National Commission for Human Development

PAKISTAN DEVELOPMENT HUMAN FOUNDATION

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Revised

FINAL EVALUATION REPORT

Introducing Contemporary Education (ICE) in Deeni Madaris of Pakistan through Non-formal Education Techniques

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List of Acronyms and Abbreviations

AD	Assistant Director
ALP	Accelerated Learning Program
DD	Deputy Director
DEO	District Education Officer
FGDs	Focus Group Discussions
FO	Field Officer
HDI	Human Development Index
ICE	Introducing Contemporary Education
IDIs	In-Depth Interviews
KIIs	Key Informant Interviews
KPK	Khyber Pakhtunkhwa
NCHD	National Commission for Human Development
PHDF	Pakistan Human Development Fund

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Executive Summary

The **Introducing Contemporary Education (ICE) in Deeni Madaaris of Pakistan** initiative, spearheaded by the National Commission for Human Development (NCHD) and funded by the Pakistan Human Development Fund (PHDF), represents a transformative effort to bridge the divide between religious and mainstream education. Historically pivotal for Islamic instruction, Deeni Madaaris have often faced systemic challenges due to their limited integration with contemporary education, restricting students' career opportunities. The ICE project sought to address these challenges by equipping students with essential academic skills while preserving the religious ethos of these institutions.

Aligned with Sustainable Development Goal (SDG) 4: Quality Education, the project implemented the **Accelerated Learning Program (ALP)**, a dynamic educational model adapted from JICA's AQAL framework. Designed to address the educational needs of out-of-school children and youth, the initiative provided a robust academic foundation in subjects such as Urdu, English, Mathematics, Science, Social Studies, Computer Studies, and Islamiyat. To achieve its objectives, the program established **100 ALP schools** within madrassahs across Punjab, Sindh, Khyber Pakhtunkhwa (KP), and Balochistan, successfully reaching **2,573 students**. The curriculum integrated modern and religious education, employing innovative methodologies like accelerated learning, interactive tools such as **computers**, **hands-on activities** within curricula, and **field trips** to make education engaging and accessible while aligning with the demands of the digital age. These efforts were carefully designed to seamlessly integrate into the traditional madrassah environment.

To assess the initiative's performance and impact, a comprehensive evaluation was conducted using a **mixed-methods approach**. This included quantitative learner assessments and qualitative techniques such as Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), and In-Depth Interviews (IDIs) with stakeholders. A purposive and stratified sampling strategy ensured diverse representation, enabling a thorough analysis of the program's design, implementation, effectiveness, and financial management.

The findings of the evaluation have highlighted significant achievements and challenges. The program demonstrated notable strengths by expanding educational access to marginalized students, many of whom had previously been excluded from formal schooling. However, the project faced several challenges. Retention issues were prominent, with many students leaving the program after completing Quran memorization (Hifz), limiting the long-term impact, particularly in the Middle-tech phase of ALP. Teacher recruitment, often influenced by madrassah administrators (mohtamim), lacked standardization, compromising the consistency of teaching quality. Although training was provided through a cascading model involving Deputy Directors, Assistant Directors (ADs) and Field Officers (FOs), it was brief and lacked refresher courses or post-training mentorship, reducing its impact.

The curriculum, though innovative, faced significant design challenges. Advanced topics in subjects such as Science and Mathematics often exceeded students' foundational knowledge, particularly in Package C. Localization efforts, such as incorporating Sindhi in Sindh, were commendable but inconsistent, while the absence of supplementary resources like notebooks and computer textbooks created additional hurdles.

Computer Literacy initiative, while admirable, was particularly under-resourced, with only two computers provided per madrassah for class sizes exceeding 25 students, severely limiting access to practical work. The absence of dedicated computer teachers further compounded this issue, as Field Officers (FOs) with minimal technical expertise were tasked with delivering computer instruction. Frequent power outages, inadequate maintenance, and the lack of a structured computer syllabus disrupted classes and hindered consistent teaching and learning. Additionally, confusion over computer ownership led to inconsistencies in their use and availability. In some instances, computers were reclaimed by the NCHD team, while in others, they remained in the madrassahs but were either improperly stored, rendered non-functional, or, in some cases, reported stolen. This lack of clarity and oversight further undermined the effectiveness of the Computer Literacy initiative.

The monitoring and evaluation (M&E) system established by NCHD enabled regular field visits, identifying gaps such as absenteeism and inconsistencies in lesson delivery. While visits by FOs, Assistant Directors (ADs), and Deputy Directors (DDs) offered valuable insights, the process lacked a systematic framework to track and measure improvements over time. Similarly, monitoring reports were not equipped with mechanisms to systematically document progress or evaluate the effectiveness of corrective measures. Informal monitoring assessment methods, which relied heavily on spontaneous questioning instead of structured evaluation tools, provided limited insights into students' learning outcomes.

Financial management proved to be a significant area requiring improvement. Stipends for teachers, administrators, and field officers were not only insufficient—falling below the daily wage rate set by the Government of Pakistan—but were also frequently delayed. Additionally, discrepancies in financial documentation, irregular payment schedules, and inadequate resource tracking highlighted the lack of robust accountability measures. These financial shortcomings directly impacted the program's capacity to recruit and retain qualified educators, undermining efforts to maintain consistent operational standards and achieve the program's objectives effectively.

To build on the strengths and address the challenges, the following recommendations are proposed:

1. **Curriculum Adaptation:** Simplify and contextualize the curriculum to better align with the needs of madrassah students, ensuring accessibility and relevance while maintaining academic rigor. Introduce a structured syllabus for computer literacy with tailored content for foundational learning.
2. **Teacher Training and Support:** Enhance teacher training duration and quality, incorporating refresher courses and ongoing mentorship to improve teaching effectiveness. Establish a standardized recruitment process to ensure consistent teacher quality across regions.
3. **Resource Allocation:** Address infrastructure gaps by providing additional computers, ensuring reliable electricity supply, and implementing monitoring mechanisms to safeguard resources. Formalize agreements with madrassah administrations to prevent resource mismanagement.
4. **Monitoring and Evaluation:** Strengthen M&E frameworks by increasing the frequency of visits, involving external stakeholders, and establishing systematic progress tracking mechanisms. Introduce student retention and dropout tracking to better understand and address barriers to completion.
5. **Financial Management:** Improve financial accountability through standardized documentation, timely disbursement of stipends, and periodic audits. Introduce a more adaptive remuneration structure to attract and retain qualified personnel while addressing inflation and workload increases.
6. **Student Retention Strategies:** Develop strategies to retain students, such as incorporating incentives for continued participation and offering pathways for progression beyond primary education. Address the specific needs of students completing religious studies to ensure they can continue their education within the program.

Despite its challenges, the ICE initiative demonstrated the potential to transform education within Deeni Madaaris by integrating contemporary curricula with religious instruction. By addressing systemic gaps in curriculum design, teacher support, resource allocation, and financial management, the program can achieve sustainable and scalable outcomes, fostering inclusive education that respects religious traditions while equipping students for future opportunities.

1. Introduction

This draft evaluation report outlines the overall methodology along with data analysis and findings of the exercise for evaluating the National Commission for Human Development's (NCHD) project, "Introducing Contemporary Education (ICE) in Deeni Madaaris of Pakistan."

Deeni madaaris in Pakistan serve as significant institutions for religious education, rooted in centuries-old Islamic traditions. They provide instruction in Quranic studies, Hadith, and Islamic jurisprudence, fostering Islamic values and ethical teachings. Historically, madaaris contributed to the Islamic Golden Age, producing scholars and scientists. However, their scope narrowed post-colonial era, focusing primarily on religious studies. Current reforms aim to integrate contemporary education, equipping students with skills for broader opportunities while maintaining religious instruction.[1]

The religious institutions (deeni madaaris) are mainly community-run and cater to economically disadvantaged rural areas. Challenges include outdated curricula, limited modern education integration, and resource constraints, hindering students' career opportunities. Recent reforms aim to blend religious and modern education effectively.[2], like the NCHD's "ICE in Deeni Madaaris of Pakistan" project.

1.1. Overview of the project

In line with the government's commitment to achieving **SDG 4: Quality Education**, NCHD launched the **Accelerated Learning Programme (ALP)** to address the educational needs of disadvantaged, over-age, out-of-school children and youth. Funded by the Pakistan Human Development Fund (PHDF), this flexible, age-appropriate program aims to improve literacy rates by providing accelerated educational opportunities.

In collaboration with the District Education Department, NCHD established **100 schools within Madaaris** under the ALP initiative. The program integrates primary education alongside religious instruction, also enrolling children from surrounding areas to reduce the number of out-of-school children. Through this initiative, vulnerable children gain access to both religious and contemporary education, thereby bridging existing educational gaps.

The ALP curriculum emphasizes core concepts and essential skills, offering intensive, tailored instruction to accelerate learning and help students advance more quickly. Modern teaching approaches and technologies are incorporated to increase engagement and interactivity, equipping students with the knowledge and skills required for higher education or practical careers.

1.2. Purpose and objectives of the Evaluation

The purpose of this evaluation study is to assess the performance, achievements, and overall effectiveness of the project by validating the deliverables committed by NCHD under Packages A, B, and C. The evaluation will analyze the project's successes, challenges, best practices, and lessons learned, while also examining its financial aspects. Covering the period from December 2019 to April 2024, the evaluation focuses on the following specific objectives to gauge the project's impact and effectiveness.

- **Validate the establishment of schools** in Madaaris across the country to confirm the project's reach and impact.
- **Verify the number of learners** enrolled in these schools to assess participation levels.
- **Assess the syllabus being taught** to ensure it aligns with educational standards and project goals.
- **Validate the items procured** as outlined in the project budget to ensure compliance with PPRA Rules
- **Evaluate the procurement process for computers** to determine efficiency and adherence to established guidelines.
- **Evaluate the introduction of subjects** such as science, math, social studies, English, and computer studies into the curriculum to enhance academic proficiency for primary students.
- **Assess the capacity-building and training programs** for volunteer teachers to determine their effectiveness and impact on teaching quality.
- **Examine the validity and effectiveness of examinations** used in the Madaaris to ensure they accurately measure student learning outcomes.
- **Assessment of the adherence to the Implementation Strategy** (yearly work plan) of the project, focusing on the 16 points outlined in the project document.
- **Identify and analyze key lessons learned, challenges faced** and provide recommendations for next projects based on the findings.

[1] Religious Education In Pakistan: Status of Non-Formal Education In Teaching And Learning Process of Madaaris, 2022 https://journals.qurtuba.edu.pk/ojs/index.php/thedialogue/article/download/306/170

[2] Barriers To Modern Education In Madrasas Of Pakistan: Student And Teacher's Perceptions, 2023, https://journalppw.com/index.php/jpsp/article/download/15005/9707/18301

- **Incorporate any additional relevant points** identified during the document review provided by NCHD to enhance the evaluation process.

1.3. Target Beneficiaries

The project has created educational opportunities for **2,573**[3] disadvantaged children and youth whose education was disrupted due to poverty, marginalization, conflict, or other crises. According to data from the Pakistan Human Development Fund (PHDF), the enrolled students are distributed across provinces and gender as follows:

Punjab	Khyber Pakhtunkhwa	Balochistan	Sindh
Chiniot	Bannu	Quetta	Karachi
Jhelum	Lakki Marwat	Naseerabad	Sujawal
Rajan Pur	Shangla	Musakhel	Jamshoro
DG Khan	Swat	Kharan	Tharparkar

Table 1: Geographical Scope of the Project by Districts

- **Punjab**: 609 students (564 boys, 45 girls)
- **Khyber Pakhtunkhwa**: 744 students (539 boys, 205 girls)
- **Sindh**: 545 students (405 boys, 140 girls)
- **Balochistan**: 585 students (555 boys, 30 girls)

The NCHD's project spanned across Pakistan, covering all its four provinces: Punjab, Khyber Pakhtunkhwa (KP), Balochistan, and Sindh. Within these provinces, the project has focused on 16 districts (4 in each province) where 100 Madaaris schools4 have been established by NCHD.

2. Technical Methodology

The evaluation followed a ***three-phase research approach,*** including inception, data collection, followed by analysis and report development. The inception phase served as the foundational step, encompassing critical activities such as the ***inception meeting, tool development, sampling and an inception report***. Following this, the data collection phase employed ***mixed methods*** of research, including *course learning assessment, focus group discussions (FGDs), key informant interviews (KIIs), in-depth interviews (IDIs), and consultative session* with various stakeholders. Finally, the third phase revolved around data analysis and report development, where collected data underwent rigorous examination and interpretation. This phase culminates in the development of the final report, incorporating feedback from PHDF.

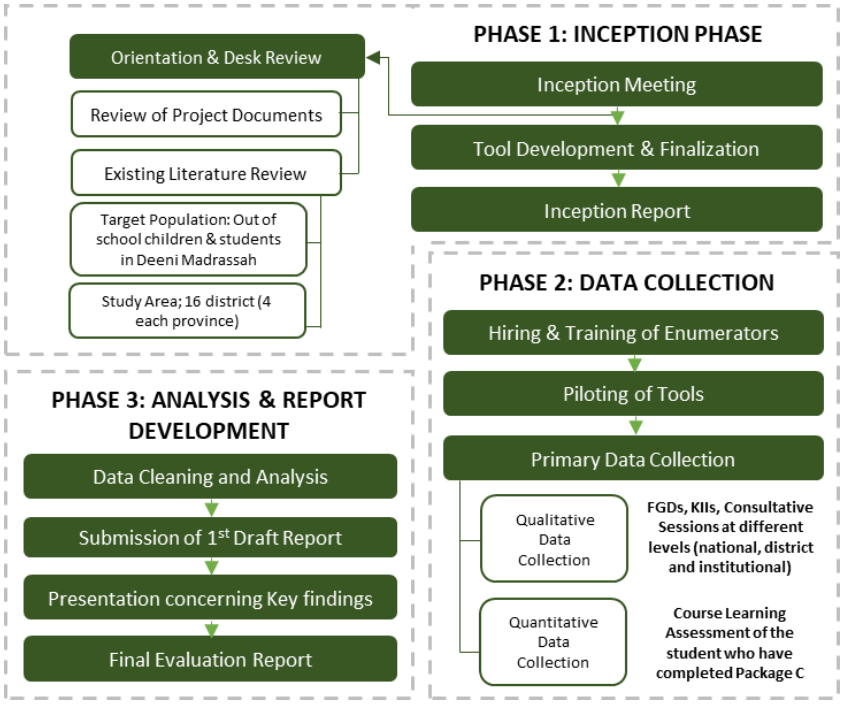


Figure 1: Project Implementation Design

2.1. Framework of Analysis

This analysis evaluates the integration of contemporary education in Deeni Madaaris, focusing on the program's design, implementation, and outcomes to assess its effectiveness, challenges, and sustainability. It provides insights into program execution, adherence to planned designs, and potential for long-term impact.

2.2. Inception Phase

The assignment formally began with a meeting on September 30, 2024, with NCHD and PHDF team members to review the Terms of Reference (ToRs), reporting requirements, strategy, approach, and administrative details. This discussion covered essential aspects such as required information, data sources, sampling methodology, and field planning.

Based on the meeting outcomes, a draft sampling methodology was developed and shared with PHDF for review and feedback. Upon finalization, a thorough **desk review of project documents** and relevant literature was conducted to design qualitative and quantitative data collection tools. These tools were carefully crafted in alignment with the framework of analysis, the ToRs, and initial discussions with PHDF.

[3] As per the list of madaaris and their deatils shared by NCHD
[4] This has been updated to 99 schools as one ALP in Tharparkar has been closed

Quantitative tools included **paper-based learner assessment instruments**, designed using course books provided by NCHD for subjects such as English, Urdu, Mathematics, Science, Social Studies, and Computer. A section for Islamiyat was omitted as no course book was provided by the NCHD team to the consultant. Semi-structured guides were also developed for **focus group discussions (FGDs), key informant interviews (KIIs), in-depth interviews (IDIs), and consultative sessions**. These guides were customized to suit different respondent groups, ensuring they were relevant and targeted.

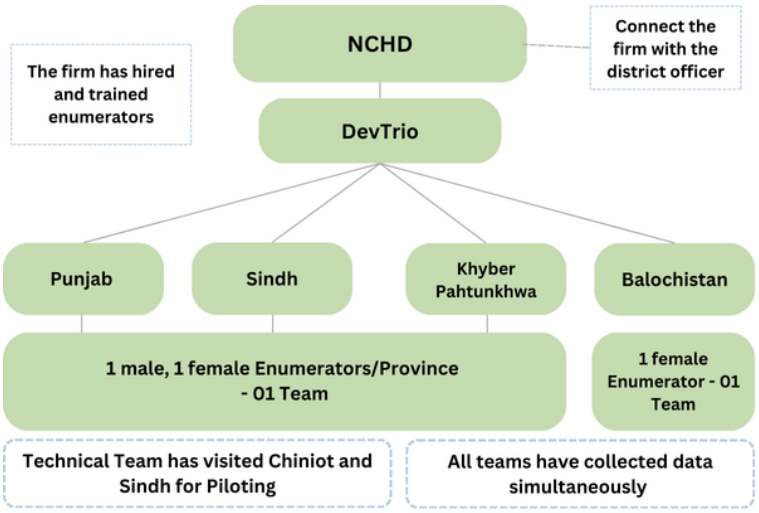


Figure 2: Field Plan

The field preparation was prepared and carried out following the procedure shown in Figure 2. Local enumerators were hired for data collection, who underwent a two-day training covering tool instructions, data collection protocols, research ethics and safeguarding. A **pilot test** in Chiniot by the consultant team assessed the approach's effectiveness. Based on the piloting, the field guidelines were conveyed to the enumerators before full-scale data collection.

The sampling approach, field plan and all tools (both qualitative and quantitative) were added in the Inception Report, which was shared with PHDF for approval.

2.3. Data Collection Phase

Given the nationwide scope of the project and the presence of centers across multiple districts, a **multistage sampling methodology** was adopted to ensure a representative set of respondents while accounting for the diverse geographical and demographic factors of the target areas. This approach facilitated a balanced evaluation, reflecting the unique challenges and opportunities within the selected districts.

District selection followed a **stratified and purposive** sampling approach, prioritizing representation from diverse districts while addressing on-ground challenges such as security concerns and logistical constraints. Initial selections were based on criteria such as the Human Development Index (HDI), literacy rates, and geographical clustering. However, **field realities necessitated adjustments to the original plan to maintain feasibility and data integrity.** This flexible and robust framework ensured a comprehensive evaluation of ALPs. Details regarding the assessment criteria and selection of district are detailed out in Annexure IV.

District	Achieved Sample
Punjab	
Chiniot	27 students
DG khan	27 students
Rajan Pur	28 students
Khyber Pakhtunkhwa	
Bannu	28 students
Shangla	28 students
Sindh	
Sujawal	28 students
Karachi	14 students
Tharparker	25 students
Balochistan	
Quetta	37 students
Total	**242 students**

Table 2 : Achieved Sample in each District

Nine districts across four provinces were sampled for both qualitative and quantitative data collection, as detailed in the Inception Report. These districts included Chiniot, DG Khan, and Rajanpur in Punjab; Sujawal, Karachi, and Tharparker in Sindh; Quetta in Balochistan; and Bannu and Shangla in Khyber Pakhtunkhwa. While the initial sampling framework included additional qualitative and quantitative data, unforeseen circumstances during fieldwork required adjustments, which are outlined in subsequent sections.

Quantitative Data Collection

A **Learner Assessment Survey** was conducted to evaluate students' competencies in subjects like English, Urdu, Mathematics, Science, Social Studies and Computer. Tools were designed based on the curriculum of Packages A, B, and C, ensuring alignment with the ALP objectives.

The survey initially targeted 280 students[5][6] from selected 19 Madaaris. **Purposive sampling** was used to select Madaaris across districts, ensuring representation of boys', girls', and co-educational institutes. If fewer than three institutes were available per district, two were selected from existing categories. Within these Madaaris, total 14 students in each madrassah were planned to be selected for the quantitative assessment.

[5] The sample is based on Cochran's formula with a 95% confidence level and 6% margin of error.

[6] Adjusted to homogenously distribute sample size within the selected districts

Within all district except Quetta and Dera Ghazi Khan, two madaaris were selected. In the case of Quetta, three Madaaris were planned to be targeted as other districts within Balochistan were inaccessible and volatile regions. Three Madaaris were also selected in DG Khan due to presence of co-education Madaaris.

Field constraints (as identified in the 'challenges' section in this report) reduced the final sample from 280 students to 242 students across the selected districts. Moreover, sample size within DG Khan was reduced from 42 students (3 Madaaris) to 27 students (2 Madaaris) due to absence of any co-educational institute.

Qualitative Data Collection

Qualitative data collection for the program was guided by **stakeholder mapping** to identify key participants, including students, teachers, administrators, and representatives from the Federal Board, NCHD, Field Officers, and District Education Officers (DEOs). To engage these stakeholders effectively, FGDs, IDIs, KIIs, and consultative sessions were conducted at the **Madrassah, district, and national levels**.

District	FGD		IDIs		KIIs		
	Male	Female	Admin	Teacher	NCHD Supervisor	Field Officer	DEO
Sindh							
Tharparker	*		*	*	*	*	
Sujawal		*	*	*	*	*	*
Karachi	*	*	*	*	*	*	
Khyber Pakhtunkhwa							
Bannu		*	*	*	*	*	*
Shangla	*		*	*	*	*	
Punjab							
Chiniot	*		*	*	*	*	
DG Khan		*	*	*	*	*	*
Rajanpur	*		*	*	*	*	
Balochistan							
Quetta	*	*	*	*	*	*	*

Table 3: Data Collection Activities in each District

A total of **11 FGDs** were held across provinces, maintaining a gender-balanced approach with six groups for boys and five for girls. IDIs involved 18 administrators and teachers from various Madaaris. Additionally, **24 KIIs** were conducted with Field Officers, DEOs, NCHD Supervisors, and Federal Board representatives. A consultative session with the NCHD team was also held to gather expert insights on the project's progress. These activities provided comprehensive data on the project's context, challenges, and stakeholder perspectives, and also helped in triangulation of collected data for added verification.

In **Sindh**, planned activities included Admin and Teacher IDIs in Tharparker, Sujawal, and Karachi, along with one FGD in each district. KIIs involved NCHD Supervisors, FO/Computer Teachers in all three districts, and the DEO in Sujawal. All planned activities, including IDIs, KIIs, and FGDs, were successfully completed

In **Punjab**, Admin and Teacher IDIs were held in Chiniot, DG Khan, and Rajanpur and three FGDs (boys in Chiniot and Rajanpur, girls in DG Khan). KIIs focused on NCHD Supervisors and FOs in all three districts. However, Due to the transfer of a key DEO, the planned KII was replaced with an interview with the DEO (Literacy) in DG Khan.

In **Khyber Pakhtunkhwa (KP)**, Shangla field activities included Admin and Teacher IDIs, one Boys' FGD, and KIIs with the FO and NCHD Supervisor. Similarly, Admin and Teacher IDIs, a Girls' FGD, and KIIs involving the FO, NCHD Supervisor, and the DEO were conducted in Bannu. However, in Bannu, the DEO interview was replaced with one conducted with the Subdivisional Education Officer (SDEO) due to the DEO's transfer. All other planned activities in KP were completed.

In Quetta **(Balochistan)**, Admin and Teacher IDIs were conducted alongside two FGDs at Jamiya Ghousia and Jamiya Mazhar. KIIs were completed with the FO, NCHD District Staff, and DEO. Additionally, an extra KII was conducted with NCHD provincial staff, exceeding the planned scope. Details of planned versus achieved activities are provided in Annexure III, while a concise summary is presented in Table 3.

Challenges

The challenges faced during the evaluation have been highlighted below which include logistical and operational difficulties encountered during the data collection process:

- The lists of Madaaris shared with the consultants varied across different stages. Sampling was conducted using the final list provided. However, during fieldwork in Quetta, it was discovered that the madaaris suggested by the NCHD district teams were not part of that list.
- Most sampled Madaaris lacked the required computers for conducting the computer-based assessments. To address this, enumerators carried laptops to facilitate the assessments. However, some specific tasks noted in the tools, which required certain computer functionalities as well as system assessment, could not be completed due to these limitations.
- A significant number of students had left the Madaaris after finishing their religious education (Hifz), regardless of which stage of the package they were in. This led to a reduction in the available sample size, impacting the evaluation scope in some Madaaris.

- The education department underwent major restructuring and, in many areas, the DEOs (District Education Officers) initially engaged in the project had been transferred by the time fieldwork commenced. The replacement officers were often unaware of the project, resulting in delays and requiring adjustments. In some cases, interviews were conducted with DEOs literacy, instead of education, to gather the necessary insights.

3. Financial Review

A comprehensive financial review of the ALP was conducted, encompassing a detailed examination of salary disbursement schedules, bank reconciliation statements, and cheque issuance records for teachers and mohtamims. Furthermore, a thorough analysis of financial statements pertaining to logistical arrangements for training sessions, monitoring visits, and project review meetings has been undertaken by the consultant team.

To ensure a representative sample, financial documents were randomly selected from various districts and timeframes. The following tables provide in-depth insights into the financial records of salaries of mohtamim and teachers assessed from the reviewed documents. The key for the tables is also provided alongside.

KEY:	Assessed and verified		Assessed and Incomplete		Not Assessed	

Punjab																					
Districts	**Jan to March '20**	**Apr '20 to Sep '20**	**Oct '20 to Nov '20**	**Dec '20 to Jan '21**	**Feb '21 to Apr '21**	**May '21 to Jun '21**	**Jul '21 to Aug '21**	**Sep '21 to Oct '21**	**Nov '21**	**Dec '21**	**Nov '21 to Dec '21**	**Jan '22**	**Feb '22 to Mar '22**	**Apr '22 to May '22**	**June '22**	**July '22 to Aug '22**	**Sep '22 to Oct '22**	**Nov '22 to Dec '22**	**Jan '23 to Feb '23**	**Mar '23 to July '23**	**Aug '23 to Sep '23**	**Oct ' 23 to Dec '23**	**Jan '24**
Chiniot	Verified	Madaaris closed due to COVID 19	Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified		Verified	Verified	Verified	Verified. Bank Clearance is missing	Verified. Bank Clearance is missing	Verified. Bank Clearance is missing	Verified. Bank Clearance is missing	Verified. Bank Clearance is missing				
DG Khan	Verified		Verified	Verified	Verified	Verified	Verified	Verified			Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified	
Rajanpur	Verified		*	Verified	Verified	Verified					Verified	Verified	Verified		Verified	Verified	Verified	Verified					

*For Rajanpur, honorarium is paid for September 2020 and October 2020 with no record of payment for November month

Khyber Pakhtunkhwa																							
Districts	**Jan to March '20**	**Apr '20 to Sep '20**	**Oct '20 to Nov '20**	**Dec '20 to Jan '21**	**Feb '21 to Apr '21**	**May '21 to June '21**	**Jul '21 to Aug '21**	**Sep '21 to Oct '21**	**Nov '21 to Dec '21**	**Jan '22**	**Feb '22 to Mar '22**	**Apr '22 to May '22**	**June '22**	**July '22 to Aug '22**	**Sep '22 to Oct '22**	**Nov '22 to Dec '22**	**Jan '23**	**Feb '23**	**Mar '23 to July '23**	**Aug '23 to Sep '23**	**Oct '23 to Nov '23**	**Oct ' 23 to Dec '23**	**Dec '23**	**Jan '24**
Shangla*		Madaaris closed due to COVID 19	Based on assumptions	Based on assumptions	Based on assumptions	Based on assumptions	Based on assumptions	Based on assumptions									Verified	Verified	Verified	Verified	Verified		Verified	Verified
Bannu																	Verified	Verified	Verified	Verified		Verified		Verified

*Tracking is difficult due to incomplete information. Salary clearance and vouchers are missing

Sindh																				
Districts	**Jan to March '20**	**Apr '20 to Sep '20**	**Oct '20 to Nov '20**	**Dec '20 to Jan '21**	**Feb '21 to Apr '21**	**May '21 to Jun '21**	**Jul '21**	**Aug '21**	**Sep '21 to Oct '21**	**Nov '21 to Dec '21**	**Jan '22 to Mar '22**	**Apr '22 to May '22**	**June '22**	**July '22 to Aug '22**	**Sep '22 to Oct '22**	**Nov '22 to Dec '22**	**Jan '23 to Feb '23**	**Mar '23 to July '23**	**Aug '23 to Sep '23**	**Oct ' 23 to Dec '23**	**Jan '24**
Karachi		Madaaris closed due to COVID 19												Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified
Sujawal			Verified	Verified	Verified	Verified			Verified	Verified	Verified	Verified	Verified		Verified		Verified	Verified	Verified	Verified	
Tharparkar			Verified	Verified	Verified	Verified	Verified				Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified	Verified

Balochistan																						
District	**Jan to March '20**	**Apr '20 to Sep '20**	**Oct '20 to Nov '20**	**Dec '20 to Jan '21**	**Feb '21 to Apr '21**	**May '21 to Jun '21**	**Jul '21 to Aug '21**	**Sep '21 to Oct '21**	**Nov '21**	**Dec '21**	**Nov '21 to Dec '21**	**Jan '22**	**Feb '22 to Mar '22**	**Apr '22 to May '22**	**June '22**	**July '22 to Aug '22**	**Sep '22 to Oct '22**	**Nov '22 to Dec '22**	**Jan '23 to Feb '23**	**Mar '23 to July '23**	**Aug '23 to Sep '23**	**Oct ' 23 to Dec '23**	**Jan '24**
Quetta		Madaaris closed due to COVID 19																				

The financial document review across districts and provinces uncovered inconsistencies and data gaps, which impede transparency, accountability, and operational efficiency.

1. Inconsistent & Missing Data

- **Misalignment with Project Design:** In Sujawal district, the financial documents reveal a significant misalignment with the project design. As per the design, teachers were to be paid PKR 12,000 and mohtamim PKR 5,000. However, in Sujawal, this allocation was reversed, with PKR 12,000 paid to mohtamim and PKR 5,000 to teachers. This deviation raises serious concerns about financial tracking and proper adherence to the project's design principles.
- **Missing and Incomplete documents:** A recurring issue across multiple districts is the lack of complete and consistent financial documentation for the entire timeline and only partial documentation accessible for certain periods. In Bannu, for instance, financial records are available only for the period from January 2023 to January 2024, leaving significant gaps for earlier timelines. Similarly, in Shangla, payments are supported solely by official notifications, without accompanying documents like bank vouchers or complete financial trails. Additionally, the financial details of trip visits for students are available only for Rajanpur, underscoring the lack of a standardized mechanism to track such activities across all districts. These documentation gaps not only compromise transparency but also create significant challenges for transparency, accountability.
- **Irregularities in Honorarium Payments:** Honorarium payments in Sujawal reveal irregularities and non-compliance with project guidelines. Despite workforce reductions between January and March 2022, salaries remained unchanged, while inconsistent salary adjustments during September and October 2022 left an unexplained gap of PKR 5,000. Additionally, during April–May 2022, PKR 187,000 was credited under "Madrasa Teachers and Mohtamim Honorarium with Monitoring Cost," which was allocated entirely as honorarium, disregarding the designated portion for monitoring costs. These discrepancies highlight deficiencies in financial tracking and adherence to protocols, emphasizing the need for stricter oversight.
- **Lack of Standardized Communication Protocols:** Communication through official letters suffers from a lack of standardization, particularly regarding dates. Numerous letters related to payment approval and receipt were issued without dates, causing ambiguities in tracking district-level communications, for instance Rajanpur.

2. Inconsistency within the financial tracking:

- **Lack of Information regarding stationary provision:** Financial data on stationary procurement and distribution were largely absent, with only one instance of an email trail and procurement for training in Balochistan. This omission creates challenges in tracking and verifying related expenditures.
- **Salary Disbursement During COVID-19 Closure:** In Rajanpur, salary payments were made for a month when all Madaaris were closed due to COVID-19. Specifically, as per cheque number 67069146, the salary for September to October 2021 was disbursed. However, since Madaaris were closed in September, no reimbursements should have been issued for that period. This reflects a lack of proper validation in salary disbursement processes.
- **Missing information around Salary and Travel Allowance:** FO salaries and travel allowances are missing from the records except in the case of Rajanpur. This omission leaves a gap for the assessment of critical components of the projects related to evaluating monitoring activities, as well as allowances for computer teaching.
- **Lack of Fuel Tracking for ALP:** Fuel vouchers are available exclusively for Rajanpur, raising concerns about lack of proper documentation across districts. Moreover, financial data lacks clarity in segregating funds for the ALP from other programs. For example, fuel from program vehicles was utilized for the "Spot Monitoring of ASER household survey," highlighting lack of clarity on the fuel allowance provided for the ALP program. If vehicles were shared across multiple projects, electronic records should have been maintained to track and clearly link the available and utilized fuel for each project's field monitoring activities.
- **Lack of clarity of Assessment Costs:** The review noted the presence of assessment costs provided to the Madaaris. These had not been identified by any stakeholder nor were they noted during the document review. Additionally, these costs were distributed in an unstructured manner, as evidenced by one email trail dated 10th August 2023, and one scanned and blurred document within financial documents of Rajanpur, with no proof of scheduled payments, procurement, or distribution. The absence of tracking mechanisms raises concerns about mismanagement and inequitable allocation.

These findings underscore the necessity for a standardized and comprehensive financial documentation framework such as calculated salary based on pro-rata based, request email for NCHD, clearance of payment, bank voucher and cheque details for salary dispatch.

3. Inconsistent Payment Schedule within Madaaris

Payment schedules exhibited pronounced discrepancies across districts and provinces, potentially affecting financial stability and beneficiary trust. Observations include:

- **Variability in Durations of Payment:** Payments to the teachers and mohtamim were irregular, with some made on a monthly basis while others consolidated to cover periods of two to five months, causing financial uncertainty and strain. This inconsistency may deter teachers from continuing to teach, seeking alternative opportunities instead. Similarly, it may discourage mohtamim from sustaining the program within their Madaaris.
  Teachers and administrators in KP, specifically for the months of January and February 2023, received payments inconsistently. Some were paid earlier, while others experienced delays, reflecting poor financial coordination by the regional staff.
- **Delayed Cheque Issuance:** Even when payments were delayed, the issuance of cheques showed further lag, ranging from one month to four months. For instance, salaries for January 2024 were disbursed as late as May 29, 2024. This highlights inefficiencies in processing and undermines trust in the financial system.

4. Payments against Outlier Items

Certain anomalies in resource allocation and documentation were identified, indicating a lack of uniformity in financial practices.

- **Payments for Subject Specialists in Balochistan:** Subject specialists engaged for training in Balochistan were each paid PKR 5,000 without evidence of any approval. These payments require validation through proper clearance documents from NCHD. Regular third-party audits could address such irregularities.
- **Provision of Sports Kits with stationary:** Although the project design documents do not mention any activity related to the distribution of sports kits in the Madaaris, the financial records, on the other hand, show expenses for these kits, revealing a discrepancy within the documents. Additionally, purchase records for sports kits are available only for Tharparkar, showing a lack of monitoring for resource supply in other districts.

The financial and administrative challenges identified, including inconsistent documentation, irregular payment schedules, and anomalies in resource allocation, underscore critical gaps in the program's implementation framework. These issues highlight the urgent need for standardized financial protocols, equitable resource distribution, and robust monitoring mechanisms to ensure transparency and trust among stakeholders.

The following chapter delves into the project's rollout and strategies, examining how these systemic issues impact broader implementation efforts and identifying opportunities for improved planning and execution.

4. Project Rollout Plan and Strategies

The project is an important stage in mainstreaming primary education in Deeni Madaris, integrating contemporary curricula with religious studies and reaching underserved communities across four provinces. This initiative marked a commendable effort toward bridging the gap between traditional and modern education systems.

The program's implementation was structured in a phased manner, with three distinct packages—A, B, and C—designed to facilitate the gradual integration of modern education. Initially planned to span 32 months, the timeline allocated 8 months each for Packages A and B, and 18 months for Package C. However, the program's duration extended to 48 months, beginning in January 2020, with 42 months of active implementation (excluding periods of inactivity due to COVID-19 lockdowns).

Beyond the extended timeline, several discrepancies between the project's original design and its execution have been identified. These discrepancies, including variances between planned activities, on-ground achievements, and implementation gaps, are summarized in the table below for clarity and evaluation.

Planned Activities	On-Ground Achievements	Analysis and Identified Gaps
Assessment of Madaaris Selection Criteria for ALP Program	The Madaaris were selected across four provinces with relatively equal representation.	The selection process fell short of the required criteria, as many lacked essential infrastructures to support the ALP program, such as electricity. For instance, in DG Khan, a madrassah was included in December 2021, leaving only 15 months for implementation. This raises questions about which package could be effectively taught within such a limited timeframe. Furthermore, no data is available to justify or track the rationale behind this expedited inclusion.
Engagement of Qualified Teachers	Required number of teachers meeting the selection criteria has been selected and engaged in the project	To effectively integrate formal education into religious curricula, it is crucial to prioritize the recruitment of teachers with qualifications higher than matriculation. Instances such as Madrasa Abdullah bin Masood in Borshat and Madrasa Taleem ul Quran in Shangla, where matric-passed teachers were appointed, highlight the need for institutionalized measures ensuring recruitment standards or documented work arounds.

Planned Activities	On-Ground Achievements	Analysis and Identified Gaps
Remuneration set for teachers	Teachers paid a fixed wage of PKR 12,000 per month	Teachers' current salary of PKR 12,000 per month is far below the national minimum wage and insufficient to attract qualified candidates. Moreover, while travel allowances were included in the program design to support teachers commuting from distant locations, financial records reveal no payments were made against this. This deviation underscores a lack of tracking against planned measures, which needed to be addressed to ensure equitable teacher placement and accessibility for qualified educators.
Teacher Trainings for each package	Training sessions for all three packages were successfully conducted across all four provinces	Post-training tests were used to evaluate training effectiveness. However, a minimum assessment criterion was missing, leaving uncertainty about whether teachers comprehended the concepts adequately. Moreover, no mechanism was established to train new teachers who replaced those that had resigned.
Introduction of Computer Education in Madaaris	Basic computer courses included in Package C; field officers were assigned teaching roles.	The implementation was hindered by several factors, including a lack of clarity on the computer teacher's role by Madaaris, inadequate training for the instructor, and infrastructural challenges (e.g., electricity issues) present in majority of Madaaris.
Regular Monitoring and Mentoring Mechanism	Field visits, progress review meetings and reports; narrative reports maintained at all levels.	Though primary data says the monitoring mechanism played a role in identified gaps (e.g., absenteeism, lesson delivery issues) and provided feedback to the in-field team for improvement. However, a mechanism to systematically track progress and improvements resulting from these monitoring visits has not been established, limiting the ability to assess the effectiveness of feedback and support by FO.
Streamlined and Accurate Data Management across all provinces	Records and documentation maintained in all districts, but with some gaps and inconsistencies	Unreliable and fragmented data management hindered effective planning, monitoring, and evaluation processes. For instance, in KP, conflicting reports on Madaaris numbers—either 29 or 30—hindered planning and evaluation efforts.
Transparent and accurate progress assessment of students.	NCHD successfully conducted mid-term and final assessments for all subjects in each package, combining objective and subjective methods.	The absence of a standardized rubric for marking package-wise mid-term and final assessments resulted in significant inaccuracies in grading. This issue was further exacerbated by the neglect of the mandated rechecking protocol, which required a thorough review—requiring 100% rechecking by Field Officers, 20% by AD, 10% by DD, and 5% by Provincial Offices. The widespread disregard for these measures left the assessment results prone to errors and potential bias, undermining their reliability. Specific examples of these discrepancies are detailed in Annexure VI. Additionally, no assessments—neither at the mid-term nor the final stage—were conducted to evaluate students' computer literacy levels. Without a baseline understanding of their foundational skills, advancing computer education to the middle-tech level becomes impractical, jeopardizing the effectiveness of future learning initiatives of the accelerated learning program.
External Assessment of learning outcomes for Package C aligned with the national curriculum	Federal Board of Intermediate and Secondary Education (FBISE) has been engaged by NCHD who has successfully conducted external assessments for students who have completed Package C across all madaaris.	The assessment administered by FBISE employed an Optical Mark Recognition (OMR) system[7], primarily focusing on multiple-choice questions from all subjects in Package C, with the exception of Islamiyat. This omission of Islamiyat underscores a lack of attention to the subject, which will be further elaborated in the subsequent "Curriculum Design and Implementation" section. Additionally, OMR-based assessment method does not align with national curriculum standards for primary education, which include essential skills such as oral communication, reading, vocabulary, grammar, and writing. While the test partially evaluated grammar and reading through multiple-choice questions, it overlooked critical competencies like writing and oral skills. As a result, the assessment provided an incomplete picture of students' overall learning outcomes.
Reduce dropout rates to <5% and Elimination of Grade Repetition	tracking mechanism for dropouts or grade repetition not maintained.	The absence of tracking mechanisms compromises the project's objectives, resulting in unclear dropout trends and student pathways. Specifically, the completion status of Package C levels among current Madaaris students remains unknown, and the post-graduation pathways of students, including their transition to middle-level education, are untracked. Students often leave after completing religious education, migration and other reasons.

This section includes the project findings and analysis related to the project rollout plan and strategies. The section separately outlines findings regarding the project plan, design, and execution across various regions, based on primary data collection. It highlights the varied responses, as well as the strengths and weaknesses of the design and execution on the ground, identifying factors that helped or hindered the achievement of the project's ultimate objectives.

[7] https://remarksoftware.com/omr-technology/what-is-omr-optical-mark-recognition/

4.1 Identification of Target Groups (Madaaris and Students)

Selection Criterion for Madaaris | The selection of Madaaris for the Accelerated Learning Program (ALP) aimed to target educationally underserved children, particularly those without access to formal schooling. A key strength of the process was the decision to prioritize Madaaris in regions with limited formal education, ensuring that the program reached areas with the greatest need. Additionally, logistical considerations such as the infrastructure of Madaaris and their capacity to accommodate extra students played a crucial role.

"Out of 8–9 madaaris reviewed, 5 were selected based on a balanced distribution, choosing one Madrassah per tehsil to minimize travel challenges." (NCHD Supervisor- Rajanpur)

The selection process also considered the willingness of madaaris to collaborate with the project. A madrassah was eligible for selection if its administration was willing to implement the project, provide space within the madrassah, and arrange the necessary time and schedule for the program's activities.

"The selection of these Madaaris was based on meeting pre-established requirements, such as infrastructure, capacity, and the willingness of the Madrassah administration to collaborate." (DEO Representative – Bannu)

The analysis revealed that the selection of madaaris was guided by specific criteria outlined by the NCHD project team. These included prioritizing madaaris where no other interventions were ongoing, to avoid duplication of efforts, and ensuring the availability of electricity as a critical factor. Despite this, data collection highlighted electricity reliability as a significant challenge, particularly in regions with frequent power outages and inconsistent supply.

"The main problem was the frequent power outages. I had provided a solar panel to the Madrassah for electricity, but it also stopped working after some time. Whenever the solar panel failed, the computers couldn't run due to the lack of electricity." (Teacher - Tharparker)

"In one district, we learned that during the completion of our project, the madrassah had established contact with another organization that intervened. As a result, we instructed the Deputy Director to exclude that madrassah from further participation in the middle-tech phase." (NCHD Project Team)

This issue highlights the necessity of addressing electricity challenges to ensure the program's effectiveness.

Student Selection | The student selection process was designed to identify children most in need of educational support, particularly those who were out of school or had dropped out of formal education. A baseline assessment was conducted to evaluate the academic levels of potential students, enabling appropriate placement.

"A baseline assessment was conducted to identify students who would benefit most from the ALP program. These assessments helped in understanding the students' current academic levels, allowing for the proper placement of students." (NCHD Supervisor- Shangla)

The process also prioritized inclusivity by ensuring both male and female students, especially dropouts from various regions, had access to the program. However, challenges were noted, particularly in the consistency of the criteria. Some students enrolled in madaaris were also attending formal schools or had recently been part of the formal education system. This discrepancy indicates a need for more rigorous screening to ensure only those who truly require the program are selected.

In addition, according to the NCHD project team, the age criteria for student enrollment were set between 8 to 14 years. However, the lack of clear communication regarding these age criteria to all concerned staff at the Madaaris led to inconsistencies in the enrollment process. This lack of clarity resulted in younger students struggling with the curriculum, which made it harder for them to learn.

"The younger children found it hard to understand and write the material." (Teacher – Tharparker)

Furthermore, the selection criteria stipulated that students should remain in the madrassah for at least 2.5 to 3 years to complete their primary education. However, it was revealed during primary data collection that most students dropped out

after completing their Quran memorization (Hifz) and left the course unfinished. This points to a lack of measures to retain such students.

These challenges suggest that aligning the age range with the curriculum and implementing stronger retention strategies could improve educational outcomes. To resolve the issues identified, age requirements should be made more specific and strictly enforced. These criteria should also be clearly communicated to the Madaaris to ensure that students are properly prepared for the curriculum and can benefit fully from the program.

In conclusion, while the Madaaris and student selection processes were strategically designed to address the educational needs of underserved populations and promote inclusivity, there are challenges that need to be addressed. Issues like unreliable electricity in Madaaris and inconsistencies in student eligibility criteria must be resolved for the program to be more effective in delivering its intended outcomes.

4.2 Teacher Recruitment, Training, and Mentoring

Recruitment | According to the NCHD project team, there were no issues with teacher identification and selection. Most teachers were selected from within the Madaaris, as they were already involved in teaching there. The AD and FO presented the syllabus to the teachers and prioritized those who were able to teach it effectively. Teacher selection was done with the consent of the madrassah administration, as their approval was crucial for the process. There were typically 2 to 3 teachers in each madrassah who were already teaching. A meeting was conducted with these teachers and the madrassah administration, and a test was administered along with short interviews. The teacher who performed best in both the test and interview was selected, hired, and then trained.

“No issues were faced in ensuring the quality of the teachers; however, challenges were observed in urban or semi-urban areas where teachers had other opportunities to earn money, such as offering private tuition in the evenings after their duties at the madaaris. In contrast, teachers in remote areas demonstrated full commitment to their roles.” (NCHD Project Team)

However, during field visits, it was revealed that teacher recruitment for the ALP program varied across regions. In some areas, a formal process involving advertisements, tests, and interviews was followed, while in others, teachers were selected informally based on community recommendations or personal availability. This inconsistency in the teacher recruitment process may have impacted the overall quality and uniformity of the program’s implementation across regions.

"I was selected as a teacher for the NCHD ALP Madrassah Project through an advertisement that appeared in a local newspaper. The process involved applying through the advertisement, followed by a written test and an interview. Based on my performance in these stages, I was selected by the NCHD" (Teacher – Bannu).

However, some teachers were selected based on their readiness and willingness to teach, with limited or no formal process involved. For example, one teacher was directly approached by NCHD without a formal interview but only required to pass a test.

"Teachers were selected based on their readiness and willingness to take up the role, though some required support from community members for effective teaching" (FO – Rajanpur).

"I was directly consulted by NCHD for the teaching position in the ALP program. Instead of a formal interview process, I was asked to take a test, and based on the results, I was selected for the role" (Teacher – Bannu).

This inconsistency in the recruitment process led to variations in the quality of teachers across regions, highlighting the need for a standardized approach to ensure that only qualified teachers are selected.

Teacher Training | Teacher training sessions were generally well-received but had notable limitations. The training, delivered by master trainers, focused on classroom management and teaching methods, helping teachers feel more confident in their roles.

"The training covered the entire syllabus and teaching methodology for non-formal education. It was a great experience, and the training has greatly supported me in teaching students in an easy and effective way" (Teacher – Sujawal).

However, the duration of the training sessions was insufficient. For instance, training for Package A, which included three subjects, lasted only four days, while Packages B and C were covered in three days each. This limited time frame prevented teachers from fully grasping the content and teaching strategies, especially as the complexity of the subjects increased.

"Teacher training time duration should have been increased. For example, the training for Package A, which included three subjects, was conducted over four days" (NCHD Supervisor – Sujawal).

Although the training sessions for each package were provided, the overall training model itself was not entirely effective. Instead of direct teacher training, a multi-tiered approach was adopted. Deputy Directors received training, which was provided to Assistant Directors (ADs), which then trained Field Officers (FOs), and the FOs trained the teachers. While this cascade model aimed to reach a larger number of participants, it may have reduced the effectiveness of the training at the teacher level due to potential gaps in knowledge transfer at each stage. These challenges highlight the need for a more direct and comprehensive training approach to ensure teachers are fully equipped to deliver quality education.

Mentoring | The NCHD project team mentioned that after conducting the mid-term assessment of the students, all five teachers were called to the district office to review the results and receive feedback. However, a significant weakness was pointed out regarding the lack of ongoing support and mentorship. While the initial training sessions equipped teachers with general teaching methods, the absence of follow-up support meant teachers struggled to implement these strategies effectively in the classroom.

"The support and feedback from the NCHD staff, particularly the Field Officer (FO) and Assistant Director (AD), were immensely helpful. Their regular visits, which occurred about every two weeks, focused on monitoring the progress of the students, providing feedback on my teaching methodology, and offering guidance on how to improve the overall effectiveness of the program" (Teacher – Bannu).

Despite this, many teachers felt that the feedback and guidance provided were insufficient to significantly improve their teaching practices.

"Although the support and feedback were done by the FOs and ADs, their impact wasn't observed during the primary data collection" (NCHD Supervisor– Shangla).

Although the NCHD project team mentioned that JICA had provided some flashcards for teachers during the training, but the absence of specific resources such as audio-visual aids and the lack of refresher courses further hindered the teachers' ability to enhance their effectiveness in the classroom. Additionally, some teachers reported that there was no guidance on how to support struggling students.

"There was a lack of guidance on how to help students who were falling behind" (FO – Rajanpur).

The training process was further complicated by the presence of insufficiently qualified teachers in some regions, which undermined the program's impact.

"In the village where the Madrassah program was running, the teachers were not capable enough to teach the curriculum effectively. Due to the limited budget, we couldn't hire qualified teachers from outside" (NCHD Supervisor– Tharparker).

While the ALP program had some positive aspects in its teacher recruitment and training, such as formal recruitment in some areas and useful training sessions, several challenges remain. These include inconsistent recruitment processes, insufficient training durations, and a lack of ongoing mentorship. To improve the program's effectiveness, a more standardized and comprehensive approach to teacher recruitment, training, and support is necessary, ensuring that all teachers are adequately prepared to meet the diverse needs of students.

4.3 Curriculum Design and Implementation

The Accelerated Learning Program (ALP) introduced an innovative curriculum aimed at integrating essential academic subjects into the Madrassah context, respecting students' existing schedules and religious commitments. This approach demonstrated several strengths but also faced challenges that affected its overall effectiveness. By aligning the curriculum with Madrassah

schedules, the program minimized disruptions to religious studies, making it more accessible for Madrassah students to gain basic literacy and numeracy skills without compromising their religious education.

"The curriculum was tailored to align with Madrassah schedules, ensuring minimal disruption to their routines." (Deputy Director – DG Khan)

The curriculum encompassed a broad range of subjects, including Urdu/Sindhi, Science, Mathematics, English, Islamiat, and Pakistan Studies, aiming to enhance students' knowledge and skills. A notable strength of the program was the flexibility demonstrated by the National Commission for Human Development (NCHD) in accommodating Sindhi as a replacement for Urdu in Sindh province. However, this adaptation would have been more effective if a dedicated Sindhi textbook had been included in the curriculum.

In Package A, Islamiyat wasn't included but in Packages B and C, it was integrated into the curriculum. While a national-level Islamiyat textbook was not provided in printed form, NCHD instructed teachers to use the Grade 3 Islamiyat textbook from their respective provincial boards. Although variations existed in the content across boards, the fundamental concepts (e.g., Kalma, namaz, etc.) remained consistent. Despite its inclusion, Islamiyat was inconsistently taught, with only two instances of instruction reported during the program.

"In Package A, Islamiyat was deliberately excluded from the curriculum as students in the madrassas system were already well-versed in Islamic studies." (NCHD Project Team)

The assessment process for subjects such as English, Urdu/Sindhi, Mathematics, Science, and Pakistan Studies involved objective-type examinations conducted by the Federal Board (MOU between NCHD and Federal Board has been attached in the Annexure VII). While this approach effectively tested foundational knowledge, the absence of subjective evaluations limited the program's ability to assess critical skills such as writing and analytical reasoning. The NCHD team addressed this gap to some extent through periodic and mid-term assessments that evaluated writing and speaking skills. However, incorporating a subjective component in Federal Board examinations would have provided a more comprehensive evaluation of students' abilities and enhanced the credibility of the assessments.

Challenges in Curriculum Design | Despite these strengths, the curriculum faced several significant challenges. One key issue was its lack of full contextual adaptation for Madrassah students. While the JICA syllabus was modified, it was not specifically designed for Madrassah education and lacked localization for the community context. The advanced content, especially in subjects like Science and Mathematics, was often too complex for students, particularly those with limited prior academic exposure.

"The books provided were very difficult for the children in this village to understand. They struggled a lot with them." (Teacher – Tharparker)

"Feedback from students was mostly positive, but some were dissatisfied with the difficulty of the textbooks, especially those who were focused on memorizing the Quran." (Teacher – DG Khan)

Package C of the curriculum, which included Social Studies and Science, proved especially challenging for older students who lacked foundational knowledge. The accelerated pace of the program made it even more difficult for these students to keep up, as they required more time to catch up on missed educational content.

"Some topics, especially in Package C, required more time to fully explain, but the time given was often not enough." (Teacher – Bannu)

Additionally, the curriculum lacked dedicated syllabi for certain subjects. For example, while Computer Science was included, there was no specific syllabus, leaving teachers to introduce basic concepts without a structured framework.

"There was no syllabus provided; I simply introduced the children to basic computer concepts, such as identifying the mouse, keyboard, and how to type." (FO – Tharparker)

Teachers struggled to simplify complex content for students with little prior academic exposure. As one teacher from Chiniot noted, "The syllabus was a bit difficult for the teachers as well." These challenges hindered both teachers and students from effectively engaging with the curriculum.

While the ALP curriculum made significant strides in incorporating academic subjects into the Madrassah setting, its design and implementation revealed several gaps. The curriculum must be better tailored to the specific needs of Madrassah students, simplifying complex content and allowing more time for foundational learning. Additionally, providing dedicated syllabi for all subjects would enhance the teaching and learning experience. By addressing these issues, the program can more effectively support Madrassah students in achieving both their academic and personal development goals without compromising their religious education.

4.4 Computer Literacy Initiative

The Accelerated Learning Program (ALP) introduced computer literacy as a key component of its curriculum, aiming to equip Madrassah students with essential technological skills. While the initiative showed promising potential and generated enthusiasm among students, its implementation highlighted significant gaps in planning and resource allocation.

By integrating computer literacy, the program sought to bridge the gap between traditional religious education and contemporary technological skills. Students displayed high enthusiasm, recognizing the relevance of learning computer skills for accessing broader opportunities and utilizing digital devices more effectively.

“The children were highly enthusiastic about participating, recognizing that learning to use a computer could enable them to use mobile devices more effectively and access broader opportunities in life.” (FO - Balochistan)

The NCHD project team shared that FOs with basic computer literacy skills were selected for the program. However, challenges emerged during implementation, particularly the lack of trained personnel dedicated to teaching computer literacy. Many FOs, while managing multiple responsibilities, had limited experience with computers, which impacted their ability to effectively deliver the sessions.

“I haven’t any prior experience of teaching computers and hadn’t used a computer before this.” (FO - Sujawal)

“I used my basic computer knowledge to teach children once a week, covering fundamental concepts.” (FO - Balochistan)

Although the NCHD project team clarified that FOs were primarily tasked with monitoring five Madaaris in their districts and assigned computer classes accordingly, it was observed that many struggled to balance these responsibilities. In some cases, the teaching of computer skills was delegated to volunteers or subject teachers, resulting in varied teaching quality. Providing focused training or assigning dedicated personnel for computer literacy could enhance the effectiveness of this component in future initiatives.

"I am not aware of the criteria or requirements for a computer teacher. I have never taught computers, but when the AD visited, he would teach computer to the students. As an FO in NCHD, my primary responsibility was to monitor field activities. Teaching computers was an additional task assigned to FOs, which I found challenging to manage alongside my other responsibilities." (FO - Sujawal)

Another major barrier was the shortage of resources. Each Madrassah had only two computers to share among 25-31 students, leading to conflicts and limited access for students to practice. In one madrassa, for example, resource mismanagement was evident when a teacher took one of the two provided computers home for personal use. The remaining computer was rendered unusable as the teacher had also taken its power cable. Such incidents highlight the need for stricter monitoring, accountability measures, and formal agreements to ensure the proper utilization and safeguarding of program resources.

“Each Madrassah was equipped with only two computers for a class size of 25–31 students, leading to conflicts among students for computer usage.” (FO - Rajanpur)

"The madrassah was provided with two computers, but currently only one is available. The other computer was taken by the teacher for personal use, and the remaining computer is not functional because the teacher has taken its power cable. He mentioned that he will return it after completing his work." (Madrassah Administrator – Chiniot)

Moreover, technical constraints further hindered progress. Frequent electricity outages, inadequate UPS systems, and the absence of formal agreements for resource management disrupted lessons. In some cases, computers remained unused, were damaged, stolen or returned to the NCHD after the program ended, preventing continued access for students.

"The students raised concerns that they could learn more if the computers remained in their Madrassah for access." (Students - Balochistan)

"Computers are handed over to madaaris for middle tech program. However, in some districts, due to the unavailability of students, the middle tech program was shifted to other districts, and the computers were retrieved." (NCHD Project Team)

"In one province, a computer was stolen. NCHD checked the FIR and requested the madrassah administrator to hold a community meeting and arrange a replacement with the community's help, which they successfully managed." (NCHD Project Team)

Figure 3: Discrepancies & Condition of Computer Systems

The absence of a well-defined syllabus for computer education, coupled with the lack of regular assessments to monitor progress, left many students struggling with even basic computer tasks. These deficiencies highlight critical shortcomings in achieving the program's learning objectives. Moreover, the gaps in foundational knowledge pose significant challenges in advancing students' computer literacy to the middle-tech level which as per the PHDF document review is a recent project with NCHD to take these graduated students further through virtual education. With a loosely structured and planned computer education course, students logically lack the required computer literacy to perform essential computer tasks beyond merely identifying the names of different computer parts.

The computer literacy initiative within the ALP for Madaaris demonstrated the transformative potential of introducing technology into religious education, generating enthusiasm and interest among students. However, the program's effectiveness was hindered by several structural challenges, including resource limitations, lack of technical expertise among teachers, and logistical issues such as power outages and inadequate equipment. To ensure the program's success and sustainability, it is

essential to address these challenges by providing specialized training for teachers, securing reliable resources (including additional computers and consistent electricity), and developing a specific syllabus for computer education. By overcoming these obstacles, the initiative could better equip Madrassah students with valuable digital skills and contribute to their broader educational and personal development.

As part of the computer literacy analysis, observations were conducted on the availability, specifications, and functionality of computers across all the selected madaaris. The following table presents a summary of these findings.

Province	District	Madaaris	No. of computers available at madrassah	Specs (as decided during the procurement)		Functionality	
				Computer 1	Computer 2	Computer 1	Computer 2
Punjab	Chiniot	Fatah-ul-Aloom	0	N/A	N/A	N/A	N/A
		Rahmat-ul-Alimeen	2	Partially fulfilled as per plan	Not available at Madrassah	Not functional	Not available
	DG Khan	Jamia Abu Huraira Lilbanat	2 (Computers were available at NCHD office not in madrassah)	Fulfilled as per plan	Fulfilled as per plan	Functional	Functional
		Rehanul Madaris	2 (Computers were available at NCHD office not in madrassah)	Fulfilled as per plan	Fulfilled as per plan	Functional	Functional
	Rajanpur	Faridia Jamal	2 (Computers were available at NCHD office not in madrassah)	Fulfilled as per plan	Fulfilled as per plan	Functional	Functional
		Saeed ul Madaris	2 (Computers were available at NCHD office not in madrassah)	Fulfilled as per plan	Fulfilled as per plan	Functional	Functional
KPK	Bannu	Jamia Al Markazi Ul Islami	2	Fulfilled as per plan	Fulfilled as per plan	Functional	Functional
		Madrasa Tul Islmia Lelbanat	2	Fulfilled as per plan	Fulfilled as per plan	Functional	Functional
	Shangla	Jamiatul Aloom Islamia Arabia	0 (Computers were returned to NCHD)	Not available for assessment	Not available for assessment	Not available for assessment	Not available for assessment
		Abdullah Bin Masood	0 (Computers were returned to NCHD)	Not available for assessment	Not available for assessment	Not available for assessment	Not available for assessment
		Islamia Saeedia	0 (Computers were returned to NCHD)	Not available for assessment	Not available for assessment	Not available for assessment	Not available for assessment
Sindh	Karachi	Islamia Masjid Syed Abu Bakar	2	Fulfilled as per plan	Fulfilled as per plan	Not functional	Not functional
		Jamia Tahfzul Quran	2	Fulfilled as per plan	Fulfilled as per plan	Not functional	Not functional
	Sujawal	Faizan Mujadadia Naemia	2	Fulfilled as per plan	Fulfilled as per plan	Not functional	Not functional
		Faizan Murshid Attar	2 (Computers were available at NCHD office not in madrassah)	Fulfilled as per plan	Fulfilled as per plan	Not available for assessment	Not available for assessment
	Tharparker	Madarsa Sibgatullah Rashidi Arfin	2 (Computers were available at NCHD office not in madrassah)	Fulfilled as per plan	Fulfilled as per plan	Not functional	Not functional
		Noor Ul Islam	2 (Computers were available at NCHD office not in madrassah)	Fulfilled as per plan	Fulfilled as per plan	Not functional	Not functional
Balochistan	Quetta	Jamia Mazhar ul Islam	2	Fulfilled as per plan	Fulfilled as per plan	Functional	Functional
		Darul Aloom Qadri	2	Fulfilled as per plan	Fulfilled as per plan	Functional	Functional
		Jamia Ghosia	1	Fulfilled as per plan	Computer was stolen	Functional	Computer was stolen

Table 4: Details of Computer systems in each District

4.5 Monitoring and Evaluation (M&E) of the ALP

The Monitoring and Evaluation (M&E) practices within the Accelerated Learning Program (ALP) demonstrated some strengths but also revealed significant areas for improvement. The M&E system was essential for assessing the program's effectiveness, tracking student progress, and ensuring teachers received the necessary guidance. However, several challenges limited the system's overall impact.

The M&E system was designed to evaluate key program components, such as teacher performance, student engagement, and the achievement of learning outcomes. Field Officers (FOs), Assistant Directors (ADs), and Deputy Directors (DDs) were responsible for monitoring visits, during which they observed classroom activities, assessed student progress, and provided feedback to teachers.

"Field officers conducted regular monitoring visits and provided feedback to ensure teachers adhered to the teaching methods outlined in the training." (NCHD Supervisor– Karachi)

"I schedule two visits per week for each Madrassah. During these visits, I follow a systematic process that includes observing classroom activities, assessing students' progress, reviewing attendance, and providing corrective feedback to teachers." (FO – Rajanpur)

"We used surveys and assessments to measure the progress of students, ensuring that learning outcomes were being achieved as per the program's objectives." (FO – Balochistan)

Despite the regular visits, the M&E system faced issues in consistency and organization. Monitoring visits were not always well-aligned across regions, resulting in uneven monitoring practices and inconsistent levels of support. Some regions lacked properly scheduled visits by FOs, ADs, or DDs, which led to gaps in the support provided. Furthermore, while feedback from NCHD staff was valuable, it was often insufficient and not sustained over time. This lack of continuous support hindered the long-term impact of the program.

"There was no formal assessment; instead, the children would ask questions during the class. If a child could answer, it indicated they had learned, but if not, it showed they hadn't understood." (Teacher – Tharparker

"The monitoring visits were not always frequent enough to ensure continuous support for teachers." (FO – Balochistan)

The informal assessment approach, which relied on sporadic questioning rather than structured evaluations, failed to provide a comprehensive understanding of students' learning progress. Teachers also felt that the feedback they received was insufficient to address classroom challenges effectively.

"The support and guidance from NCHD were limited. Most support came during the visits, but there was a lack of ongoing assistance." (Teacher – Rajanpur)

Additionally, the program faced challenges with student retention, particularly with students who dropped out after completing their Quran memorization (Hifz). There was no structured plan to manage dropouts, resulting in gaps in student retention and achievement.

"Although some children performed well, others did not show much progress, largely due to age differences and other challenges. Many students still can't even write their names despite completing the course." (Teacher – Tharparker)

Another key issue was the limited involvement of external stakeholders. While NCHD staff and some government officials visited the program, other relevant stakeholders, such as local education authorities or community representatives, did not participate in monitoring activities. Their absence restricted the diversity of feedback and resources needed to address program challenges effectively.

"Apart from NCHD, no other stakeholders visited the program. If various stakeholders had visited and provided their feedback, it could have significantly improved the program's quality." (Madrassah Administrator – Tharparker)

While the M&E system in the ALP had some positive aspects, such as effectively identifying gaps in fieldwork (e.g., absenteeism, lesson delivery issues) and providing feedback to the field team for improvement, its overall impact was hindered by several limitations. These included the absence of robust progress tracking systems, limited stakeholder engagement, and the lack of a mechanism to systematically monitor improvements resulting from the monitoring visits. Consequently, these weaknesses affected the program's ability to provide continuous support to both teachers and students and restricted the capacity to assess the impact of the feedback and support provided by the FO. To improve the M&E framework, it is crucial to expand the frequency of visits, enhance coordination with relevant stakeholders, and address resource constraints. Strengthening these areas would contribute to more effective program implementation and ensure sustainable improvements in student outcomes.

4.6 Accountability and Feedback

The accountability and feedback mechanisms in the ALP project demonstrated notable strengths, such as fostering collaboration between FOs and teachers, incorporating parental feedback, and addressing student concerns. However, several weaknesses, including a lack of technical expertise among FOs, limited parental involvement, and delays in formal feedback processes, hindered the overall effectiveness of these mechanisms.

Field Officers' Support in Enhancing Teaching Methods| Field Officers played a crucial role in providing feedback to teachers, promoting a collaborative environment for improving teaching methods. However, their lack of academic qualifications raised concerns about the quality and effectiveness of the feedback provided. While FOs' support was valued, the absence of pedagogical expertise limited their ability to offer substantial, actionable suggestions. This underscores the need for academically qualified experts who can provide informed guidance to teachers and strengthen the feedback process.

Feedback from Parents | Most parents expressed satisfaction with the ALP's dual education model, which integrated both religious and formal education. This positive feedback helped maintain parent engagement. However, some parents were concerned about the combination of religious and academic studies, preferring to focus solely on making their children religious scholars.

"Parents expressed their satisfaction with the project, highlighting how it allowed their children to pursue both religious education (Hifz) and formal school education." (Madrassah Administrator – DG Khan)

Despite the general satisfaction, parental involvement was limited to informal updates, with no formal channel for parents to influence program decisions. A Madrassah administrator from Rajanpur remarked:

"Parents were not directly involved in the project, but we informed them about their children's progress during visits. Their positive feedback encouraged us to manage the project diligently, although the lack of formal parental involvement did not significantly influence project management"

Real-Time Feedback | Teachers received real-time feedback from students through daily interactions, class discussions, and assessments, enabling them to make immediate adjustments to their teaching methods. A teacher in Bannu stated:

"On a daily basis, I received feedback from the students through informal interactions, class discussions, and assessments."

While real-time feedback from students and parents was valuable, the delays in feedback from official monitoring visits undermined the ability to address challenges in a timely manner. Inconsistent monitoring visits by NCHD staff meant that many issues faced by teachers went unresolved for extended periods.

"Delays in feedback from monitoring visits further slowed the resolution of issues." (NCHD Representative)

The ALP's accountability and feedback mechanisms showed potential but were weakened by gaps in technical expertise, limited parental involvement, and delays in formal feedback. Strengthening these mechanisms through timely, constructive feedback from both students and staff, alongside better coordination and more consistent monitoring visits, could lead to more effective program adjustments. This would enhance the overall learning experience, improve outcomes, and provide a more supportive learning environment for both teachers and students.

4.7 Duration of Classes

The ALP program's class duration and scheduling offered both advantages and challenges. While structured schedules and a diverse curriculum were strengths, disruptions due to teacher availability and insufficient time for complex subjects hindered learning outcomes. Flexible scheduling helped accommodate other activities, but the limited frequency of certain classes restricted students' ability to reinforce skills. Additionally, the overlap between ALP sessions and regular madrassah activities created further difficulties, and inconsistent implementation across regions affected the overall program's effectiveness.

"Four hours (9 AM to 1 PM) class time was good but occasionally, the classes could be delayed or rescheduled due to unforeseen circumstances, such as the availability of teachers or administrative issues." (Students – Shangla)

In D.G. Khan, students appreciated the diverse curriculum taught between 9 AM and 12 PM, including subjects like Urdu, English, Math, Science, and Social Studies. However, the limited duration of these classes made it difficult to cover all topics thoroughly, especially the more complex ones.

"The time available for each package was another challenge. Some topics, especially in Package C, required more time to fully explain, but the time given was often not enough." (Teacher – DG Khan)

In Tharparker, the evening class schedule from 2:30 PM to 5:00 PM allowed flexibility for madrassah activities, and students valued the weekly computer class. However, the infrequent sessions meant students struggled to practice and reinforce their computer skills.

"The limited frequency also made it difficult to revisit and reinforce key concepts, which could have been crucial for students to grasp the basics of computer use more confidently." (FO – Tharparker)

The program's division into three packages—A and B for foundational and advanced subjects, and C for Computer Studies—was generally well-structured. However, the time allocated for each package, particularly Package C, was often insufficient to achieve the desired learning outcomes.

"There were some topics, especially in Package C, that required more time to fully explain, but the time given was often not enough." (Teacher – Balochistan)

Furthermore, the overlap between ALP classes and regular madrassah schedules made time management challenging. Although administrators suggested extending teaching hours to address this, the adjustment had not been implemented in most regions.

"I suggested extending the teaching hours from 10:30 AM to 2:00 PM to allow for more thorough instruction." (Madrassah Administrator – DG Khan)

In regions like Rajanpur, classes from 9 AM to 1 PM aligned well with student availability, but inconsistent class timings across different madrassahs led to varying progress levels. In Sujawal, for instance, classes were held less frequently, affecting the consistency of learning. A field officer observed:

"The frequency and schedule did not fully meet the needs of teaching and learning the computer curriculum. Weekly visits were more effective in addressing challenges and ensuring the curriculum was implemented properly."

In conclusion, while the ALP program's structured approach and diverse curriculum offered clear strengths, issues related to class duration, inconsistent scheduling, and limited class frequency hindered its overall effectiveness. Addressing these challenges comprehensively would enhance the program's ability to achieve its educational objectives and improve student learning outcomes.

4.8 Remuneration and Payment

The remuneration and payment structure for staff involved in the ALP program had both strengths and weaknesses. While the program provided a fixed and predictable compensation system for administrators, teachers, and field officers, ensuring some financial stability, several issues emerged. These included delays in payments, stagnant salaries, and a lack of allowances or salary increments, which led to dissatisfaction, operational challenges, and negatively impacted the program's efficiency and sustainability. To retain skilled personnel and ensure smoother program delivery, a more adaptive approach to remuneration is needed.

Madrassah Administration | Madrassah administrators managing the ALP program received a fixed monthly honorarium of Rs. 5,000. This was intended as compensation for their added responsibilities and was generally viewed as a positive recognition of their efforts. However, the stipend remained unchanged throughout the project, despite requests for an increase, which led to frustration, particularly given the growing demands of the program.

"No change in stipends during the course, although I requested an increase, but they failed to implement it." (Madrassah Administrator – Tharparker)

Despite a potential increase in responsibilities or expanding program needs, the fixed stipend did not reflect the evolving scope or workload, impacting administrators' morale and performance.

Teachers | Teachers were paid a fixed monthly stipend of Rs. 12,000, which remained constant throughout the project. While this provided financial stability, it did not account for increasing responsibilities or inflation, leading to dissatisfaction among teachers. The absence of any adjustments to the stipend affected teacher retention and motivation, as the fixed payment structure did not align with the rising costs of living or the teachers' growing workloads.

"I received a monthly stipend of 12,000 PKR throughout the project, and there was no revision or increment in the stipend at any stage." (Teacher – DG Khan)

Delays in salary payments, sometimes extending up to two months, created financial strain and further impacted teachers' commitment to the program. The limited budget for teacher salaries also constrained the recruitment of qualified educators, leading the program to rely on existing madrassah teachers, which sometimes affected the quality of instruction.

Field Officers | Field Officers (FOs) were crucial to the implementation and monitoring of the program. However, they faced substantial challenges with their remuneration. FOs were paid a fixed amount of Rs. 5,000 per month, which remained unchanged throughout the project. Payments were often delayed by up to six months, disrupting the continuity of the program. Additionally, FOs, who were also involved in teaching computer classes, did not receive separate payments for these additional responsibilities.

"By the end of the project, I received a one-time payment of 45,000 PKR, but no additional allowances, such as for fuel, were provided." (FO – Rajanpur)

"Chronic delays in honorarium payments (up to six months) led to teacher resignations and replacements." (DD – DG Khan)

The inconsistency in payments, lack of increments, and absence of additional allowances adversely impacted the morale of FOs, teachers, and madrassah administration, ultimately affecting the program's overall effectiveness.

“Payments depended on fund availability. If funds were available, payments were made monthly, but they often delayed by two to three months. On one occasion, there was a significant delay due to fund issues.” (NCHD Project Team)

“We couldn’t adjust financial remuneration because the initial proposal was based on a lower dollar rate. When the rate increased, it became challenging to manage all aspects. People requested increments, but NCHD was unable to provide them, leading to teacher resignations in some areas due to low remuneration.” (NCHD Project Team)

In conclusion, while the fixed remuneration system provided some level of financial stability for ALP staff, it was undermined by delays, lack of increments, and limited allowances. These issues not only affected staff retention but also hindered the program's overall effectiveness. To ensure the program's long-term success and sustainability, a more flexible and responsive remuneration structure should be implemented, one that accounts for workload increases, inflation, and the need for timely payments.

4.9 Resource Provision

While essential resources were provided to the Madaaris for program implementation, challenges persisted in ensuring adequate and consistent resource provision. For instance, not all Madaaris received the required stationery, creating gaps in resource availability that hindered the program's smooth execution.

Although writing slates and wooden tablets were distributed to students as tools for completing their tasks, these resources were not effective for monitoring or recording their progress. The students would erase their previous work from the slates and tablets to begin new tasks. This practice made it impossible to track their learning trajectory or assess their cumulative progress over time. On the other hand, notebooks allow for the retention of completed tasks, enabling educators to review past work and evaluate improvements or challenges in students’ learning. This record would have facilitated a more accurate assessment of daily progress, ultimately supporting better learning outcomes.

“The budget for books was insufficient, but we tried to provide them as completely as possible. For stationery, we initially provided writing slates, wooden tablets (takhti), and games for supplementary reading. However, we couldn’t supply notebooks for each student because it wasn’t feasible to provide three notebooks per student, making writing slates the most practical option.” (NCHD Project Team)

“The allocated monitoring cost was negligible. Technically, there was no dedicated budget for monitoring. I had to rely on PPMU and NNU funds meant for stationery and local expenses, that’s why I had to wait to save this amount to plan the monitoring visit. For instance, if I saved PKR 90,000 by the third month then I used that to plan the visits. The monthly PPMU allocation of PKR 30,000 was a peanut, given the high costs of tickets and other expenses.” (NCHD Project Team)

5. Learning Outcomes| Findings and Analysis

The findings and analysis of the project, "Introducing Contemporary Education (ICE) in Deeni Madaaris of Pakistan," are presented province-wise to reflect the geographic and demographic diversity of its implementation. This section evaluates the integration of contemporary subjects alongside the religious curriculum in Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan. It highlights quantitative data, such as student enrollment, and marking of the student assessments and qualitative insights derived from stakeholder feedback including the representatives from the Education department, NCHD representatives, Field Officers, teachers and the students themselves.

A comprehensive review of the results reveals that Bannu outperformed all other districts, while Tharparkar recorded the lowest scores. There is significant overall variation among the districts within KPK and Sindh, whereas the districts in Punjab display relatively consistent performance. Across all regions, scores in English and Mathematics are generally lower compared to other subjects. The scores in computer studies vary widely between districts, with Bannu achieving the highest average score of 62%, and Sujawal the lowest at 22%. KPK and Sindh show higher internal district-level variability than Punjab. This could signify differences in the way the program is managed or supported across provinces and subsequently, across districts.

The aforementioned variations indicate an uneven rollout of the program and inconsistencies in its design and implementation, as previously explored in section 3 of this report.

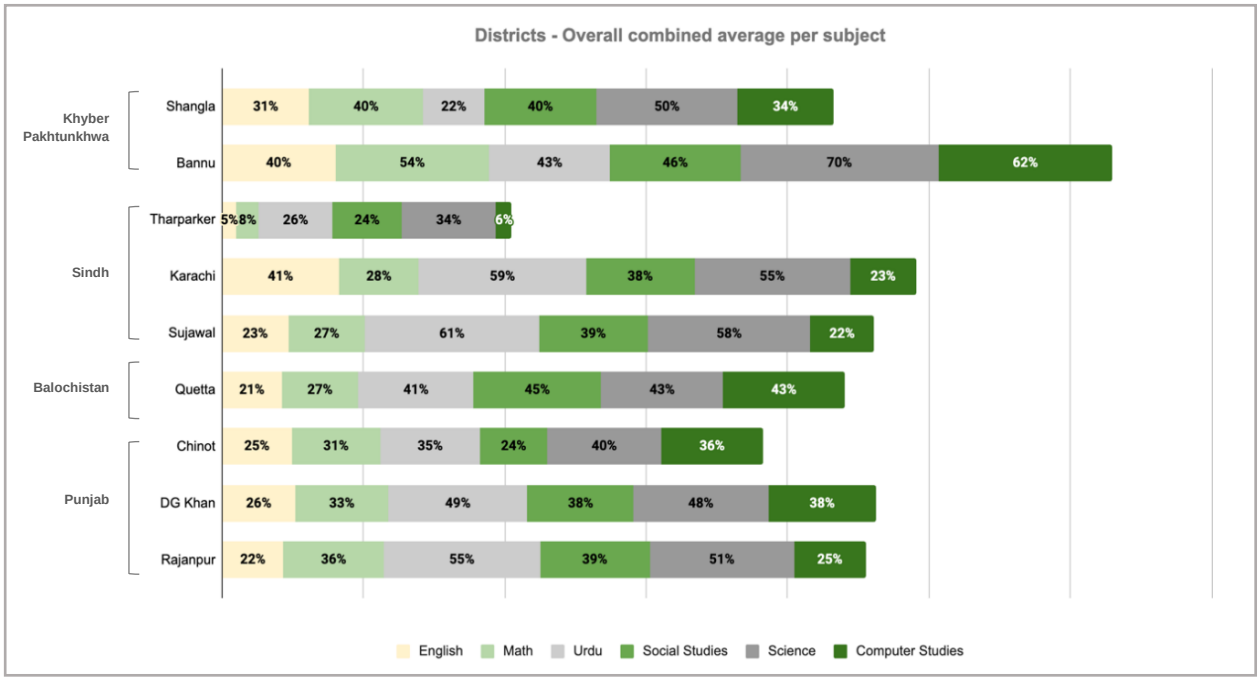


Figure 4: Overall Combined Average Scores per Subject

It must be noted that averages alone are not an accurate measure of student performance. There are instances where the difference between the highest and lowest scores is significant, leading to a skewed average, limiting its reliability. To address this limitation, the modes[1] of the scores, as well as the minimum and maximum scores in each madrassah were also analyzed and tabulated. (refer to annex IV). The analysis of the subjects in each province primarily focuses on the average, complemented by the modes, for a more nuanced understanding of student performance.

8

[8] **Mode**: The mode is the most common number that appears in a set of data. It is also not affected by extreme values in datasets (unlike averages).

Student Assessments

The student assessments for evaluation were designed by the consultants based on the curriculum provided by NCHD. Each assessment included sections on English, Mathematics, Urdu, Social Studies, Science, and Computer Studies. The assessments were designed with subjective questions to evaluate students' Urdu and English writing and comprehension skills, as well as objective questions, testing their understanding of key concepts in Science, Mathematics and Social Studies.

However, it is noteworthy that, according to a federal board representative and evidence from the field (samples of students' federal exams), the federal examinations predominantly consist of objective-type questions. This format is not well-suited for evaluating students' writing or comprehension abilities, highlighting a potential gap in the assessment methodologies. Furthermore, computer assessments were not conducted at the federal level even though computer education was a significant part of this Accelerated Learning Program and computer systems were provided for each madarassah.

The evaluation assessments developed by the consultants was made to cater to the varying learning capacities of students across the range of age groups. However, as shall be explored in detail in subsequent sections, even with these adaptive assessments, *the average scores in most subjects and districts fell below 50%.*

5.1 Khyber Pakhtunkhwa

In Khyber Pakhtunkhwa (KPK), four Madaaris were evaluated as part of the sample, comprising two in Shangla and two in Bannu, with one of the Madaaris in Bannu dedicated to girls. 14 students from each madrassah participated in the assessments (totaling 76), spanning **ages 11 to 18 years**.

The overall performance of the students in KPK was better than that in other provinces, with scores in Bannu ahead of all other districts.

Figure 4 shows the trends in scores across all subjects in each of the two districts in KPK. Students in Bannu performed better than Shangla, with **science** emerging as the strongest subject, 70% average scores in Bannu, and 50% average scores in Shangla. However, this is contradictory to the views shared by the students themselves whereby science was chosen as one of the subjects in which they faced

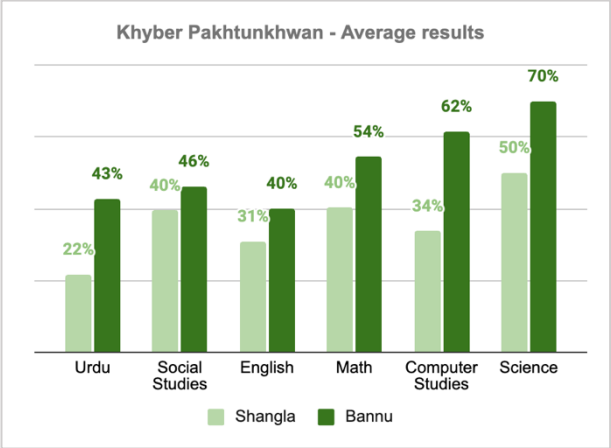


Figure 5: KPK - Average results per subject

difficulty or had issue in keeping up with the pace of the program. This sentiment was also shared by one of the teachers who expressed concern that the content was advanced for the students. This can be further observed through the modes of the scores (figure x), which show that in Bannu, the larger number of students in one of the madrassahs achieved a score of 28%, and in Shangla, one madrassah's modal score is 27%.

Some students raised concern about the pace of the program, especially in subjects like Mathematics and Science. – ***Students (girls), Bannu***

The content seemed a bit advanced for certain students, especially in subjects like Science and Mathematics – ***Teacher, Bannu***

The difference between the scores for Shangla and Bannu is much pronounced in **Computer Studies** and **Urdu**, highlighting the higher variability in subject-wise performance between the two districts. In Bannu, the average computer score is 62%, while that in Shangla is 34%. This discrepancy arises even though students in both districts were eager to learn about computers.

Modes of student scores - KPK							
District		**English**	**Math**	**Urdu**	**Social Studies**	**Science**	**Computer Studies**
Bannu	**Madrassah 1**	15%	13%	0%	20%	28%	31%
	Madrassah 2	55%	50%	27%	73%	67%	31%
Shangla	**Madrassah 1**	30%	50%	33%	67%	72%	75%
	Madrassah 2	43%	35%	50%	27%	78%	63%

Table 5: KPK- Modes of student scores

Students expressed confidence in the new subjects they learned, particularly in Computer Science, Mathematics, and Urdu. And in Computer Science, they felt they gained a solid understanding of basic computer operations and some software applications – ***Students (boys), Shangla***

The majority of the girls shared that Computer Science and Urdu were their top preferences – ***Students (girls), Bannu***

A potential reason for this discrepancy between the two districts may be the variation in class strength as per one madrassah teacher in Shangla. According to the teacher, the number of students increased from 14 in package A, 18 in package B, and 25 in Package C. This suggests that students who joined directly in Package C may not have had the foundational knowledge as the students who enrolled earlier, impacting their performance.

The same teacher also acknowledged facing challenges in teaching computer science due to a lack of specialized skills in the subject, which made it difficult to teach the students. This highlights a deviation from the original NCHD plan, where the Field Officer (FO) was assigned the role of the computer science teacher in the area, emphasizing the need for consistent implementation of program guidelines.

5.2 Sindh

In Sindh, 6 madaaris were evaluated across three districts, with total 67 students assessed. The students' ages ranged from **7 to 16 years**.

Within Sindh, there was wide variation between the districts themselves, with Tharparker performing the at the lowest level. Karachi and Sujawal have almost similar consistent results in all subjects except in **English**, where Karachi surpasses both Tharparker and Sujawal.

The trends for average scores across the three districts are shown in figure x. In Karachi and Sujawal, **Sindhi** and **Science** have emerged as the strongest subjects for the students. There is very wide variation between the districts in **English**, with Karachi performing the best with 41% scores, followed by Sujawal, 23% and then Tharparker, 5%. This is evidenced by the respondents' claims that students faced difficulty in some subjects including English and Math.

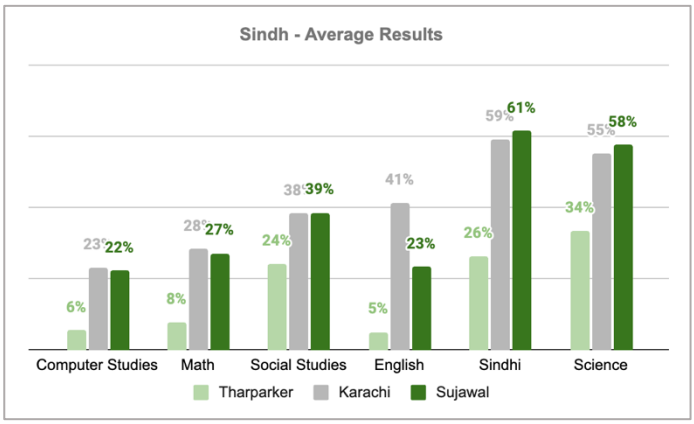


Figure 6: Sindh - Average Results per Subject

In Sindh, students were taught Sindhi instead of Urdu. To accommodate this, the Urdu section of the assessment developed by the consultants was verbally translated into Sindhi by the enumerators. Students then provided their responses in Sindhi, which were subsequently evaluated based on their answers in Sindhi.

"Some students struggled to meet the required learning outcomes, particularly in subjects like Math and English" – ***Teacher, Sujawal***

There have been some challenges in learning new things, particularly in subjects like Mathematics and English. The lessons felt a bit fast, making it difficult to understand. – ***Students, Tharparker***

Computer Studies has low scores across all districts, with Tharparker performing the worst, with average 6% scores, and the modal score as 0% (as from the figure 5). The low scores in computer studies can be attributed to the following issues that were consistently evident across all three districts:

1. Frequent electricity outages, resulting in limited access to computers.
2. An insufficient number of computer systems, with only two setups available for an entire class, causing constraints in student engagement.

Modes of student scores - Sindh							
District		**English**	**Math**	**Urdu**	**Social Studies**	**Science**	**Computer Studies**
Tharparker	**madrassah 1**	0%	25%	27%	0%	44%	0%
	madrassah 2	0%	0%	0%	0%	0%	0%
Sujawal	**madrassah 1**	23%	25%	73%	40%	67%	38%
	madrassah 2	25%	13%	60%	53%	72%	0%
Karachi	**madrassah 1**	60%	71%	80%	80%	67%	38%
	madrassah 2	30%	25%	33%	30%	22%	0%

3. Various challenges related to computer teachers, including low salaries, the absence of a dedicated computer teacher, and assigned teachers lacking the necessary technical expertise.

Tharparkar records the lowest scores in all subjects highlighting systemic challenges such as inadequate teaching resources, infrastructure, or program delivery. The situation in Madrassah 2 is particularly alarming where most of the students scored 0% (modal score) across all subjects. This is evident by the views shared by the respondents themselves.

*The teachers were generally local Madrassa teachers who were more accustomed to religious education, and not fully equipped to handle the syllabus provided, which posed a challenge when transitioning to teaching subjects like Science, English, Mathematics, and Social Studies. The field officer did not provide specialized training on computer education methods. – **NCHD Supervisor, Tharparker***

The level of proficiency achieved by the students is also significantly low as evidenced by the assessment scores and the statement made by the students that they can now just read and write and solve simple calculations. This is in contradiction to the statement made by the admin that the students are now eligible for grade 6.

Table 6: Sindh - Modes of student scores

*We can now understand, read and write applications, and handle simple calculations. – **Students, Tharparker***

5.3 Balochistan

3 Madaaris were evaluated in Quetta, resulting in a total of 37 students assessed. The students age ranged from **8-16 years.**

Balochistan's performance, as per the average scores has been at par with Sindh and Punjab. However, the average scores still fall below 50%, with particularly low average scores for English and mathematics.

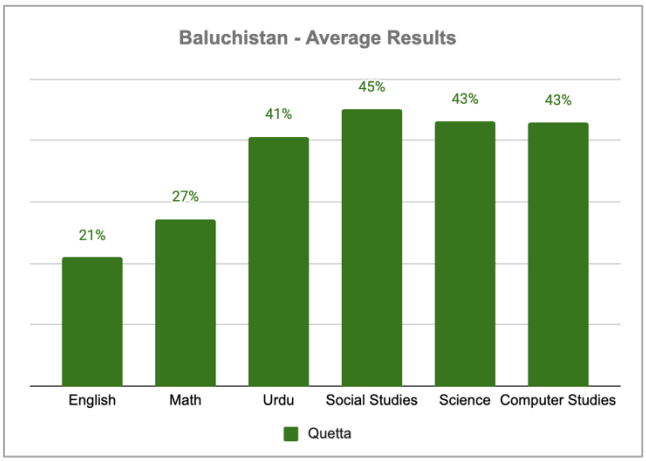


Figure 7: Balochistan - Average Results per Subject

The average scores for social studies are slightly higher than the other subjects, with Urdu, Science and Computer studies with similar scores. A potential reason for this may be the fact that many students had already previously attended school, and it may have given them an advantage. This is in contradiction to the student's selection criteria outlined by NCHD. The relatively higher scores can also be attributed to the student's prior education, and also to other INGO initiatives in the madrassah as observed by the enumerator. These factors contributed to the higher average scores

*Some of the students shared they had already attended different schools before the madrassah where they completed various grade from one to five. – **Students, Quetta***

The higher scores, particularly in computer science, cannot be entirely attributed to the ALP program owing to the various issues faced by the Madaaris including no teacher for computer education or

*"Incorporating computer education would greatly benefit the students. We were previously provided with two computers, but unfortunately, the designated teacher never arrived." – **Madrassah Admin, Quetta***

*I had not formally taken a computer course. I was provided with a booklet that helped guide my lessons. Apart from this, there were no additional resources or facilities provided. There were significant issues related to electricity as the Madrasa was located far from the city. When computer classes began, there was often no electricity. – **FO, Quetta***

Modes of student scores - Balochistan							
District		English	Math	Urdu	Social Studies	Science	Computer Studies
Quetta	Madrassah 1	30%	38%	57%	40%	39%	31%
	Madrassah 2	10%	28%	20%	65%	56%	31%
	Madrassah 3	5%	9%	3%	10%	0%	13%

Table 7: Balochistan - Modes of student scores

English and math turned out to be difficult subjects for the students, which is a similar issue as the other provinces as well. The teacher even expressed the view that the entire syllabus could not be complete owing to the difficulties faced by the students.

*"We covered around 75-85% of the Urdu and Islamiyat curriculum, as these subjects were more familiar to the children. However, for English, which was a relatively new subject for the children, I would estimate that we covered around 40-45% of the syllabus" – **Teacher, Quetta***

*Students didn't enjoy English as much, citing that it was difficult or less interesting to them. Students also found the federal exam to be a bit difficult, especially in subjects like English and science. – **Students, Quetta***

5.4 Punjab

Across Punjab, 6 Madaaris were evaluated across three districts, with total 82 students. The students' ages ranged from **9-17 years.**

The average student scores have been consistent across all three districts, with Chiniot performing relatively lower than the other two districts. Scores in Science and Urdu are consistently higher than other subjects. However, the variation among districts in Urdu is also high.

Computer Science had especially low scores in Rajanpur. This can be attributed to multiple issues like the capacity of the teacher, electricity issues and insufficient computer systems. Assistance was taken from community since the FO did not teach computer as was planned by NCHD.

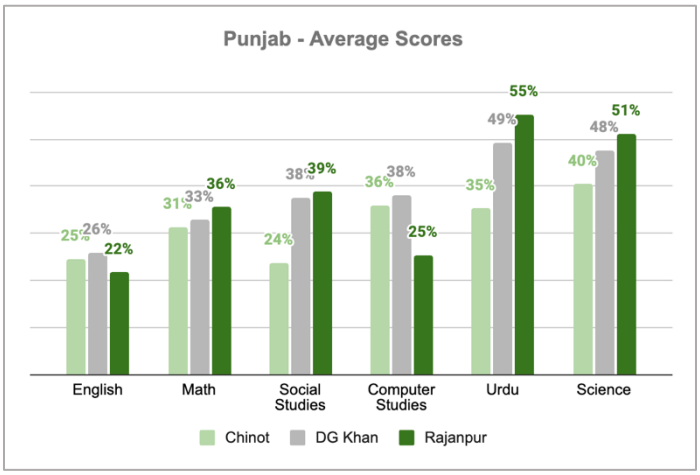


Figure 8: Punjab - Average Results per Subject

*"Community assistance was sometimes sought for teachers who were less familiar with computers. There were technical challenges, including electricity outages and the insufficient number of computers." – **FO, Rajanpur***

Overall, the students faced difficulty in the ALP program, and some teachers had to simplify the lessons for the students to understand properly.

*The syllabus itself, while well-designed, sometimes felt overwhelming for students who were not used to academic work outside of religious studies. The students, especially those aged 15-18, faced challenges in grasping subjects like Social Studies, Science, and even advanced Math, as they were unfamiliar with academic concepts outside of religious studies – **Teacher, Rajanpur***

Modes of student scores - Punjab							
Districts		English	Math	Urdu	Social Studies	Science	Computer Studies
Chiniot	Madrassah 1	28%	42%	42%	0%	68%	44%
	Madrassah 2	40%	17%	87%	10%	6%	44%
DG Khan	Madrassah 1	5%	63%	92%	35%	89%	13%
	Madrassah 2	0%	50%	93%	30%	89%	0%
Rajanpur	Madrassah 1	0%	50%	0%	0%	0%	0%
	Madrassah 2	43%	65%	92%	63%	94%	75%

Table 8: Punjab - Modes of student scores

Like in other provinces, English was also difficult for students in Punjab. Students faced difficulty in comprehension and understanding. This sentiment was shared by students across all districts.

*Challenges were primarily in learning English, as it was difficult to comprehend and answer questions. English was challenging for most of us as we struggled to understand it. – **Students, Rajanpur, DG Khan, Chiniot***

The findings reveal significant geographic and subject-wise disparities in the implementation and outcomes of the Accelerated Learning Program (ALP). While some districts like Bannu outperformed others, challenges such as teacher capacity, resource availability, and electricity outages hindered consistent progress. Subjects like English, Computer Science and Mathematics posed the greatest difficulties, with students struggling to meet expected learning outcomes. The analysis underscores the need for targeted interventions to address gaps in teacher training, infrastructure, and curriculum alignment to ensure equitable and effective integration of contemporary education in Deeni Madaaris.

Key Insights & Implications Impacting Continuation of ALP learners to Next Phase

It is imperative to highlight those certain irregularities, related to specifically computer literacy, as outlined in previous chapters are posing serious concerns on effectiveness, quality and more than anything else the realistic possibility of learners taking support from the phase under evaluation. Considering the anomalies identified in evaluation, there is no evidence base that the students have strong learning foundations related to computer literacy thus the possibility of building on existing knowledge through middle tech program (as identified through discussions with PHDF team) as the next building block comes out as a far-fetched idea. To consolidate the key issues around it, the following highlights and resultant implications can help the reader to reflect on the future aspects of the program which is already started in absence of any evidence of successful completion of the literacy especially around computers.

Implemention of Non Standardized Course for Computer Literacy: *The implementation of computer literacy in the accelerated learning program faced significant challenges due to the absence of a standardized approach, which undermined its effectiveness and integration into the next project phase, Middle Tech. Key issues included the lack of a uniform curriculum, teacher handbooks, and student resources like workbooks, leading to inconsistencies in teaching and learning. Unqualified personnel, such as Field Officers and volunteers, were assigned as teachers without receiving any formal training, further reducing education quality. Additionally, the absence of assessments or exams made it impossible to track students' progress, while the lack of a formal monitoring and evaluation (M&E) framework allowed performance issues to persist unchecked. These gaps collectively hindered the program's ability to deliver consistent and meaningful computer literacy education.*

Student Dropouts and Lack of Reintegration Strategy Post-COVID: *The post-COVID scenario led to a significant increase in student dropouts, posing a major challenge to the continuity and effectiveness of the accelerated learning program. While new students were enrolled to address the dropout issue, the absence of a strategic reintegration plan created barriers to achieving program objectives. New enrollments were integrated into ongoing classes without a tailored approach to cover missed syllabus content, leaving students with knowledge gaps and creating disparities in learning levels. This lack of a coherent strategy to support and reintegrate students adversely affected both new and previously enrolled learners, hindering the program's overall effectiveness.*

Inadequate Teacher Training and Cascading Model: *The lack of a direct and standardized teacher training mechanism severely impacted the effectiveness and consistency of the accelerated learning program. Reliance on a cascading training model, where deputy directors trained assistant directors who then trained Field Officers (FOs) and teachers, diluted content and caused inconsistencies. Additionally, the absence of a formal training manual or structured content led to arbitrary interpretations and varied teaching approaches. This lack of uniformity and coherence in training delivery hindered the achievement of consistent learning objectives and undermined the overall program effectiveness.*

Misalignment and management issues for centralized Exams led by FB: *The implementation of central exams by FB faced significant challenges due to misalignment with learning outcomes and inadequate management and invigilation processes. The exams failed to align with key subject objectives such as writing, reading, numeracy, and social studies, creating gaps between what students were taught and what they were tested on. Additionally, the absence of a robust management structure and external invigilation staff compromised the fairness and objectivity of the assessment process, leading to potential biases and inconsistencies. These issues undermined the credibility and effectiveness of the examination system.*

These key insights and following mentioned implications collectively undermined the effective implementation of computer literacy in the accelerated learning program posing concerns on the way forward for the students in case to be taken forward for some virtual learning program.

i. Without a standardized curriculum, qualified teachers, adequate resources, and proper evaluation mechanisms, the program struggled to achieve its objectives. Addressing these issues is crucial to laying a strong foundation for Middle Tech and ensuring that students are equipped with the necessary computer skills to succeed in the next phase of the project.
ii. The absence of a strategy to manage student dropouts and integrate new enrollments post-COVID led to learning disparities, as new students struggled without a catch-up mechanism, increasing dropout risks. This gap caused inefficiencies and reduced the program's overall effectiveness and inclusivity.
iii. Gaps in teacher training led to inconsistent learning outcomes, reduced program effectiveness, and uneven instruction across regions. Teachers, lacking proper training and resources, struggled to deliver effective lessons, resulting in frustration and low morale.
iv. These challenges adversely affected the program's ability to evaluate student performance effectively. Misaligned testing undermined the program's objectives by failing to accurately measure students' knowledge and skills. Additionally, the lack of standardized management and invigilation procedures eroded the credibility of the central exams, compromising their reliability and fairness.

6. Conclusion and Recommendations

The evaluation of the *Introducing Contemporary Education (ICE)* program highlights its contributions to integrating contemporary education in *Deeni Madaaris* across Pakistan. The program has created educational pathways for disadvantaged students, addressing critical gaps in literacy, numeracy, and computer literacy. Key strategies, such as targeted teacher recruitment, tailored training sessions, resource provision, and student-centered approaches, were planned to ensure smooth and effective program delivery. Efforts were also made to align teaching schedules with *Madaaris'* religious activities, enhancing accessibility without disrupting traditional instruction.

However, despite these efforts, challenges emerged during the program rollout. Teacher recruitment processes, though well-intentioned, lacked consistency, resulting in gaps in qualifications and training effectiveness. Resource constraints, such as insufficient computers, frequent power outages, and inadequate infrastructure, further hindered the program's ability to achieve its full potential. Additionally, inconsistencies in program implementation across regions revealed notable variations in student performance. Districts such as *Bannu* demonstrated strong results, while others, particularly in more resource-deprived areas, struggled to meet desired learning outcomes. Low scores in English, Mathematics, and Computer Studies across provinces underscore the need for greater support in these subjects. The accelerated curriculum, coupled with advanced content that often outpaced students' foundational knowledge, presented significant challenges for both teachers and learners, especially for students with limited prior exposure to formal education. Additionally, irregular monitoring and a lack of contextualized support mechanisms further increased these difficulties.

The ICE program has laid a strong foundation for integrating contemporary education in *Deeni Madaaris*, bridging the gap between religious and contemporary education, providing marginalized students with opportunities to acquire essential literacy, numeracy, and digital skills. However, addressing implementation gaps, teacher capacity constraints, and infrastructural challenges is crucial to enhancing the program's sustainability and impact. To address the challenges identified in the implementation of the ALP program for Madaaris, a set of comprehensive and streamlined recommendations is proposed. These suggestions aim to improve the program's relevance, sustainability, and effectiveness while ensuring alignment with the socio-cultural and infrastructural realities of Madaaris and their students.

Recommendations For PHDF

PROGRAM DESIGN & IMPLEMENTATION

I. Oversight and Accountability Mechanisms

- **Program Accountability:** The ALP program for deeni Madaaris was designed with guidance from JICA's AQAL[9] program. To ensure accurate contextual adaptation of the program, JICA's guidelines for accountability and monitoring are to be reviewed and adapted accordingly, suiting to the needs of the NCHD project in Madaaris. Conduct periodic reviews to ensure alignment with the goals and to track the achievement of intended outcomes.
- **Monitoring:** Develop a comprehensive monitoring framework for the project, encompassing field activities and procurement. Identify delays, and address quality concerns promptly especially related to procurement, for computer systems and stationery. Establish mechanisms to ensure transparent reporting and resolution of identified issues. Schedule regular field monitoring meetings with NCHD to evaluate on-ground changes and assess program progress. Use these sessions to adjust strategies as needed to meet objectives.
- **Development of Strategic Frameworks:** Prioritize the development of strategic frameworks to guide the proper planning and execution of the programs. These frameworks will provide overarching guidance on setting clear timelines, defining budget allocations, ensuring efficient resource distribution, and incorporating robust risk mitigation strategies. By fostering a structured and proactive approach, potential challenges can be anticipated and addressed effectively, thereby enhancing the program's overall impact and sustainability.
- **Vendor Performance Audits:** Identify and address gaps in vendor and supplier performance through regular audits of NCHD and any associated vendors. This process should focus on ensuring compliance with contractual obligations, maintaining quality standards, and adhering to delivery timelines. Use audit findings to implement corrective actions and reinforce vendor accountability.

II. Development of Centralized Database System

- Develop a central, accessible database as part of the M&E plan to store, manage, and track all project data. This database will be operationalized by NCHD, and shared with PHDF, for the collection of data and feedback from FOs, local government

[9] https://openjicareport.jica.go.jp/pdf/12345831.pdf

and other engaged stakeholders. Data from the field (as provided by FOs and ADs) shall be added to the database by the NCHD. The database will enable efficient data validation, trend analysis (if any), and reporting.

III. Periodic Evaluation for Evidence Based Decision making

- **Package-Wise Evaluation:** Engage independent third-party evaluators to separately evaluate the outcomes of each intervention package to assess its effectiveness, challenges, and overall impact. The insights of each assessment can be used for adapting and refining strategies for subsequent packages and programs. This shall ensure unbiased assessment, data validation, and accurate tracking of project outcomes as reported by implementing partners.
- **Outcome based Evaluation:** The evaluation needs to form sufficient evidence to move to next sequential intervention and/or project. The scheduling may be done to ensure that sufficient time is allocated between the completion of third-party evaluations and the commencement of the project's next phase. This interval will allow for thorough analysis of evaluation findings, enabling the reassessment and refinement of strategies, addressing identified gaps, and incorporating evidence-based recommendations. Such an approach ensures a more informed and evidence-based continuation of the project, by covering gaps and issues, enhancing its overall impact and sustainability.

Recommendations for NCHD

PROGRAM DESIGN & IMPLEMENTATION

I. Optimizing Selection Processes and Resource Allocation

- **Selection Criteria of Madaaris**: Although criteria for selection of madaaris was stringent, it failed to materialize in field. The selection criteria for madaaris should focus on existing infrastructure readiness, including reliable electricity, backup systems, and segregated classroom spaces for formal education. Current field challenges indicate a need to revisit these criteria.
- **Transparent Recruitment of teacher**: A transparent, merit-based recruitment system is essential to ensure the quality of teaching staff. Teachers should be selected based on competency, and in cases where local candidates are unavailable, travel allowances should be provided to attract qualified educators. Avoiding personalized favors in teacher selection is critical unless candidates meet formalized criteria to maintain fairness and program integrity.
- **Selection Criteria of Students:** As evidenced by primary data, every stakeholder had a different opinion regarding the age of students. As per JICA, the age of the ALP students' needs to be 7 to 16 years. This needs to be ensured by the FO and NCHD supervisors in the program student selection as the learning capacities of students vary by age.
- **Conducive Learning Environment**: Timely provision and continuous supply of resources such as stationery, boards, and other learning materials is critical to maintaining program efficiency. Ensure the presence of secure, well-equipped classrooms with regular availability of such resources.

II. Strengthening FO Staffing Practices

- Keeping cultural values in consideration, employ gender-sensitive staffing practices, particularly in conservative regions of KP. Female students require female field officers or teachers to maintain adherence to cultural norms and ensure comfort and trust in learning environments.
- Employ academically qualified FOs with expertise in pedagogy to ensure the delivery of effective, actionable feedback tailored to teachers' needs.
- Ensure assignment of FOs exclusively to the ALP project to enhance focus and avoid conflicts arising from multitasking across multiple projects. This ensures that their attention and resources are fully dedicated to improving the program's quality and outcomes.

III. Appointment of Accelerated Learning Expert (ALE) in NCHD

- The inclusion of an ALE within NCHD will be key to ensuring the program is based on best practices in accelerated learning methodologies. The ALE will provide technical guidance, support curriculum development, and oversee the effective implementation of the learning program., ensuring that it remains responsive to the needs of students and teachers.

IV. Comprehensive Training of Teachers

- **Training alignment with learning Outcome Framework:** Training modules should be developed by ALP experts, aligned with pre-defined subject outcomes. Focus should be on building teachers' capacity in modern teaching methodologies and subject-specific knowledge. These modules need to be made accessible to the teachers, NCHD and PHDF staff, both

online and in hard copies for consistent implementation. The training programs should be tailored to the academic needs of madaaris students.

- **Benchmarks for Pre and Post tests: Pre and post assessments** were held to evaluate whether teachers have grasped the training material and are adequately equipped to teach it to students. A uniform benchmark should be adhered to, ensuring the capacities of the teachers are well established. Additional training should be provide for the teachers who fail to meet the criteria set for post-assessment.
- **In-person Training to Teachers:** To ensure the effective transfer of knowledge, training must be delivered directly to teachers to guarantee an accurate and unfiltered knowledge. The current **multi-tiered training hierarchy**, where training is cascaded from deputy directors to assistant directors and finally to teachers, can lead to a loss of critical information.
- **Mentoring and Support:** Including FOs in centralized training will enhance the process by enabling them to monitor and support teachers' application of learning in the classroom. This mentorship system, supported by regular feedback and data-driven initiatives, will help teachers refine their practices, ensuring that training translates into measurable outcomes and improving the overall learning experience for students.

V. Extended Program Duration

- To support students transitioning from religious-only education, the program duration needs to be extended. This will facilitate a gradual integration into the new curriculum, preventing cognitive overload and allowing students to adapt to the new learning environment at a comfortable pace. The gradual introduction of Package A provided an easier transition to the students as compared to package C. In package C, the simultaneous introduction of advanced subjects like Science, Social Studies, and Computer Studies overwhelmed the students. A gradual and eased curriculum can accommodate the varied academic backgrounds of students, particularly those with no prior exposure to formal education.

VI. Structured Scheduling of Lessons

- **Consistent Scheduling**: Standardize class schedules to avoid clashes with regular madrassah activities. Flexible schedules can still be maintained, but they should not compromise class frequency or duration.
- **Optimal Class Duration & Frequency:** Increase the frequency of classes, particularly for Computer Literacy, to reinforce learning. The duration of classes shall also be consistent across madaaris. As per existing studies, the optimal time for one lesson is recommended to be a minimum of **40 minutes per subject** to ensure adequate coverage of content.[10] This will ensure adequate time for students to grasp the concepts.

VII. Enhanced Stakeholder Engagement

- **Collaboration with Local Government**: Local government departments, especially district education offices, should be engaged to support program implementation, particularly in areas with travel constraints for FOs. Integrating education and literacy departments in curriculum design will improve the program's quality and relevance.
- **Collaboration with Federal board:** The Federal Board should be involved in the final evaluations of Package B, not just primary assessments, to ensure a centralized review of learning outcomes and assess students' readiness for Package C. This involvement should be clearly defined through TORs and MOU signed with PHDF. Additionally, mid-term assessment documents should be shared with the Federal Board to ensure alignment, clarity, and enhance coordination and accountability in the program's implementation.

VIII. Strengthened Monitoring and Feedback Mechanisms

- **Internal Program Monitoring:** Development of a dedicated centralized database with PHDF, to track and monitor FOs' and teachers' observations, concerns, and insights regularly. This ensures a centralized and easily accessible repository of real-time data.

IX. Students Tracking & Retention

To minimize dropout rates, the program must adopt a multi-faceted approach that integrates a dropout analysis system, targeted interventions, incentive-based programs, parental involvement, and personalized feedback.

- **Structured Progress Tracking Systems:** Tracking student progress through structured mechanisms is vital for identifying challenges and providing timely interventions. Regular assessments should be conducted to evaluate students' academic

[10] Shams, A. K., Arshad M., Ahmed G., (2019) "A Comparative Study to Analyze the Efficiency of Accelerated Learning to Facilitate the Understanding of English Language at Secondary Level," Global Social Sciences Review (GSSR)

performance and pinpoint areas where additional support is needed. These assessment needs to be conducted in the presence of FO to avoid any cheating or manipulation of assessment score.

- **Enhancing Parental Involvement:** Formalizing the role of parents is essential. There should be a structured and regular engagement model, with the parents actively involved in planning and decision-making processes while receiving consistent updates on their children's progress. For geographically distant parents, there may be mobile communication, community meetings, or trusted local representatives.
- **Personalized Feedback and Engagement:** Personalized and regular feedback can significantly enhance student engagement and motivation. By ensuring that management at madaaris and FOs provide constructive, frequent, and tailored feedback, students gain a clearer understanding of their progress and areas for improvement. This attention fosters a sense of self-efficacy, increases intrinsic motivation, and makes learning more enjoyable[11]. Moreover, such feedback systems encourage students to remain committed to their education, even after leaving madaaris, promoting lifelong learning.

X. Reviewing and Revising Project Objectives

Revisiting and adjusting the project's objectives is necessary to address the challenges encountered, particularly the student dropout rates. When a new student replaces a dropout, it is challenging to ensure that the replacement student attains the same level of academic performance as those who have been consistently engaged throughout the program. This disparity can affect the overall outcomes of the project. Therefore, the objectives should be redefined to incorporate realistic expectations, adaptive strategies, and additional support mechanisms for newly enrolled students, ensuring equitable opportunities for learning and success.

CONTEXTUALIZED CURRICULUM DESIGN & IMPLEMENTATION

I. Curriculum Design

- **Adaptation to Local Needs**: The curriculum must be localized to reflect regional linguistic and cultural contexts. For instance, In Sindh, where Sindhi is the medium of instruction, provide Sindhi-language textbooks and resources to support student learning, rather than relying on Urdu-language materials.
- **Standardized Course Offering:** Ensure a consistent set of courses is taught across all madaaris[12]. For example, Islamiyat, introduced in Package C, was inconsistently covered and lacked assessment by the Federal Board, undermining its integration into the curriculum.
- **Subject-Specific Resources**: Ensure the timely availability of textbooks, handbooks, and supplementary materials for both students and teachers. These resources were provided with delays in numerous madaaris. In addition, there were no extra resources for Computer Science, and the provision of computer manuals, handbook and helping material to the students and teachers can ensure achievement of desired learning outcomes.

IMPROVING BUDGETARY AND FINANCIAL ISSUE

- **Timely and Adequate Compensation**: Establish mechanisms to ensure regular, monthly payments to teachers, mohtamim and FOs to ensure efficient financial management and motivation. Conduct periodic reviews of stipends to align them with inflation rates and prevailing market standards, ensuring staff retention and satisfaction.
- **Travel Allowances**: Allocate travel allowances for FOs and other staff members tasked with visiting remote madaaris. This will enhance their ability to oversee project implementation and support education delivery in underserved areas.
- **Incentives for Performance**: Introduce a performance incentive system to reward exceptional contributions from teachers, FOs, and even students. This can drive motivation and foster a culture of excellence, ultimately improving overall program outcomes.
- **Provision of Essential Learning Resources:** Conduct proper budget planning to ensure the provision of critical resources, such as writing notebooks, for students. Unlike slates and wooden tablets, notebooks provide a permanent record of students' work, enabling teachers to assess progress effectively. Allocating adequate funds for such essential resources will improve progress tracking, support targeted interventions, and enhance overall learning outcomes.

[11] Best Practices for Teaching Accelerated Courses, Center for Faculty Excellence, Montana State University
[12] Formative Evaluation of Provincial ALP Models and Centres (2022), UNICEF Country Office Pakistan

Annexures

Annexure I – Project Objectives

☐ General Objectives of the project

The overall aim is to reduce educational disparities and build students' confidence in academic and personal growth. The objectives of the project are as shown:

- **Objective I:** Mainstream the students of Madaaris by introducing contemporary Education alongside the curricula of Madaaris to enhance prospects of their students to pursue further study.
- **Objective II:** To bring about qualitative improvement in students of Madaaris to enable them to attain standards of National Education Systems in Formal/Non-Formal education subjects.
- **Objective III:** To encourage Madaaris by giving assistance (in the shape of Teacher honoraria, learning materials and Books) to introduce science, Math's, social studies, English and computer in their curriculum so that the academic proficiency for Primary and lower secondary is attainable for children studying in these institutions.

☐ Specific/Quantitative Objectives of the project

- **Objective I:** Achieving Formal Education in the target areas by filling gaps in Madaaris education. (Achieving the targets of Universal Primary Education and later on lower secondary education in collaboration with the Provincial/ District Education Department, AIOU and JICA.
- **Objective II:** Provide access to education to those children who never been to school or dropped out in different grades and enrolled in Madaaris for religious education
- **Objective III:** To enhance the learning outcomes of the students to ensure quality of education in Madaaris as mentioned in National Education Policy 2009 chapter-4-Islamic Education-Policy action serial # 12 & 13.
- **Objective III**: To maintain the record of students in project related Madaaris and their performance to help in the calculation of annual Enrollment. And Silsila number through nearest sponsoring Government School.
- **Objective IV:** Reduce dropout to less than 5% and bringing grade repetition to zero percent.
- **Objective V:** Capacity building of Volunteer Teachers in Madaaris and Mohtamims on pedagogical techniques and School Administration

Annexure II – Qualitative Tools

Tool 1 | Student Assessment Sheets

تاریخ: _____

طالب علم کا نام: _____ طالب علم کی عمر: _____ اندراج کا سال: _____

مدرسہ کا نام: _____

مدرسہ: (ضلع/تحصیل/یونین کونسل) _____

شمار کنندہ کا نام: _____

English Section

1. Write the missing vowels (a, e, i, o, u) & articles (a, an). /5

_____ C__t

_____ N__t

_____Appl___

_____ C___p

_____ E__r

2. Write the meaning in Urdu and make a sentence in English. /5

	Word	Meaning	Sentences
i.	Located		
ii.	Positive		
iii.	Knowledge		
iv.	Clap		
v.	Boat		

3. Write the meaning in English. /5

	Word	Meaning		Word	Meaning
i.	خاص		iv.	کھلونا	
ii.	پُر جوش		v.	کرسی	
iii.	مکھن				

4. Write an application to the principal asking for a Sick Leave. Use punctuations where needed. /5

ریاضی

1. /2

گھڑی پہ دیئے گئے وقت کا تعین اُردو زبان میں کیجیے۔

_____

45 منٹ کے بعد کیا وقت ہوگا۔

_____

2. /2

ضرب کیجیے اور جواب خالی جگہ میں تحریر کیجیے۔

456	709
× 8	× 6
_____	_____
_____	_____

3. /2

جمع

سینٹی میٹر	میٹر
87	68
+ 54	45

تفریق

میٹر	کلومیٹر
424	62
− 605	25

4. /2

اجزائے ضربی

2	8

2	24

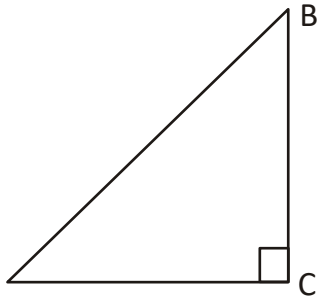
5. /3

دیئے گئے زاویہ قائمہ میں سے وتر، قاعدہ اور عمود کی شناخت کیجیے اور خالی جگہیں پُر کریں۔

AB _____

BC _____

AC _____



6. /5

مندرجہ ذیل کسور کو مختصر ترین شکل میں لکھیں۔

(i) $\frac{49}{70}$ (ii) $\frac{32}{96}$ (iii) $\frac{78}{90}$

اُردو

1. /5

قائداعظم کے بارے میں پانچ جملے لکھیں۔

_____ (i)

_____ (ii)

_____ (iii)

_____ (iv)

_____ (v)

2. /5

مندرجہ ذیل سے اسم کے نیچے لکیر لگائیں اور فعل کے گرد دائرہ لگائیں۔

(i) احمد پانی میں کھیل رہا ہے۔

(ii) بندر چابی سے تالا کھول رہا ہے۔

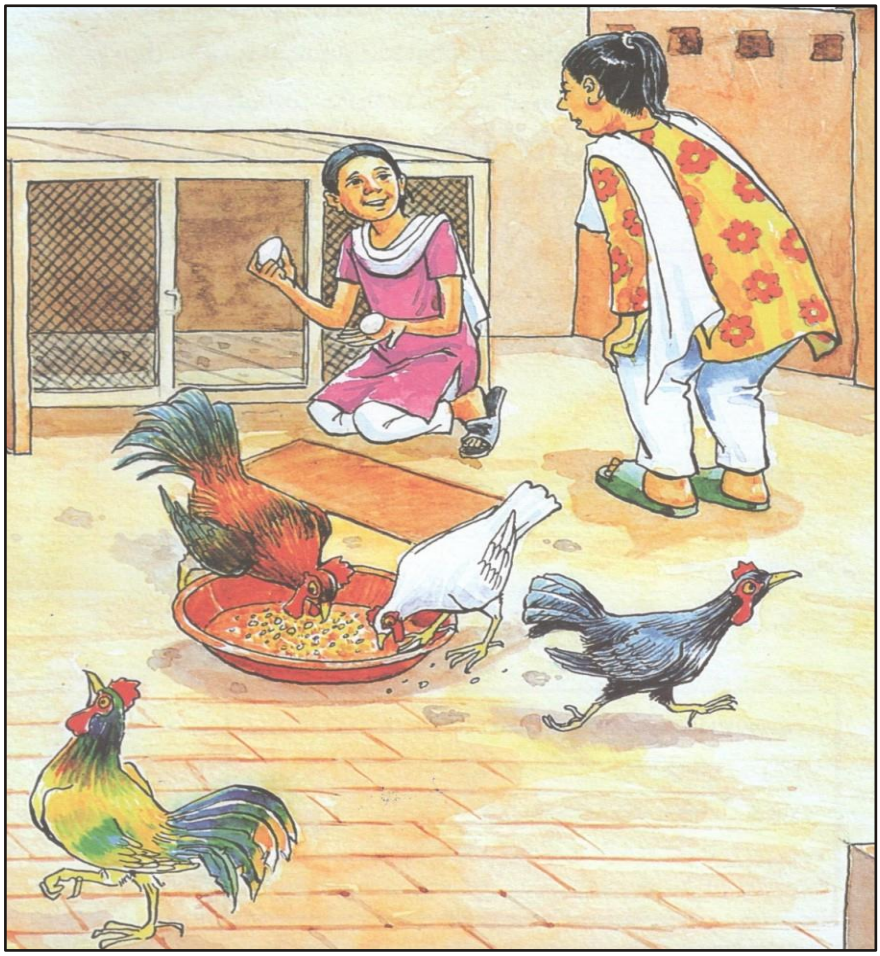
(iii) مالی پودوں کو پانی لگا رہا ہے۔

(iv) صابر گاڑی چلا رہا ہے۔

(v) امی بازار جا رہی ہیں۔

3. /5

تصویر کا بغور جائزہ لیجیے اور اس کے بارے میں پانچ جملے تحریر کیجیے۔



(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

معاشرتی علوم

1. /4

دیئے گئے نقشے میں پاکستان کے ہمسایہ ممالک کے نام خالی جگہوں پر لکھیں۔

2. /6

شہریوں کے حقوق و فرائض کے بارے میں تین تین جملے تحریر کریں۔

حقوق

(i) _____

(ii) _____

(iii) _____

فرائض

(i) _____

(ii) _____

(iii) _____

3. /2.5

خالی جگہ کو پُر کیجیے۔

(i) پاکستان _____ کو معرضِ وجود میں آیا۔

(ii) پاکستان کے بانی کا نام _____ ہے۔

(iii) پاکستان کا دارالحکومت _____ ہے۔

(iv) پاکستان کے جھنڈے کا رنگ ___ اور ___ ہے۔

(v) پاکستان کی بلندترین چوٹی کا نام _____ ہے۔

4. /2.5

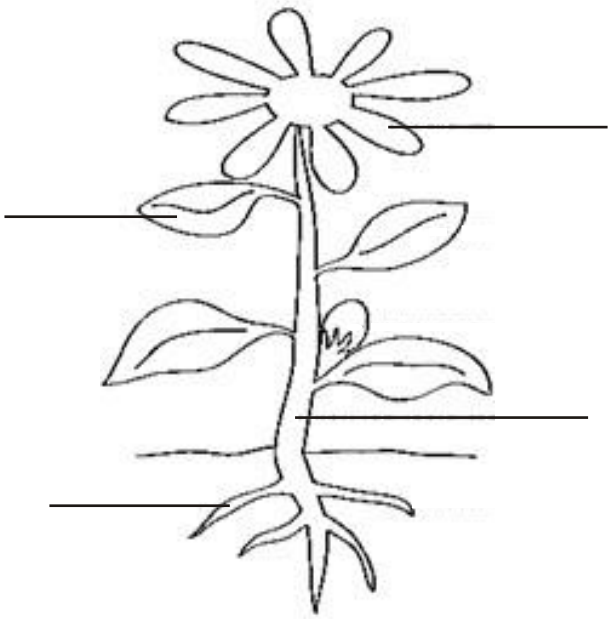
الف کو ب سے ملائیں۔

الف	ب
ڈیم	سب سے بڑا براعظم
فرعون	بارش کی پیمائش
عیدالاضحیٰ	پانی کا ذخیرہ
ایشیاء	اہرام مصر
باران پیما	10 ذی الحج

سائنس

1. /4

پودے کے مختلف حصوں کے نام لکھیں۔



2.	1	دو ممالیہ جانوروں کے نام لکھیں۔ (i) _____ (ii) _____
3.	3	تین حشرات کے نام تحریر کریں۔ (i) _____ (ii) _____ (iii) _____
4.	4	کوئی سے چار نظام شمسی کے سیاروں کے نام لکھیں۔ (i) _____ (ii) _____ (iii) _____ (iv) _____
5.	5	انسانی جسم کے پانچ اعضاء کے نام لکھیں۔ (i) _____ (ii) _____ (iii) _____ (iv) _____ (v) _____
6.	1	دن رات کا ایک چکر کتنے گھنٹوں میں مکمل ہوتا ہے۔ _____

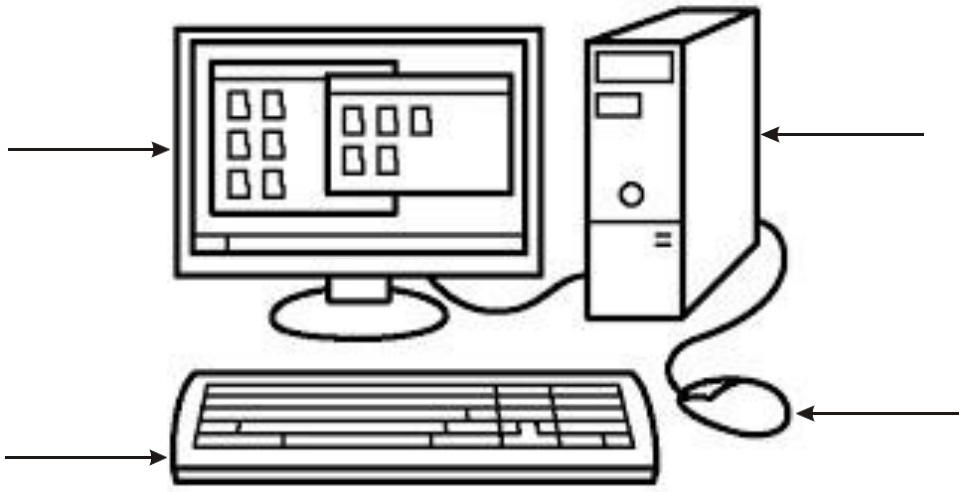
/12

Check list for Computer Assessment

1.	Student is able to recognize on/off button.	***Yes*** ☐	***No*** ☐
2.	Student is able to recognize monitor.	***Yes*** ☐	***No*** ☐
3.	Student is able to recognize CPU.	***Yes*** ☐	***No*** ☐
4.	Student is able to recognize mouse.	***Yes*** ☐	***No*** ☐
5.	Student is able to recognize keyboard.	***Yes*** ☐	***No*** ☐
6.	Student was able to make a word document.	***Yes*** ☐	***No*** ☐
7.	Student was able to save a word document.	***Yes*** ☐	***No*** ☐
8.	Student was able to type out his/her name in the word file.	***Yes*** ☐	***No*** ☐
9.	Student was able to bold & change the size & font of the written text.	***Yes*** ☐	***No*** ☐
10.	Student was able to open a “google” homepage.	***Yes*** ☐	***No*** ☐
11.	Student was able to draw basic shapes from paint.	***Yes*** ☐	***No*** ☐
12.	Student was able to colour the shape.	***Yes*** ☐	***No*** ☐

13. Label the given picture in English.

/4



Tool 2 | KII with Field Officer/Computer Teacher

Date: _____ **District: _____**

Madrassah Name: _____ **Enumerator Name: _____**

Participant (s) Detail.

SR #	Name	Age	Gender	Phase	Cell # (If available)

1. Please share the details around the NCHD ALP Madrassa Project. When did it start in this district?
   - What were you oriented about the accelerated learning and its teaching methodology?
2. How were you selected as a computer teacher? Probe around the requirements and criteria for the teacher of this project. Probe if the teacher meets the minimum qualification criteria.
   - Did you have any prior experience of teaching this subject? Since when and for what purposes have you used computer before started teaching this? Probe around the extent of his computer literacy.
   - Was your selection based on your readiness and willingness to take up the role? Probe if he was only advised to take this as a teacher or was he asked for his consent as well.
3. Were you paid additionally for your role as a computer teacher? If yes, how much additional payment was made?
   - Was there any revision in the selection stipend at any stage of the project?
4. Did you get any teacher training before starting to teach the students.
   - If yes, what was the training all about? What was the duration of the training?
   - In your opinion, did the training suffice to the need for teaching? Were you also provided with on-the-job support or any other resources for teaching either through follow-ups or otherwise?
5. Were you provided with any teaching resources like manuals and guides for teaching the curriculum?
   - If yes, to what extent were these resources of help to you?
   - If not, do you feel that availability of teaching resources can help you in performing your role more effectively?
6. Briefly describe the content related to computer literacy that was covered in the syllabus regarding each package.
   - How well did the syllabus align with the students' learning capacity and needs? Were there any gaps or areas that required additional focus? Probe around the learners' awareness and familiarity with computers etc. considering the enrollment criterion remain out of school (OSC) and/or dropped out children.
7. In total, for each package, how many Madrassas were you responsible for teaching computer classes? and What was the schedule for each madrassah. Probe around the frequency of class in each madrassah for each package.
   - Do you feel that the frequency and schedule meet the needs of teaching and learning the computer curriculum? If not, how can this have improved better?
8. As a computer teacher with additional responsibilities, how did you manage your workload?
   - Were you able to balance the teaching duties with your other roles? What challenges did you face in managing time and responsibilities?
   - Did you feel any issue or challenge in managing the computer classes and your role as field officer considering this schedule? If yes, how did you manage this issue?
9. How many computers were available for students in each Madrassah? Was the available number sufficient catering to the class size and time provided for class?
   - How did you manage the use of computers among the students with the given number of computers within the allocated time? Did you find any issues challenges ensuring that all students get equal access and chance to use computer?
10. Did you encounter any technical hiccups or challenges while teaching computer classes, such as any technical issues in computers or electricity outages etc.?

- If yes, how did these challenges impact your ability to teach effectively?
- In case of any technical bug, who was responsible for addressing and resolving the issue?

11. What was the response of the students to computer education?
    - Did they find the content engaging and relevant?
    - How can this teaching and learning process can be improved for computer literacy?
12. Did you require any support from the Madrassah administration while teaching computer literacy?
    If yes, were you provided with the necessary support?
13. Were there any student assessments conducted for computer literacy? If yes,
    - What was the process for conducting these assessments, and how often were they held?
    - How were the results maintained and utilized?
14. What other role do you have for this project as Field officer (FO), besides teaching computer classes?
    - What are your main responsibilities as FO? How do you manage to perform both responsibilities?
14. How many Madrassahs do you manage as FO? How do you schedule your visit? What is the schedule of these visits?
    - What is the process of monitoring students, teachers, and administration? Is there a specified process and protocol that is followed for monitoring purposes? If yes, what key areas does it cover for monitoring of madrassahs?
    - In your role as a field officer, how did you support teachers beyond monitoring activities?
    - What is the process of monitoring your computer class?
15. What is your approach to data consolidation, reporting, and follow-up on issues identified during monitoring visits?
    - How do you document and report findings, and what steps did you take to address the challenges encountered?
16. What are your overall observations and feedback about the ALP project?
    - What aspects of the project do you think were most successful?
    - What challenges did you encounter in its implementation, and how did these affect the project outcomes?
17. Based on your experience, what are the key successes and bottlenecks of the project?
    - What contributed to the successes, and what factors hindered progress?
    - How could these challenges be addressed in future projects?
18. In your opinion, what additional support or resources are needed to make this project more successful?

Tool 3 | KII with DEO

1. Please let us know about the ALP run by NCHD in local Deeni Madrassahs? What do you know about the project and the initiative? How did you get to know about this?
    - Was any project coordination meeting held with DEO office in this regard? If yes, how frequently did that happen? What were the discussion points during the meeting(s)?
2. Do you know the details around the selection criteria of the Madrassahs and students for this project?
   If yes, what are your views about the initiative and the criterion? Do you have any suggestions or comments around this?
3. To what extent the DEO office was involved in this initiative? What was the role, if any? Probe around their level of involvement in the overall execution of the project e.g., visits to respective madrassahs etc.
    - To what extent are you satisfied with the level of engagement of DEO office? In your opinion how could this involvement be improved?
4. Were you in contact with NCHD staff throughout the project? If yes, how frequently did you coordinate with them?
    - What were the main areas discussed during these coordination meetings?
    - Did the DEO office provide any feedback or guidance that helped improve the project's implementation or involvement of stakeholders? If yes, how was that taken up by NCHD?
5. In your opinion, what kind of support can be extended by DEO office to support learning and teaching of the course in these Madrassahs?
    - Were there any specific issues/challenges that you had to address in order to support the teachers or students? If yes, how did you manage those issues?
    - To what extent do you feel that your support contributed to the smooth running of the project?
6. Do you know of any other stakeholders' visit to Madrassah to see the progress around the project? If yes, who were these stakeholders, and what was the purpose of their visits? How do you think stakeholder involvement can be improved or strengthened?
7. In your opinion, how can the project be of help in achieving education and learning targets and objectives of the district/ province? Probe to assess the level of contribution and involvement expected from NCHD and stakeholders.

Tool 4 | KII with Federal Board (FB) Representative

1. Please share the details around the NCHD run ALP in madrassahs? When and how did you come to know of this?
2. What was the role and/or level of involvement of the federal board for the project? Can you walk us through the process of involvement in the final examinations?
   - What were the aspects that were considered while planning for examination?
   - What curriculum was planned to be considered for the final exams of the project by the Federal Board?
   - What was the selection criterion for the students who could participate in the final exam?
3. Who were the involved officials from federal board to coordinate with NCHD district and head office team members?
   - In your experience, how well did this coordination go? How could this be improved?
   - What were the roles of NCHD and FB designated for the final examination? How well the responsibilities were divided and taken care of?
4. How long did the process take starting from signing off the MoU/ contract till the final results?
   - Were these issues or bottlenecks faced during the process? If yes, how were these challenges resolved?
5. Was there any benchmark set for the papers developed for the students? If yes what was considered for that bench marking i.e., level of difficulty, assessment around learning outcomes of all three or any one of the packages, passing scores and percentage etc.
   - To what extent are you satisfied with the process of the examination and result?
   - Were there any specific requirements mentioned by NCHD that needed to be taken care of? If yes, what were those?
6. What was the process of central exams? Please share details around issuance of roll numbers, venue of examination, invigilation staff, paper checking, consolidation of results, result announcement, provision of certificates etc.
7. If again, NCHD reaches out to FB for similar exams, what would you like to be done differently for more effective and efficient process?
8. Are there any recommendations or insights that you would like to share around the experience or project?

Tool 5 | FGD with Students

1. For how long have you been in madrassah? And since when have you been associated with accelerated learning project?
2. How did you come to know about the initiative? Were you taken consent to be part of this? Probe their willingness and sense of readiness for being part of this learning initiative?
   - How many of you have had a chance of getting an education prior to this?
3. Do you think this will be of help for you in future? If yes, how do you think this would be of help? If not, what are the drawbacks that may be considered by the students? Probe in what ways the initiative can be of help or challenge for those who are being part of this learning initiative.
4. What is the schedule of the ALP classes in your madrassah?
   - How regularly are these classes held? Probe is the classes are held as per schedule/regularly or not. And if not, what may be the reasons.
   - Which subjects are being taught to you for the ALP initiative? How many teachers teach you these subjects?
5. Which of the subjects do you like the most and why? Probe around the reasons that help them identify the favorite subject, i.e., the teacher, teaching method, curriculum, resources and content etc.
6. What kind of teaching methods and classroom activities were held during the accelerated course? Probe around the interest of students and their readiness towards the used methodology and content.
   - Were you provided with any books, copies and stationery etc.? What kind of learning aids and resources available to you and in the classroom?
7. If you are to ask to assess yourself, how confident are you about the new things/subjects that you learnt about during this course? Do you think you learnt new things during this course? If yes what new skills and content do you think you have learnt?
8. Do you find any challenges or issues in learning new things for any or all the subjects? If yes, how can those issues be

resolved? What can be done that may be of help to facilitate the learning process better?

9. How many of you were part of the final examination taken by the federal board? How was the experience of being part of that examination?
    - Were your results came as per expectations? If not, why do you think that happened?
    - Were the assessments aligned with what was taught in your class? Probe if they found the paper easy or difficult and what were the reasons?
10. Does this course in any way cause interruption in your other madrassah activities?
    - How do you manage both types of education? Probe around time division for all activities and see if there are any overlaps or one gets affected because of other?
11. In your opinion should this course be continued for higher education i.e., till higher classes in madrassahs? Will you be willing to be part of it if given a choice? Probe for reasons for all responses.
12. Feel free to share any recommendations and/or suggestions that may be of help to improve this course and learning.

Tool 6 | IDI with Teachers

1. Please share the details around the NCHD ALP Madrassa Project. When did it start? For how long have you been associated with it as a teacher?
    - What were you oriented about the accelerated learning and its teaching methodology? (Probe on if the teacher is clear around package A, B and C and has been teaching all three packages)
    - What was the duration of each package?
2. How were you selected as teacher? Probe around the requirements and criteria for the teacher of this project. Check if the teacher meets the minimum qualification criteria for matriculation.
    - Did you have any prior experience of teaching these subjects?
3. Were you paid additionally for this role? If yes, how much additional payment was made?
    - Was there any revision in the selected stipend at any stage of the project?
4. Did you get any training before starting to teach the students?
    - If yes, what was the training all about? (probe if all subjects were covered in the training)
    - If yes, was the training given for all three packages (A, B & C)? Was there any training session in which you were unable to participate?
    - What was the duration of the training?
    - In your opinion, did the training suffice to the need for teaching? Were you also provided with on-the-job support for teaching through follow ups?
    - Were there any audio-visual aids provided to you following the training?
5. Were you provided with any teaching resources like manuals and guides for teaching the curriculum?
    - If yes, to what extent were these resources of help to you?
    - If not, do you feel that availability of teaching resources can help you in performing your role more effectively?
6. Based on your experience of teaching this ALP curriculum, to what extent do you think this approach of accelerated learning suits the need of Madrassa students? Probe around the challenges faced during teaching the students based on the suggested books and syllabus.
    - To what extent the learning outcomes were achievable? How could this process of learning be ironed out to achieve the outcomes more effectively?
7. How did the Madrassa students take accelerated learning in terms of understanding and comprehension of the concepts introduced to them?
    - Do you feel that the students were cognitively ready for this kind of learning? If not, how did you manage to build a sense of readiness across students' body?
    - Do you think the age criteria for the students fit the needs of the project and learning outcomes?
8. Over time, how frequently did you get feedback around the course, teaching and learning from students and their families?
    - How did the students receive the learning? Probe around if they were happy or satisfied or dissatisfied with the ALP course and teaching? What were the factors that contributed to that feedback?
9. In all, how many subjects did you cover in package A, B and C? Probe to assess if they have covered all the prescribed

subjects including English, Maths, Social Studied, Science, Islamyat and Urdu.
- Was there any weekly and monthly timetable to cover these subjects?
- Were there any lesson plans to be covered for each subject? If yes, to what extent were you able to implement the lesson plans?

10. Were there any regular assessments done for all 3 packages. If yes, how frequently were the assessments held?
    - Do you keep a record of the assessment results of students?
    - Were these results shared with NCHD?
11. What was the class strength throughout all three packages? Ask for the number of students for each package.
    - Did the same students attend all three package classes? Probe around the drop out for each package (if any).
    - Were there any instances where students were needed to repeat a package before getting promoted to the next? If yes, how was that managed in terms of repeating the package?
12. Were there any scheduled visits by NCHD staff for monitoring purposes of the project? If yes, who used to visit and how frequently were the visits held?
    - What were those visits all about? Probe around the monitoring aspects covered during these visits.
    - Did the NCHD staff also help in advising to improve teaching and learning process in the classroom?
13. During teaching this course, what challenges did you face? What were your limitations to teaching this course according to the guidelines /instruction given to you by the master training (if he/she has received any)?
    - Did you get any support and guidance from NCHD to you? How did you find the support? was it helpful or useful, if yes how, if not why?
    - What do you suggest, how can their support be improved to teachers for the course?
14. What kind of support were you provided with by the Madrassa administration for the project that helped you conduct the classes/teach the students effectively?
    - How can this support be further improved by the administration that may help the students learn better?
15. What kind of teaching and learning materials provided for the classroom and students? To what extent did these resources suffice the need? Probe on any missing resources that could of help for students and teachers.
16. Do you have any recommendations and advise to improve teaching and learning process for Madrassa students?

Tool 7 | IDI with Madrassah Administrator

1. Please share the details around the NCHD ALP Madrassah Project. When did it start in this Madrassah?
    - What role do you play in this project?
      What was the selection criteria of the Madrassah for this project?
2. Was there any formal agreement or contract with the Madrassah for the implementation of this project? If yes,
    - What are the key terms and conditions mentioned in the contract?
    - Are there specific responsibilities outlined for the Madrassah administration?
3. What was the student selection process for the ALP in Madrassah? Were there any specific criteria that students had to meet to be enrolled in this program? If yes,
    - How did you ensure that the students selected fit the needs of the project?
4. Were the parents of the selected students involved in the project in any way, either directly or indirectly? If yes, how did they participate or contribute to the project?
    - What feedback did you receive from parents about the ALP and its impact on their children? (Probe if the feedback was positive or negative)
    - How did their involvement or feedback impact the way the project was managed?
5. Were you paid additionally for this role? If yes, how much additional payment was made?
    - Was there any revision in the selected stipend at any stage of the project?
6. How did students respond after being part of this course? Probe if they were happy, satisfied or dissatisfied with the ALP course and teaching? In your opinion, what are the factors that contributed to that feedback?
    - How did the students receive accelerated learning in terms of understanding and engagement?
    - Do you think the students found the ALP course interesting?
7. What was your role and level of involvement in the overall execution of the project?
    - Did you regularly review the progress and results of the students?
    - Were you involved in planning and executing activities and classed e.g., developing timetable setting schedules or coordinating with teachers etc.?

8. Were you in contact with NCHD staff during the project implementation? If yes, how frequently did you coordinate with them?
   - What were the main areas of discussion during these coordination meetings?
   - Did NCHD provide any feedback or guidance that help improve the project's implementation?
9. What kind of support did you provide to the students and teachers of the Madrassah for executing the ALP project?
   - Were there any specific issues/challenges that you had to address in order to support the teachers or students? If yes, how did you manage those issues?
   - To what extent do you feel that your support contributed to the smooth running of the project?
10. Did any other stakeholder visit the Madrassah apart from the NCHD staff during the project? If yes, who were these stakeholders, and what was the purpose of their visits?
    - What kind of discussions or activities took place during these visits?
    - How did these visits impact the implementation of the project?
11. Do you think there is any additional support required for Madrassah to continue this project successfully?
    - If yes, what kind of support or resources would be needed? (Probe if it is related to teaching materials, financial and logistical support, or capacity building.)
    - Do you feel this initiative should be continued in Madrassah?

Tool 8 | KII Tool for Provincial/ District NCHD representative/ supervisor

1. When did the project start in your province/district? What was the process adopted in identification of madrassahs, teachers, enrollment of students etc.? (Probe around the process to initiate the project and the systems embedded to track the process).
2. Can you please share the details of all the project activities involved and the process of implementation and monitoring?
3. What was the role of program staff involved at different levels (provincial and district)? Please share the coordination mechanism involved at different levels.
4. Was there any coordination involved with any of the government departments/representatives? If yes, which government stakeholders were involved and what was their respective role and contribution towards the implementation of the project?
   - How would you rate the effectiveness and involvement of government stakeholders? Please share examples. Also, please share how can this role be improved for better outcomes?
   - How did you find the government response? What do they plan in future to expand the project? What is the way forward for its sustainability? In your opinion what are the possible options?
5. What were the challenges, short comings, issues on part of the stakeholders? These may be about the implementation, quality of activities delivered, timeline related issues or coordination related. Do you think that these challenges were timely addressed? If not, why not.
6. In your opinion, how well the project (both cohorts) is being implemented against its planned activities (in term of quality and timeline) what are the best practices, challenges, and your suggestions for improvement?
7. Was the program staff, at any level and of any designation, received any training around their respective roles and responsibilities? If yes, what was the training all about? How would you rate the effectiveness of the training?
8. How did the project ensure the quality of teaching in these adult literacy centers? Were any of the following included in the project design:
   a. Development of resource material for teachers
   b. Manuals for teachers around the content
   c. Training of teachers
   d. Monitoring and mentoring of teachers.
9. How is the quality of teachers and what are the best practices and challenges related to teachers & what are your suggestions to improve?
10. As per project details the, Field Officer (FO) was responsible for computer teaching. What is the status in your province/district? How many FOs were allocated for this role?
11. How many madrassahs were managed by one FO for monitoring and computer teaching?
    - Do you feel that FOs are able to manage the additional role of computer teacher? How effectively do they manage their work along with teaching? How many classes are to be taken per week in each madrassah?
    - Who monitors or observes FOs class? Who provides the feedback to FO? Probe around the process of monitoring of FO.

12. In your opinion, what are the challenges for an adult program at the community level? How those were addressed during the planning, monitoring, performance review (if any) and feedback stages? What are your views and suggestions for programing in the future?
13. How do you think the project is/has been helpful for improving the economic landscape and women empowerment situation in the target districts? In your opinion how it is useful for the poverty alleviation and women empowerment in rural Sindh? How, please elaborate.

Tool 8 | KII with NCHD Procurement & Finance Team

1. What was the role of procurement for the project under discussion?
   - As per the contract, how many computers were to be acquired within the project?
   - How many computers per madrasah was allocated?
   - Was there any change in the total numbers as agreed in the contract in comparison to the actual procured computers?
2. What were the technical requirements for the computers such as processor, RAM, or ROM capacity?
   - Was any IT expert consulted regarding these requirements?
   - Was there any specification agreed in the contract regarding the company/brand of the computers?
   - If yes, were these to be procured brand new or re-furbished?
3. What was the financial estimation/budgeted amount allocated for the procurement of the computers?
   - Were there any significant deviations (change in allocated budget) from the planned budget? If so, what were the reasons?
   - Whether this change was communicated to PHDF for approval?
4. Were there any external or internal issues (such as inflation, protests, etc.) that led to discrepancies between the payment made and the agreed contract price with the vendor?
   - Whether this change was communicated to PHDF for approval?
5. What procurement process was followed by NCHD to invite bidders? (Provide step by step processes such as evaluation criteria, invitation of bids, selection of vendor, agreement, etc.)
   - How is this process aligned with the PPRA rules?
6. How was the RFP circulated? Was it published in the newspaper and/or on the website? (Probe whether the advertisement was in accordance with Rule 12 of the PPRA Rules)
   - What was the response time calculated from the date of the first publication?
   - Was the advertisement posted on the website and in the newspaper? If yes, can you provide that advertisement.
7. What were the evaluation criteria for the selection of the vendor, and how was this criterion prepared? (Probe to assess whether the question addressed in question 4 are fully answered and responded)
   - Was the selection of the winning bid in accordance with the evaluation criteria, and what other factors contributed to this decision?
   - How many vendors participated in the bidding process?
8. Is the documentation of the procurement process, including the Request for Proposal (RFP) and bid evaluation report, available to the team?
   - Can you provide copies of these documents?
9. How was the evaluation criteria communicated to all potential bidders? Were there any pre-bid meetings or clarifications provided?
   - As part of the procurement process, was any agreement signed with the vendor?
   - If yes, did the agreement undergo any amendments during the whole process?
10. Is there any procurement committee for bid evaluation? If yes, which members were part of this committee?
    - Probe around members' designations and roles in the committee
11. Please share what kind of challenges or issues encountered during the bid evaluation process?

How were these issues resolved?

12. Was there a requirement for bid security from bidders? If so, what was the requirement? (It should be within the limit of 5% of the estimated procurement value as per Rule 25)
13. Were there any negotiations or issues concerning the provision of a performance guarantee required from the successful bidder as stipulated by Rule 56 of the PPRA Rules?
14. What is the timeline for the procurement process, and are there any critical milestones or deadlines?
    - Assess whether the process adhered to the schedule or if there were any delays.

Annexure III – Sampling (Target Vs Achieved)

District Sampling

Districts	Geographical Clustering	Human Development Index (HDI)	Literacy (%)	Selected District	Rationale for district selection
Punjab					
Chiniot	Group 1	Medium	55.05	**Chiniot**	Selected due to comparatively low HDI and literacy rate
Jhelum		High	80.65		
DG Khan	Group 2	Low Medium	46.78	**DG Khan & Rajan Pur**	Both districts are severely affected by floods. Their proximity to Musakhel, a district selected for the ALP program in Balochistan, provides a solid rationale for their selection. Notably, Rajan Pur's literacy rate is similar to that of Musakhel.
Rajan Pur		Low Medium	36.09		
Khyber Pakhtunkhwa					
Bannu	Group 1	Medium	41.75	**Bannu**	Selected due to comparatively higher HDI than Shangla
Lakki Marwat		Low Medium	50.06		
Shangla	Group 2	Low	33.74	**Shangla**	Shangla is more underlaying area than Swat due to low tourism, education, and infrastructural investment
Swat		Medium	48.13		
Balochistan					
Quetta	Group 1	Medium	56.29	**Quetta**	In order to assess the differences provincial capitals and other districts
Musakhel	Group 2	Low	36.60	**Musakhel (to be replaced with Rajan pur)**	Due to the current security situation, all aforementioned districts have been deemed unfeasible for travel. As a result, Musakhel has been replaced with Rajan Pur, which shares similar proximity and literacy levels. This substitution will enable the capture of findings that can be generalized to Musakhel, ensuring the integrity of the research.
Naseerabad		Low	28.96		
Kharan		Very Low	41.07		
Sindh					
Karachi	Group 1	High	83.55	**Karachi**	In order to assess the differences provincial capitals and other districts
Jamshoro		Low Medium	49.63		
Sujawal	Group 2	Low	27.02	**Sujawal**	Low laying area of Sindh with poor HDI and literacy rate
Tharparkar		Very Low	36.39	**Tharparkar**	Selected to study reasons for poor project outcomes and ALP closure

Annexure IV – Sampling for Student Learner Assessment

District	Target Sample	Achieved Sample
Punjab		
Chiniot	28 students	27 students
DG khan	28 students	27 students
Rajan Pur	28 students	28 students
Khyber Pakhtunkhwa		
Bannu	28 students	28 students
Shangla	28 students	28 students
Sindh		
Sujawal	28 students	28 students
Karachi	28 students	14 students
Tharparker	28 students	25 students
Balochistan		
Quetta	42 students	37 students
Total	**266 students**	**242 students**

Annexure V – Learner Assessment Results

The following tables show the average marks, maximum and minimum marks and modal marks of each subject separately and of the total marks of the assessment as well.

Sindh

			English	Math	Urdu	Social Studies	Science	Computer Studies	Total
District	**Madaaris**		**20 marks**	**16 marks**	**15 marks**	**15 marks**	**18 marks**	**16 marks**	**100 marks**
Tharparker	Sabgatullah Salheen	average	1.92	2.25	5.63	4.33	9.08	1.83	25.04
		max	5.5	4.5	11	11	14	7	40
		min	0	0	0	0	0	0	1
		mode	0	4	4	0	8	0	28
	Noor Ul Islam ul Mohammadia Seenharkhoi	average	0.19	0.31	2.38	3.00	3.23	0	9.12
		max	1.5	1	8	9.5	14	0	34
		min	0	0	0	0	0	0	0
		mode	0	0	0	0	0	0	0
Sujawal	Faizan e Murshid Attar	average	5.82	5.12	8.18	5.21	10.39	6.00	40.73
		max	13.5	10.2	15	9	15	8	57.2
		min	0.5	2	0	0.5	4.5	2	18.5
		mode	4.5	4	11	6	12	6	39.5
	Fazan e Mujdia Naeemia	average	8.00	8.00	15.00	8.00	14.00	8	17.5
		max	0	0	5	3.5	4.5	0	35.18
		min	5	2	9	8	13	0	54
		mode	5	2	9	8	13	0	15
Karachi	Islamia Masjid Syed Abu Bakar	average	11.3	9.1	12.6	8	13.25	5	34
		max	12.5	11.34	14	11	15	8	65.84
		min	9.5	6	11.75	4.75	12	0	52
		mode	12	11	12	12	12	6	65.84
	Daarul Uloom Razakabad Faiz Mujadia Naeemia	average	7.05	2.7	7.35	4.85	8.6	3.2	33.75
		max	10	4	15	8	14	8	58.5
		min	4.5	1	0	3.5	3	0	15.5
		mode	6	4	5	5	4	0	#N/A

Balochistan

Madaaris		English 20 marks	Math 16 marks	Urdu 15 marks	Social Studies 15 marks	Science 18 marks	Computer Studies 16 marks	Total 100 marks
Jamaia Ghosiya Rizwey Anwar Baho Quetta	average	6.38	4.88	6.46	6.56	7.85	8.35	40.48
	max	10.5	7.66	9.5	13	11.75	16	54.96
	min	1.5	1	2.25	1.5	1	5	14.75
	mode	6	6	9	6	7	5	#N/A
Darul Uloom Qadri Trust	average	3.0	5.6	7.4	8.1	9.9	6.9	40.9
	max	11	8.66	12	11.5	17.5	11	61
	min	0	3.25	3	2	1.25	0	19
	mode	2	5	3	10	10	5	#N/A
Jamaia Mazhar-ul-Hussain	average	3.0	1.9	3.8	5.1	4.8	5.0	23.6
	max	9.3	5.8	12.8	15.0	11.5	9.5	60.0
	min	0.5	0	0	1.5	0	2	6.25
	mode	1	2	1	2	0	2	#N/A

Punjab

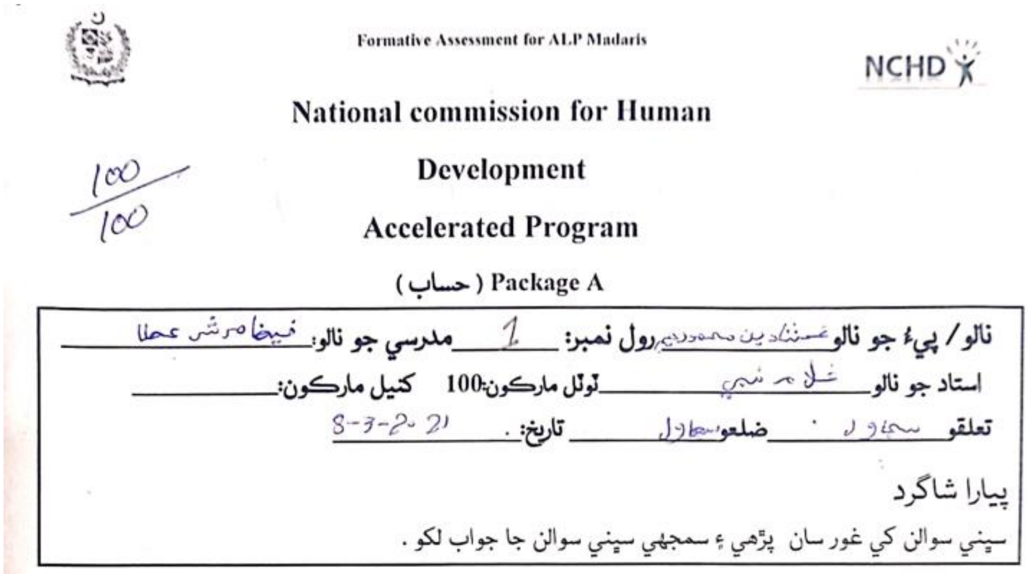
District	Madaaris		English 20 marks	Math 16 marks	Urdu 15 marks	Social Studies 15 marks	Science 18 marks	Computer Studies 16 marks	Total 100 marks
Chiniot	madrassah 1	average	4.89	6.44	6.30	4.91	9.52	6.29	38.35
		max	11.25	10.88	12	10.5	14.75	10	61.13
		min	0	0	0	0	0	0	0
		mode	5.5	6.66	6.25	0	12.25	7	38.41
	madrassah 2	average	4.94	3.48	4.21	2.10	4.85	5.15	24.73
		max	8	6.75	13	4	16.75	9	55
		min	2.5	1.25	0	0.25	0	0	10
		mode	8	2.75	13	1.5	1	7	18.25
DG khan	madrassah 1	average	1.61	7.86	12.38	4.68	13.86	2.36	42.74
		max	4.5	10.1	14	8.25	17	4	53.5
		min	0.5	3.5	7.75	1.5	7	1	31.75
		mode	1	10	14	5	16	2	#N/A
	madrassah 2	average	2.92	7.40	11.13	7.13	12.29	1.69	42.57
		max	12.5	10	15	12	17	5	61.66
		min	0	4	4.75	4	4	0	24.5

		mode	0	8	14	5	16	0	#N/A
Rajanpur	madrassah 1	average	5.57	6.14	7.96	3.50	7.88	0.14	31.20
		max	9	8	13.75	7	15	2	47.25
		min	0	2.5	0	0	0	0	4
		mode	0	8	0	0	0	0	47.25
	madrassah 2	average	8.13	7.92	9.18	7.45	12.07	8.64	53.39
		max	13.75	12.46	14	14	17	13	83.96
		min	0	0	0	0	0	0	0
		mode	9	10	14	10	17	12	67.71

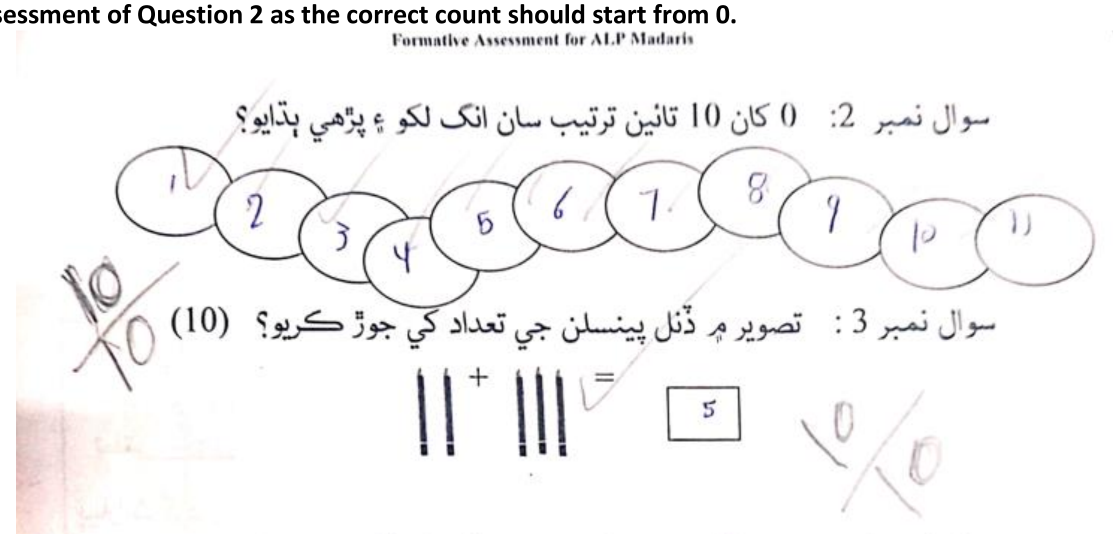
Khyber Pakhtunkhwa

			English	Math	Urdu	Social Studies	Science	Computer Studies	Total
District	Madaaris		20 marks	16 marks	15 marks	15 marks	18 marks	16 marks	100 marks
Shangla	madrassah 1	average	4.59	4.24	2.80	2.57	6.68	5.71	26.59
		max	7.5	9.08	10.25	3.75	10	13	42.58
		min	3	2	0	0.5	4	0.5	18
		mode	3	2	0	3	5	5	18
	madrassah 2	average	7.71	8.67	3.70	9.29	11.36	5.07	45.80
		max	11	14.5	9.25	12	16.5	9	67.5
		min	4	2.5	0	3.5	1	1	19.25
		mode	11	8	4	11	12	5	45.5
Bannu	madrassah 1	average	7.93	9.79	4.36	8.45	9.75	9.82	50.10
		max	14	15	8	12	13	14	62.21
		min	4.5	7	0	3	1	4	32.83
		mode	6	8	5	10	13	12	#N/A
	madrassah 2	average	8.07	7.64	8.46	5.39	15.43	9.89	54.89
		max	12.25	11.66	13	10	20	11.5	72.16
		min	3.5	2.66	5	2.5	13	8	41.91
		mode	9	6	8	4	14	10	#N/A

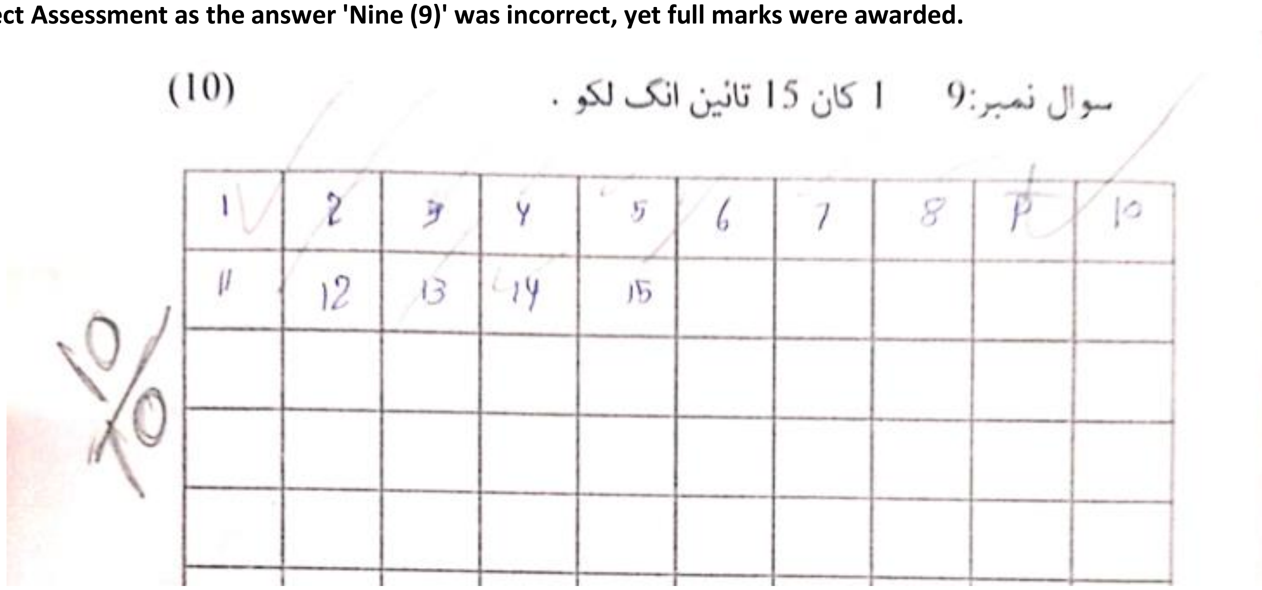
Annexure VI – Evidence of Wrong Marking in Package A Paper Evaluation



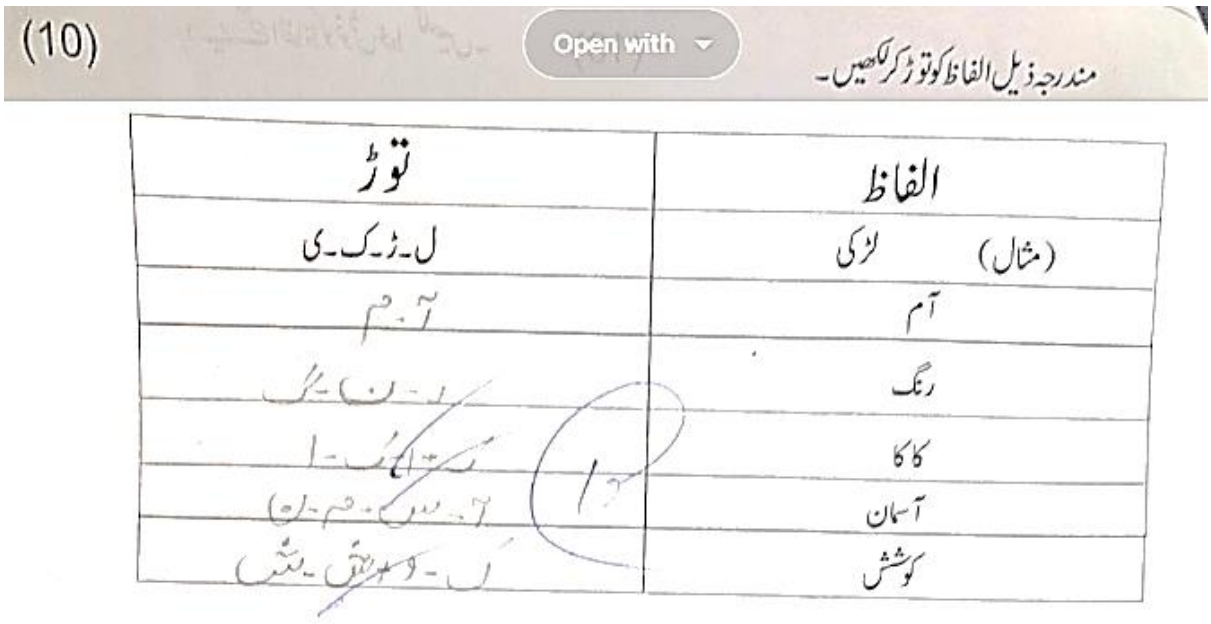
Incorrect Assessment of Question 2 as the correct count should start from 0.



Incorrect Assessment as the answer 'Nine (9)' was incorrect, yet full marks were awarded.



Incorrect Assessment of word "Asman."

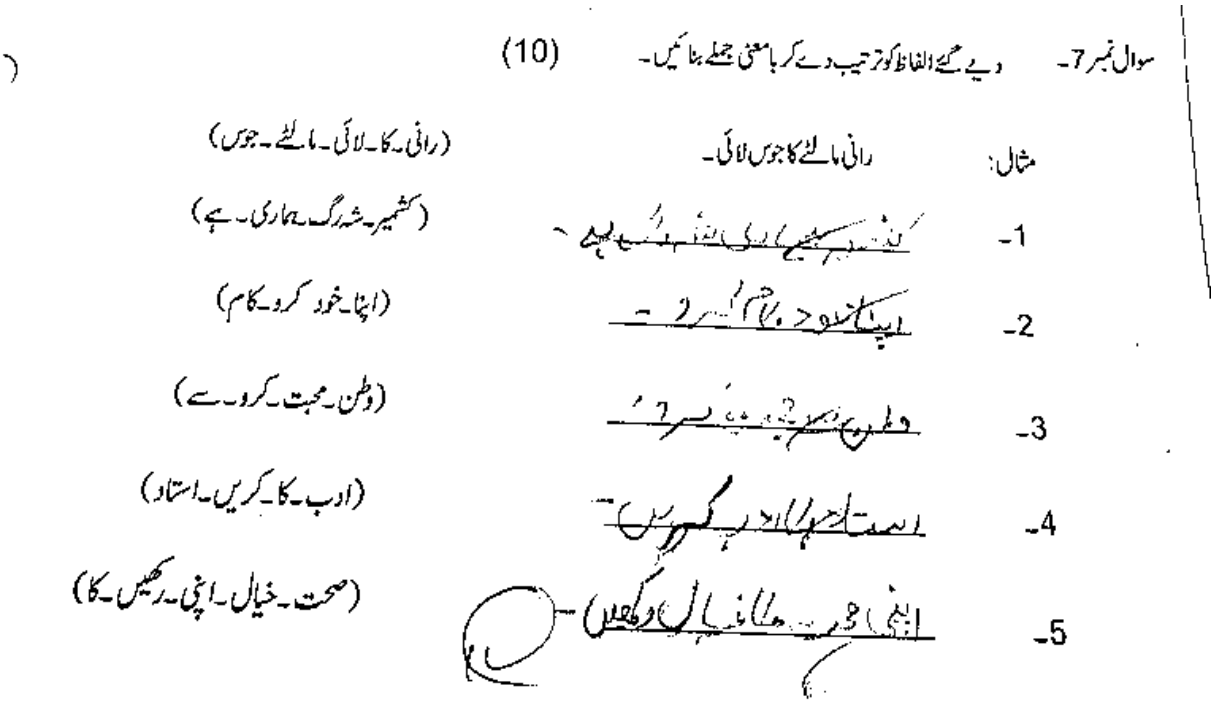


(10) Open with

مندرجہ ذیل الفاظ کو توڑ کر لکھیں۔

الفاظ	توڑ
(مثال) لڑکی	ل۔ڑ۔ک۔ی
آم	آ۔م
رنگ	ر۔ن۔گ
کاکا	ک۔ا۔ک۔ا
آسمان	آ۔س۔م۔ا۔ن
کوشش	ک۔و۔ش۔ش

Incorrect Assessment of Point 2.



سوال نمبر 7۔ دیے گئے الفاظ کو ترتیب دے کر بامعنی جملے بنائیں۔ (10)

مثال: رانی مالٹے کا جوس لائی۔ (رانی۔کا۔لائی۔مالٹے۔جوس)

1- (کشمیر۔شہ رگ۔ہماری۔ہے)

2- (اپنا۔خود کرو۔کام)

3- (وطن۔محبت۔کرو۔سے)

4- (ادب۔کا۔کریں۔استاد)

5- (صحت۔خیال۔اپنی۔رکھیں۔کا)

Annexure VII – MOU signed between NCHD & Federal Board

MEMORANDUM OF UNDERSTANDING

BETWEEN

NATIONAL COMMISSION FOR HUMAN DEVELOPMENT (NCHD),

AND

FEDERAL BOARD OF INTERMEDIATE & SECONDARY EDUCATION, ISLAMABAD

For cooperative efforts in fostering the improvement of Human Development Index (HDI) and Human-Capital Index (HCI) in the country through shared assistance and community development initiatives

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made on 12th March, 2024

BETWEEN

The National Commission for Human Development, having its main office at the 14-15th floors, Shaheed-e-Millat Secretariat, Blue area, China chowk, Islamabad (hereinafter referred to as "NCHD") of the one part, and

Federal Board of Intermediate & Secondary Education Islamabad, hereinafter, referred as FBISE, of second part

WHEREAS NCHD is the statutory body created under the National Commission for Human Development Ordinance No. XXIX, 2002, working through administrative control Ministry of Federal Education and Professional Training, Islamabad.

AND WHEREAS the overall vision and objectives of the NCHD, for the purpose of this MoU, are in line with SDG's i.e. mandated with the role to support and augment human development efforts in Pakistan through access to free, inclusive and quality primary education, Literacy and Non-formal basic education, ALP Program, Poverty alleviation, Accelerated Learning Program, Primary health care, Capacity building and trainings, Volunteerism for community development, Research, studies and data collection, Disaster management, Global Resource mobilization, and Perform such other functions as may be incidental or ancillary to the execution of its programs and projects.

AND WHEREAS the Federal Board of Intermediate &Secondary Education (FBISE) Islamabad established under FBISE ACT 1975, is an autonomous body of Ministry "Federal Education and Professional Training". It is empowered with administrative and financial authority to organize, regulate, develop and control Intermediate and Secondary Education in general and conduct examinations in the institutions affiliated with it. The vision and mission of FBISE is To contribute towards the progressive attainment of national aims and objectives of education at the Secondary and Higher Secondary levels within the country and abroad through a fair, transparent and efficient examination system, with a futuristic vision, under overall control of the Ministry of Federal Education and Professional Training and in close collaboration with other Boards of Education.

Whereas, both the organizations providing services to the humanity. Having common interest in exploring areas of cooperation in development projects and capacity building activities for development of the community and for this purpose they have agreed to sign this Memorandum of Understanding to be implemented across the country.

The purpose of this MoU is to cooperate and coordinate with each other in the areas of mutual interest on the terms and conditions hereinafter set forth.

- Research and evaluation of community development projects in the field of Education and Literacy
- Arranging the final evaluation and certification process for students enrolled in contemporary, religious, or theological education institutions or organizations that operate either directly or indirectly under the umbrella of NCHD within the country.
- jointly organizing training, workshops, seminars, and similar events
- Mutually share knowledge and expertise with each other
- Usage of each other's assets for the purpose of human development.

Activities mentioned above will be covered by separate terms and conditions under reference mutually agreed to by both parties when and as required. Terms of reference will describe the cooperation in detail, outlining any expectations, roles and responsibilities, reporting requirements, grant or honoraria and timelines.

Both the parties agreed to not engage in any political activities or in the propagation of political ideology in whatsoever from the platforms of each other.

A focal person from each organization will be nominated by their competent authorities to devise terms of reference, a joint plan of action for each fiscal year and steer its implementation.

PERIOD OF COOPERATION:

This MoU will remain in effect initially for five (05) years from the date of the signing of this agreement, and will be reviewed at the end of this period to determine options for renewal.

MODIFICATION:

This MoU will be modified only through mutual agreement in writing signed by both parties.

CONFIDENTIALITY:

Neither party shall disclose nor communicate the terms of this MoU nor any confidential information relating to the other party's affairs to any third party unless when required by law or with the written consent of the other party, with such consent not to be unreasonably withheld or delayed.

TERMINATION:

Either party shall be entitled to withdraw from this Memorandum on a three months written notice to the other party, delivered to the appropriate address as specified in this MoU.

LANGUAGE OF THE COMMUNICATION:

The mode of written communication between the two Parties at all levels shall be English and/or Urdu.

This Memorandum is a description of the scope of partnership and is not intended to create legally binding relations between the parties.

The agreement is written and signed in two copies in the English language having equal force, each Party receives one copy.

SIGNED IN AGREEMENT

Chairman
Federal Board of Intermediate and Secondary Education Islamabad (FBISE)

Director General
National Commission For Human Development, Islamabad (NCHD.