was to mobilise parents and communities for improved and stronger ties between home and schools. Broader community engagement included an innovative community outreach program by establishing ECCE Homes in disadvantaged communities. SC documentation indicates that 118 ECCE Homes have been established, in part, to support the education of girls, who otherwise have limited opportunities.

Each school and ECCE Home has a functioning Parent Teacher Committee (PTC) or Home Management Committee (HMC) that monitors quality and implements action plans. Focused modules for the capacity building of PTCs and HMCs, including management and leadership training, have been developed and approved by the education department. Implementation is in process.

Parent education sessions have not yet been conducted.

Fourteen radio segments aimed at parents have been designed and aired. However, data on the number of parents who regularly listen to these programs has not been analysed. Two global handwashing days were organised for families and community members. A third is planned. Data on participation and benefits has yet to be collected and analysed.

**Objective 5: Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms**

The pilot project collaborated with District Education Departments to promote ECCE and build their capacity for advocacy at the national level. For this purpose, internal education leadership and training mechanisms were established. The project also collaborated with key provincial and district stakeholders to promote education reform, to bring ECCE to government priority and for budget allocation as well as to try to build sustainable systems for ECCE. The project established appropriate linkages between community-based ECCE mechanisms and district education systems.

District administration was involved during the second cycle of training. They have also been involved in the monitoring aspect of the project. SC documentation reports that a total of 117 (over 90%) government officials have participated in ECCE training activities,

including literacy instruction. 85 of them have also received training in educational leadership and management. All of the district officials interviewed reported participating in ECCE training activities.

A specific advocacy effort called 'Ruboru' has been launched for education district officials. In these events school problems, including availability of funds, are discussed and decisions from education authorities are sought.

For institutionalising ECCE in KP the project has established a task force to address issues and challenges and facilitate the advocacy of ECCE. An advocacy action plan for all levels was developed. Documentation and dissemination of success stories takes place regularly. The implementation of the action plan is in process, including:

Government has issued a notification for enrolment of 3-4 year old children in government primary schools.

Nomination of ECCE focal person at the department level and district level.

Government is now spending its own money in replicating this ECCE model in Mardan in 100 schools. Government has agreed to provide an additional room in all project schools. DCTE has been given responsibility to institutionalise the teacher training manuals.

**Objective 6: Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base needed for successful advocacy and policy activities**

The project has endeavoured to collect evidence through assessments and surveys in order to inform future ECCE activities and policies. The intent was to allow the project to demonstrate what works and what does not to all stakeholders, especially decision makers.

Baseline, mid-term evaluation and midline surveys have been conducted. The midline survey focused on the Literacy Boost aspect of the pilot project. An endline survey has not yet been conducted. Three classroom-based action research projects have been conducted:

- Collaborative strategies to develop five reading core skills among the students of grade1
- Use of no/low cost learning materials to improve numeracy skills among the students of grade 2
- Collaborative strategies to manage large classroom and multi-grade classrooms

Five district seminars at the provincial and district levels have been conducted on the topics of ECCE policy and advocacy, and memoranda of understanding on ECCE has been signed with the Department of Education.

Two ECCE newsletters have been published and disseminated. In addition, the project has an extensive communication strategy which includes development of documentaries, radio programs, pamphlets, etc. which are shared regularly with stakeholders. Results of the baseline survey and midterm review have been shared widely.

In all, over 200 external stakeholders (not including project beneficiaries) have been identified for dissemination of outcomes, including government officials, development partners and non-government organisations (NGOs), and community members.

Table A1: Objective 1 outputs and level of achievement

Objective	Outputs	Achievement of output	Comments
<b>Enhance access to quality gender-sensitive ECCE opportunities that prepare children for school success by establishing and/or refurbishing ECCE classrooms in KP primary schools and by establishing supplementary community based ECCE classrooms where needed</b>	Existing ECCE classrooms refurbished and learning environments improved (benefiting 36,000 students)	75%	Analysis of Quality Learning Environment assessment needed
	School Health and Nutrition program introduced in school and community based ECCE	33%	Analysis of weekly children's health education sessions needed Vision screening not conducted
	Community based ECCE classrooms established and equipped where children have no access to public primary schools, and communities organized to effectively implement and manage these classrooms.	100%	
<b>Improve the pedagogy of pre-primary (<i>katchi</i>), Grade 1 and Grade 2 teachers and improve the quality of learning in early primary grades, with a focus on learning outcomes (literacy and numeracy) and child-centred approaches to teaching and learning</b>	Initial training in ECCE, emergent literacy and numeracy, and hands on learning and teaching provided to Male and Female pre-primary, Grade 1 and 2 teachers and government officials	67%	Analysis of Quality Learning Environment assessment needed
	Adequate teaching and learning materials provided for all ECCE classrooms, including materials in local/mother tongue (Pashto) and Urdu (national language)	100%	
	Teachers continuously trained in ECCE and effective literacy instruction, which is critical for improving learning outcomes	67%	Analysis of Quality Learning Environment assessment needed
	Head Teachers trained in class room supervision and monitoring	100%	

	PTC and trained school staff engaged in continuous improvement in learning environment for <i>katchi</i> , Grade 1 and Grade2	75%	Analysis of Quality Learning Environment assessment needed
	Reading buddies established – pairing 1 <sup>st</sup> and 2 <sup>nd</sup> grade students with older students	100%	
	School libraries /book banks established, with appropriate reading materials	67%	Analysis of Book Bank usage needed
<b>Develop a sustainable and institutionalised model for pre and in-service teacher training by building leadership and instructional capacity among provincial teacher training institutes</b>	Teacher training institutions supported for providing pre-service and in-service teacher training	100%	
	Pre-service and in service training curricula for <i>katchi</i> teachers developed in collaboration with Teacher Training Institutions, and curricula successfully integrated into selected teacher education institutions	75%	Formalised agreement on integration into teacher education needed
	Pre-service and in service training curricula for ECCE, Grade 1-Grade 3 teachers developed in collaboration with Teacher Training Institutions, and curricula successfully integrated into selected teacher education institutions	75%	Formalised agreement on integration into teacher education needed
<b>Enhance the capacity and knowledge of ECCE among parents and community members and develop strong home-school partnerships</b>	ECCE Homes(previously mobile ECCE units) set up in remote communities to strengthen community engagement	100%	
	Parents' support for children's overall development and readiness for school increased through targeted activities for mothers and fathers at the community level	50%	Formal parent education not yet begun
	School PTC mobilized to establish strong home-school partnership (3,200 members)	50%	Management and leadership training not yet begun
	Radio Program on local FM channel with key messages for parents established	50%	Analysis of parent feedback on ECCE radio segments needed

	Global Handwashing days	50%	Analysis of participation and benefits needed
<b>Build ECCE capacity among district and provincial government officials to ensure their effective support to teachers and ECCE classrooms</b>	District and Provincial Government education officials trained in issues related to ECCE, literacy instruction and learning as well as educational leadership, management, and supervision and support for children's learning outcomes	100%	
<b>Initiate and sustain rigorous ECCE research and documentation in order to establish the evidence base needed for successful advocacy and policy activities</b>	Rigorous baseline and endline project evaluation conducted capturing children's readiness for school as well as their learning outcomes in early primary grades	75%	Endline survey needed Comparative analysis of project's overall goal and performance indicators needed
	Targeted classroom based action research conducted	25%	3 action research projects conducted
	District seminars and provincial level policy and advocacy dialogues conducted	100%	
	Annual ECCE newsletter published and disseminated widely	100%	
	Evidence base from the research disseminated widely	100% (from 2 action research projects and baseline study)	