BASELINE REPORT

ASSESSMENT OF TEACHER TRAINING PROGRAM UP-TAKE AND POTENTIAL IMPACTS ON PEDAGOGICAL PRACTICE (DLR 9.2)

under the Actions to Strengthen Performance for Inclusive and Responsive Education Program (ASPIRE)

SUBMITTED BY

VTT GLOBAL (PRIVATE) LIMITED

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Glossary [1]

Term	Description
Accelerated Learning Programs	Tailored educational interventions are designed to help students catch up on missed learning opportunities.
Baseline Assessment	Initial evaluation to determine the current status of teaching methods, teacher preparedness, and program implementation.
Behavioural Changes	Observable shifts in teaching practices and classroom interactions influenced by training and professional development.
Capacity Building	The process of developing and strengthening the skills, abilities, and resources needed for effective teaching and education.
Cascading Model	A method of training where master trainers train a group of individuals who then pass on the training to others.
Case Studies	In-depth examinations of specific incidents or examples that provide detailed insight into the training program's effectiveness.
Classroom Observation	A method of assessing teacher performance and classroom practices through direct observation of lessons in progress.
Continuous Professional Development (CPD)	Ongoing training and learning opportunities aimed at enhancing teachers' skills and professional knowledge.
COVID-19 Education Recovery	The efforts and strategies implemented to address disruptions in education caused by the COVID-19 pandemic.
Digital Divide	The gap between those who have access to modern information and communication technologies and those who do not.
Disbursement Linked Indicator (DLI)	A results-based financing approach linking funding to the achievement of specific, measurable outcomes in development programs.
Endline Assessment	Final evaluation designed to measure changes, improvements, or impacts after the completion of a training program or intervention.
Evidence-Based Policy Making	The practice of using data and research findings to guide decisions and improve program outcomes.
Field Enumerators	Personnel responsible for collecting data in the field through surveys, interviews, and observations.
Focus Group Discussion (FGD)	A group interaction method to gather diverse perspectives and experiences on a particular topic from selected participants.
Formative Assessment	Continuous evaluations conducted during the learning process to monitor students' progress and adjust instruction accordingly.
Gender Sensitivity	The awareness and integration of gender perspectives in education, ensuring that both male and female students have equal opportunities.
Inclusive Education	An educational approach that ensures equal learning opportunities for all students, including marginalized and disadvantaged groups.
Informed Consent	A process ensuring participants understand the purpose of the study and voluntarily agree to participate, free from coercion.
In-Service Training	Professional development and training are provided to teachers who are already employed and working in the field.
Key Informant Interview (KII)	A semi-structured interview method for collecting in-depth insights from individuals with specialized knowledge on the topic.
Lagging Districts	Geographical areas with significantly lower education performance and indicators, often targeted for improvement interventions.
Learning Poverty	The inability of children to achieve basic proficiency in reading and mathematics by a certain age.
Master Trainers	Highly experienced and skilled educators responsible for training other teachers/participants and spreading knowledge in the field.
Mixed-Methods Approach	A research methodology that combines qualitative and quantitative data collection and analysis techniques for a holistic evaluation.

[1] https://www.pseau.org/outils/ouvrages/ps_eau_wash_services_sdgs_2016_october2.pdf

Pedagogical Practices	The methods and strategies employed by educators in the process of teaching and learning.
Pre-Service Training	Education and preparation provided to teachers before they enter the workforce.
Provincial Disparities	Differences in education program implementation, resource allocation, or outcomes between provinces or regions.
Quality Assurance	Procedures and practices implemented to ensure the accuracy, reliability, and integrity of data collection and reporting.
Resilience in Education	The ability of an education system to adapt and recover from disruptions, such as natural disasters or pandemics.
Stakeholder Engagement	Involvement of key individuals and organizations in program planning, implementation, and evaluation for shared decision-making.
Standardized Tools	Pre-designed and validated instruments used for consistent data collection and analysis across diverse contexts.
Stratified Random Sampling	A method of sampling where the population is divided into subgroups (strata) and a random sample is taken from each subgroup.
CSPro	Software platform used for conducting Computer-Assisted Personal Interviews (CAPI) to collect survey data.
Systemic Challenges	Deep-rooted and widespread issues within an educational system, such as limited resources, outdated curricula, or gender disparities.
Teach Primary Tool	A classroom observation tool used to assess teacher effectiveness, classroom environment, and teaching practices.

Acronyms

Abbreviation	Description
ASPIRE	Actions to Strengthen Performance for Inclusive and Responsive Education
MoFEPT	Ministry of Federal Education and Professional Training
DLI	Disbursement Linked Indicator
DLR	Disbursement Linked Result
I-SAPS	Institute of Social and Policy Sciences
CPD	Continuous Professional Development
PITE	Provincial Institute of Teacher Education
QAED	Quaid-e-Azam Academy for Educational Development
RSU	Reform Support Unit
FDE	Federal Directorate of Education
NIETE	National Institute of Excellence in Teacher Education
STEDA	Sindh Teacher Education Development Authority
PMIU	Project Management Implementation Unit
UNICEF	United Nations International Children's Emergency Fund
ICT	Islamabad Capital Territory
KII	Key Informant Interview
FGD	Focus Group Discussion
CAPI	Computer-Assisted Personal Interviewing
NAT	National Achievement Test
TIMSS	Trends in International Mathematics and Science Study
ASER	Annual Status of Education Report
DCTE	Directorate of Curriculum and Teacher Education
PESRP	Punjab Education Sector Reform Program
DCAR	Directorate of Curriculum, Assessment, and Research
T&SDC	Teachers and Staff Development Centre
WHO	World Health Organization
PCU	Project Coordination Unit
PDP	Provincial Development Partners
DPD	Directorate of Professional Development

EXECUTIVE SUMMARY

The *Actions to Strengthen Performance for Inclusive and Responsive Education (ASPIRE)* program, launched in July 2020 and led by the Ministry of Federal Education and Professional Training (MoFEPT) under the World Bank's COVID-19 Education Support Package for Pakistan, aims to support the Government of Pakistan (GoP) in addressing the immediate and long-term impacts of the pandemic on education access, quality, and system resilience, particularly for vulnerable and disadvantaged populations. The program follows a results-oriented framework with 27 indicators across three result areas, emphasizing teacher capacity building, improved pedagogical practices, and system-wide strengthening to recover from learning losses and enhance preparedness for future disruptions. Under Disbursement Linked Result DLR 9.1, the program initially targeted 40 lagging districts across all provinces and regions for the training of 40,000 teachers and 16,000 coaches; during the inception phase of baseline assessment, four additional districts from Balochistan Duki, Noshki, Loralai, and Hernai were included, and one more district, Dera Bugti, was added just after the training of field teams, bringing the total to 45 districts. The assessment under DLR 9.2 was designed to evaluate and enhance the effectiveness, sustainability, and alignment of teacher training interventions with ASPIRE's broader goal of strengthening educational outcomes and resilience in times of crisis.

This report presents the findings of the baseline assessment conducted to evaluate the planned trainings for teachers and coaches under DLR 9.1 & 9.2 of the ASPIRE program. The training activities, designed using ASPIRE-developed modules, aim to strengthen pedagogical practices and enhance the professional competencies of teachers. A baseline - endline survey approach was adopted to assess the impact of training on pedagogical skills of teachers and coaches' oversight, as well as to understand the perceptions of key stakeholders regarding the design, delivery, and effectiveness of the training program. The primary objective of the baseline assessment was to establish a reference point prior to the implementation of the training program. This included assessing the existing teaching practices adopted by teachers and the monitoring approaches used by coaches, as well as capturing stakeholder expectations about training program, which would later inform the end-line assessment.

To ensure a robust and contextually grounded assessment, a series of preparatory steps were undertaken prior to the fieldwork:

- Meetings and consultations were held with the Project Coordinating Unit (PCU) at the Ministry of Federal Education and Professional Training (MoFEPT), Government of Pakistan, Islamabad, as well as with the respective provincial and area education departments responsible for implementing DLR 9.1.
- A comprehensive review of relevant documents was carried out, including ASPIRE training modules, implementation and work plans, progress reports, policy documents, provincial education sector plans, and related research studies.
- Data on teachers and coaches expected to benefit from the training was collected from the concerned provincial and area authorities. Additionally, training modules developed by the provinces, including materials specific to foundational literacy, were compiled.
- Data collection tools were developed based on the content of the training materials. These tools were reviewed by provincial and area departments to ensure contextual relevance and appropriateness.
- Field teams were trained on the administration of the tools. The tools were subsequently piloted, refined, and finalized prior to full-scale deployment.
- Coordination with provincial, area, and district authorities was conducted to obtain necessary authorization letters for field activities. Consensus was also reached

regarding the selection of classes to be observed (e.g., primary or middle levels) in different regions.

- Field teams held meetings with District Education Officers (DEOs) prior to the commencement of field activities to share the field movement plan and ensure facilitation during school visits.

Once the training of field teams was completed, a detailed data collection schedule was developed for each province, area, and district, and shared with the relevant federal and provincial departments. The inclusion of both winter and summer zone districts among the 45 selected lagging districts introduced several logistical challenges. Additionally, annual school examinations and temporary school closures led to coordination difficulties, causing delays in field activities. A mixed-methods approach was employed to evaluate the anticipated impact of the program on teaching practices and classroom behaviour. Quantitative tools included the Training Verification and Assessment Tool and the adapted World Bank "TEACH Primary" instrument, used for observing classroom practices and assessing teacher behaviour. Qualitative data were collected through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) to gather insights from teachers, coaches, and students regarding the application and perceived effectiveness of the training interventions.

For the quantitative survey, a representative sample of teachers and coaches was selected from public schools across **38** lagging districts in all four provinces and federally administered areas, with attention to gender and regional diversity. Stratified random sampling ensured balanced representation by geographic location (urban and rural) and school type (boys', girls', and mixed), reflecting diverse education system. Due to the exclusion of a few districts—where data was unavailable or no training had been implemented—the final sample size was adjusted to **760 teachers and 380 coaches from 380 schools**, instead of planned 900 teachers and 450 coaches from 450 schools. Accordingly, **760 classroom observations** were conducted for **Grades 3, 5, and 8**, instead of planned 900 observations. For the qualitative component, a purposive sampling approach was used to select a broad range of respondents, and approximately 45–50 KIIs and FGDs were conducted, engaging around **200–250** participants to capture diverse stakeholder perceptions on the ASPIRE interventions.

The main findings of the study are presented below.

Main objective of the baseline assessment was to establish a pre-training benchmark of teacher and coach capacities, pedagogical practices, and classroom behaviours across **38** lagging districts in Pakistan. Key findings have been extracted by triangulating quantitative data from teacher and coach assessments, classroom observations, and qualitative insights from key informant interviews (KIIs) and focus group discussions (FGDs) with stakeholders.

Findings from the pre-training assessment indicated that although broad training participation was planned, significant gaps existed in baseline pedagogical knowledge, instructional delivery, and the use of interactive classroom practices. Quantitative analysis showed that only **55%** of teachers across KP, Punjab, and Sindh demonstrated correct understanding across training modules, with Punjab teachers achieving the highest average correct response rate **(58%)**, followed by KP **(40%)** and Sindh **(36%)**. Teachers in Balochistan, assessed through a separate Foundational Literacy and Numeracy (FLN) tool, achieved an average correct response rate of **61%**, with urban teachers performing notably better than their rural counterparts.

Gender- and area-wise disaggregation further revealed some disparities as male teachers slightly outperformed female teachers across all three provinces, with male teachers achieving an overall correct response rate of **54%** compared to **51%** for female teachers. Urban teachers demonstrated higher performance levels than rural teachers, recording an

overall correct response rate of **57%** compared to **49%** for rural teachers. The performance gap was particularly pronounced in modules related to **digital literacy**, **distance learning**, and the use of online resources, where urban teachers outperformed rural teachers by margins ranging between 10 to 15 percentage points, reflecting significantly stronger familiarity with technology-supported teaching practices in urban settings.

Coaches displayed relatively stronger baseline knowledge compared to teachers. Across the three provinces, Punjab's coaches recorded the highest average correct response rate **(70%)**, compared to Sindh **(49%)** and KP **(41%)**. Coaches demonstrated strong conceptual understanding in areas such as maintaining teacher motivation under stress (Punjab: **88%**) and coaching strategies during crisis situations (Punjab: **88%**), whereas KP's coaches showed considerable gaps, particularly in mentoring conversation structure during emergencies (only **12%** correct). In Balochistan, coaches evaluated on FLN-specific competencies demonstrated an average correct response rate of **61%**, with urban coaches consistently outperforming their rural counterparts.

Classroom observations conducted through the TEACH Primary tool indicated that basic teaching practices, such as **lesson delivery** and **socio-emotional support**, were present at moderate levels across all regions. However, crucial practices like promoting **critical thinking**, **integrating differentiated instruction**, and **utilizing digital tools** were weak. Only **19%** of teachers were observed effectively promoting higher-order thinking, and less than **15%** used technology as part of their lesson delivery. Notably, Islamabad's classrooms demonstrated comparatively stronger performance in **student engagement** and **structured lesson delivery** routines. Students' FGDs corroborated these observations, highlighting that many students, particularly in rural areas, reported limited exposure to digital or blended learning modalities and expressed a desire for more interactive and varied classroom activities.

Triangulated findings offer deeper insights into systemic patterns underlying the assessment results. While teacher assessment data showed **moderate to low knowledge retention**, classroom observations revealed that even teachers with relatively higher assessment scores often struggled to translate knowledge into effective classroom practices. This suggests a gap between theoretical understanding and practical application, a point repeatedly emphasized during KIIs with training institutes and DEOs. For instance, although foundational concepts were moderately understood on assessments, FGDs with students indicated limited differentiation in teaching strategies across different learning levels. Similarly, coaches who demonstrated strong conceptual knowledge in mentoring modules noted during interviews that lack of structured field support mechanisms post-training would likely limit the long-term impact of coaching.

Area-wise triangulation further revealed that urban teachers' advantage in digital literacy translated into slightly better classroom integration of distance learning tools compared to rural teachers, though both groups reported major infrastructural challenges, particularly unreliable internet connectivity and shortage of ICT equipment. Gender-based triangulation showed that female teachers faced greater operational constraints in attending digital training modules due to access limitations, despite demonstrating equal enthusiasm and willingness to apply new methodologies when adequately supported.

Stakeholder perspectives captured through KIIs provided additional layers of context. Provincial and district officials consistently cited systemic bottlenecks — including **delayed fund flows**, **limited mobility allowances** for field staff, **post-flood infrastructure damages**, and **inconsistent local adaptation of ASPIRE modules** — as key risks to effective training delivery. Some stakeholders emphasized that without addressing structural issues like school-level infrastructure readiness, digital device availability, and continuous in-service support, the intended impacts of the training interventions would be difficult to sustain, particularly in more remote or underserved districts.

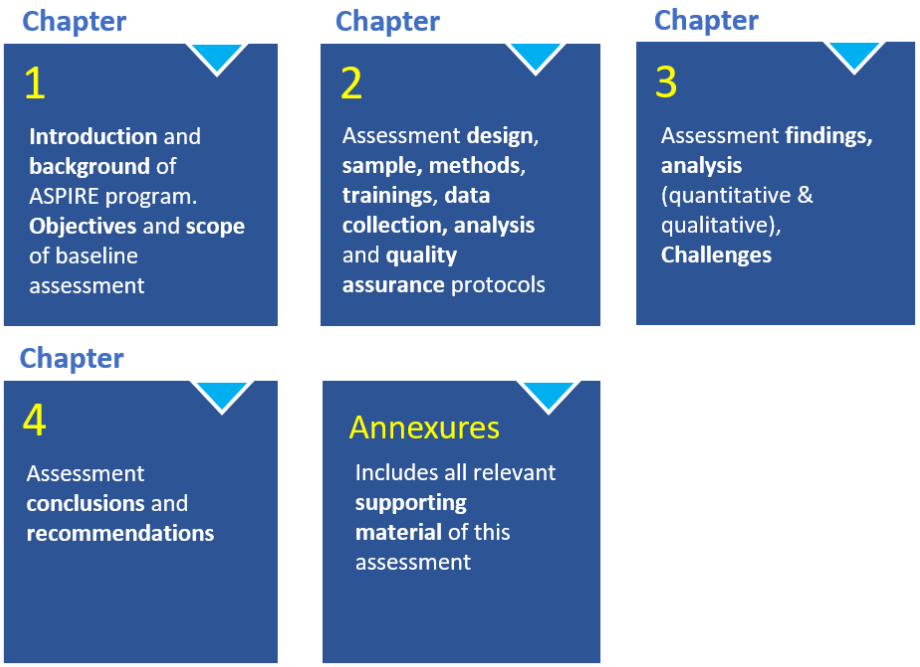
Based on these pre-training findings, the assessment concludes that while the ASPIRE-supported interventions are appropriately targeted and designed to address key educational quality gaps, their long-term success hinges on critical systemic and operational improvements. The conclusions emphasize the need to transition from ad-hoc training efforts to a structured, ongoing Continuous Professional Development (CPD) framework that strengthens teacher and coach capacities over time. Strengthened coordination between the PCU, provincial education departments, district authorities, and development partners is also necessary to ensure timely implementation and minimize delays due to administrative inefficiencies.

The recommendations emerging from the assessment necessitate several key priorities. First, it is essential to finalize planning schedules early, with pre-agreed training calendars that account for academic timelines and local challenges such as examinations, seasonal migrations, or agricultural cycles. Second, standardizing the selection and capacity-building of master trainers and coaches is necessary to ensure consistency and quality in delivery. Third, enhancing monitoring and evaluation systems through the introduction of refresher trainings, structured field mentoring cycles, and longitudinal tracking of teacher and student outcomes will be critical to measuring real impact. Fourth, gender-responsive strategies, including provision of technological tools (e.g., Android devices) and localized mentoring for female teachers, must be integrated into all phases of intervention design and rollout. Lastly, promoting blended learning solutions, where face-to-face and distance modalities are combined depending on local infrastructure, will be vital for ensuring scalability and sustainability of the training impact.

By establishing a comprehensive baseline of teachers' knowledge, coaches' competencies, classroom practices, and systemic enablers and barriers prior to the start of training activities, this assessment provides a strong foundation for tracking progress under the ASPIRE program. The insights captured through triangulation of quantitative and qualitative evidence highlights the urgent need for differentiated, context-sensitive, and sustainable interventions that build a resilient, inclusive, and learner-centred education system across Pakistan's diverse provincial landscapes.

The report includes four chapters (see Figure 1) and annexes detailing tools, sampling plans, desk reviews, analyses, and data sets.

Figure SEQ Figure * ARABIC 1: Baseline Report Layout



Chapter- 1

INTRODUCTION

INTRODUCTION

This chapter provides an overview of the ASPIRE program and the context of the assignment. It outlines the objectives of the baseline assessment, its geographic scope, and the structure of teacher and coach training interventions. It also highlights key limitations and operational challenges, offering a clear understanding of the assessment's scope and constraints.

1.1 OVERVIEW OF ASPIRE PROGRAM

The Actions to Strengthen Performance for Inclusive and Responsive Education (ASPIRE) program is a five-year, results-based education reform initiative launched in July 2020 by the Government of Pakistan (GoP) in partnership with the World Bank, under a Program-for-Results (PforR) financing mechanism. ASPIRE is designed to support Pakistan's education sector in responding to crises, particularly those exacerbated by the COVID-19 pandemic, while addressing long-standing systemic challenges such as inequitable access, poor learning outcomes, and weak institutional coordination.

ASPIRE program has been Implemented by the Ministry of Federal Education and Professional Training (MoFEPT) in close collaboration with provincial education departments and relevant federal entities. ASPIRE is intended to be a transformative program that strengthens the overall performance and resilience of the education sector. The program is guided by a set of Program Development Objectives (PDOs) that are given below:

1. **Respond to School Disruptions**: Support immediate education continuity efforts in the aftermath of the COVID-19 pandemic and other emergencies.
2. **Recover Access and Improve Education Quality:** Focus on recovering learning losses, increasing enrolment, and improving teaching and learning practices, particularly in lagging districts.
3. **Enhance Sector Resilience and Coordination:** Strengthen institutional frameworks for improved federal-provincial collaboration, education data systems, and policy implementation with a focus on disadvantaged and marginalized populations.

1.1.1 PROGRAM DESIGN AND COMPONENTS:

The ASPIRE program comprises three Results Areas supported by 13 Disbursement-Linked Indicators (DLIs), each of which has corresponding Disbursement-Linked Results (DLRs) and annual targets. The indicators are designed to incentivize progress across thematic areas such as digital learning, foundational literacy, equity in access, teacher training, education data systems, and intergovernmental coordination.

i.Results Area 1: Response, Recovery, and Resilience

This results area aims to strengthen Pakistan's capacity to respond to educational emergencies through remote learning, health and safety protocols, and content alignment. Key indicators include:

- **DLI 4**: Enhancement of distance education content.
- **DLI 5**: Number of students receiving learning materials in lagging districts (target: 250,000).
- **DLI 6**: Distribution of hygiene kits and awareness of school health and safety protocols among teachers (target: 70% teacher awareness).

ii.Results Area 2: Improved Learning Opportunities for OOSC and At-Risk Students

This area focuses on infrastructural improvements, foundational literacy, and teacher capacity building. Key indicators include:

- **DLI 7**: Construction or rehabilitation of classrooms for Grades 6–8 in lagging districts.
- **DLI 8**: Improvement of WASH facilities in schools attended by girls.
- **DLI 9**: Implementation of teacher training programs in thematic areas such as:
    - Distance and blended learning
    - Accelerated learning
    - Foundational literacy (added through program restructuring in 2023)
    - Formative assessments

Originally the target was to train 80,000 teachers but this target was revised to train **40,000 teachers** and **16,000 coaches**.

- **DLI 13** *(introduced in restructuring)*: Implementation of an Accelerated Foundational Literacy (AFL) program in 20% of primary schools in each lagging district.

iii.Results Area 3: Stronger Federal-Provincial Coordination and Sector Management

This results area aims to institutionalize federal-provincial collaboration and improve data transparency and usage. Key indicators include:

- **DLI 10**: Establishment of a grant financing mechanism (National Equitable Education Program - NEEP).
- **DLI 11**: Development of a Data Standardization Framework for EMIS across federal and provincial levels.
- **DLI 12**:
    - **DLR 12.1**: Conduct of the National Achievement Test (NAT) and Literacy and Numeracy Assessment (LaNA).
    - **DLR 12.2** *(new)*: Public release of national diagnostic assessment results (e.g., NAT 2023).

1.1.2 GEOGRAPHIC AND INSTITUTIONAL COVERAGE:

The ASPIRE program is national in scope but places special emphasis on lagging districts, selected based on indicators such as high out-of-school children (OOSC) rates, low gender parity, and poor learning outcomes. The program supports both formal and non-formal education systems, and in a recent expansion, it incorporated the Non-Formal Education (NFE) Departments of Punjab and Balochistan to broaden outreach and ensure the inclusion of marginalized learners.

Targeted outcomes include:

- Training of 40,000 teachers and 16,000 coaches across lagging districts.
- Implementation of the Accelerated Foundational Literacy (AFL) program in at least 20% of primary schools in these areas.
- Enrolment of up to 20,000 students in multimodal programs (combining traditional and digital learning).

1.1.3 IMPLEMENTATION ARRANGEMENTS AND MONITORING FRAMEWORK:

Program execution is led by a dedicated Program Coordination Unit (PCU) at MoFEPT, responsible for inter-provincial coordination, technical oversight, and monitoring. The PCU is supported by technical staff and external consultants, and its operational costs are financed through the World Bank's Investment Project Financing (IPF) window introduced during the program restructuring in 2023.
Monitoring and evaluation (M&E) are integral components of ASPIRE, with responsibilities distributed across implementing partners and the Independent Verification Agency (IVA). Evaluation tools and methods include:

- Baseline and Endline Assessments to evaluate knowledge, attitudes, and practices among teachers and coaches.
- Classroom Observations using adapted versions of the World Bank's 'TEACH' tool to assess pedagogical changes.
- Surveys, Key Informant Interviews (KIIs), and Focus Group Discussions (FGDs) to gather qualitative and quantitative insights from stakeholders.
- Case Studies to document good practices and contextual variations across provinces.

Findings from these assessments will inform adaptive strategies, enhance evidence-based decision-making, and contribute to achieving the intended results within the ASPIRE framework.

1.2 INTRODUCTION AND BACKGROUND OF THE ASSIGNMENT

1.2.1 BACKGROUND

The assessment under the ASPIRE program covers a wide range of activities and objectives to evaluate the effectiveness of training initiatives and their impact on educational outcomes. It is being conducted nationwide, with particular attention to lagging districts across all provinces (Balochistan, Sindh, Khyber Pakhtunkhwa, Punjab), and federally administered areas. This assessment is to ensure that findings are representative and inclusive of the diverse geographic and socio-economic contexts within Pakistan.

A critical focus of the assessment is the teacher and coach training program, delivered using 12 ASPIRE modules, implemented under the ASPIRE framework and supported by regular government budgets since July 2020. These training programs were to be reviewed to evaluate their alignment with thematic areas, including distance learning, foundational literacy, accelerated learning programs, and formative assessments. The assessment will examine how these programs were designed, delivered, and coordinated, as well as their overall effectiveness in engaging teachers and coaches.

1.2.2 INTRODUCTION TO THE ASSIGNMENT

To achieve this goal of ASPIRE through a competitive bidding process, the study was assigned to VTT Global (Pvt) Limited. The focus of the study was to assess the behavioural and pedagogical changes resulting in from the trainings under DLR 9.1, particularly in classroom settings. Using a standardized observation tool across all provinces and areas, the assessment under this study was to measure improvements in teaching practices, knowledge, and skills among trained educators. A key aspect of this evaluation was understanding the role of coaches in supporting teachers through feedback and guidance. Stakeholder engagement was a central to the assessment, involving collaboration with teachers, coaches, education departments, and other relevant entities. Feedback gathered through surveys, interviews, focus group discussions, and classroom observations would l provide a holistic understanding of the program's impact.

To ensure robust data collection and analysis, the assessment has employed a mixed-method research approach. This included baseline and endline assessments to measure progress over time and a combination of qualitative and quantitative methods for evaluating training outcomes. Case studies and comparative analyses (pre and post once completed) would also provide deeper insights. The assessment was to specifically examine challenges and barriers in implementing training programs, identifying systemic and operational issues that may hinder their success.

Additionally, the assessment was also to evaluate the relative effectiveness of physical and virtual training methodologies, providing cost-benefit analyses and recommendations for

future training approaches. A strong emphasis has been placed on inclusiveness, ensuring that the experiences of teachers and coaches from disadvantaged areas and vulnerable populations to be captured. Gender-disaggregated data was to be analysed to assess the inclusiveness of the programs.

Finally, the assessment would culminate in a comprehensive report that details findings, lessons learned, and actionable recommendations to strengthen future teacher training initiatives. By including case studies and focused evaluations, the report would offer in-depth insights into specific aspects of the training and its outcomes. With this broad scope this study ensures that the assessment contributes to the development of a resilient, inclusive, and effective education system in Pakistan.

1.2.3 UNDERSTANDING OF DISBURSMENT-LINKED INDICATOR 9 (DLI-9)

i.Disbursement Linked Result 9.1 (DLR-9.1)

The teacher training program under DLR 9.1 was designed to be delivered virtually and/or face-to-face. The trainings were to cover, at least, the topics of distance learning, foundational literacy and accelerated learning pedagogical strategies, and formative assessment strategies in line with ASPIRE overall goals and objectives. The training content had to be different for teachers and those for coaches considering the nature of their job. The training content should also have to be anchored on the pedagogy of language instructions and should focus on early- grade reading and math. Modules will have to be gender and marginalized group sensitive[2].

In pursuance of DLR 9.1, the Ministry of Federal Education and Professional Training outsourced the task of development of Modules to the firm namely Institute of Social and Policy Sciences (I-SAPS). Keeping in view the TORs, the firm developed 12 Modules (10 for teachers and 2 for coaches) in close coordination and consultation with provinces and federal administrative units. The following learning areas were identified and agreed for development of ASPIRE training modules for teacher and coaches (see Table 1).

Table 1: Teachers and Coaches ASPIRE Training Modules

Module No.	Training Modules Title
1	Distance Learning: Introduction, Current Context and Future
2	Vision Building Planning and Management
3	Distance Education in High-Tech Context
4	Distance Education in Low-Tech Context
5	Distance Learning Pedagogy and Strengthening Foundational Literacy
6	Strengthening Education Bonds Teacher-Parent Collaboration in Challenging Times
7	Building Communities of Practice in Education
8	Improving Digital Literacy and Learning ICT Skills and Distance Learning Tools
9	Formative Assessment and Tracking Results
10	Accelerated Learning Pedagogical Strategies
11	Coaching During Emergencies **(Coaches Specific)**
12	Classroom Observation and Debriefing Sessions **(Coaches Specific)**

These modules have been adapted by most of provinces/regions as per their needs and requirements. These modules are available at the Ministry of Federal Education and Professional Training website https://vtt.etaleem.gov.pk/landing/categories.

[2] World Bank, Program appraisal document, Report No: PAD4035, July 9, 2020

In several provinces or regions, the adaption of ASPIRE training modules has been partial, with adaptations made to better align with local needs, grade levels, and contextual realities. In Sindh, provincial stakeholders determined that the ASPIRE modules were not fully relevant for primary grade instruction; as a result, they have developed and implemented their own modules specifically focused on foundational literacy and numeracy. A limited number of ASPIRE modules are being used selectively for secondary and elementary level teachers. Similarly, Balochistan has opted to use its own training content, emphasizing that the ASPIRE modules do not sufficiently reflect the local context and classroom realities. Their current training efforts are focused on foundational literacy and numeracy, with the possibility of integrating selected ASPIRE modules in future cycles. In contrast, the Islamabad Capital Territory (ICT) has been implementing teacher training through the National Institute of Excellence in Teacher Education (NIETE) using a dedicated online model. While the delivery method is distinct, the training content aligns closely with the themes and objectives of the ASPIRE modules, particularly those related to foundational skills. These variations highlight the importance of contextual flexibility in professional development programs and the need for ongoing alignment between national frameworks and provincial implementation strategies.

ii.Disbursement Linked Result 9.2 (DLR-9.2)

The assessment study under DLR 9.2 is focusing on evaluating the application and impact of the training modules developed under DLR 9.1, including the 12 structured modules prepared by ASPIRE, along with other supplementary materials being used by provinces and regions to meet their specific contextual needs. The baseline assessment aims to gauge the existing level of knowledge, instructional capacity, pedagogical skills, knowledge of teachers, as well as the supervisory and guiding roles of coaches from lagging districts, prior to their participation in ASPIRE-supported training. To achieve this, a set of standardized and contextually adapted tools were used for data collection, including:

- The World Bank's standardized **Teach Primary Tool** for classroom observation in primary grades, along with its adapted version for middle-level classrooms (e.g., Grade 8);
- A **training verification and assessment tool** for teachers and coaches, designed to assess their understanding of the core content drawn from ASPIRE modules and other training materials adapted at the provincial level;
- **Focus Group Discussion (FGD) protocols** for teachers, coaches, students, and provincial officials to explore perceptions, expectations, and existing gaps in professional development;
- **Key Informant Interview (KII) guides** tailored for stakeholders at various levels, including provincial education departments, MoFEPT, and the World Bank, to gather insights on training rollout, institutional support, and systemic enablers or constraints.

1.3 REVIEW OF LITERATURE

Teacher training in Pakistan comprises pre-service and in-service programs designed to equip educators with the pedagogical skills, content knowledge, and classroom management skills necessary for improving student outcomes. In order to have a wholesome view of teacher training at present VTT Global conducted a review of teacher training practices as part of its assignment under DLR 9.2. The literature review provided a concise overview of the critical issues affecting education in Pakistan, with a particular focus on teacher training initiatives under the DLI 9 of the ASPIRE program.

1.3.1 OVERVIEW OF THE CURRENT EDUCATIONAL LANDSCAPE IN PAKISTAN

Pakistan's education system is characterized by entrenched challenges that have been exacerbated by recent crises, including the COVID-19 pandemic and the catastrophic 2022

floods. These events significantly disrupted access to education, deepened existing inequalities, and further weakened an already fragile educational structure. Prior to the pandemic, learning poverty in Pakistan stood at a staggering 75% and this figure climbed to 79% post-floods, with an estimated 1 to 2.5 million children likely to drop out of school due to these disruptions[3].

The education sector in Pakistan faces systemic issues, such as high illiteracy rates, low budgetary allocations (relative to GDP), poor quality of teaching materials, and out-dated curricula. Inequities in access persist across gender, regions, and socioeconomic strata, compounded by a lack of professional development opportunities for teachers and substandard infrastructure. These structural deficiencies result in alarmingly poor learning outcomes. For instance, the 2023 Annual Status of Education Report (ASER) highlighted that:

- 45% of Grade 5 students cannot read a Grade 2-level story in Urdu or their mother tongue.
- 44% of Grade 5 students cannot read Grade 2-level English sentences.
- 50% of Grade 5 students cannot solve three-digit division problems[4].

International assessments, such as the Trends in International Mathematics and Science Study (TIMSS) 2019, reveal similarly concerning trends, with only 27% of primary school students in Pakistan achieving minimum proficiency in mathematics[5]. Other national assessments like the National Achievement Test (NAT, 2023) indicate that less than half of Grade 4 students meet expected proficiency levels in core subjects such as mathematics and English[6].

Recognizing the severity of these challenges, the World Bank introduced the Actions to Strengthen Performance for Inclusive and Responsive Education (ASPIRE) program. Designed as part of the COVID-19 education recovery strategy, ASPIRE aims to support Pakistan in building a more resilient, inclusive, and responsive education system. Implemented by the Ministry of Federal Education and Professional Training (MoFEPT) in collaboration with provincial departments, ASPIRE focuses on three key objectives:

1. Mitigating the immediate disruptions caused by COVID-19 by ensuring safe school reopening and developing distance learning opportunities.
2. Enhancing access to education while improving quality and equity.
3. Strengthening the education sector's resilience to external shocks.

Under ASPIRE's Result Area 2, specific interventions target out-of-school children and at-risk students, with a strong emphasis on teacher training. A pivotal component of this program is the design and implementation of modules that address foundational literacy, distance learning, and accelerated learning strategies. Developed in collaboration with I-SAPS, these modules integrate modern pedagogical practices and focus on early-grade reading, numeracy, and formative assessments, ensuring alignment with gender and inclusion sensitivities.

However, despite these efforts, challenges persist in ensuring effective implementation. Provincial disparities in teacher training modalities, insufficient monitoring mechanisms, and

[3] World Bank, Restructuring Paper, Report No: PAD5470, July 31, 2020

[4] Annual Status of Education Report (ASER) 2023: Survey Findings. Retrieved from https://aserpakistan.org/index.php

[5] Government of Pakistan, Pakistan Institute of Education, Ministry of Education & Professional Training. (2024). Pakistan Education Statistics 2021-22

[6] Government of Pakistan, Pakistan Institute of Education, Ministry of Education & Professional Training. National Achievement Test 2023

limited funding availability hinder the program's reach and impact. For instance, in Balochistan, in-service training remains sporadic, while Punjab has adopted a more structured online training approach, facilitated by newly developed applications. These disparities necessitate a tailored approach to teacher training those accounts for regional and contextual variations while ensuring alignment with national goals.

1.3.2 TRAINING INITIATIVES FOR TEACHERS UNDER NATIONAL AND PROVINCIAL EDUCATION POLICIES

i.National Education Policies

National Education Policy (1998-2010) proposed strengthening of in-service institutions of teachers training; establishment of National Institute of Teacher Education, revision of curriculum and method of instruction in teacher training institutions, special incentives for teachers to attract talented students into teaching profession as well as special incentives for rural female to join teaching profession[7]. The White Paper proposed that in-service teacher training program should be mandatory for all teachers without discrimination and the current in-service teacher training program be revised with different certification for different level of teachers[8]. National Education Policy (2009) recommended that in-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and program to cater to emerging needs like trainings in languages and ICT[9]. National Education Policy Framework (2018) has proposed continuous professional development support to teachers to manage multi-grade teaching and improve math and science instruction[10].

ii.Provincial Education Sector Plans

The Punjab Education Sector Plan 2019-2024 has proposed developing new approaches that will focus on development pedagogical skills, content knowledge and assessment skills of teachers through Continues Professional Development (CPD). The plan has proposed school based CPD activities that will focus on mentoring, classroom observation and developing communities of practice[11]. School Education Sector Plan Sindh (2019/20-2023/24) has proposed meritorious teacher recruitment and teacher training and professional development. The plan stated that Sindh Teacher Education Department Authority (STEDA) has developed a Continuous Professional Development (CPD) model based on a school cluster system. It includes 'Guide Teachers' who provide support to peers in nearby schools, and subject coordinators[12].

Khyber Pakhtunkhwa Education Sector Plan (2020-2024) has put forward various policy inventions to improve the quality of teaching force which include operationalizing the quality standards for teacher educators, provision of well-trained teachers, teachers' induction program and Continuous professional development for in-service professional development of teachers[13]. Balochistan Education Sector Plan 2020-25 proposed different strategies for in-service teacher training which include adopting a holistic approach for teacher professional development, needs based training, enhancing the capacity of Provincial

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[7] Government of Pakistan, Ministry of Education. (1998). National education policy 1998-2010. Islamabad: Ministry of Education

[8] White Paper (Revised). (2007). Education in Pakistan

[9] Government of Pakistan, Ministry of Education. (2009). National education policy 2009. Islamabad: Ministry of Education

[10] Government of Pakistan, Ministry Federal Education and Professional Training. (2018). National Education Policy Framework 2018.

[11] Government of Punjab, Punjab Education Sector Plan 2019-2024

[12] Government of Sindh, School Education Sector Plan Sindh 2019/20-2023/24

[13] Government of KP, Khyber Pakhtunkhwa Education Sector Plan 2020-2024.

Institute of Teacher Education (PITE) as a prime institute for in-service training, and institutionalize and operationalize in-service training for NFE teachers[14].

Despite the importance of in-service teachers training highlighted in various policy documents, the training programs are facing significant systemic challenges, including infrequent training opportunities, inadequate funding, and lack of follow-up mechanisms to ensure the effectiveness of the training. The training structure varies across provinces and federal areas, with specific institutions overseeing these programs (see Table 2).

Table 2: Provincial/Regional Institutes and Departments

Province/Region	Key Institution(s)
Punjab	PMIU- Punjab Education Sector Reform Program (PESRP) and Quaid-e-Azam Academy for Educational Development (QAED), Government of Punjab.
Sindh	Provincial Institute of Teacher Education (PITE) and Sindh Teacher Education Development Authority (STEDA), and Directorate of Teachers Training Institution, Sindh.
Khyber Pakhtunkhwa	Directorate of Professional Development (DPD) and Directorate of Curriculum and Teacher Education.
Balochistan	PITE manages pre-service and in-service training.
Federally Administered Areas[15]	Zone-1: Federal College of Education (FCE) and National Institute of Excellence in Teacher Education (NIETE).
	Zone-2 Teachers and Staff Development Centre (T&SDC).
	Zone-3: Directorate of Education Extension (DEE), and Directorate of Curriculum and Research Development (DCRD).

Under the ASPIRE program, significant efforts have been made to standardize and enhance teacher training by introducing modules developed by engaging all relevant stakeholders. These 12 training modules—10 for teachers and 2 additional for coaches—are designed to address provincial and regional educational needs. The modules cover essential areas such as pedagogy, literacy, numeracy, formative assessments, and the use of technology in distance education. The delivery of these modules is flexible, encompassing face-to-face, online, and self-learning formats, tailored to local contexts.

iii. Implementation of Training Across Provinces and Regions

The below table (Table 3) summarizes the on-going teacher and coach training efforts across Pakistan, highlighting key stakeholders, training modules, and target details for each region:

Table 3: Implementation of Trainings Across Provinces and Regions

Region	Trainings and Targets
Punjab	Initially, QAED was designated to conduct the training of 47,000 teachers and coaches. Now, PMIU has been directly managing the online training, with 65% of participants (32,000 teachers and 7,100 coaches) completing it through a dedicated online application. All ASPIRE modules have been utilized, ensuring comprehensive coverage of foundational literacy, distance learning, and assessment strategies.
Sindh	The Provincial Institute of Teacher Education (PITE) manages the training of 4,594 teachers and 446 coaches, using seven ASPIRE modules adapted to local requirements. An additional foundational learning module has been developed to train 3,000 teachers in key areas such as literacy and numeracy.

[14] Government of Balochistan, Balochistan Education Sector Plan 2020-25.

[15] Federally administered areas or zones are Kotli, Bhimber, Neelum, Jhelum Valley, Haveli, Diamer, Shigar, and ICT Rural Areas (Bharakahu, Tarnol, Nilore, Sihala).

Khyber Pakhtunkhwa (KP)	The Directorate of Professional Development (DPD) has planned to train 5,000 teachers and 875 coaches. Training was supposed to start in January 2025, utilizing ASPIRE modules whereas after completing the regular teacher training program under the province's Continuous Professional Development (CPD) framework.
Balochistan	The Provincial Institute of Teacher Education (PITE) is responsible for training 2,000 teachers and 500 coaches in lagging districts under ASPIRE using ASPIRE modules. While the ASPIRE modules have not yet been implemented, teachers have already been receiving training on modules developed by Government of Balochistan with the support of UNICEF that focus on pedagogy, assessment, and literacy.
Federally Administered Areas[16]	Zone-1: Training for 3,891 teachers and 55 coaches is being conducted by the Federal Directorate of Education (FDE) in collaboration with NIETE, using both face-to-face and online modalities.
	Zone-2: A cascading model was to be adopted to train 2,606 teachers and 486 coaches. Implementation was contingent on the training of master trainers to be conducted by I-SAPS, (however, the master trainers were not trained) and receipt of funding from federal government.
	Zone-3: Training for 800 teachers and 40 coaches were planned, but execution hinges on the release of funds by the Ministry of Federal Education and Professional Training.

1.3.3 IDENTIFICATION OF CHALLENGES AND GAPS IN THE CURRENT SYSTEM

Despite the structured frameworks and efforts under the ASPIRE program, several persistent challenges and systemic gaps hinder the effective implementation of teacher training initiatives. These issues, spanning financial, logistical, and operational domains, underscore the need for a more coordinated and context-specific approach to achieve sustainable education reform.

i.Financial Constraints

- **Delayed Fund Releases**: Significant delays in the disbursement of funds have disrupted the rollout of training programs, particularly in zones 2 and 3 of federal administered Areas. These delays have hampered the preparation of master trainers and created bottlenecks in cascading training modalities. In zone-3, training plans remain contingent on funds from the Ministry of Federal Education, while in zone-2, resource shortages have delayed the implementation of ASPIRE modules.
- **Insufficient Budget Allocations**: Inadequate financial resources for in-service teacher training exacerbate disparities across regions. Provinces with constrained budgets struggle to scale programs or integrate essential follow-up mechanisms.

ii.Infrastructure and Accessibility Issues

- **Flood Damage**: The 2022 floods caused widespread destruction of schools and education infrastructure, disrupting not only classroom observations but also the scheduling and delivery of training programs. This has been particularly challenging in remote and underdeveloped districts.
- **Seasonal School Closures**: In regions such as Balochistan and Zone-2 of the Federally Administered Areas, schools remain closed during the winter months, causing delays in both training programs and baseline assessments, such as classroom observations critical for measuring the effectiveness of teacher training.
- **Digital Divide**: While Punjab has made strides in leveraging technology for online teacher training, many regions, particularly Balochistan and Zone-2 in Federally Administered Areas, lack the infrastructure and digital literacy required to adopt similar approaches.

[16] Federally administered areas or zones are Kotli, Bhimber, Neelum, Jhelum Valley, Haveli, Diamer, Shigar, and ICT Rural Areas (Bharakahu, Tarnol, Nilore, Sihala).

iii. Inconsistent Implementation Across Regions

- **Provincial Disparities in adapting ASPIRE Modules**: The implementation of training programs and adaptation of ASPIRE modules vary widely across provinces. For example, Punjab has utilized all 12 ASPIRE modules and developed a dedicated app for training delivery, achieving high engagement levels. In contrast, Balochistan has opted to use its own training modules, reflecting, the local context and classroom realities. Their current training efforts are focused on foundational literacy and numeracy, with the possibility of integrating selected ASPIRE modules in future training cycles. Moreover, the Sindh province has not fully adapted the 12 ASPIRE modules, however, they have adapted seven ASPIRE modules to be used for training of elementary and secondary teachers. Sindh has also developed modules on foundation literacy and numeracy that would be used to train primary teachers. KP has adapted all ASPIRE modules by cascading training modality, however, they are currently focusing on teacher Continuous Professional Development program.

iv. Coordination Challenges

- **Poor Inter-Agency Collaboration**: Weak coordination between provincial education departments, implementing agencies, and federal bodies often results in duplication of efforts, inefficiencies, and delays in meeting program objectives. For example, overlapping responsibilities between district and provincial governments in teacher nominations for training create confusion and dilute accountability.
- **Lack of Monitoring Mechanisms**: The absence of robust follow-up mechanisms means there is limited evidence on whether training efforts translate into improved teaching practices and student outcomes.

1.4 OBJECTIVES OF THE BASELINE ASSESSMENT

The baseline assessment under DLR 9.2 provides a comprehensive understanding of pre-training conditions, serving as a reference for measuring progress, refining content, addressing challenges, and guiding evidence-based improvements. The key objectives of the baseline are as follows:

- To establish pre-intervention benchmarks by documenting the status of teaching practices, pedagogical methods, and classroom behaviours before the training begins. These benchmarks form the foundation for comparing endline results and assessing program effectiveness.
- To evaluate pre-training knowledge, instructional practices, and professional engagement levels of teachers and coaches across core thematic areas, including distance learning, foundational literacy, accelerated learning programs (ALPs), and formative assessment. This evaluation helps identify learning gaps and inform the tailoring of training delivery to match local needs and capacities.
- To identify systemic and contextual factors influencing training effectiveness by exploring the broader ecosystem—such as infrastructure availability, coaching and supervision mechanisms, administrative support, and local implementation capacities—that shape how effectively training is received, applied, and sustained at the school level.

By addressing these objectives, the baseline assessment provides a robust foundation for outcome measurement, informs adaptive implementation, and ensures that the ASPIRE program remains contextually relevant and impact-driven.

1.5 SCOPE OF THE BASELINE ASSESSMENT

The baseline assessment under Disbursement Linked Result (DLR) 9.2 was designed to establish the initial conditions prior to the delivery of ASPIRE trainings. It focused on teachers and coaches nominated to participate in upcoming training programs, providing a foundation for measuring progress in pedagogical practices, training engagement, and eventual classroom impact. The baseline was structured to ensure comprehensive representation across geographic, thematic, and demographic dimensions.

1.5.1 GEOGRAPHIC COVERAGE

The assessment planned to cover 45 lagging districts across Pakistan, however, 38 lagging districts were covered from four provinces and federally administered areas because the training was initiated in leftover districts. The original target was 40 districts; however, five additional districts including Dera Bugti in Balochistan were added during the inception phase based on updated implementation plans. Districts were selected based on key vulnerability indicators including low learning outcomes, gender disparities, and limited education service delivery.

Within each district, a representative mix of urban and rural schools was included to ensure diverse contextual realities were reflected. The geographic distribution spanned all four provinces: Punjab, Sindh, Khyber Pakhtunkhwa (KP), and Balochistan, as well as federally administered areas.

1.5.2 THEMATIC FOCUS

The baseline aligned with the full range of thematic areas envisioned under the ASPIRE training program. Though training had not yet commenced for the respondents, the assessment was structured to collect data relevant to the following thematic streams:

- Distance and Digital Learning – readiness and contextual feasibility of both high-tech and low-tech modalities.
- Foundational Literacy – preparation for literacy-focused instruction at early grades.
- Accelerated Learning Programs (ALPs) – coverage of catch-up strategies for over-age or out-of-school learners.
- Formative Assessment – awareness and current application of diagnostic and adaptive learning practices.
- Pedagogical Methods and Coaching Models – conditions for effective training delivery and follow-up mentoring.

While Grades 3 and 5 were prioritized across all districts, Grade 8 was additionally included in Sindh, reflecting the province's decision to extend training to elementary-level teachers.

1.5.3 STAKEHOLDERS AND RESPONDENTS

The baseline engaged all relevant respondent groups directly linked to the upcoming training cycles, with emphasis on those expected to undergo ASPIRE-supported interventions:

- Nominated Teachers and Coaches – central focus of quantitative assessment, classroom observations and Focus group discussions.
- Education Officials – included through Key Informant Interviews to understand training preparedness and delivery structures.
- Provincial Departments and Partners – consulted to assess local capacity and alignment with provincial frameworks.
- Students – engaged through Focus Group Discussions in sampled schools to establish pre-training learning conditions and classroom dynamics.

1.5.4 GENDER AND SOCIAL INCLUSION

Gender inclusion was an integral component of the baseline assessment design. Specific attention was given to ensuring balanced representation of male and female teachers and coaches across different school types, including boys', girls', and mixed-gender schools. This approach enabled the assessment to reflect gender-differentiated experiences in professional development, classroom engagement, and instructional practices. It also allowed for the identification of potential disparities in participation, support, and preparedness among male and female educators prior to the rollout of ASPIRE training interventions.

Chapter- 2

METHODOLOGY

METHODOLOGY

This chapter outlines the design and methodology of the baseline assessment, detailing the sampling approach and the scope of data collection activities. It describes the measures undertaken by the assessment team during the implementation of the baseline survey to ensure quality assurance and compliance with the guidance provided by the Ministry of Federal Education and Professional Training (MoFEPT) and other relevant stakeholders. The chapter also highlights efforts to collect a broad range of data, supporting the triangulation of findings and enabling a comprehensive assessment of implementation processes, engagement levels, and the pedagogical skills and knowledge of the teaching workforce.

2.1 ASSESSMENT DESIGN

A **mixed-methods approach**[17] has been employed by integrating quantitative and qualitative research methods to ensure comprehensive data triangulation, thereby enhancing the validity and reliability of the findings. By combining baseline survey data from teachers and coaches with classroom observations using the adapted TEACH tool, along with rich, descriptive insights from interviews and focus group discussions, the assessment provides a holistic understanding of the implementation status of training efforts focused on current educational practices. This approach enables a thorough evaluation by capturing various aspects of the training initiatives, including implementation processes, engagement levels, stakeholder perspectives on the expected impact, and the current state of teaching practices.

2.2 DATA COLLECTION METHODS

The main purpose of baseline assessment was to establish benchmark before training initiatives related to pedagogical practices adopted by teachers focusing on teacher's pedagogical knowledge, skills and behaviour as well as supervisory role of coaches, perceptions and expectations of stakeholders about anticipated effectiveness of interventions, anticipated challenges and barriers to be faced during implementation of the training program. Once the benchmark is established through baseline survey then end-line survey will be conducted. This mixed-method approach has enabled continuous cross-validation, enhanced the validity and reliability of the findings and recommendations while addressing methodological gaps.

The Baseline assessment aimed to gather first-hand insights and experiences from key stakeholders involved in DLI-9 under the ASPIRE program by utilizing both qualitative and quantitative research techniques. The key **quantitative tools** included the standardized Teach Primary instrument developed by the World Bank, which was used for classroom observations to assess pedagogical practices and teachers' behaviour. Additionally, survey questionnaires (Training Verification & Assessment Tool) were used to assess the knowledge and skills of teachers and coaches regarding the ASPIRE modules prior to training in lagging districts. The **qualitative tools** include Key Informant Interviews (KIIs) that collected qualitative information from education officials, and teacher training institutes, and Focus Group Discussions (FGDs) were used to solicit qualitative inputs from teachers, coaches, and students about application of training initiatives. This robust data collection process not only supplemented the assessment findings but also helped in establishing a benchmark for subsequent endline survey comparison as well as to identify barriers in the implementation of training program. The quantitative and qualitative tools and sampling techniques are described in the following sections.

[17] Mixed methods are a research approach whereby researchers collect and analyse both quantitative and qualitative data within the same study.

2.2.1 DESK REVIEW

The desk review was conducted as an essential preparatory step for the baseline assessment to establish a contextual foundation for evaluating the ASPIRE program's training interventions. It aimed to compile and synthesize existing information related to the design, planning, and early implementation of teacher and coach training activities under DLR 9.1. The desk review helped identify knowledge gaps, inform sampling and tool development, and shape the overall methodology for the baseline study under DLR 9.2.

The review included analysis of relevant national and provincial policy documents, education sector plans, program documents, training materials, implementation frameworks, and progress reports. The time frame considered for the review ranged from the inception of the ASPIRE program in July 2020 to the start of baseline data collection. Particular attention was given to documents that provide insights into the scope, structure, delivery mechanisms, and challenges of in-service training for teachers and coaches.

In addition to document review, coordination meetings were held with ASPIRE implementation partners in all provinces and regions (Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, and Federally Administered Areas). These meetings provided firsthand information on province-specific implementation processes, challenges encountered, and status updates on training activities. The inputs gathered helped validate desk review findings and refine the baseline data collection approach. A detailed summary of the desk review findings is presented in Table 4, with further details provided in Annex-1.

Table 4: Desk Review Activities for Baseline

Document Type	Description	Source	Key Insights
National Policy Documents	National Education Policies (1998–2010, 2009)	Government of Pakistan	Provided the overarching policy framework and national priorities for teacher education.
Provincial Sector Plans	Punjab (2019–2024), Sindh (2019/20–2023/24), KP (2020–2024), Balochistan (2020–2025)	Provincial Education Departments	Highlighted the provincial strategies for teacher professional development and training reform.
Program Design Documents	ASPIRE PAD and Restructuring Notes	PCU – MoFEPT	Outlined objectives, DLRs, program scope, and expected outcomes.
Training Modules	ASPIRE Teacher Training Manuals and content for foundational literacy, numeracy, and inclusive pedagogy	PCU – MoFEPT	Defined the content and pedagogical approaches used for teacher capacity-building.
Implementation Frameworks	Implementation plans, operational guidelines, and annual work plans under ASPIRE	PCU – MoFEPT	Described rollout strategies, institutional responsibilities, and timelines.
Monitoring Reports	Teacher Training Needs Assessment, ASPIRE Progress Reports	Provincial Education Departments	Provided evidence on training reach, coverage, and identified bottlenecks in implementation.
Partner Coordination Inputs	Meeting summaries with provincial implementing agencies and institutions (e.g., QAED, PITE, STEDA, DCTE, BAEC, etc.)	Implementing Partners and PCUs	Informed about coordination challenges, institutional roles, and region-specific implementation.

2.2.2 QUANTITATIVE SURVEY

The quantitative component of the assessment was designed to systematically collect numerical data, providing measurable insights for benchmarking to be compared with endline to evaluate effectiveness of the training initiatives under the DLI 9 of ASPIRE program. This component has utilized two primary tools: 1. a structured **survey tool** for verifying and assessing teachers' and Coaches' knowledge and skills before training and 2.

The **Teach Primary**[18] tool used for classroom observations at the **primary level** to establish benchmark for teachers' pedagogical skills and behaviour. In case of Sindh province, a slightly adapted version of the Teach Primary tool was used for **elementary levels** classroom observation for grade-8. The survey tried to assess various dimensions such as knowledge, skills, teaching practices, and engagement levels among participants. The Teach Primary tool has enabled standardized classroom observations by capturing real-time data on teaching behaviours and interactions. These complementary tools used for collection of baseline data that will also be used for endline to facilitate a comparative analysis of changes in classroom behaviours and pedagogical practices over time. The quantitative findings have complemented the qualitative insights gathered from interviews and focus groups, offering a comprehensive view of the program's impact and informing evidence-based recommendations for future training strategies.

i.Sampling Strategy:

The sampling strategy for the **quantitative survey** has ensured to draw a representative sample to represent diverse population of teachers and coaches engaged in the ASPIRE program. A representative sample of teachers and coaches was selected for the baseline assessment from schools across 38 lagging districts of four provinces including federally administered areas, with a focus on gender and regional diversity. **Stratified random sampling** techniques were applied for selection of samples to keep a balanced representation by geographic location (urban and rural areas) and school type (boys, girls, and mixed), reflecting Pakistan's varied educational landscape. The stratification approach is illustrated in Figure 2 below.

Figure SEQ Figure * ARABIC 2: Breakdown of Stratification

Classroom observations of Grades 3, 5 and/or 8 were conducted using an adapted version of the standardized **Teach** tool, originally developed by World Bank, to assess teachers' practices and behaviours to establish mark for subsequent endline survey. In view of socio-cultural norms, the classroom observations were not recorded through video however the observations were recorded on the observation form. Observations were conducted in the same schools where teacher interviews were carried out, with the same teachers' classes **randomly** selected. This comprehensive approach aims to establish baseline data on the knowledge and teaching practices of teachers and coaches in order to assess their skills prior to the training. It also serves as a foundation to evaluate the impact of the training on their pedagogical skills and behavioural change during the endline assessment. In cases where a sampled area consisted of a **single-teacher school**, only a single class was observed (Grade 3, 5 or 8). Already some extra schools were included in the sample to cover effects of any such attrition.

[18] The Teach tool is primarily a qualitative tool designed for classroom observations. However, it is quantified through standardized coding, that is why it is included in the quantitative component of the assessment.

Sample Size:[19] [20]

During the inception phase, the baseline sample was revised multiple times due to the addition of districts, particularly in Balochistan. Initially, the sample was proposed for 40 districts. With the addition of 4 districts in Balochistan, the number increased to 44, and subsequently, one more district was added—bringing the final count to 45 lagging districts.

The planned sample size (which was oversampled) for the quantitative survey included:

- 900 teachers and 450 coaches, drawn from 450 schools across the 45 districts.
- In addition, 900 classroom observations were planned to be conducted for the same 900 teachers, focusing on Grades[21] 3, 5, and/or 8.

However, the planned sample size could not be fully achieved due to several challenges related to data availability and field conditions. The key reasons for shortfalls in sample coverage included:

- **Unavailability of nomination data**: Several provincial education departments and federally administered areas did not provide data on nominated schools, teachers, and coaches. This was primarily because training activities under DLR 9.1 had not yet been initiated in these regions. As a result, 7 out of the 8 planned districts in AJK and GB were excluded from the baseline, and data was collected from only 1 district of ICT instead.
- **Prevalence of single-teacher[22] schools**: Especially in remote areas of Balochistan and Khyber Pakhtunkhwa (KP), which limited the number of eligible participants within selected schools.
- **Non-availability or absenteeism of teachers**: Some schools visited during data collection were closed due to teachers absentism or non-availability of teachers because of vacant position.
- **Non-functional or closed schools**: Some selected schools were found to be permanently or temporarily closed at the time of fieldwork.

Due to these constraints, 7 out of the 8 planned districts in AJK and GB were dropped, and data was collected from only 1 district in these regions. Further reductions occurred across other provinces due to teacher unavailability and limited school access. Table 5 below presents the planned versus actual sample coverage for the baseline assessment:

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[19] As per the TORs and Technical Proposal, the sample for the quantitative component was originally designed to include 40 districts across all seven regions. However, due to an increase in the number of selected districts in Balochistan—from 12 to 17—the overall sample size has expanded to 45 districts. VTT proceeded with this increased sample, considering that it will help offset the absence of data from regions where required information was not received prior to the start of data collection. VTT remains committed to covering the expanded sample and acknowledges that this may necessitate a revision or addendum to the original contract on a pro-rata basis, if required.

[20] The sample size for the quantitative component includes a 20% oversampling to account for potential attrition at the endline—such as teacher transfers and other unforeseen factors—and to mitigate the impact of schools with only one or two teachers, which could otherwise reduce the effective sample size for the survey. The actual sample comprised 1,000 teachers and coaches for the questionnaire-based survey and 600 classroom observations.

[21] The rationale for selecting Grades 3 and 5 for this assessment aligns with the ASPIRE project's focus on primary education. Grade 3 has been chosen because foundational learning is emphasized up to this level in some provinces. Grade 5, being the final year of primary education, represents the culmination of learning outcomes. Additionally, these grades were selected as students at these levels are capable of independently participating in focus group discussions planned as part of this assessment. Grade 8 has been selected because one province (Sindh) will conduct training for elementary teachers. In this case, VTT will also cover two grades: Grade 3 and, instead of Grade 5, we will include Grade 8.

[22] In cases where a sampled area consists of a single-teacher school, only a single class will be observed (Grade 3, 5 or 8). Already an oversample has been included in the sampling approach to cover effects of any such attrition.

Table 5: Planned and Actual Sample - Quantitative

	Planned Sample - Survey and Classroom Observations							
Provinces	**Lagging Districts**	**Urban/Rural Schools per District** (4 Boys, 4 Girls and 2 Mixed)	**Total Schools**	**Teachers Survey** (2 per School)	**Coaches Survey** (1 per School)	**Total Surveys**	**Classroom Obs. per School** (Grades 3, 5 and/or 8)	**Total Classroom Obs.**
Balochistan	17	10	170	340	170	510	1-2	340
KP	10	10	100	200	100	300		200
Punjab	6	10	60	120	60	180		120
Sindh	4	10	40	80	40	120		80
Federal AA	8	10	80	160	80	240		160
Total	**45**		**450**	**900**	**450**	**1350**		**900**
	Actual Sample - Survey and Classroom Observations							
Provinces	**Lagging Districts**	**Urban/Rural Schools per District** (4 Boys, 4 Girls and 2 Mixed)	**Total Schools**	**Teachers Survey** (1-2 per School)	**Coaches Survey** (0-1 per School)	**Total Surveys**	**Classroom Obs. per School** (Grades 3, 5 and/or 8)	**Total Classroom Obs.**
Balochistan	17	10	170	227	165	392	1-2	200
KP	10	10	100	156	100	256		122
Punjab	6	10	60	97	50	147		93
Sindh	4	10	40	64	39	103		67
Federal AA	1	10	10	22	-	22		22
Total	**38**		**380**	**566**	**354**	**920**		**504**

The actual sample size for the baseline assessment covered 38 identified lagging districts across four provinces and federal administrative area. The names of the selected districts are provided in **Annex-2**. In each district, surveys and classroom observations were conducted in 10 schools, ensuring representation by location and gender.

A total of 380 schools were visited. At each school, approximately three respondents were planned—typically two teachers and one coach. However, due to the aforementioned limitations, the number of respondents varied between one and three per school, resulting in a total of 920 (566 teachers and 354 coaches) respondents. Additionally, classroom observations were conducted in one to two classrooms per school, focusing on Grades 3, 5, and/or 8, depending on the availability of the respective subject teachers. This resulted in a total of 494 classroom observations.

ii.Selection Criteria of Teachers and Coaches for Assessment:

The criteria for selecting respondents (teachers and coaches) for the baseline survey are presented in Table 6.

Table 6: Selection Criteria of Teachers and Coaches

Selection Criteria	Description
Professional Role	Currently employed as a teacher or coach in public schools (boys', girls', or co-educational) within the targeted lagging districts.
Grade Level	Teachers assigned to teach students in Grades 3, 5, or 8.
Training Participation	Nominated for the ASPIRE training program under DLR 9.1.

Geographical and Gender Representation	Selection of respondents and schools based on location (urban/rural), gender (male/female), and type of school (co-educational, boys', or girls').
Willingness to Participate	Provided informed consent to participate in the survey.

iii.Selection Criteria of Classes for Classroom Observation:

The selection criteria for classroom observations in both baseline and endline assessments are designed to ensure consistency and clarity throughout the observation process, as outlined in Table 7.

Table 7: Selection Criteria of Classes for Classroom Observation

Selection Criteria	Description
Grade Level	Classrooms from Grades 3, 5, and 8 (Grade 8 only for Sindh) were selected for observation.
Teacher Participation	Only classes taught by teachers nominated for the ASPIRE training program under DLR 9.
Classes Selection	Classes were randomly selected from eligible Grades 3, 5, and/or 8.
Gender Representation	Classes were selected based on the gender composition of the student population.
Willingness of Schools	Consent was obtained from schools through the respective District Education Authorities for classroom observations. Efforts were made to minimize disruption to regular teaching.
Timing of Observations	Observations were scheduled during regular teaching hours to avoid interfering with the school's activities.

2.2.3 QUALITATIVE INTERVIEWS

The qualitative component of the baseline survey aimed to capture in-depth insights into the ASPIRE training program by soliciting the perceptions and opinions of stakeholders about anticipated impact of ASPIRE training. This was done to establish a benchmark for impact evaluation and assessment. The data collection method involved semi-structured **key informant interviews (KIIs)** with officials from the Ministry of Federal Education and Professional Training (MoFEPT), provincial education departments, and training institutes to gather their perceptions and opinions. Additionally, **focus group discussions (FGDs)** were conducted with selected teachers, coaches, and students (from Grade 5) to gather diverse perspectives on the implementation and expected impact of the training program. This qualitative approach explored critical themes such as the applicability of the training, behavioural changes in the classroom, and barriers to effective pedagogical practice—topics that were not fully captured in the quantitative survey. The findings identified gaps and barriers in the processes, as well as in the expected changes in teacher behaviour and their ability to apply pedagogical knowledge and skills after receiving training.

i.Sampling Strategy:

The sampling strategy for the qualitative interviews involved a **purposive sampling approach**, aimed at selecting participants who could provide rich, relevant, and diverse insights into the training initiatives. The following key elements guided the sampling strategy:

- **Target Population**: The primary participants included training institutes, teachers, coaches, students, and officials from provincial and federal education departments who had been directly involved in DLR 9.1 of the ASPIRE program. They provided valuable information about different aspects of the training program.
- **Diversity of Perspectives**: To capture a wide range of views and opinion, the sampling included participants from various regions, including both urban and rural areas, as well as different educational contexts. This diversity helped in identifying regional

processes adopted for the implementation of the training program and the challenges faced.

- **Stratification**: The sample was stratified based on specific criteria such as the type of training received (e.g., distance learning, foundational literacy), the level of experience of the participants (new vs. experienced teachers), and the demographic characteristics of the participants (gender, age, etc.). This stratification helped gather different perspectives about the training initiatives.
- **Identification of Relevant Respondents**: Relevant respondents were identified in collaboration with the Project Coordination Unit (PCU) of the Ministry of Federal Education and Professional Training and provincial PCUs for inclusion in the sample. Moreover, snowball sampling was also employed, wherein initial participants recommended other potential respondents.
- **Informed Consent**: Throughout the data collection process, informed consent was obtained from the respondents, ensuring they understood the purpose of the interviews, their rights, and the confidentiality of their responses.

ii.Sample Size:

For the qualitative component, it was initially planned to conduct 60–65 interviews through a combination of Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs). The sample was designed to capture a diverse range of stakeholder perspectives—including teachers, coaches, students, and provincial/federal officials—to ensure a comprehensive understanding of experiences related to the training initiatives.

However, the qualitative sample was slightly reduced due to the exclusion of seven districts from the federally administered areas, where data collection could not be carried out. As a result, a total of 45–50 interviews were conducted, involving approximately 200–250 participants. These interviews primarily focused on gathering initial insights into the implementation processes, challenges encountered, and stakeholder perceptions of the effectiveness and relevance of the training programs at the outset of implementation. Table 8 outlines the actual Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) conducted with key stakeholders during the baseline:

Table 8: Qualitative Sample

Stakeholders	KIIs	FGDs
Management Interviews		
Donor Agency (World Bank)	-	-
Govt. Officials/MoFEPT	1	-
Provincial Interviews		
Govt. Officials (PMU (Punjab)/ Directorate of Education)	7	-
Sindh (RSU)	2	-
KP (DPD)	3	-
Balochistan (PITE)	1	-
Federal Administered Areas: (T&SDC, E&SE, NEITE)	3	-
Field Interviews (Province-wise)		
Teachers (Male and Female)		10
Coaches (Male and Female)		10
Students of Grade 5 (Boys and Girls)		10
Total	**17**	**30**
Grand Total	**47**	

2.3 DEVELOPMENT OF TOOLS

To effectively measure the uptake, implementation, and outcomes of the teacher and coach training programs under DLR 9.1, data collection tools were designed, translated into Urdu, piloted, and validated. These tools were developed to ensure alignment with ASPIRE's core thematic areas, which include foundational literacy, distance learning, accelerated learning, and formative assessment. The aim was to generate evidence that is both statistically reliable and contextually grounded.

The process of tool development followed a systematic and collaborative approach, incorporating iterative feedback from key stakeholders, including MoFEPT, provincial education departments, and technical experts.

The final toolkit comprises three primary categories: quantitative survey instruments, classroom observation tools, and qualitative guides for interviews and group discussions.

2.3.1 QUANTITATIVE TOOLS

i. Assessment and Verification Tool for Teachers and Coaches

The quantitative assessment tool was developed to capture measurable data on the knowledge, skills, and teaching practices of teachers and coaches before and after the training interventions. The questionnaire consisted of close-ended questions designed to elicit precise responses, which in turn facilitated the research team in coding, cleaning, processing, and analysing the data efficiently. The instrument covered key thematic areas such as instructional strategies, classroom management, use of formative assessment, and student engagement. By employing a structured format, the tool provided robust baseline data to serve as a benchmark for subsequent comparison with endline findings. The finalized tool is available at **Annex–3**.

ii. Teach Adapted Tool for Primary and Elementary Classroom Observations

The standardized **Teach Primary** tool, developed by the World Bank for classroom observation, was adapted for the ASPIRE baseline to assess the pedagogical practices and classroom behaviour of teachers, specifically in Grades 3 and 5. In the case of Sindh province, a slightly modified version of the tool was used to accommodate observations at the elementary level (Grade 8), ensuring contextual relevance. The tool focused on various dimensions of teaching, including instructional techniques, classroom management, student engagement, and the overall learning environment. Trained enumerators employed the Teach tool to record observations systematically, ensuring consistency and reliability across diverse field settings. These classroom observations played a critical role in evaluating the effectiveness of the training programs and provided insights into areas requiring further pedagogical support. The data collected also established a baseline of teaching behaviours and instructional quality for future comparison at the endline stage. The adapted versions of the Teach tool for both primary and elementary levels are available at **Annex–4**.

2.3.2 QUALITATIVE TOOLS

To complement the quantitative data, a set of qualitative tools was developed to gather in-depth insights from a diverse range of stakeholders involved in the ASPIRE training initiatives.

1. **Key Informant Interview (KII) guides** were specifically designed for individuals representing donor agencies, education officials, and representatives from federal and provincial departments, as well as training institutions. The objective of the KIIs was to capture stakeholder perspectives, experiences, and lessons learned, with a particular focus on identifying implementation challenges, coordination gaps, and opportunities for improving the delivery and sustainability of teacher and coach trainings.

2. **Focus Group Discussion (FGD) tools** were developed to facilitate structured group discussion with key beneficiary groups, including trained teachers, coaches, and students. These FGDs served as a platform for participants to share their experiences and opinions on the training process, perceived effectiveness of the interventions, challenges encountered during implementation, and areas where further support is needed. The tools captured group-level dynamics and collective feedback that would not have emerged through individual interviews.

Semi-structured discussion guides were used to encourage open dialogue while ensuring alignment with the assessment objectives. The data collected through these interviews offered valuable insights into stakeholder experiences, validated findings from the quantitative component, and enhanced the overall understanding of the ASPIRE training program's relevance and implementation quality. The tools used for the baseline assessment are summarized in Table 9 below, with detailed instruments and guidelines provided in Annex–5.

Table 9: Baseline Tools - Quantitative and Qualitative

Type	Tools
Quantitative	Teacher and Coaches Training Verification and Assessment Tools
	Teacher and Coaches Training Verification and Assessment Tools – FLN
	TEACH Primary and Elementary Tools
Qualitative	MoFEPT and Donor Agency - KIIs
	Provincial Directorate of Education and PMUs - KIIs
	Training Institutes and ISAPS - KIIs
	Coaches, Teachers and Students - FGDs

2.4 TRAININGS AND PRE-TESTING

A structured and phased training approach was adopted to prepare the field teams for the baseline assessment. The objective of the training was to ensure that enumerators and interviewers were not only well-versed in the technical tools and instruments, but also aligned with the program's objectives, ethical standards, and quality assurance protocols. Each training spanned six days, combining theoretical orientation with practical exercises to ensure comprehensive understanding and readiness.

2.4.1 RECRUITMENT OF FIELD TEAMS

To ensure contextual sensitivity, language familiarity, and logistical efficiency, local enumerators and interviewers were recruited from the selected lagging districts. Preference was given to individuals who had master degree with prior experience in education sector assessments, particularly those involving World Bank, government, or donor-funded initiatives. All selected enumerators demonstrated proficiency in using Android-based devices, a key requirement since the quantitative and observation tools were deployed through CSPro digital data collection software.

Field teams were organized into two specialized groups:

- Quantitative teams, each including at least one female enumerator per district.
- Qualitative teams, comprising one male and one female interviewer per district.

Each group was supported by a dedicated supervisor responsible for day-to-day coordination, quality control, and troubleshooting during field implementation. Table 10 outlines the composition of the field team for both the quantitative and qualitative components. Additionally, around 5 enumerators were trained as backups in case of dropouts; they are not included in the table.

Table 10: Field Teams (Quantitative & Qualitative)

Provinces	No. of Lagging Districts	Enumerators (Quantitative)	Interviewers (Qualitative)
Balochistan	17	18	2
KP	10	11	2
Punjab	6	7	2
Sindh	4	5	2
Federal Administered Areas	1	2	2
Total	**38**	**43**	**10**

2.4.2 PHASED TRAINING APPROACH

Given the broad geographic coverage and varying availability of provincial data, enumerator and interviewer training was conducted in three regional phases, each lasting six days, and tailored to the sampling status and logistical needs of each region:

i. Phase I – Faisalabad Training (Punjab, Sindh, KP)

Held in Faisalabad, this session covered field teams from Punjab, Sindh, and Khyber Pakhtunkhwa. Participants were selected from districts where finalized data on teacher and coach nominations had been received, and sampling selection was completed.

ii. Phase II – Quetta Training (Balochistan)

This session was conducted exclusively for field teams working in Balochistan, which had the largest sample size among all regions. Given the extensive geographic spread and complex logistics, this phase involved intensive group work, simulation activities, and region-specific discussions. Officials from the Provincial Institute of Teacher Education (PITE) and relevant stakeholders also participated in the training to provide contextual guidance.

iii. *Phase III – Islamabad Training (Federal Administered Areas)*

The final session was held in Islamabad for field teams covering the three federal zones under ASPIRE, including Islamabad Capital Territory and other federally administered districts.

Notably, teams from Gilgit-Baltistan (GB) and Azad Jammu & Kashmir (AJK) were not included in any training phase, as no teacher, coach, or school-level nomination data had been received from these regions by the time of the trainings.

2.4.3 TRAINING CONTENTS AND DELIVERY

Each training session was conducted by experienced master trainers (TEACH certified) from the core assessment team and followed a structured agenda aimed at equipping both enumerators and interviewers with the necessary knowledge and skills for high-quality data collection. The trainings were designed to address the specific roles, tools, and field protocols relevant to each group, while also ensuring consistency in ethical standards and field procedures across the entire assessment team.

For **enumerators**, the training included a detailed technical walkthrough of both the printed tools and the CSPro application. It also featured hands-on exercises to help participants become familiar with skip logic, conditional flows, validation checks, and tablet-based data entry procedures. These sessions were complemented by mock survey administration, real-time troubleshooting, and instructions on managing survey flow during actual fieldwork.

For **interviewers**, the training emphasized techniques for conducting semi-structured Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). Interviewers were guided through the structure and intent of each discussion guide, strategies for probing and following up on responses, techniques for facilitating group dialogue, and procedures for ensuring neutrality and participant comfort. Special sessions were also conducted on

gender-sensitive facilitation and recording protocols, including the proper use of voice recorders for transcription purposes.

Across both streams, dedicated modules on ethics and compliance were delivered, emphasizing informed consent, voluntary participation, confidentiality, and respectful engagement with all respondent types. Enumerators and interviewers alike were trained to handle sensitive responses, ensure privacy during data collection, and follow standard operating procedures for ethical fieldwork.

Additional briefings were held on field protocols, including team coordination, daily reporting, and emergency response planning. To support smooth implementation in the field, all team members were provided with printed copies of the survey and qualitative tools, school and respondent lists with verified contact information, Android tablets preloaded with CSPro (for enumerators), and voice recorders (for interviewers). This comprehensive and role-specific training approach ensured that all field staff were thoroughly prepared to carry out their respective responsibilities with accuracy, professionalism, and adherence to the assessment's methodological standards

2.4.4 PRE-TESTING AND TOOL VALIDATION

Prior to the full-scale deployment, a pilot-testing exercise was conducted in Faisalabad during the first training phase, involving teachers from two public schools that were not part of the main assessment sample. The purpose of this pilot was to assess the functionality and logical flow of the digital tools, evaluate skip patterns and user interface design in CSPro, and validate the estimated duration for both classroom observations and survey administration under real-world conditions.

The pilot also served to test the practicality of consent protocols, respondent interaction, and field navigation procedures. It provided a valuable opportunity to observe how the tools functioned in actual school environments and to identify any ambiguities or inconsistencies in survey questions, interview probes, and observation rubrics. Both quantitative and qualitative tools were tested during this phase.

Based on insights gathered from the pilot, several refinements were made: skip logic and numeric validation rules in CSPro were adjusted, instructions within the Teach observation rubrics were simplified, and select survey items were reworded to improve clarity and ease of administration. These changes strengthened the tools' usability and ensured that both enumerators and interviewers were well-prepared for full-scale fieldwork.

2.5 DATA COLLECTION

The data collection activity commenced after the successful completion of trainings for enumerators and interviewers. Fieldwork was carried out from 14th April to 28th April 2025, after the required data on sampled schools, teachers, and coaches, including EMIS codes and contact numbers of head teachers and nominated teachers, was received from the respective provincial governments and the Islamabad Capital Territory (ICT). In support of the field operations, each provincial government issued official facilitation letters to local education authorities, instructing them to cooperate with VTT Global's data collection teams and provide the necessary access and information.

On the first day of field deployment, the data collection teams met with the District Education Officers (DEOs) in each respective district to inform them of the planned activities, share the list of sampled schools, and seek their cooperation. These initial coordination meetings ensured local support and facilitated smoother access to schools during fieldwork. In line with the data collection protocol, field teams first contacted the head teachers of sampled schools to inform them of the planned school visits. Visits were then conducted to carry out classroom observations and administer structured assessments with the nominated teachers

and coaches. On average, each school visit took approximately four-five hours. Field teams were clearly instructed not to disrupt the regular teaching process and to conduct data collection in a manner that minimized interference with school operations.

The entire data collection process was supervised and managed by the VTT Global core team, which ensured data quality and integrity through the deployment of balanced teams consisting of male and female enumerators and interviewers (moderators and notetakers). Each team was overseen by a dedicated field coordinator responsible for daily supervision, quality assurance, and coordination with schools and education authorities. A comprehensive field movement plan was developed to streamline data collection across all geographic locations, enabling systematic and efficient operations.

For the quantitative component, the assessment utilized a Computer-Assisted Personal Interviewing (CAPI) approach through the use of CSPro software installed on Android tablets. This enabled real-time data entry, in-built validation, and reduction in data entry errors. The collected data was regularly synchronized and securely managed using a centralized system, allowing for efficient data monitoring and accessibility throughout the assessment period.

The qualitative data was collected by trained interviewers using semi-structured guides, supported by note-taking and audio recordings. All recorded content was transcribed and translated into English for in-depth thematic analysis. This integrated approach, combining structured quantitative surveys with qualitative interviews, ensured the collection of reliable and context-rich data that accurately reflects the impact of ASPIRE training initiatives on pedagogical practices and classroom behaviour.

2.6 QUALITY ASSURANCE MEASURES

The VTT core team implemented a comprehensive quality assurance framework comprising multiple layers of oversight and validation throughout all phases of data collection. Regular monitoring was conducted during fieldwork to provide real-time feedback and promptly address any emerging issues. Additionally, data collected through the CAPI (Computer-Assisted Personal Interviewing) approach underwent automated checks for consistency and completeness. For qualitative data, interviews were reviewed by listening to recordings and during the transcription process. After data collection, a systematic data cleaning process was carried out to identify and rectify any errors or issues.

Quantitative Data QA:

The progress of quantitative data collection was monitored in real time, allowing the team to promptly detect and resolve any issues during fieldwork. CSPro was utilized to ensure data quality through its built-in features designed to enhance accuracy, consistency, and reliability. These included real-time data monitoring, validation rules, skip patterns, and constraint settings to prevent erroneous entries. The platform also supported automated quality checks, duplicate detection, and encrypted data transmission—safeguarding data integrity throughout the process. Furthermore, CSPro enabled immediate flagging of inconsistencies, allowing field teams to take timely corrective action and ensure high-quality, error-free data collection.

Qualitative Data QA:

To ensure the quality of Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs), VTT Global adopted a comprehensive quality assurance process involving the following key steps:

- Recording Quality: The clarity of audio recordings was ensured by minimizing background noise, using proper microphone positioning, and actively monitoring recordings to enhance accuracy during transcription.
- Interview Quality: Interview content was evaluated by cross-referencing audio recordings in the local language with completed questionnaires to verify completeness, clarity, and accuracy. Validation was further supported through feedback from local language experts.
- Transcription Quality: Transcriptions were carefully reviewed for accuracy, precise speaker identification, and adherence to style guidelines. Final validation involved feedback from the original interviewer before moving to the coding and analysis phase.

2.7 DATA PROCESSING AND ANALYSIS

Data processing for the baseline assessment involved the systematic cleaning, validation, and organization of collected data to ensure its accuracy and reliability for analysis. This process included identifying and removing inconsistencies and errors from datasets obtained through various methods, including questionnaire-based surveys, focus group discussions (FGDs), key informant interviews (KIIs), and classroom observations. Once cleaned, the data was appropriately formatted to facilitate structured quantitative and qualitative analyses, supporting a comprehensive assessment of the training interventions implemented under DLR 9.1 of the ASPIRE program.

The baseline data aimed to establish a clear understanding of the existing teaching practices, knowledge levels, and classroom behaviours among nominated teachers and coaches. It focused on identifying key patterns, themes, and areas needing intervention, thereby establishing a foundational benchmark against which future endline findings could be compared.

Quantitative data were analysed using statistical methods to assess levels of teacher and coach engagement, exposure to training, and self-reported changes in pedagogical practices. Descriptive statistics were applied to examine variables such as gender, region, school type, and training modality. For the qualitative component, thematic analysis was conducted to extract insights from participants' experiences, perceptions, and challenges. Transcripts from FGDs and KIIs were systematically coded and analysed, enabling the identification of recurring themes and context-specific narratives across different regions and respondent groups.

Quantitative data was analysed in SPSS for statistical testing and descriptive analysis, while qualitative data from FGDs and KIIs was thematically analysed in MaxQDA to identify key insights.

2.8 LIMITATION OF THE ASSESSMENT

The baseline assessment was initially scheduled for February 2025 during the planning and implementation phase. However, due to several challenges and constraints faced by VTT Global and the Program Coordination Unit (PCU) at MoFEPT, the assessment was delayed and ultimately conducted in April 2025. The key challenges contributing to this delay included:

- Despite extending full cooperation by the provincial governments and departments, the data on sampled schools, nominated teachers and coaches was received significantly late than anticipated, contributing to delays in the preparation and commencement of fieldwork.

- Although most provinces are using ASPIRE modules, in some cases—such as Sindh and Balochistan—other modules are being used. This variation required additional time to synthesize and align the contents into data collection tools.
- The inclusion of both winter and summer zone districts, primarily in Balochistan and federally administered areas, made it challenging to initiate data collection simultaneously across all regions.
- Annual school examinations took place in February and March, which made it challenging to access teachers, coaches, and students, leading to delays in data collection.
- Obtaining facilitation letters for field teams also took time, delaying the commencement of data collection.
- In AJK, trainings are scheduled to begin at the end of May or early June 2025. As a result, the endline assessment cannot be completed within the study's award period, making it very difficult to assess the impact of the training.
- In GB, the training program under APIRE has not been initiated due to non-receipt of funding from the federal government.
- Poor internet connectivity in certain parts of the selected districts especially in Balochistan and KP hindered timely communication with school heads and teachers, causing further delays.
- The inclusion of retired or transferred teachers in the lists for some schools made the data collection process more difficult and time-consuming.
- Some ghost schools were found in the provided lists, which created obstacles and slowed down the data collection process.

Chapter- 3

KEY FINDINGS

KEY FINDINGS

This chapter presents the findings of the baseline assessment for the ASPIRE Teachers and Coaches Training Program, conducted under Disbursement Linked Result (DLR) 9.2 of the ASPIRE Program. The findings are derived from a comprehensive desk review and extensive primary data collection across the provinces of Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, and the federally administered areas. Data were collected using structured surveys, standardized classroom observations, key informant interviews (KIIs), and focus group discussions (FGDs), involving key stakeholders such as the Ministry of Federal Education and Professional Training (MoFEPT), the ASPIRE Project Coordination Unit (PCU), World Bank education specialists, provincial education departments, teacher training institutes, head teachers (coaches), teachers, and students.

The findings are thematically organized to capture the status of training implementation readiness, pedagogical practices, teacher and coach capacity, general barriers, and stakeholder perspectives prior to the training rollout. This baseline provides a critical reference point for measuring changes and improvements anticipated through the ASPIRE training interventions.

3.1 TEACHERS AND COACHES TRAINING STATUS

The ASPIRE program, under Disbursement Linked Result (DLR) 9.1, set region-specific targets to train **40,000 teachers** and **16,000 coaches** nationwide, prioritizing lagging districts across the four provinces (Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan) and federally administered areas.

A comprehensive desk review of provincial training implementation plans, discussions with provincial education departments, and an analysis of the mean of verifications MOVs (provided in **Annex-6**) such as; attendance sheets, trainings pictures and nomination list of teachers and coaches, as of March 2025, revealed the following findings:

- A total of **65,352 teacher nominations** were received against a target of **52,946**, indicating an **overachievement of approximately 23%**. This suggests strong participation and engagement in the teacher nomination process across regions.
- A total of **7,534 coach nominations** were received against a target of **9,159**, resulting in a **shortfall of about 18%**. This indicates relatively lower participation in coach nominations, highlighting a potential area for increased focus and outreach.

However, significant variations were observed across provinces in terms of nomination rates, training readiness, and the modalities planned for training rollout. Table 11 shows regional targets vs. nominations, with Punjab driving the teacher surplus and the coach shortfall linked to no nominations from Federal Areas:

Table 11: Training Nomination Status by Region

Region	Teachers		Coaches	
	Targets	Nominations Received	Targets	Nominations Received
Punjab	32,000	44,899	7,100	6,352
Sindh	5,040	4,663	446	448
Khyber Pakhtunkhwa	5,000	7,495	875	672
Balochistan	2,000	4,200	500	62
Federal Areas	8,906	4,095	238	-
Total	**52,946**	**65,352**	**9,159**	**7,534**

3.1.1 TRAINING IMPLEMENTATION, AND MODULE COVERAGE

The implementation of the ASPIRE Teacher and Coach Training Program exhibited considerable variation across provinces and federally administered areas with respect to training schedules, module contextualization, gender representation, and systemic operational challenges. A detailed region-wise analysis is presented below:

i.Punjab

In Punjab, the implementation of the ASPIRE Teacher and Coach Training transitioned from the initially planned in-person delivery model, which was to be managed by the Quaid-e-Azam Academy for Educational Development (QAED), to a fully online modality. This shift was facilitated through a digital application and web portal named VTT e-Taleem (Virtual Teachers' Training Platform), developed and managed by the Project Management Implementation Unit (PMIU).

Training sessions officially commenced on **26th February 2025** with the launch of the online application for ASPIRE's 12 training modules. The training is expected to conclude by **mid-June 2025**; however, this timeline remains tentative, as completion depends on teachers' self-directed participation and engagement, given the ambitious training targets. The training followed a structured one-month rollout plan for all nominated teachers and coaches. In the first phase, five of the twelve standardized ASPIRE training modules were prioritized for delivery. The remaining seven modules were scheduled for rollout during the same period, contingent upon a successful evaluation of Phase 1.

Punjab adopted the full suite of standardized ASPIRE modules, particularly emphasizing key thematic areas such as Distance Learning in both high-tech and low-tech environments. While the province demonstrated a significant shift towards technology-driven and flexible learning modalities, thereby facilitating broader accessibility, challenges related to digital literacy among certain groups of teachers were noted. Additionally, although Punjab maintained relatively stronger record-keeping practices compared to other provinces, inconsistencies persisted in tracking the previous training exposure of nominated teachers and coaches, complicating comprehensive baseline analysis.

ii.Sindh

In Sindh, the implementation of the ASPIRE Teacher and Coach Training Program faced delays, primarily due to the ongoing development and finalization of additional Foundational Literacy and Numeracy (FLN) modules for primary-level teachers. Consequently, training activities were tentatively rescheduled to take place from 10th to 18th May 2025.

Sindh adopted a customized approach by developing its own foundational literacy modules specifically for primary grades, ensuring better alignment with the provincial curriculum and contextual needs. For elementary levels, Sindh continued to utilize selected ASPIRE modules for training delivery. Specifically, ASPIRE modules 1, 4, 6, 8, and 10 were used, while modules 2, 3, 5, 7, and 9 were deemed not relevant to Sindh's educational context.

In line with this adaptation, Sindh also expanded the assessment scope to include Grade 8 teachers and corresponding classroom observations, ensuring comprehensive coverage across both primary and elementary teaching levels under the ASPIRE framework.

iii.Khyber Pakhtunkhwa (KP)

Khyber Pakhtunkhwa (KP) implemented the ASPIRE teacher training program (DLR 9.1) in three phases, with training targets distributed accordingly. At the time of baseline data collection, only Phase 3 (January–June 2025) remained, and its **training sessions had not yet been planned**. Given the delays, it is uncertain whether implementation will take place by June 2025. The delay is attributed to ongoing internal teacher training activities and other operational commitments. Additionally, KP raised budgetary concerns, as payments for

Phase 2 (July–December 2024) were still pending, hindering progress on Phase 3 training for the ASPIRE modules.

KP adopted a pragmatic approach by integrating selected ASPIRE training modules into its Continuing Professional Development (CPD) framework with minimal modifications. During Phases 1 and 2, the province utilized several modules, particularly those focused on pedagogical practices, foundational literacy and numeracy, and formative assessment techniques. However, not all modules were uniformly adopted; adaptations were made based on local district needs and operational capacities.

iv.Balochistan

The ASPIRE training rollout in Balochistan was delayed and tentatively scheduled to begin in the **first week of May 2025** and conclude by the **first week of June 2025**. However, the province faced significant delays in implementation due to prolonged administrative approval processes, funding constraints, and persistent infrastructure challenges.

Although Balochistan committed to adopting the ASPIRE training modules, the rollout progressed slowly, relying primarily on provincially developed modules related to Foundational Literacy and Numeracy (FLN) under DLI 13, which were tailored to local contexts. Consequently, the ASPIRE modules under DLI 9 were not formally utilized in the province.

Several critical challenges emerged during implementation, including communication gaps between the provincial departments, the Ministry, and VTT; delays in responding to requests; and failure to provide required data. These issues hampered the timely nomination of teachers and coaches, as well as the overall planning and delivery of the training program. Additionally, inconsistent documentation of nominees' prior training experiences complicated baseline assessments and limited the effectiveness of progress monitoring.

v.Federal Administered Areas

Training in the Federally Administered Areas, specifically in Zone 1, was scheduled to take place during the first 40 days of the new academic session, approximately from **15th April to 30th May** 2025. Zone 1 utilized FDE's existing training modules, which are available on the NIETE web portal. The focus was on modules related to Foundational Literacy and Numeracy (FLN), which partly align with the ASPIRE modules, although other modules diverged from the ASPIRE framework.

Implementation of the ASPIRE training varied across the three zones (Zones 1, 2, and 3). Zone 1, which includes ICT, successfully initiated training activities on schedule using a blended approach that combined online delivery with in-person supervision and monitoring. In contrast, Zones 2 and 3 faced significant delays due to pending resource disbursements and logistical challenges. Coordination among stakeholders in these zones also needed to be strengthened to streamline the nomination and training processes.

3.2 CURRENT PEDAGOGICAL AND CLASSROOM PRACTICES

The assessment of current pedagogical and classroom practices was conducted through structured classroom observations across five regions: Islamabad, Punjab, Khyber Pakhtunkhwa (KP), Sindh, and Balochistan. Using the Teach Tool, 504 classrooms in Grades 3, 5, and 8 (Grade 8 only in Sindh) were observed during the baseline. The analysis focused on three core areas—Classroom Culture, Instructional Quality, and Socioemotional Skills - rated on a standardized 5-point scale, where 1 denotes low and 5 denotes high implementation.

Table 12 presents the details of these scales used to rate various elements based on their performance or quality.

Table 12: Elements Scoring Key

Score	Interpretation	Explanation
1	Low	Indicates very poor performance or minimal presence of the evaluated element.
2	Medium-Low	Below-average performance; some aspects present but largely insufficient.
3	Medium	Average performance; meets basic expectations.
4	Medium-High	Above-average performance; well-developed and largely effective.
5	High	Excellent performance; strong presence with no significant weaknesses.

Furthermore, Table 13 outlines key elements used to assess classroom practices across three core areas: *Classroom Culture*, *Instruction*, and *Socioemotional Skills*. Each element is accompanied by a concise description explaining its purpose and what it aims to assess in the teaching and learning environment.

Table 13: Description and Explanation of Elements

Area	Element	Description
Classroom Culture	Supportive Learning Environment	Assesses if the teacher promotes respect, care, and responsiveness to student needs.
	Positive Behavioral Expectations	Measures how the teacher sets and enforces positive behavioral standards.
Instructions	Digital Literacy	Assess if the classroom has the usage or guidance related to DL.
	Let's read together	Assesses if the teacher promotes group reading to develop collaboration and comprehension.
	Let's read Faster	Focuses on reading fluency segments or events with accuracy and speed.
	Lesson Facilitation	Assesses how the teacher delivers the lesson content, maintains student engagement, and uses instructional strategies effectively
	Check for Understanding	Measures how the teacher ensures comprehension via questioning and monitoring.
	Feedback	Measures if the teacher provides clear and specific feedback for clarifying and reinforcing learning.
	Critical Thinking	Encourages higher-order thinking through problem-solving and discussions.
Socioemotional Skills	Autonomy	Assess if teacher encourages student independence and responsibility through active participation.
	Perseverance	Measures if teacher promotes a positive attitude toward challenges and effort recognition.
	Social and Collaborative Skills	Measures foster interpersonal and teamwork skills through peer collaboration in classroom.

3.2.1 CLASSROOM OBSERVATION RESULTS

The analysis indicates that teaching practices across most regions remain below optimal standards, with significant gaps in areas such as critical thinking, digital literacy, and collaborative learning. While basic instructional elements are moderately practiced, the integration of higher-order pedagogies and learner-centred approaches is limited. The overall mean score across all regions stands at **2.80**, reflecting a generally modest level of implementation of effective teaching strategies.

Table 14 below presents the regional mean scores alongside their relative standing in terms of teaching practices:

Table 14: Regional Mean Scores on Teaching Practices

Region	Mean Score	Relative Standing
ICT	3.68	Strongest Teaching Practices
Balochistan	2.68	Moderate

Punjab	2.68	Moderate
KP	2.73	Weak
Sindh	2.23	Weakest Teaching Practices

i.Province-wise Analysis of Pedagogical Practices Across Core Domains

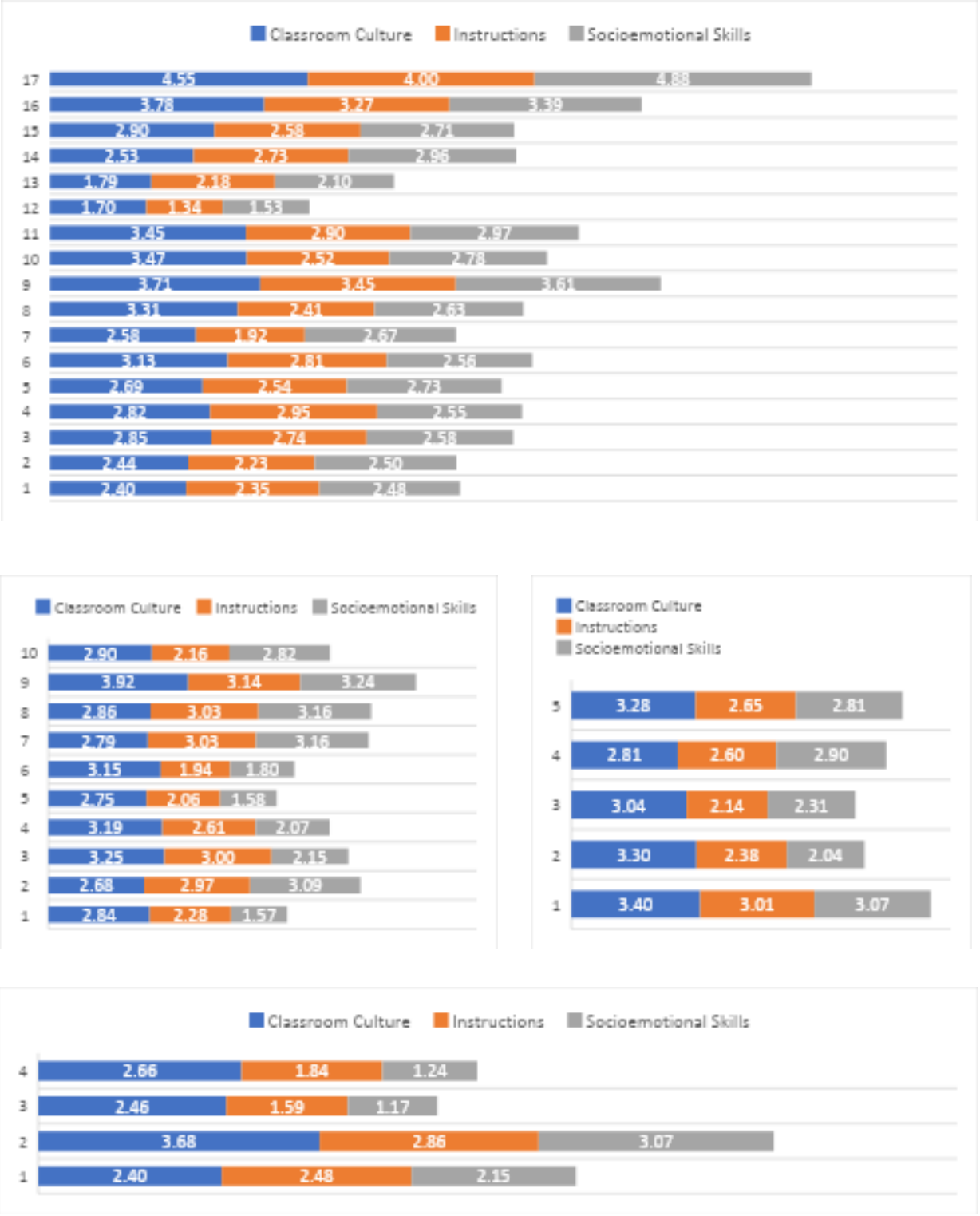
The province-wise comparison analyses pedagogical practices within each province across the three core domains—Classroom Culture, Instruction, and Socioemotional Skills. Mean scores highlight domain-level patterns and variations across regions, as shown in Figure 3.

Figure 3: Province-wise Pedagogical Practices

ii.District-Level Analysis of Pedagogical Practices Across Core Domains

The district-wise comparison provides a detailed analysis of pedagogical practices observed across the three core domains: Classroom Culture, Instruction, and Socioemotional Skills. Mean scores for each domain were calculated for all districts to identify patterns and variations. Figure 4 presents a comparative view of district-level performance across these three areas.

Figure SEQ Figure * ARABIC 4: District-Level Pedagogical Practices

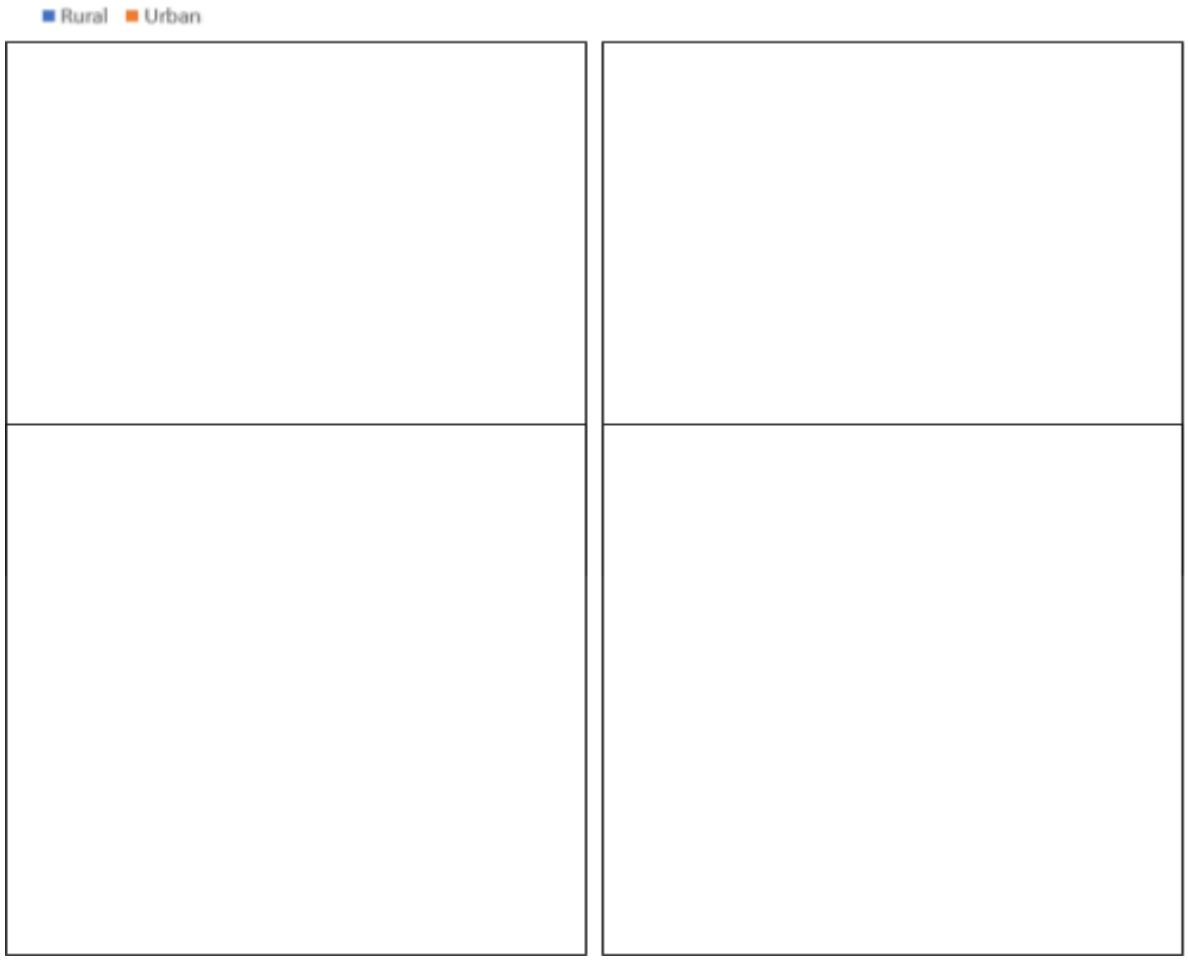


iii. Urban–Rural Comparison of Pedagogical Practices Across Core Domains

Similarly, area-wise (urban/rural) comparison provides a detailed analysis of pedagogical practices observed across the three core domains: Classroom Culture, Instruction, and

Figure SEQ Figure * ARABIC 5: Urban–Rural Comparison of Pedagogical Practices

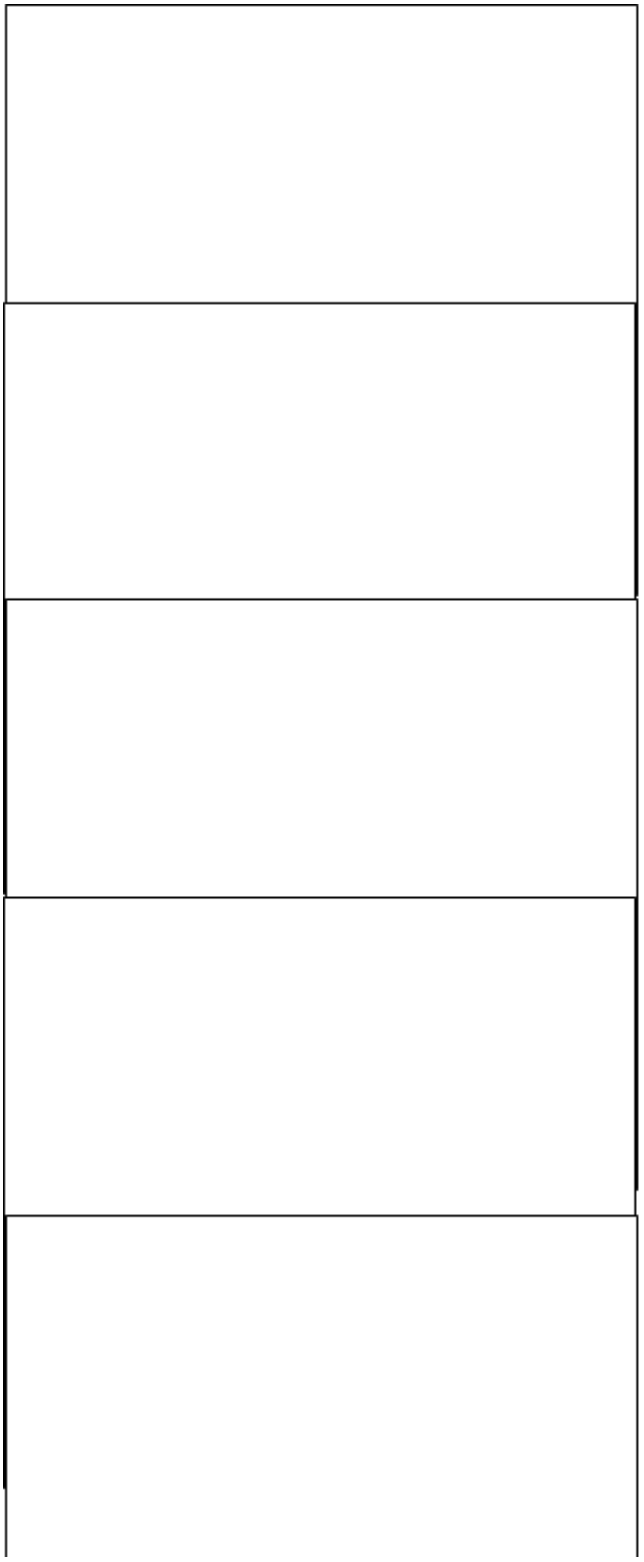
Socioemotional Skills. Mean scores for each domain were calculated for all areas to identify patterns and variations. Figure 5 presents a comparative view of area-level performance across these three domains.


Rural
Urban

iv.Pedagogical Practices by Gender Across Key Domains

The gender-wise comparison analyses pedagogical practices across the three core domains—Classroom Culture, Instruction, and Socioemotional Skills. Mean scores highlight patterns and variations, as shown in Figure 6.

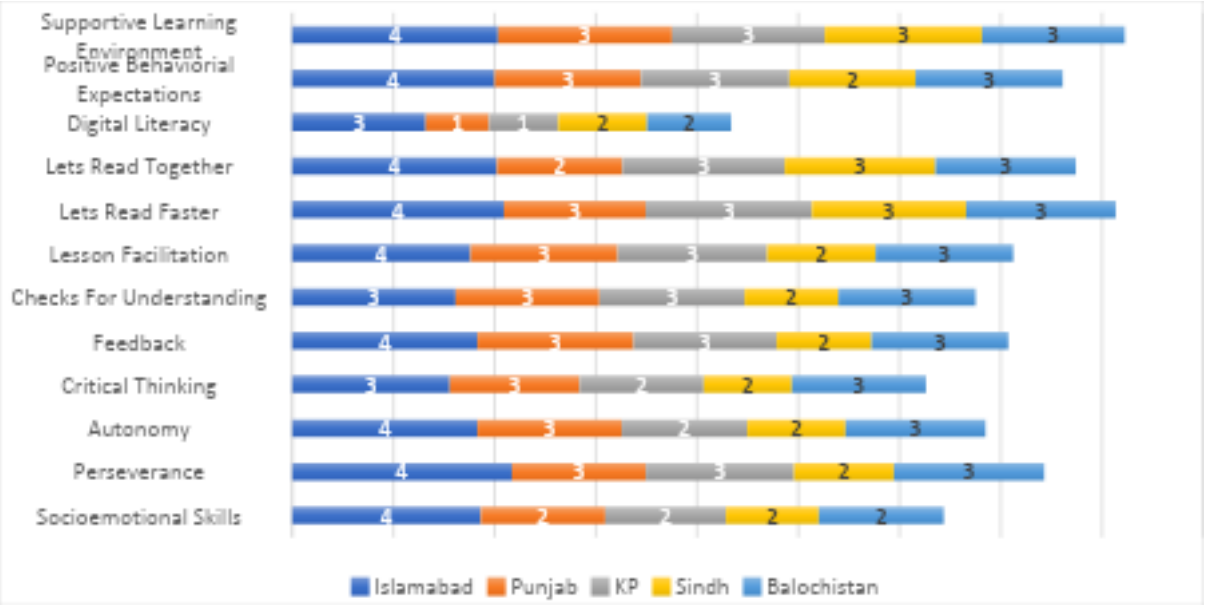
Figure SEQ Figure * ARABIC 6: Pedagogical Practices by Gender



v.Element-Wise Comparison of Pedagogical Practices Across Provinces

The element-wise comparison provides a detailed analysis of pedagogical practices observed across all provinces. Each province's mean scores were calculated against standardized criteria to identify strengths, gaps, and patterns in teaching practices. This comparative approach enables a nuanced understanding of regional variations in classroom dynamics and highlights priority areas for targeted interventions. Figure 7 presents a comparative view of provincial performance across each pedagogical element.

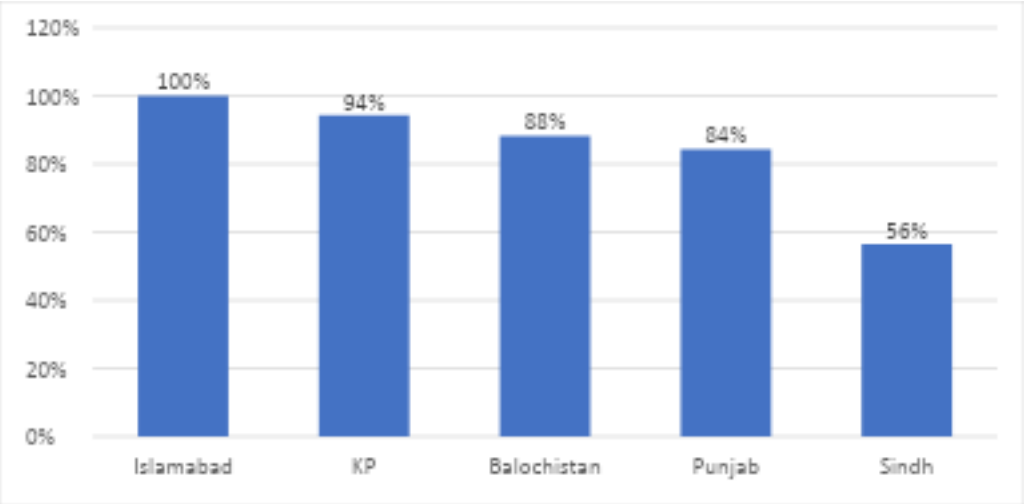
Figure SEQ Figure * ARABIC 7: Element-Wise Inter-Province Comparison of Mean Scores



vi.Analysis of Teacher-Led Activities at the Start and End of Class

These findings are drawn from two classroom observations conducted during the first and last fifteen minutes of each lesson. The purpose of these snapshots was to assess the nature, consistency, and quality of teacher-led learning activities over the course of the class session, providing insights into how instructional practices evolve from the beginning to the end of the lesson. Figure 8 presents a summary of these cumulative observations.

Figure SEQ Figure * ARABIC 8: Teacher-Led Activities at the Start and End of Class



3.3 TEACHERS CAPACITY ASSESSMENT AND PERCEPTIONS

The baseline assessment of teachers' capacities and perceptions was conducted using structured surveys across Punjab, Sindh, Khyber Pakhtunkhwa (KP), Balochistan, and Islamabad Capital Territory (ICT). Standardized tools were used in Punjab, Sindh, and KP to assess competencies in distance learning, pedagogy, and digital literacy, while ICT used a NIETE-aligned questionnaire focused on foundational literacy and numeracy (FLN), and Balochistan applied a customized FLN-specific tool tailored to local needs. The assessment explored prior training exposure, current teaching competencies, and gender- and province-based disparities. This region-specific, differentiated approach provided a contextualized snapshot of teacher readiness and informed future professional development strategies, with comparative analyses by module, region, and gender presented below.

3.3.1 BASELINE STATUS OF TEACHER'S PRIOR TRAINING EXPOSURE

The baseline results indicate that a majority of surveyed teachers had participated in some form of professional development prior to the project interventions.

- Islamabad recorded the highest prior training exposure (91% of teachers had previously attended relevant trainings).
- In Punjab, 97% of teachers reported prior exposure, followed by KP (73%) and Sindh (78%).
- Balochistan had the lowest but moderate coverage, where only 67% of teachers indicated prior formal training.

Teachers' prior exposure was mostly in **general pedagogy** and **subject-specific content**, but exposure to **distance learning methodologies** and **digital technologies** remained minimal across all provinces. Table 15 presents a province-wise breakdown of teachers' prior training exposure.

Table 15: Prior Training Exposure of Teachers by Province

Province	Percentage of Teachers with Prior Training Exposure	Key Observations
Islamabad	91%	Highest exposure
Punjab	97%	Highest exposure
Khyber Pakhtunkhwa	73%	Good exposure
Sindh	78%	Good exposure
Balochistan	67%	Moderate exposure

3.3.2 NATURE OF PRIOR TRAININGS RECEIVED BY TEACHERS

The survey further categorized the types of training previously received by teachers into five key areas: content or subject knowledge, distant learning or online classes, induction training, mandatory departmental training, and teaching practices. Tables 16 and 17 reflect the comparative distribution of trainees across these training categories.

- The majority of teachers—165 out of 492 (33.54%)—have participated in Induction Training, which is a compulsory requirement upon initial appointment in service.
- The second highest form of training reported is Teaching Practices, with 126 teachers (25.61%). These practices generally focus on pedagogical methods and are not necessarily aligned with the specific objectives of the ASPIRE program.
- A total of 40 teachers (8.13%) received other mandatory departmental trainings, whereas Distant Learning/Online Classes, which align more closely with ASPIRE's goals (particularly under DLR 9.1), were received by 47 teachers (9.55%) only.

Table 16: Comparative Reflection: Types of Trainings Received by Teachers

Region	Content/ Subject Knowledge	Distant Learning/Online Classes	Induction Training	Mandatory Departmental Training	Teaching Practices	Total
Khyber Pakhtunkhwa	16	17	33	14	33	113
Sindh	2	7	33	3	5	50
Punjab	18	14	19	14	25	90
Balochistan	13	1	73	9	57	227
Federal Admin Areas	1	8	7	0	6	22
Total	**50**	**47**	**165**	**40**	**126**	**492**

Table 17: Percentage Distribution of Trainings Received

Type of Training	No. of Teachers	Percentage (%)
Induction Training	165	33.54%
Teaching Practices	126	25.61%
Distant Learning/Online Classes	47	9.55%
Mandatory Departmental Training	40	8.13%
Content/Subject Knowledge	50	10.16%
Total	**492**	**100%**

3.3.3 DISTRICT-WISE PERFORMANCE OVERVIEW ON TEACHER TRAINING MODULES

The baseline competencies of teachers across regions, a district-wise analysis was conducted based on the collective percentage of correct responses across all ten teacher training modules. This assessment was conducted specifically in Punjab, Sindh, and Khyber Pakhtunkhwa, where the ASPIRE-developed training modules were formally adopted.

- **Rahimyar Khan (74%)** in Punjab shows the highest percentage, likely due to strong local infrastructure and effective teacher engagement in training programs.
- **Upper Dir (32%)** in Khyber Pakhtunkhwa and **Dadu (33%)** in Sindh show the lowest percentages, possibly due to geographical isolation, limited training resources, and logistical challenges hindering participation.

Table 18 below presents the overall performance of teachers at the district level, offering a comparative perspective on training comprehension and knowledge retention.

Table 18: District-Wise Performance Overview on Teacher Training Modules

Province	District	Percentage
Khyber Pakhtunkhwa	Bannu	49%
	Battagram	36%
	Karak	44%
	Kohistan Lower	42%
	Kohistan Upper	47%
	Kolai Palas	48%
	Shangla	42%
	Swabi	37%
	Torghar	52%
	Upper Dir	32%
Punjab	Bhakkar	63%
	Lodhran	60%
	Muzaffargarh	57%
	Rahimyar Khan	74%
	Rajanpur	45%
Sindh	Dadu	33%

	Shaheed Benazirabad	49%
	Tharparkar	36%
	Umerkot	33%

3.3.4 TEACHER BASELINE ASSESSMENT - INTERDISTRICT COMPARISON (FLN BALOCHISTAN)

The teacher baseline assessment in Balochistan was conducted through a Foundational Learning and Numeracy (FLN) questionnaire (Annex 03), distinct from the ten modules developed by ASPIRE. The table below presents the district-wise percentages of correct responses.

- Districts such as **Sibi (93%)**, **Musakhel (89%)**, and **Washuk (82%)** demonstrated exceptionally strong performance, indicating a solid foundational understanding among teachers in these areas. **Loralai (78%)** and **Barkhan (77%)** also performed well, reinforcing the trend of relatively higher baseline competency in several districts.
- In contrast, districts such as **Sherani (28%)**, **Harnai (36%)**, and **Panjgur (41%)** recorded the lowest percentages, reflecting significant gaps in foundational literacy and numeracy knowledge. The wide disparity between the highest and lowest performing districts suggests uneven educational quality across Balochistan.

Table 19 presents the detailed interdistrict comparison of teacher baseline assessment scores, illustrating both the strengths and areas needing targeted support. While several districts show promising results, targeted interventions in lower-performing areas are critical to achieving more equitable teacher competency levels across the province.

Table 19: Teacher Baseline Assessment - Interdistrict Comparison

Region	District	Percentage (%)
Balochistan	Sibi	93%
	Musakhel	89%
	Washuk	82%
	Loralai	78%
	Barkhan	77%
	Panjgur	41%
	Noshki	63%
	Duki	59%
	Killa Saifullah	59%
	Awaran	55%
	Dera Bugti	54%
	Harnai	36%
	Kharan	66%
	Mastung	66%
	Kohlu	63%
	Sherani	28%
	Ziarat	47%

3.3.5 KHYBER PAKHTUNKHWA DISTRICT-WISE ANALYSIS OF TEACHER ASSESSMENT RESULTS

Baseline assessment of teachers' knowledge and competencies across ten core training modules was conducted in ten districts of Khyber Pakhtunkhwa: Bannu, Battagram, Karak, Kohistan Lower, Kohistan Upper, Kolai Palas, Shangla, Swabi, Torghar, and Upper Dir. The modules evaluated teacher understanding of distance learning concepts, digital literacy,

pedagogy, parental engagement, and formative assessment. Results revealed significant variations in performance across districts and modules, highlighting both areas of relative strength and critical capacity gaps.

- **Stronger Districts**: Kohistan Upper, Kolai Palas, and Bannu consistently demonstrated high performance across multiple modules, indicating stronger teacher capacity.
- **Weaker Districts**: Battagram, Karak, and Swabi showed consistently low scores in key modules, reflecting substantial gaps in training absorption.
- **Mixed Performance**: Shangla, Torghar, and Upper Dir displayed varied results across modules—strong in some areas but weak in others—suggesting the need for targeted, module-specific support.

Table 20 shows the district-wise teacher competency levels in Khyber Pakhtunkhwa across key training modules. Detailed analysis is provided in **Annex-8**.

Table 20: District-Wise Teacher Competency Levels in Khyber Pakhtunkhwa

District	Distance Learning	Digital Literacy	Formative Assessment	Pedagogy & FLN	Parental Engagement
Bannu	High	Low	Low	High	High
Battagram	Low	Low	Low	Low	Low
Karak	Low	Low	Low	Low	Medium
Kohistan Lower	High	Low	Medium	Medium	Low
Kohistan Upper	High	High	Medium	Medium	High
Kolai Palas	High	Medium	Medium	Medium	High
Shangla	Medium	Medium	Medium	Medium	Medium
Swabi	Low	Low	Low	Low	Low
Torghar	High	Low	Low	Medium	Medium
Upper Dir	Medium	Medium	Medium	Low	Low

3.3.6 PUNJAB DISTRICT-WISE ANALYSIS OF TEACHER ASSESSMENT RESULTS

The competency assessment of teachers in five selected districts of Punjab — Bhakkar, Lodhran, Muzaffargarh, Rahimyar Khan, and Rajanpur — was conducted against ten structured training modules. These modules evaluated critical areas including distance learning fundamentals, pedagogy, digital literacy, parental engagement, and formative assessment practices. The findings offer a clear insight into teachers' readiness levels prior to targeted interventions under the project.

- **Stronger Districts: Bhakkar** and **Rahimyar Khan** consistently demonstrated strong understanding across most training modules, reflecting better preparedness and training absorption.
- **Weaker Districts:** Muzaffargarh and Rajanpur exhibited notable knowledge gaps—especially in areas of technology-based education and foundational literacy strategies.
- **Critical Gaps Across All Districts:**
    - Technology Integration: Major gaps persist in using Learning Management Systems (LMS) and other tech tools.
    - Pedagogical Limitations: Limited understanding of literacy-focused teaching methods.

Table 21 presents district-wise performance across modules, highlighting variations in teacher competencies and pinpointing areas for targeted intervention.

Table 21: District-wise Performance across Modules in Punjab

District	Distance Learning	Digital Literacy	Formative Assessment	Pedagogy & FLN	Parental Engagement
Bhakkar	High	Low	Medium	High	High
Lodhran	High	Medium	Medium	High	High
Muzaffargarh	Medium	Low	Low	Medium	Medium
Rahimyar Khan	High	Medium	Medium	High	High
Rajanpur	Medium	Low	Low	Medium	Medium

3.3.7 SINDH DISTRICT-WISE ANALYSIS OF TEACHER ASSESSMENT RESULTS

Baseline assessment of teachers' competencies was conducted in four districts of Sindh — Dadu, Shaheed Benazirabad, Tharparkar, and Umerkot — using ten structured training modules. These modules assessed knowledge across key areas such as emergency distance learning, parental engagement, ICT skills, foundational literacy, and inclusive education practices. The findings reveal critical regional disparities and highlight areas requiring immediate capacity strengthening.

- **Overall Trends:**
  - Teacher knowledge across Sindh shows **high variability**.
  - **Tharparkar** and **Umerkot** performed slightly better in select modules but generally showed **moderate to weak comprehension** across core teaching areas.
- **Critical Gaps Identified**
  - **Technology Integration**: Major weaknesses in Modules 3 and 8 highlight limited understanding of digital tools for teaching.
  - **Literacy Pedagogy**: Module 5 reveals gaps in applying literacy-specific strategies in classrooms.
  - **Low-Connectivity Adaptation**: Module 4 results indicate that teachers lack effective strategies for teaching in low-resource environments.

Table 22 presents module-wise performance across Sindh districts, identifying gaps in both pedagogical skills and digital readiness.

Table 22: District-wise Performance across Modules in Sindh

District	Distance Learning	Digital Literacy	Formative Assessment	Pedagogy & FLN	Parental Engagement
Dadu	Medium	Low	Low	Low	Medium
Shaheed Benazirabad	Medium	Low	Low	Low	Medium
Tharparkar	Medium	Low	Low	Low	Medium
Umerkot	Medium	Medium	Medium	Low	High

3.3.8 INTERPROVINCIAL COMPARISON OF TEACHER ASSESSMENT RESULTS

The module-wise interprovincial comparison presents teachers' performance across Khyber Pakhtunkhwa (KP), Punjab, and Sindh. Each module captures the average percentage of correct responses by teachers, assessing their knowledge in key areas such as distance learning, foundational literacy, ICT integration, formative assessments, and accelerated learning strategies.

Overall Provincial Performance:

- **Punjab** teachers performed the strongest across all modules, with an **average score of 58%**, indicating higher baseline preparedness.
- **Khyber Pakhtunkhwa (KP)** followed with a **moderate average of 40%**, showing room for improvement.

- **Sindh** lagged behind, averaging **36%**, pointing to significant foundational gaps.

The results reveal **clear provincial disparities** in teacher readiness, reinforcing the need for **customized training interventions** based on each region's baseline competency. Table 23 presents a module-wise comparison of teacher performance across provinces, offering insights for province-specific capacity-building plans.

Table 23: Module-Wise Percentage of Correct Responses

Modules	KP	Punjab	Sindh
Module 1: Distance Learning: Introduction, Current Context and Future	61%	70%	49%
Module 2: Vision Building Planning and Management	47%	77%	47%
Module 3: Distance Education in High-Tech Context	34%	53%	12%
Module 4: Distance Education in Low-Tech Context	36%	54%	42%
Module 5: Distance Learning Pedagogy and Strengthening Foundational Literacy	32%	42%	13%
Module 6: Strengthening Education Bonds Teacher-Parent Collaboration in Challenging Times	47%	75%	54%
Module 7: Building Communities of Practice in Education	33%	53%	36%
Module 8: Improving Digital Literacy and Learning ICT Skills and Distance Learning Tools	35%	52%	32%
Module 9: Formative Assessment and Tracking Results	31%	43%	34%
Module 10: Accelerated Learning Pedagogical Strategies	43%	63%	40%
Total correct responses for all 10 modules	40%	58%	36%

3.4 COACHES CAPACITY ASSESSMENT AND PERCEPTIONS

Assessment data collection from coaches was conducted using tools tailored to the regional context and aligned with ASPIRE's training modules. In Sindh, KP, and Punjab, the assessment was based on Modules 11 (Coaching During Emergencies) and 12 (Classroom Observation and Debriefing Sessions), which were specifically reviewed and utilized for data collection. In Balochistan, a separate FLN-aligned assessment tool was developed and vetted by PITE Balochistan to ensure contextual relevance. Similarly, a distinct tool was designed for Islamabad to meet the specific needs of the region. This section presents the findings on coaches' capacities, skills, and perceptions, gathered through a structured quantitative questionnaire. The analysis explores key aspects of performance, including their understanding of foundational literacy and numeracy (FLN), classroom observation practices, mentoring roles, and the challenges faced during implementation.

3.4.1 INTERPROVINCIAL COMPARISON OF COACHES ASSESSMENT (MODULES M11–M12)

An interprovincial assessment was conducted to evaluate coaches' understanding across Khyber Pakhtunkhwa (KP), Punjab, and Sindh on key areas such as mentoring practices, coaching strategies, stress management, classroom observation, and reflective techniques.

- **Punjab** led with 70%, showing strong competencies in coaching feedback, stress management, and classroom observation.
- **Sindh** (47%) and **KP** (41%) lagged, with particular gaps in mentoring frameworks and reflective practices.
- **Across all regions**, practical coaching skills were stronger than conceptual understanding of mentoring and analysis methods.

Across all regions, strengths were more visible in practical coaching strategies during crises, while conceptual knowledge of mentoring frameworks and reflective analysis methods remained limited. Table 24 presents a comparative overview of provincial variations in coaches' performance across key competency areas.

Table 24: Overview of Provincial Variations in Coaches' Performance

Province	Overall Correct Response Rate	Key Strength Areas	Key Gap Areas
Punjab	70%	Feedback mechanisms, Stress management, Observation practices	Mentoring structure understanding (minor gaps)
Sindh	47%	Crisis coaching strategies, Stress management support	Mentoring concepts, Reflective practices
KP	41%	Crisis strategy coaching, Teacher motivation initiatives	Mentoring conversation structure, Observation methods

3.4.2 DISTRICT-WISE OVERALL COMPARISON OF COACHES' CORRECT RESPONSES

The district-wise analysis of coaches' correct responses shows considerable variation across Khyber Pakhtunkhwa (KP), Punjab, and Sindh. Punjab demonstrates the highest overall district performance, while KP shows wide disparities, with several districts requiring urgent capacity enhancement.

- **Punjab's Strengths:**
  Districts like Rahimyarkhan (80%), Bhakkar (73%), and Lodhran (71%) lead with high correct response rates, demonstrating strong coaching competencies across key mentoring and coaching areas.
- **Khyber Pakhtunkhwa's Gaps:**
  Significant variation is seen. While Torghar (60%) and Kolai Palas (50%) show relatively better outcomes, critical gaps exist in districts like Battagram and Shangla (30%), indicating urgent need for focused capacity development.
- **Sindh's Mixed Performance:**
  Shaheed Benazir Abad (64%) shows strong performance, but districts like Dadu (37%) and Tharparker (45%) highlight moderate knowledge levels, signaling scope for improvement.

Table 29 provides a district-wise comparison of the overall percentage of correct responses recorded by coaches across the mentioned three regions.

Table 25: District wise overall comparison of coaches correct response - (Module 11 & 12)

Province	District	Percentage%
Khyber Pakhtunkhwa	Bannu	46%
	Battagram	30%
	Karak	41%
	Kohistan Lower	36%
	Kohistan Upper	46%
	Kolai Palas	50%
	Shangla	30%
	Swabi	39%
	Torghar	60%
	Upper Dir	35%
Punjab	Bhakkar	73%
	Lodhran	71%
	Muzaffargarh	69%
	Rahimyarkhan	80%
	Rajanpur	56%
Sindh	Dadu	37%
	Shaheed Benazir Abad	64%
	Tharparker	45%
	Umerkot	44%

3.4.3 DISTRICT-WISE ANALYSIS OF COACHES' CORRECT RESPONSES IN BALOCHISTAN (FLN)

The district-wise analysis of coaches' assessments across Balochistan reveals major differences in Foundational Literacy and Numeracy (FLN) coaching competencies. The assessment covered ten critical coaching domains including FLN implementation, monitoring, student engagement, data-driven instruction, and sustaining improvements.

High-performing districts such as Musakhel (95%) and Noshki (94%) reflect strong FLN coaching capacity. Moderate performers like Awaran (67%) and Kohlu (64%) exhibit partial competencies but need strengthening in areas like technology integration. Low-performing districts including Sherani (32%) and Ziarat (34%) highlight urgent capacity gaps, particularly in sustaining FLN improvements and using technology for instructional support. Tabel 26 presents the FLN assessment results in Balochistan.

Table 26: District-wise Distribution of Coaches' FLN Assessment results in Balochistan

Performance Category	Districts	Average Score (%)
High Performing	Musakhel, Noshki, Washuk, Loralai, Sibi, Mastung	82%–95%
Moderate Performing	Awaran, Kohlu, Barkhan, Duki, Kharan, Killa Saifullah	52%–67%
Low Performing	Panjgur, Harnai, Dera Bugti, Sherani, Ziarat	32%–40%

3.4.4 DISTRICT-WISE ASSESSMENT OF COACHES' CORRECT RESPONSES IN KHYBER PAKHTUNKHWA

The district-level analysis of coaches' assessments in Khyber Pakhtunkhwa (KP) across key competency areas such as mentoring, coaching strategies during crises, maintaining motivation, classroom observation techniques, and reflective practices.

Higher-performing districts such as Torghar and Karak demonstrate stronger competencies in practical coaching areas, while significant capacity gaps exist in lower-performing districts like Kolai Palas and Shangla, particularly in foundational mentoring concepts and reflective practices. Targeted professional development interventions are needed to address these gaps and enhance overall coaching quality across KP. Table 27 presents the performance of coaches across competency areas.

Table 27: District-wise performance of coaches across core competency areas in KP

Performance Category	Districts	Observations
High Performing	Torghar, Swabi, Karak	Consistently strong scores in mentoring definition, coaching strategies during crisis, and use of feedback.
Moderate Performing	Bannu, Upper Dir	Reasonable performance in classroom observation and open-ended questions but inconsistent across stress management and mentoring conversations.
Low Performing	Kolai Palas, Kohistan Upper, Shangla	Weaknesses across almost all core competencies, particularly in stress management, online observation, and analytical frameworks.

3.4.5 DISTRICT-WISE ASSESSMENT OF COACHES' CORRECT RESPONSES IN PUNJAB

the district-level analysis of coaches' assessment performance across Punjab, covering critical coaching competencies including mentoring approaches, motivation strategies, stress management, and the use of classroom observation tools.

Coaches in Punjab demonstrated strong competencies overall, especially in maintaining motivation, feedback practices, and classroom observation. Conceptual gaps related to mentoring frameworks were noted in all districts, suggesting an opportunity for focused conceptual reinforcement during future capacity-building efforts. Table 28 presents the detailed district-wise percentage of correct responses recorded across key thematic coaching areas.

Table 28: District-wise Performance of Coaches across key Thematic Areas in Punjab

Performance Category	Districts	Observations
High Performing	Rahimyar Khan, Muzaffargarh	Consistently high (80–100%) in motivation strategies, coaching techniques, stress management, and use of observation tools.
Moderate Performing	Lodhran, Rajanpur	Strong practical coaching skills but slight conceptual gaps in differentiating mentoring from coaching and structuring mentoring conversations.
Low Performing	Bhakkar	Good technical coaching application but significant gaps in foundational mentoring concepts.

3.4.6 DISTRICT-WISE ASSESSMENT OF COACHES' CORRECT RESPONSES IN SINDH

District-level findings on the assessment performance of coaches in Sindh, focusing on core competencies such as mentoring principles, coaching strategies, stress management, and classroom observation practices.

Sindh's coaches showed stronger skills in practical classroom observation and coaching during crises, but substantial gaps persist in mentoring principles and stress management strategies, especially in Dadu and Umerkot. Table 29 presents the detailed district-wise percentage of correct responses recorded across key thematic coaching areas.

Table 29: Percentage of Correct Responses Recorded across Key Thematic Coaching Areas.

Performance Category	Districts	Observations
High Performing	Shaheed Benazirabad	Strongest performance across all key areas (67–89%), especially in motivation strategies, feedback practices, and observation techniques.
Moderate Performing	Tharparkar	Practical coaching skills in crisis management (90%) and engagement, but notable conceptual gaps in mentoring conversation structure (10%).
Lower Performing	Dadu, Umerkot	Moderate to low performance, especially weak in stress management factors, basic mentoring concepts, and understanding of digital observation benefits.

3.4.7 INTERPROVINCIAL COMPARISON OF COACHES' CORRECT RESPONSES (MODULES M11–M12)

The province-wise comparison of coaches' understanding across key coaching competencies, highlighting relative strengths and gaps in Khyber Pakhtunkhwa (KP), Punjab, and Sindh.

Punjab's coaches demonstrated the strongest grasp of coaching modules, Sindh displayed moderate but inconsistent understanding, and KP requires urgent capacity-building interventions, particularly in emergency mentoring, reflective practices, and digital observation methodologies. Table 30 presents the detailed interprovincial percentages of correct responses across key thematic coaching areas.

Table 30: Interprovincial Percentages across Key Thematic CoachingAareas

Performance Category	Province	Observations
High Performing	Punjab	Strongest performance (70% overall), particularly high in coaching principles, stress management, and classroom observation (scoring 80–92% in critical areas).
Moderate Performing	Sindh	Moderate competency (47% overall), with better scores in open-ended coaching practices (59%) and maintaining motivation (62%), but gaps in structured mentoring and digital observation techniques.
Lower Performing	KP	Lowest performance (41% overall), with critical gaps in mentoring during emergencies, stress management, and online observation techniques (scores between 12–23%).

3.4.8 AREA AND GENDER-WISE COACHES' PERFORMANCE IN FLN ASSESSMENT – BALOCHISTAN

The performance of coaches across rural and urban areas, and among boys', co-education, and girls' schools in Balochistan, focusing on competencies in FLN coaching, assessment support, student engagement, and technology integration.

Urban coaches and female coaches demonstrated stronger FLN coaching capacities compared to rural and boys' school coaches. Co-education school coaches displayed critical knowledge gaps requiring urgent capacity-building interventions. Table 31 presents detailed area-wise and gender-wise percentages of correct responses across FLN coaching competencies.

Table 31: Area-wise and Gender-wise Percentages of Correct Responses across FLN

Dimension	Category	Observations
Area-Wise Comparison	Urban Coaches	Achieved a higher overall average (65%), with strong scores in FLN Implementation (73%) and Sustaining Improvements (72%).
	Rural Coaches	Lower overall average (56%), with significant gaps in Monitoring Teacher Progress (48%) and Technology Integration (46%).
Gender-Wise Comparison	Female Coaches	Highest average (63%), excelling in Student Engagement (71%) and Sustaining Improvements (71%).
	Boys' School Coaches	Moderate performance (62%), good in Student Engagement (76%), but weaker in Technology Integration (39%).
	Co-Education Coaches	Extremely low overall performance (27%), though selective strength in Student Engagement and Assessment Practices (100%).

3.5 TRIANGULATION OF PEDAGOGICAL PRACTICES WITH TEACHERS KNOWLEDGE

The triangulation of the TEACH classroom observation results with the survey findings from teachers and coaches. The interpretation draws exclusively on quantitative survey data to validate and explain the observed classroom practices, highlighting consistent strengths as well as critical gaps across provinces. By correlating TEACH performance with teacher knowledge assessments and coach competency scores, the analysis provides a structured and evidence-based understanding of pedagogical trends and capacity needs.

3.5.1 STRENGTHS OBSERVED

1. Islamabad consistently outperforms all other regions across all classroom domains, particularly in lesson delivery, reading strategies, and socioemotional support. This finding is strongly supported by teacher surveys. In the teachers' baseline assessment, Islamabad achieved high correct response rates across key modules such as Distance Learning Fundamentals, Pedagogy, and Digital Literacy. Field observations further validate that Islamabad teachers actively used structured lesson plans, student questioning strategies, and formative assessments. The higher prior exposure to departmental trainings (91% coverage in Islamabad) also correlates with this superior performance.
2. Reading activities ("Let's Read Together" and "Let's Read Faster") have been moderately integrated in most provinces, though Islamabad leads in structured implementation. Survey findings reveal that while Punjab, KP, and Sindh recorded moderate scores (40–60%) in literacy-focused modules, Islamabad's performance remained comparatively higher. In particular, Islamabad teachers showed better mastery over foundational literacy skills, with effective reading engagement strategies highlighted both in quantitative assessments and qualitative field notes.
3. Basic supportive learning environments and behaviour management practices are present across most provinces at a moderate level, indicating foundational efforts in classroom management. Teachers across KP, Punjab, and Sindh reported moderate success in modules such as "Parental Engagement" and "Behavioural Expectations". Field observations documented consistent, though basic, classroom discipline methods in place. However, the full adoption of proactive behavioural strategies, such as positive reinforcement or student autonomy, remains uneven outside Islamabad.

3.5.2 CHALLENGES IDENTIFIED

1. Digital Literacy remains critically low across all provinces except Islamabad. Punjab and KP's score of 1 underlines the near-absence of digital tool usage in classrooms. Quantitative findings from teacher assessments in Punjab and KP show particularly low scores in Modules 3 and 8, which cover digital literacy and distance learning technologies (average correct responses below 40%). Coaches also reflected similar weaknesses, with KP recording just 41% overall on coaching competencies tied to technology integration. Field observations corroborated this, showing limited use of devices like tablets, projectors, or learning management systems.
2. Critical Thinking promotion is weak in KP and Sindh (score 2), suggesting that higher-order thinking skills are not a consistent part of lesson planning and delivery. Survey results indicated poor understanding of "Growth Mindset" and "Critical LMS Features," with scores between 10%–40% across KP and Sindh. Classroom observations showed traditional lecture methods dominating, with little evidence of inquiry-based learning or student-led projects.
3. Collaborative Learning practices are significantly underdeveloped, with 80% of provinces scoring only Medium-Low (2). Findings from Modules 7 ("Building Communities of Practice") indicate weak collaboration practices: KP, Sindh, and Punjab districts consistently scored under 50%. This quantitative evidence was reflected in field notes, where group activities, peer-to-peer learning, and cooperative assignments were rarely observed, particularly in KP and Balochistan.
4. Feedback mechanisms and autonomy encouragement are sporadic and need strengthening, especially in Sindh and KP. Module 9 ("Formative Assessment and Tracking Results") showed very low correct responses (average 31% in KP and 34% in Sindh). Teachers' limited use of formative feedback, as noted during classroom

observations, further validates this gap. Without regular feedback loops, students in these regions lack opportunities for self-correction and independent learning growth.

5. Sindh consistently shows weaker performance across almost all pedagogical elements, particularly in behaviour expectations, lesson facilitation, and perseverance cultivation. The teacher baseline assessments clearly demonstrate that Sindh recorded lower overall scores across modules related to pedagogical strategies and socioemotional support (overall 36% correct responses). Field observations confirmed widespread challenges in student discipline management and fostering perseverance in tasks, especially in Dadu, Umerkot, and Tharparkar districts.

3.6 STAKEHOLDER INSIGHTS: QUALITATIVE FINDINGS

The qualitative assessment across provinces produced a rich body of insights, reflecting diverse experiences and perceptions of stakeholders involved in the ASPIRE teacher training and coaching interventions. By systematically analysing Focus Group Discussions (FGDs) with teachers, coaches, and students, alongside Key Informant Interviews (KIIs) with MoFEPT officials, provincial departments, training institutes, and field functionaries, key thematic patterns were identified. These findings were further strengthened by cross-referencing ASPIRE meeting minutes, talking points, and project recommendations.

3.6.1 KEY THEME-WISE ANALYSIS

- **Training Design and Contextualization:** Across provinces, the design of ASPIRE modules was both a strength and a limitation. In Balochistan and Sindh, training content showed greater contextual relevance due to pre-training needs assessments and consultations with provincial stakeholders. However, in Khyber Pakhtunkhwa (KP), modules were less adapted to local socio-cultural and infrastructural realities, particularly in remote districts like Upper Kohistan and Kolai Palas. Provincial officials stressed that greater district-specific customization was necessary to reflect linguistic, technological, and infrastructural variations.
- **Coordination and Planning Mechanisms:** Coordination emerged as a decisive factor for success. Sindh's RSU and DEO teams demonstrated robust scheduling that aligned training calendars with academic events and local realities, ensuring smooth implementation. Conversely, in Balochistan and KP, coordination gaps were significant. Delayed finalization of participant lists, late communications from MoFEPT and PMUs, and frequent changes in training schedules disrupted field execution. Provincial Directors highlighted that early planning, formalized coordination protocols, and clear communication hierarchies were essential for future improvements.
- **Trainer Preparedness and Quality:** Trainer preparedness varied markedly. Balochistan trainers generally exhibited strong academic qualifications (Master's, MPhil, PhDs) and had undergone multiple TOTs, reinforcing their readiness. Sindh, leveraging past training experiences, selected trainers based on merit and prior engagement. However, KP faced acute trainer shortages, particularly at the district level, where high turnover and absence of local trainers compromised delivery quality. Coaches and teachers from KP noted that practical field experience was often missing among trainers, leading to disconnects between training theory and classroom realities.
- **Monitoring and Evaluation (M&E):** M&E structures were moderately strong across all provinces, but with varying depth. Sindh and KP implemented structured pre- and post-assessments, field monitoring visits, and third-party verifications. Balochistan emphasized dual monitoring strategies by combining internal M&E with third-party validation. However, officials indicated that M&E outputs often focused on

compliance rather than learning quality. Coaches and teachers also emphasized the need for more formative, supportive monitoring that facilitated real-time course correction instead of punitive reporting.

- **Gender Inclusivity and Digital Access:** Female participation in trainings faced serious infrastructural barriers, especially in KP and Balochistan. In KP's Upper Kohistan, it was reported that nearly 80% of female teachers lacked access to Android devices, severely limiting their ability to participate in online modules. Similarly, transport and venue location issues disproportionately affected female attendance. In contrast, Sindh made proactive efforts to engage both male and female teachers, achieving relatively balanced participation. Across provinces, gender-based digital divides highlighted an urgent need for inclusive technology access policies.
- **Challenges and Structural Constraints:** Challenges common across provinces included transport difficulties, late material distribution, lack of logistical support (particularly stipends and travel allowances), and weak infrastructure at training venues. Teachers consistently reported poor ventilation, inadequate seating, and absence of digital connectivity in rural venues, reducing training effectiveness. Students echoed these concerns, citing lack of electricity, potable water, and overcrowded classrooms as major barriers to learning.
- **Sustainability and Post-Training Pathways:** Sindh demonstrated relatively advanced planning for post-project sustainability through cluster-based monthly training models. Balochistan and KP, however, lacked clear strategies for continuous professional development (CPD). Without structured career pathways or incentives tied to training participation, motivation for long-term engagement remained low. ASPIRE meetings underscored the need for institutionalized CPD frameworks and refresher modules embedded within provincial education strategies.

3.6.2 EMERGING TRENDS

- **Skills Development:** Coaches and teachers generally improved their technical and pedagogical skills post-training. Across Sindh and Balochistan, teachers reported greater confidence in applying open-ended questioning, formative assessments, and group work methodologies. However, significant skill gaps persisted in stress management techniques, classroom observation methodologies, and reflective practices, particularly in KP.
- **Knowledge Enhancement:** Knowledge of modern education concepts improved across most teachers and coaches, with high adoption of themes such as socio-emotional learning, formative assessments, and differentiated instruction. Nonetheless, fundamental confusion between mentoring and coaching remained prevalent, especially among KP participants, where conceptual clarity on pedagogical frameworks was weak.
- **Practice Integration:** Despite knowledge gains, the practical integration of training into classroom practices was uneven. Teachers in Punjab and Sindh demonstrated more consistent use of new techniques, whereas in KP and parts of Balochistan, field realities (infrastructure deficits, absenteeism, lack of parental support) constrained real-time application. Coaches indicated that while teachers showed willingness, systemic factors often hindered day-to-day practice change.

3.6.3 STAKEHOLDER PERSPECTIVES

- **Officials and Education Departments:** MoFEPT and provincial officials acknowledged the ASPIRE project's success in introducing structured modular training models. However, they uniformly highlighted coordination delays, digital barriers, and inadequate infrastructural support as critical risks to scalability. Officials recommended early planning cycles, more robust technological investments, and decentralization of training to district levels.

- **Teachers:** Teachers expressed appreciation for the professional development opportunity, particularly in moving beyond rote learning to activity-based learning. They demanded more Urdu-based and context-specific content, practical lesson aids, and more frequent refresher workshops. Teachers consistently requested that future programs prioritize face-to-face training supported by printed materials.
- **Coaches:** Coaches underscored the systemic gap between training design and field realities. They advocated for meaningful consultation during planning phases, localized resource allocation, and professional recognition of coaching roles through formal incentives or career progression mechanisms.
- **Students:** Students generally reported improvements in classroom environments where trained teachers were deployed, noting more engaging and participatory lessons. However, infrastructural challenges severely constrained the learning experience. Students recommended enhanced classroom environments (cooling, seating, lighting) and called for greater incorporation of interactive activities such as group work and storytelling.

While ASPIRE trainings are still in progress, early responses from teachers reflect encouraging trends in capacity development and engagement. To build on this momentum, it is essential to address persistent systemic, infrastructural, and contextual challenges. A localized, inclusive, and sustainability-driven strategy will be critical to achieving lasting improvements in educational quality.

3.7 CHALLENGES AND OPERATIONAL BARRIERS

Key Informant Interviews with provincial education departments, training institutes, and district education offices, combined with findings from teacher and coach surveys, highlighted several general and operational challenges that affected the smooth implementation of training activities and overall capacity development efforts. These challenges were particularly pronounced in remote and underserved regions.

3.7.1 FINANCIAL BARRIERS

- Limited and delayed budgetary allocations, especially in Balochistan and federal areas (Islamabad, Gilgit Baltistan), caused postponements in finalizing training schedules.
- Teachers and coaches raised concerns about insufficient transport stipends and lack of support for participation-related costs such as meals and accommodation.
- Financial constraints discouraged consistent participation, particularly in remote districts like Tharparkar, Dir Upper, and parts of Balochistan.
- Inadequate financial planning contributed to uneven preparation levels and inconsistent training attendance across regions.

3.7.2 INFRASTRUCTURE CHALLENGES

- Schools in rural areas of Balochistan and KP lacked basic facilities such as uninterrupted electricity, safe drinking water, proper sanitation, and adequate classroom spaces.
- Teachers reported that lack of electricity limited the practical use of Digital technologies and communication tools during training sessions.
- Poor classroom conditions hindered group activities and practical demonstrations, negatively affecting training delivery.
- In some districts, training had to be shifted to better-equipped urban centers, imposing additional logistical and financial burdens on participants.

3.7.3 INSTITUTIONAL BARRIERS

- Weak coordination between provincial authorities and district education offices delayed the nomination of teachers and coaches, disrupting training schedules.
- Teachers faced overlapping duties, balancing administrative tasks, data reporting, and school functions alongside training commitments.
- Trainings often clashed with school exam periods or regular teaching duties, limiting participants' focus and engagement.
- In Sindh and KP, last-minute changes in participant lists and scheduling conflicts undermined the continuity and effectiveness of training sessions.

Chapter- 4

CONCLUSIONS & RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations derived from the baseline assessment of the ASPIRE teacher training program under Disbursement Linked Result (DLR) 9.2. The conclusions are based on a comprehensive analysis of secondary and primary data sources, including a desk review, consultations with federal and provincial stakeholders, surveys and assessments with teachers and coaches, classroom observations, key informant interviews and focus group discussions. The survey tried to establish benchmark regarding teachers' pedagogical skills and knowledge, assessment of basic awareness of teachers and coaches about ASPIRE modules, and views and perception of stakeholders about anticipated impact of ASPIRE training.

The conclusions reflect the current situation of provincial/regional education authorities with respect to implementation of ASPIRE training program focusing on implementation strategy, utilizing ASPIRE modules, training modalities, anticipated challenges, current level of knowledge and understanding of teachers and coaches to be trained, current level of teaching practices adopted by teachers to be trained, perception and opinion of stakeholders about ASPIRE training program. The conclusions also highlight critical gaps in the design, delivery, and uptake of the training initiatives, revealing regional variations in implementation and factors affecting their impact on classroom practices. The recommendations focus on enhancing the planning, coordination, and sustainability of teacher professional development under ASPIRE, guiding federal and provincial stakeholders to better align future interventions with program goals and improve teaching quality and student learning outcomes in a sustainable manner. Conclusions and recommendations depicting impact of the trainings will be formulated once endline assessment is conducted and results are compared to track change as a result of training program uptake.

4.1 CONCLUSIONS

The conclusions are based on baseline assessment and reflect the current implementation status of the program across provinces/regions.

1. The ASPIRE training modules for teachers and coaches were developed under the ASPIRE program through an inclusive consultative process involving I-SAPS, along with federal and provincial stakeholders. These modules are aligned with national education priorities and focus on key thematic areas, including distance learning, foundational literacy, digital literacy, accelerated learning, and formative assessments. Their comprehensive scope reflects a strong policy-level commitment to enhancing teaching quality across Pakistan and offers a structured approach to capacity building of teachers in lagging districts across provinces/regions.
2. Each province had its own implementation plan for the ASPIRE teacher training program, reflecting variations in timelines, delivery modalities (online, in-person, or blended), training modules adopted, and administrative procedures—shaped by local priorities, institutional capacities, and contextual challenges.
3. The implementation of ASPIRE training modules has shown substantial variation across provinces and federally administered areas in terms of coverage, modality, and institutional arrangements. Each administrative unit adopted context-specific strategies, influenced by institutional capacity, available resources, and existing training mechanisms as depicted below;

    - **Punjab**
      In Punjab, the implementation of ASPIRE modules was overseen by the Program Monitoring and Implementation Unit (PMIU), which assumed primary responsibility for program rollout. All ASPIRE modules were being implemented across the province using an online training modality. To

facilitate this, PMIU developed dedicated application software (Virtual teachers' training e-Taleem) that was supporting remote learning and monitoring of training activities.

- **Sindh**
  In Sindh, the Reform Support Unit (RSU) in collaboration with the Provincial Institute for Teacher Education (PITE) was facilitating the implementation of ASPIRE training modules. A total of five ASPIRE modules were selected based on relevance with provincial context and delivered at the elementary level, while foundational literacy modules were developed and piloted for primary-level teachers. These modules are currently at approval stage at STEDA. The province adopted a cascading model of in-person training sessions for elementary teachers on selected ASPIRE modules, delivered by a contracted private firm. This modality allowed for a structured, tiered delivery system, enabling the training of master trainers who subsequently conducted sessions for a wider cohort of teachers across lagging districts.
- **Khyber Pakhtunkhwa**
  The Directorate of Professional Development (DPD) led the implementation of ASPIRE modules in Khyber Pakhtunkhwa. The province is planning to roll out all ASPIRE modules during this phase of training using a cascading face-to-face training approach. DPD's role encompasses both technical oversight and operational execution, leveraging existing training infrastructure to ensure wide-scale capacity development.
- **Balochistan**
  In Balochistan, the ASPIRE Provincial Coordination Unit (PCU) and the Provincial Institute for Teacher Education (PITE) were jointly responsible for the implementation of the ASPIRE training program. The province has emphasized foundational literacy skills (modules developed with the technical assistance of UNICEF), particularly in lagging districts, aligning them with ASPIRE's FLN objectives. While an implementation plan focused on foundational literacy and numeracy was developed in coordination with the ASPIRE PCU, no training activities under ASPIRE distance learning modules were conducted during the assessment period. However, PCU plans to initiate district-wise FLN training sessions by second week of May. 2025.
- **Federally Administered Areas**
  In the Federal Areas, implementation of ASPIRE modules varied across Zones 1, 2, and 3. In Zone 1, the Federal Directorate of Education (FDE), in collaboration with the National Institute for Excellence in Teacher Education (NIETE), partially implemented the ASPIRE modules using a hybrid approach that combined face-to-face sessions with digital learning via a NIETE-developed smartphone application. The training covered foundational literacy, numeracy, and formative assessment practices, with strategic integration into existing NIETE programs.
  In contrast, Zone 2, despite showing strong commitment and engaging in initial planning, could not launch training activities due to shortages of human and financial resources, highlighting the importance of adequate resource allocation. Zone 3 formally committed to operationalizing the ASPIRE modules and initiated efforts by training 40 Master Trainers in 2024, who are expected to facilitate upcoming teacher and coach sessions; however, financial constraints have delayed the broader rollout of the training program.

4. Each province and region shared their implementation plans for training of teachers and coaches with the Project Coordination Unit (PCU) at the Ministry of Federal Education and Professional Training (MoFEPT) well before implementation of DLR

9.1. However, these plans were not fully followed as intended. Also, there were variations between the number of teachers and coaches mentioned in the original plans and the numbers later reported by provincial and regional officials during meetings with VTT.

5. Delayed and incomplete training of master trainers, which is a critical first step in launching the training of teachers and coaches has emerged as a major challenge. The cascading model relies on these master trainers to initiate and ensure quality delivery at subsequent levels. However, this model was not fully implemented in several regions. Punjab and Islamabad Capital Territory (ICT) bypassed the master trainer layer by opting for fully online training. In other areas, particularly Zones 2 & 3 of the federally administered regions, master trainer sessions were either delayed, incomplete, or not effectively used due to operational challenges. As a result, the effectiveness and overall reach of the training program were significantly affected.
6. Financial and operational challenges were prominent throughout the inception and baseline assessment period. Delays in the disbursement of federal funds to provinces or from provinces to implementors of ASPIRE training components created serious administrative bottlenecks, resulting in delayed preparations for master trainers and the postponed implementation of the teachers' training activities especially in federally administered area. Without a stable and reliable funding mechanism, provinces/regions were often unable to initiate activities in a timely and systematic manner, further diminishing the potential impact of the training programs.
7. Coordination challenges between federal, provincial, and district stakeholders also emerged as a significant barrier to the success of the training programs. In many cases, overlapping roles and multiple responsibilities between district and provincial bodies caused confusion regarding teacher nominations and training rollouts, undermining the program's intended streamlined approach.
8. Another critical limitation identified was the lack of systematic monitoring and evaluation mechanisms to measure the real-time impact of the training programs. In the absence of robust M&E frameworks, it was difficult to validate the effectiveness of investments made in teachers' professional development.
9. While education policies at both federal and provincial levels have consistently emphasized the importance of in-service teacher professional development, there remains a disconnect between policy intentions and operational execution. Despite recognizing teacher capacity building as a strategic priority, provincial implementation efforts have often been fragmented, underfunded, or poorly coordinated, limiting the broader impact on teaching quality and student learning.
10. The classroom observations reveal critical gaps in "Supportive Learning Environment" across provinces, with only Islamabad demonstrating consistent strength in all elements. The average mean score of 2.82 reflects systemic inconsistencies in classroom culture, with provinces like Sindh (2.25) lagging significantly behind Islamabad (3.75) in core TEACH domains.
11. Teachers across all provinces struggle with digital literacy, as seen in their poor performance in Module 3 (Distance Education in High-Tech Context) and Module 8 (Digital Literacy and ICT Skills). Many lagging districts report near-zero understanding of Learning Management Systems (LMS) and online teaching tools, severely limiting their ability to adapt to modern educational demands. Furthermore, it seriously questions Teachers' preparedness for remote/online training modality on ASPIRE modules as adopted by Punjab region. Some of the teachers from Punjab even stated they have never used WhatsApp in their life.
12. Provincial authorities are becoming increasingly familiar with Foundational Literacy and Numeracy (FLN) and are in the process of developing their own training materials for teachers. This is a positive step toward improving overall student

learning outcomes. Once the trainings are completed and the endline assessment is conducted, the final results will be available to share with stakeholders, paving the way for large-scale implementation of FLN strategies.

13. The current on-ground situation regarding the professional development of teachers and coaches strongly supports the need for training sessions focusing on improving student learning outcomes. However, in addition to one-time trainings, teachers and coaches require continuous follow-up sessions over an extended period to create and sustain an effective classroom environment. This need will be further validated once endline assessment data becomes available.
14. Stakeholders across all regions expressed a positive view of ASPIRE but emphasized the need for timely support to achieve the intended results. They voiced concern over the low learning performance of primary-level students in lagging districts, particularly in comparison to national and international standards. However, they also demonstrated a strong willingness to implement training initiatives like ASPIRE in all schools under their jurisdiction, aiming for collective and comprehensive improvement in student learning to better support the broader development process.

4.2 RECOMMENDATIONS

Based on the assessment findings, the following recommendations aim to address implementation gaps, strengthen training delivery, and enhance the overall impact of teacher and coach development under DLR 9.1. These actions focus on improving operational efficiency, ensuring regional equity, building institutional capacity, and establishing stronger monitoring frameworks to support sustained improvements in teaching practices and learning outcomes.

1. **Strengthen Master Trainer Programs**
   To strengthen the master trainer preparation process, it is essential to chalk out and implement comprehensive and standardized training programs for master trainers across all provinces and federally administered areas. These programs should not only focus on module content delivery but also on pedagogical techniques, adult learning principles, and effective coaching methods. Establishing a national certified pool of master trainers representing all regions would enhance consistency, quality assurance, and scalability of future teacher training interventions.
2. **Tailor Training Modalities to specific Regional Needs**
   Given the vast digital divide and varying regional capacities, training modalities must be adapted to the specific contexts of each province and district. Blended approaches—combining online modules, face-to-face workshops, and low-tech solutions such as printed materials should be prioritized. Particularly in remote regions like Balochistan and federal Zones 2 and 3, where internet access is limited, alternative modalities are necessary to ensure equitable access to teacher professional development. Apart from critical contextual factors, the quality of online materials and professional capacity of master trainers is a crucial component of teachers' capacity building that needs to be considered at the time of decision-making.
3. **Improve Monitoring and Evaluation Systems**
   Strengthening monitoring and evaluation frameworks is critical for ensuring quality, long-term success and creating an atmosphere of accountability of teacher training initiatives. Future training programs must include a robust M&E component that tracks not just attendance or completion rates, but also changes in classroom practices and impacts on student learning outcomes. Tools like the adapted Teach Primary observation instrument should be mainstreamed into school monitoring

processes, and provinces should be required to submit regular progress and impact reports in addition to providing continuous feedback to teachers of observed classes to enhance productive classroom culture.

4. **Promote Internal Collaboration and Accountability**
   Strengthening coordination mechanisms among stakeholders is essential to addressing existing inefficiencies. Provincial departments—such as PMIU, PITE, QAED, RSU, DPD—and related agencies should hold regular meetings to align strategies, standardize training modules and materials, resolve operational bottlenecks, and ensure that roles and responsibilities are clearly defined and consistently followed at all administrative levels. Further, collaboration within different institutes/organizations such as curriculum authorities and assessment bodies at provincial/regional level can contribute significantly for successful completion of such training.
5. **Focus on Foundational Literacy and Numeracy (FLN)**
   To strengthen foundational literacy and numeracy (FLN) outcomes, provinces must integrate dedicated FLN modules into both pre- and in-service teacher training programs, with content tailored to regional needs assessments to ensure effective development of reading, writing, and basic numeracy skills in early-grade students—particularly in lagging districts with high learning poverty. To maximize impact, authorities should establish a quality-assurance framework to standardize training materials (while permitting regional adaptations), pilot-test them in select districts with pre-/post-assessments to gauge effectiveness, and develop a stakeholder engagement plan to strategically disseminate results before scaling up—ensuring an evidence-based, coordinated rollout of FLN strategies nationwide.
6. **Enhance Capacity Building for Local Training Institutions**
   Sustaining the gains from ASPIRE and future initiatives will require building the institutional capacity of local teacher training bodies. Provincial Institutes of Teacher Education (PITEs), QAED, DPDs, and STEDA must be equipped with technology, technical assistance, funding, and organizational development support. Embedding Continuous Professional Development (CPD) programs within these institutions will institutionalize a culture of ongoing teacher learning, making professional development a permanent feature of the education landscape rather than a one-off intervention. Follow-up mechanism can be incorporated into their processes and regulations with continuous feedback to concerned authorities for analysis, lessons learned and improvements.
7. **Ensure Timely Fund Disbursement and Resource Allocation**
   In case of federal led initiatives like ASPIRE, the timely and efficient flow of funds from the federal to the provincial levels must be prioritized to prevent administrative disruptions. Dedicated budget allocations specifically earmarked for teacher training activities under ASPIRE should be protected through ring-fencing mechanisms. Furthermore, contingency plans should be developed to ensure continuity of training operations in the face of external disruptions such as natural disasters, political instability, or administrative delays.
8. **Prepare for Emergency and Resilient Education Delivery**
   Given Pakistan's exposure to frequent emergencies such as floods and pandemics, resilience and emergency preparedness training must become a mandatory component of all teacher development programs. Teachers should be equipped with the knowledge and skills needed to sustain learning in times of crisis, ensuring continuity of education and safeguarding student progress even under adverse circumstances. In emergency scenarios, the provinces should evolve pragmatic strategies preferably using distance learning modality to ensure continuity of learning activities for students.

9. **Improve Classroom Culture and Teaching Practices**
   To improve classroom culture, we should prioritize targeted interventions that strengthen “Supportive Learning Environments” by training teachers in positive behavioral expectations and social collaborative skills, particularly in Sindh and KP. Additionally, we should enhance instructional quality through coaching on lesson facilitation, checks for understanding, and the integration of critical thinking into feedback practices. Furthermore, coaches or mentors in each area should be trained on TEACH class room observation tool to provide real-time feedback to teachers in improving classroom learning practices. This comprehensive approach will effectively address the weakest TEACH elements while leveraging Islamabad's best practices to elevate national standards.
10. **Upskilling of Digital Literacy and Technology-Driven Education**
    To address critical gaps in digital literacy, a comprehensive upskilling program should be implemented featuring mandatory training with certification incentives and establishing peer-led tech support networks where proficient teachers mentor colleagues. This dual approach ensures both structured learning and sustainable, on-the-ground support for educators developing digital competencies. Until a certain level of digital literacy is achieved among the teachers, any online/remote training modalities may not yield desired results. Additionally, training modules should include specific digital literacy components that build teachers' confidence and competencies in using technology for instructional purposes. By enhancing access and developing requisite skills, the digital gap between regions can be progressively narrowed to achieve intended results of interventions like ASPIRE.
11. **Continuous Follow-up and Coaching**
    To effectively enhance teachers’ professional development and sustain improved learning outcomes, training programs must evolve from one-time sessions to continuous, long-term support systems. It is suggested to implementing structured follow-up cycles (e.g., monthly coaching, classroom observations, and refresher workshops) aligned with endline assessment findings. This approach will reinforce training content, address implementation challenges, and create lasting improvements in classroom environments across all provinces.
12. **Institutionalize In-Service Trainings**
    All public institutions responsible for capacity building of teachers and coaches must prepare their annual training programmes, seek approval from relevant forums including financial institutions for allocation of budgets and notify it for implementation well in time. The provincial/regional pool of master trainers in different subject areas particularly in FLN and ASPIRE related modules as well as pedagogical aspects be assigned in advance to get prepared for trainings as per approved schedules.
13. **Proportional Target Setting for Teachers and Coaches**
    Future target setting for the number of teachers and coaches to be trained should be proportionate to the population size and number of schools in each province and region. A one-size-fits-all target allocation overlooks the variations in school density, student enrolment, and teacher distribution, especially between rural and urban areas. A proportional approach would ensure fairer resource allocation and help prioritize regions with greater needs.
14. **Define Focus Areas for Training by Education Level**
    Training interventions should clearly define their focus areas by education levels—such as early grades, primary, secondary, and elementary education. A generalized training approach dilutes the impact, as pedagogical techniques, learning goals, and classroom needs differ significantly across these levels. Tailoring training content to specific education tiers would make the learning more relevant and actionable for teachers.

15. **Uniform Implementation of Training Modules**
    It is critical to ensure that all provinces and regions implement the full set of ASPIRE training modules without arbitrary modification or rejection. Since provinces were actively involved in the development of these modules, diverging from the agreed framework undermines program coherence and national standards. Uniform implementation would promote consistency, comparability of outcomes, and uphold the shared objectives agreed during modules development.
16. **Developing Specific Modules for Expanded Focus Areas**
    Following the restructuring of ASPIRE's training focus to include not only distance learning but also foundational literacy and numeracy (FLN), formative assessment, and pedagogy, new modules tailored to these themes should be developed. Relying solely on initial distance learning modules limits the program's relevance to current priorities. Specific, updated modules are needed to address these critical educational areas comprehensively.
17. **Enhancing Training Module Delivery**
    The delivery of training modules must be significantly enhanced to ensure greater engagement and effectiveness. Current delivery models often lack interactivity, practical exercises, and follow-up support. Incorporating participatory methods such as peer learning groups, coaching sessions, and modular assessments during and after training can deepen understanding and encourage sustained application of new practices in the classroom. The master trainers need to be equipped to effectively implement these techniques during trainings.
    Furthermore, the ASPIRE modules should be institutionalized by all teachers' training institutes across the provinces. These modules should be integrated within teachers' continuous professional development programs in all the provinces.
18. **Supporting Teachers in Remote Areas**
    Special strategies should be devised to support teachers working in remote and hard-to-reach lagging areas. These could include deploying mobile training teams, creating regional training hubs, providing offline self-study kits, and offering travel support for in-person sessions along with an effective follow-up and monitoring mechanism. Without additional support, teachers in these areas will continue to be left behind, deepening regional disparities.
19. **Offering Flexible Training Modalities**
    Both online and in-person options should be made available for teachers and coaches during training on ASPIRE modules. Given Pakistan's diverse technological landscape and varying levels of internet access, offering flexible training modalities would allow teachers to choose the mode best suited to their needs and circumstances. Blended learning solutions should also be explored to maximize reach and engagement. Hence, a cluster-based training delivery approach could be more productive and beneficial.
20. **Strengthening Coordination Across Provinces and Regions**
    Coordination mechanisms among provinces and federal regions need to be institutionalized and strengthened. A national coordination committee comprising representatives from PMIU, QAED, PITE, DPD, RSU, and federal units should be established with the consultation of all relevant stakeholders to ensure alignment in training implementation, address bottlenecks, and share lessons learned. Regular coordination meetings can significantly reduce delays in implementation and reduce bottlenecks.
21. **Addressing Gender and Inclusion Gaps**
    Teacher training programs including training materials must integrate a stronger focus on gender equity and inclusive education practices. Trainings should ensure the participation of female teachers, accommodate teachers from marginalized

backgrounds, and promote techniques that foster inclusive classrooms. Specific modules addressing gender sensitivity and inclusive pedagogy should be developed and made mandatory.

22. **Flexible Timelines for Training Implementation**
    Training schedules must accommodate the academic calendars and operational realities of schools, including internal training programs, examination terms, and vacations in summer or winter zone schools. A rigid training calendar disrupts school operations and reduces teacher participation. Provinces should be allowed to plan flexible yet structured training windows aligned with their regional education cycles.
23. **Separate Treatment for Islamabad Territory**
    Islamabad Capital Territory should be treated separately as an independent region for teacher training planning and delivery. A distinct implementation arrangement, with clear responsibilities and planning autonomy for Islamabad, will ensure enhanced accountability and outcomes. It would be better to activate Training Wing of FDE to assess, plan, coordinate, conduct and monitor capacity building initiatives at ICT level.

ANNEXES

ANNEXURES

ANNEXURE 1: Comprehensive Desk Review

Assessment of Teacher Training program up-take and potential impacts on pedagogical practice (DLR 9.2) under the Actions to Strengthen Performance for Inclusive and Responsive Education Program (ASPIRE)

All the relevant documents such as National Education Polices, Provincial Education Sector Plans, ASPIRE modules, Provincial/Regional implementation plans, World Bank, Program appraisal document, World Bank. Restructuring paper, relevant articles published in national and international journals. Moreover, VTT Global team visited provincial headquarters of each province and had meetings with concerned officials responsible for teacher training program under ASPIRE. In addition, meetings were held with the Federal ASPIRE team and officials of the National Institute of Excellence in Teacher Education (NIETE). Online meetings were also held with public officials of Federally administered Zones 2 and 3. In light of review of these documents and meetings, desk review was prepared.

Background

Like many other developing countries, the situation of the education sector in Pakistan portrays a dismal picture. It is characterized by high illiteracy rate, low budget provision in terms of GNP, low enrolment rates at all levels of education, high dropout rate and out of school children , inequality in educational provisions across regions and gender, lack of facilities for professional development of teachers, outdated curricula and poor quality of teaching and learning materials, poor physical infrastructure, political interference, corruption, poor management and supervision, poor quality of education delivered and lack of quality standards.

In low- and middle-income countries 53% of children suffered from Learning Poverty, meaning that they could not read and understand a shortage-appropriate story by age 10[23]. Due to 2022 massive floods in the country, it is estimated that from 1 million to 2.5 million additional children will drop out of school and learning poverty increased from 75 percent pre-pandemic to about 79 percent post 2022 floods[24].

Pakistan is facing a learning crisis despite considerable improvement in access to education in different parts of the country. The findings of various studies conducted on students learning achievement in Pakistan are not very encouraging and reflect dismally low level of education quality. The key findings of some of the studies recently conducted on student learning achievement are reported below:

According to Annual Status Education Report (2023), 55 percent children in grade 5 who can read simple grade 2 level story in Urdu or in their mother tongue, 56 percent of grade-5 students can read grade 2 level sentences in English and only 48 percent children in grade 5 can do three digits division[25].

According to Trends in International Mathematics and Science Study (TIMSS) 2019, only a quarter (27%) of students at the end of primary school in Pakistan reach at least a minimum proficiency level in mathematics[26]. According to National Achievement Test (NAT) 2019, Students answered 68% items correctly on average in Grade-4 Urdu and Sindhi. On

[23] World Bank. World Bank Development Report 2018: Learning to realize education's promise

[24] World Bank, Restructuring Paper, Report No: PAD5470, July 31, 2020

[25] Annual Status of Education Report (ASER) 2023: Survey Findings. Retrieved from https://aserpakistan.org/index.php

[26] Government of Pakistan, Pakistan Institute of Education, Ministry of Education & Professional Training. (2024). Pakistan Education Statistics 2021-22

average, 56% items in Grade-4 English were answered correctly by students. About half of items (49%) were correctly answered on average in Grade-4 Mathematics by students[27].

The COVID-19 pandemic had an immediate effect on the education system of Pakistan. As an immediate response, the GoP announced a nationwide lockdown, including closure of all schools. The educational system in Pakistan faced substantial educational access, quality, and management challenges, with a high rate of out-of-school children and high learning poverty even before the pandemic. These challenges were further exacerbated during COVID-19. Moreover, in 2022, the country experienced severe flooding that also significantly impacted the education system by damaging many schools that disrupted the education of thousands of children across the country. The floods exacerbated existing disparities in access to quality education, leaving many students without the necessary resources or facilities to continue their learning.

In response to these challenges, the World Bank introduced the Actions to Strengthen and Performance for Inclusive and Responsive Education (ASPIRE) program as part of its COVID-19 education support package in Pakistan. ASPIRE aims to assist the Government of Pakistan in its response to the COVID-19 crisis and supporting education systems in becoming more responsive, resilient, and inclusive during emergencies. It is implemented by the Ministry of Federal Education and Professional Training (MoFEPT) in close coordination with provincial departments of education.

ASPIRE has a broad scope of deliverables, distributed into 3 Result Areas and 12 Disbursement-Linked Indicators (DLIs). Results Area 2 of ASPIRE aims to improve opportunities for learning for out-of-school children and at-risk students. Within this result area, the Disbursement-Linked Indicator (DLI) 9 aims to implement teacher training programs on Distance Learning, Foundational Literacy, Accelerated Learning Programs (ALP), or Formative Assessment in lagging areas/districts.

In-service Teacher training

The purpose of in-service training is to enhance the quality of students' learning by improving the quality of teaching through constant review and assessment of teachers' instructional approaches, identifying effective teaching approaches, and capitalizing on them for the benefit of the learners. Effective training equips teachers with content knowledge, pedagogical strategies, and classroom management[28]. In-service training makes teachers aware of the newly emerging trends and techniques in teaching and helps them to refresh their knowledge and skills. Usually, in-service training is imparted to the teachers recruited by departments of education to update and refresh their knowledge, skills and competence. In-service training helps teachers learn the latest teaching methods, classroom management techniques, and subject matter[29]. In-service teacher training enhances the professional competency of teachers by refreshing the techniques, activities and learning experiences. In-service teacher training ensures that the acquired skills, knowledge and attitudes continue to grow and improve with the changing times[30]. As per policy recommendation, each teacher must have the opportunity for in-service training at least once every five years. However, a primary teacher usually gets in-service training opportunity after 13 years, elementary school

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[27] Government of Pakistan, Pakistan Institute of Education, Ministry of Education & Professional Training. National Achievement Test 2023

[28] World Bank, (2019). Selected Drivers of Education Quality: Pre- and In-Service Teacher Training

[29] Qaisra, R &, Haider, S.Z. (2023). The Influence of In-Service teachers training programs on the professional development of school teachers. *Pakistan Journal of Humanities and Social Sciences, 11*(1), 507-516

DOI: https://doi.org/10.52131/pjhss.2023.1101.0368

[30] Shah, S.M.A., Kiani, K.M., Mahmood, Z., & Hussain, I. (2011). In-service training of secondary level teachers: A follow up of teachers' performance in comparative perspective. *Journal of Education and Practice*, 1(11&12), 40-49. Retrieved from http://www.iiste.org/Journals/index.php/JEP/issue/view/94.

teacher gets an opportunity of in-service training after eight years and secondary school teacher gets this opportunity after 16 years[31].

Teacher Education has been considered as provincial subject. Each province has a centralized organizational structure for teacher education. In Balochistan and Sindh Provinces, Provincial Institute of Teacher Education (PITE) is responsible for pre & in-service teacher training. In Khyber Pakhtunkhwa, Directorate of Professional Development (DPD) is conducting pre & in-service teacher training in the province. In Punjab province, Quaid-e-Azam Academy for Educational Development is responsible for in-service teacher training and Continuous Professional Development of teachers. Federal College of Education (FCE) has a mandate to cater the needs of qualified trained teachers of Islamabad Capital Territory, Gilgit Baltistan and AJK. FCE is by imparting Pre-Service and In-Service training by adopting new and improved methodology / techniques and practicum to meet the challenges in education. National Institute of Excellence in Teacher Education (NIETE) runs online teacher training programs for teachers. The Federal Directorate of Education conducts Continuous Professional Development (CPD) and teachers' induction training digitally via a dedicated smartphone application developed by (NIETE).

In-service teacher training is usually imparted for continuous improvement of professional knowledge and skills of teachers. The findings of some studies reported that in-service training courses have a little or no impact on the performance of teachers and consequently on students' achievements[32]. Whereas the findings of some studies report in-service training programs contribute towards enhancement of teacher's 'skill, knowledge, ability and confidence[33]. The duration of in-service varies from one week to one month and it also varies across the provinces. The literature is consistent in emphasizing the correlation between the steady declination in the status of teaching profession, particularly poor quality of initial and in-service training imparted to teachers and poor students' learning outcomes recorded over years in Pakistan"[34] . Trained graduate teachers with in-service training performed better on the aspects of teaching methodology, use of audio-visual aids and application of evaluation techniques in the classrooms[35]. A brief review of education policies and provincial education sector plans is reported below:

Review of education policies and provincial education sector plans

Since independence, the government of Pakistan is cognizant about the importance of teacher education; therefore, in each policy document various measures have been proposed to improve the quality of teacher education. A brief review of education policy documents regarding teacher education and training in Pakistan is presented below:

National Education Policy (1998-2010) proposed strengthening of in-service institutions of teachers training; establishment of National Institute of Teacher Education, revision of curriculum and method of instruction in teacher training institutions, special incentives for

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[31] Government of Pakistan, Ministry of Education. (2004). From teacher education to professional development: Position paper. Islamabad: Ministry of Education

[32] Akhtar, S. H., Hayat, S., & Naseer Ud Din, M. (2011). A critical analysis of the existing status of the in-service training of teachers at secondary level in Khyber Pakhtunkhwa (Pakistan). International Journal of Academic Research, 2(2), 417-420.

[33] Essel, R., Badu, E., Owusu-Boateng, W., & Saah, A. A. (2009). In-service training: An essential element in the professional development of teachers. Malaysian Journal of Distance Education, 11(2), 55-64.

[34] Ahmed, M.R. (2012). Factors affecting initial teacher education in Pakistan: Historical analysis of policy network. International Journal of Humanities and Social Science, 2(13), 104-113. Retrieved from http://www.ijhssnet.com/journals/Vol_2_No_13_July_2012/10.pdf

[35] Shah, S.M.A., Kiani, K.M., Mahmood, Z., & Hussain, I. (2011). In-service training of secondary level teachers: A follow up of teachers' performance in comparative perspective. Journal of Education and Practice, 1(11&12), 40-49. Retrieved from http://www.iiste.org/Journals/index.php/JEP/issue/view/94

teachers to attract talented students into teaching profession as well as special incentives for rural female to join teaching profession[36].

The White Paper has identified deficiencies in in-service teacher training that include nomination of teachers for training by district government but trained by the provincial government resulting no clear-cut responsibility for results, no clear cut responsibilities within the provincial organizations responsible for in-service teacher training, mostly same teachers are nominated for training, teacher training is donor driven especially at primary level, the biggest weakness in existing in-service teacher program is lack of follow up and support as well as no allocation in the recurrent budget for teacher training. The White Paper proposed that in-service teacher training program should be mandatory for all teachers without discrimination and the current in-service teacher training program be revised with different certification for different level of teachers[37].

National Education Policy (2009) recommended that in-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and program to cater to emerging needs like trainings in languages and ICT. The Policy also proposed establishment of Institutionalized and standardized in-service teacher training regime in those provinces where it has not already been done[38].

National Education Policy Framework (2018) stated that low learning outcomes are directly linked to low instructional quality by teachers. It further added that teachers across Pakistan have low content knowledge and weak pedagogical skills. The Policy Framework contented that existing teacher training program; both pre- and in-service was weak compounded by the absence of an effective accreditation and certification mechanism. The Policy has proposed continuous professional development support to teachers to manage multi-grade teaching and improve math and science instruction[39].

Provincial Education Sector Plans

The Punjab Education Sector Plan 2019-2024 has stated that having a qualified and motivated teacher in a classroom is essential for children to learn and progress, and is a key driver for improved learning outcomes, therefore, it has proposed developing new approaches that will focus on development pedagogical skills, content knowledge and assessment skills of teachers through Continues Professional Development (CPD). The plan has proposed school based CPD activities that will focus on mentoring, classroom observation and developing communities of practice[40].

School Education Sector Plan Sindh (2019/20-2023/24) has acknowledged the quality of teaching force and it has proposed meritorious teacher recruitment and teacher training and professional development. The plan stated that Sindh Teacher Education Department Authority (STEDA) has developed a Continuous Professional Development (CPD) model based on a school cluster system. It includes 'Guide Teachers' who provide support to peers in nearby schools, and subject coordinators[41].

Khyber Pakhtunkhwa Education Sector Plan (2020-2024) has put forward various policy inventions to improve the quality of teaching force which include operationalizing the quality

[36] Government of Pakistan, Ministry of Education. (1998). National education policy 1998-2010. Islamabad: Ministry of Education

[37] White Paper (Revised). (2007). Education in Pakistan

[38] Government of Pakistan, Ministry of Education. (2009). National education policy 2009. Islamabad: Ministry of Education

[39] Government of Pakistan, Ministry Federal Education and Professional Training. (2018). National Education Policy Framework 2018.

[40] Government of Punjab, Punjab Education Sector Plan 2019-2024

[41] Government of Sindh, School Education Sector Plan Sindh 2019/20-2023/24

standards for teacher educators, provision of well-trained teachers, teachers' induction program and Continuous professional development for in-service professional development of teachers. The plan also proposed empowering and developing the capacity of the provincial level institutions focusing on technical areas of teacher induction, in-service training, mentoring of education professionals, technology enabled learning, emergency preparedness, data gathering, analysis and dissemination[42].

Balochistan Education Sector Plan 2020-25 has discussed all the relevant challenges pertaining to in-service teacher training. The Plan stated that the in-service training courses are sporadic and offer very few opportunities for skills upgradation resulting in most teachers lack the requisite technical skills, pedagogical ability and capacity for assessment. The plan proposed different strategies for in-service teacher training which include adopting a holistic approach for teacher professional development, needs based training, enhancing the capacity of Provincial Institute of Teacher Education (PITE) as a prime institute for in-service training, and institutionalize and operationalize in-service training for NFE teachers[43].

DLI: 9 Implementation of teacher training programs on distance learning, accelerated programs and formative assessment in lagging areas/districts

DLR 9.1 The teacher training program would be designed to be delivered virtually and/or face-to-face. Modules should use the latest research on pedagogy and teacher training. The training will cover, at least, the topics of distance education and accelerated learning pedagogical strategies, and formative assessment strategies. The training content may differ between those offered for teachers and those for coaches. The training content should be anchored on the pedagogy of language instructions and should focus on early- grade reading and math. Modules will be gender and marginalized group sensitive[44]. DLI 9 is revised to include teacher training programs on foundational literacy in addition to the current training on distance learning, accelerated programs and formative assessments, thus magnifying the effort towards improved quality of education and recovery of learning loss. The provinces will have the flexibility to conduct training on any of the thematic areas supported by the DLI depending on the needs in their districts[45].

In pursuance of DLR 9.1, the Ministry of Federal Education and Professional Training outsourced the task of development of Modules to the firm namely Institute of Social and Policy Sciences (I-SAPS). Keeping in view the TORs, the firm has developed 12 Modules (10 for teachers and 2 for coaches) in close coordination and consultation with provinces and federal administrative units i.e. ICT Zone-1, Zone-2 and Zone-3. The details of Modules for teacher and coaches are as under:

Module No.	Teacher Training Module Title
1	Distance Learning: Introduction, Current Context and Future
2	Vision Building Planning and Management
3	Distance Education in High-Tech Context
4	Distance Education in Low-Tech Context
5	Distance Learning Pedagogy and Strengthening Foundational Literacy
6	Strengthening Education Bonds Teacher-Parent Collaboration in Challenging Times
7	Building Communities of Practice in Education
8	Improving Digital Literacy and Learning ICT Skills and Distance Learning Tools

[42] Government of KP, Khyber Pakhtunkhwa Education Sector Plan 2020-2024.

[43] Government of Balochistan, Balochistan Education Sector Plan 2020-25.

[44] World Bank, Program appraisal document, Report No: PAD4035, July 9, 2020

[45] World Bank. Restructuring paper, Report No: PAD5470, JULY 31, 2020

Module No.	Teacher Training Module Title
9	Formative Assessment and Tracking Results
10	Accelerated Learning Pedagogical Strategies
	Coaches Training Module Title
11	Coaching During Emergencies
12	Classroom Observation and Debriefing Sessions

These modules have been adapted by most provinces/regions as per their needs and requirements. These modules are available at the Ministry of Federal Education and Professional Training website https://vtt.etaleem.gov.pk/landing/categories.

DLR 9.2 The assessment will review implementation processes, engagement of teachers and coaches, and any behavioural changes in the classroom demonstrated by teachers. A standardized tool will be used to try to measure classroom behavioural changes. The assessment will include both quantitative and qualitative results and will provide lessons learned and recommendations to strengthen the training program[46].

Review of Provincial/ Regional Work-plans and VTT Global Team Provincial/Regions Visits Notes

In order to get insight into DRL 9.2, the work plans of provinces/regions, minutes of meeting, WB reports, 12 training modules were reviewed. In addition, VTT Global visited all provincial headquarters to meet with provincial ASPIRE team and relevant public officials responsible for implementation of teacher training program under DLR 9.2. Face to face/online meetings were held with public officials of ICT, Zone-1, Zone-2 and Zone-3 to solicit their view about implementation of teacher training. VTT Global team is in close coordination with Project Management Unit and weekly meetings are held to appraise the progress. A brief review of each province/region regarding implementation process, training modality, engagement of teachers and coaches, training target, adaptation of training modules and challenges is presented below:

1.Punjab. Implementation Pan: PMIU is responsible for the implementation and monitoring of training under ASPIRE in the selected districts. A total of 32000 teachers (primary, elementary and secondary schools) and 7100 coaches (head teachers and Assistant Education Officers) will be trained online from six selected districts. All in-service teachers will complete training in modules 1 to 10 digitally in FY2024-25 and coaches will complete training in all 12 modules digitally in FY2024-25.

VTT Global visit meeting Discussion Notes: The Government of Punjab, (PMIU) has decided to conduct all trainings under ASPIRE online. The trainings will commence upon the reopening of schools after the winter vacations in January, 2025 and will be completed by March 2025. PMIU has developed an application for online training, and it is in the finalization phase. The application will be pilot tested. In the 6 selected districts, there are 47000 male and female teachers working in Primary, elementary and secondary schools. All these teachers (100%) will be offered online training. The department anticipates that 32,000 trainees - approximately 65% of the total - will successfully complete the training, achieving 100% of the provincial target under ASPIRE. PMIU will use all 12 training modules developed and approved by MoFEPT (10 for teachers and 2 for coaches) will be used for training of teachers and coaches without modification.

2. Sindh. Implementation Plan: Reform Support Unit (RSU) will be responsible for overall implementation, coordination and monitoring of training activities under ASPIRE. The Provincial Institute of Teacher Education (PITE) is responsible for executing training activities

[46] World Bank, Restructuring Paper, Report No: PAD5470, July 31, 2020

as per schedule and budget. A total of 5040 teachers and 446 coaches (DEOs, DDEOs, TEOs and Head Teachers) will be trained. I-SAPS will train 50 Master Trainers identify by PITE and Master Trainers will train 5040 teachers from four lagging districts.

VTT Global visit meeting Discussion Notes: RSU is responsible for overall implementation of training for teachers and coaches. A total of 4,594 teachers and 446 coaches will be trained under ASPIRE modules from lagging districts. The training of teachers and coaches would be outsourced for which the services of a firm are being hired. Out of 12 ASPIRE modules seven modules will be used for training teachers and coaches as per needs of the province. A module on foundational Learning is being developed for which the services of private firms are being hired. Total 3000 teachers will be trained on Foundational learning from 1722 primary & Elementary (40% boys, 40% Mix and 20% girls) schools in lagging districts of ASPIRE project.

3. Khyber Pakhtunkhwa. Implementation Plan: Directorate of Professional Development (DPD) is responsible for implementation, coordination and monitoring of training program under ASPIRE. A total of 5000 primary, elementary and secondary teachers and 875 coaches (500 Head Teachers and 375 school leaders) are to be trained in 10 lagging districts. The training modalities include face to face, online and cascading. The training under ASPIRE would be aligned with continuous professional development being conducted by the DPD. Resource from I-SAPS will train 50 master trainers and master trainers will train 5000 teachers.

VTT Global visit meeting Discussion Notes: Directorate of Professional Development (DPD) is responsible for overall implementation of training activities under ASPIRE. DPD plans to initiate training activities under ASPIRE modules from 15th January 2025, after post-winter vacations, and it will be concluded by June 2025. DPD will impart training to 5,000 teachers (Primary, Elementary and Secondary Schools) and about 875 coaches (375 school leaders, and 500 head teachers) in 10 lagging districts using ASPIRE modules.

4. Balochistan: Implementation Plan: PMU is responsible for releasing funds to PITE for the implementation of the training and providing administrative support where required. PITE is responsible for conducting training according to schedule and budget. They are responsible for coordination with other provincial departments carrying out training activities under ASPIRE. The Directorate of Schools will approach the concerned DEOs to nominate teachers and coaches for training. PITE will provide training for 2000 primary, elementary, and secondary teachers and 500 coaches (450 Cluster head and 50 AEOs) during 2024-25 in 16 lagging districts under ASPIRE. Different training modalities will be adopted that include face-to-face and cascading. Resource persons from I-SAPS will train a pool of 50 of Lead Master Trainers (LMTs) identified by PITE and Master Trainers (LMTs) will train Master Trainers (MTs) from PITE as per the needs of each district. Training will be conducted in the 16 lagging districts for teachers and coaches by both LMTs and MTs.

VTT Global visit meeting Discussion Notes: PITE is the executing agency for training teachers and coaches under ASPIRE. PITE plans to train 2000 teachers and 500 coaches during FY 2024-25. They pointed out that I-SAPS was supposed to be 50 Lead Master Trainers (LMTs), however, no training was conducted. In addition to ASPIRE modules, some training modules were also developed by UNICEF focusing on pedagogy and assessment, numeracy, English literacy, and Urdu literacy. Under UNICEF program 4000 teachers (2000 male & 2000 female) teachers are to be trained, therefore, they suggested these may also be included in assessment. The PITE has not conducted in-service training Under ASPIRE modules up-till now and they have not evolved any specific strategy to impart training, however, some teachers have been trained under UNICEF Modules and they indicated that same training strategy would be adopted for ASPIRE modules.

5. Federal

(i) ICT: Implementation Plan: In ICT the training will be implemented in the lagging sectors of ICT. ICT has planned to train 5500 teachers and 36 coaches (Head teachers). Continuous Professional Development (CPD) and induction training courses in Federal Directorate of Education (FDE) are delivered digitally via a dedicated smartphone application developed by the National Institute of Excellence in Teacher Education (NIETE). The NIETE program has components, including Foundational Literacy and Numeracy and Formative Assessments, that align with the modules prepared under ASPIRE, therefore, FDE plans to integrate the modules developed under ASPIRE with the existing modules delivered by NIETE.

VTT Global visit meeting Discussion Notes: The training program under I-SAPS will be implemented by National Institute of Excellence in Teacher Education (NIETE) in collaboration with Federal Directorate of Education (FDE). A total of 3,891 primary school teachers and 55 coaches will be trained on the ASPIRE modules. Both face to face and online training modalities will be adopted. Training mainly focuses on pedagogy and assessment, numeracy, English literacy, and Urdu literacy

(ii) ICT Zone-2 Implementation Plan: Training under ASPIRE will be implemented in seven lagging districts. A total of 2606 primary, elementary and secondary teachers and 162 coaches will be trained using ASPIRE modules. Teachers and coaches will be trained in face-to-face training sessions. I-SAPS resource persons will train 30 Master Trainers and Master Trainers will impart training to teachers and coaches. Training will be conducted at Tehsil level of lagging districts.

VTT Global visit meeting Discussion Notes: ICT Zone-2 plans to train 2,606 primary, elementary and secondary teachers and 486 coaches using 12 ASPIRE modules in seven lagging districts. Cascading training modality will be adopted under ASPIRE program. They indicated that I-SAPS resource persons will train 30 master trainers from Zone-2 and then they will train teachers and coaches using cascading training modality. They pointed out if master trainers from Zone-2 were not trained by I-SAPS resource persons then they are not in position to implement training program under ASPIRE in Zone-2 due to lack of financial and human resources. They indicated that schools in Zone-2 are closed till February due to winter vacation that will affect baseline assessment, especially classroom observation schedule. Training of teachers and coaches was delayed because I-SAPS did not train master trainers and non-availability of funding.

(iii) ICT Zone-3 Implementation Plan: The training under ASPIRE will be implemented in the five lagging districts of ICT Zone-3. About 800 teachers and 40 coaches will be trained on the ASPIRE module. Teachers and coaches will be trained in face-to-face training sessions. Cascading training modality will be adopted. Resource person from I-SAPS will train 40 Master Trainers and MTs will impart training to teachers and coaches. Teachers and effective teaching matter to improve learning.

VTT Global visit meeting Discussion Notes: I-SAPS has trained 40 master trainers nominated by Zone-3 under ASPIRE. Zone-3 plans to train 800 teachers and 40 coaches in lagging districts on the ASPIRE module. Till now training has not been conducted due to non-availability of funds for which the Ministry of Federal Education and Professional Training was approached, however, the Ministry has not yet released the funds. If the funds are not released, Zone-3 is not in position to conduct teacher training under ASPIRE. They have planned to initiate training in March 2025 if the funds are released by the Ministry. The further indicated that training will be conducted face to face by master trainers at district level. They have adapted all ASPIRE modules.

ANNEXURE 2: List of Lagging Districts

Province/Region	Lagging Districts

Balochistan	1. Awaran 2. Kharan 3. Killa Saifullah 4. Kohlu 5. Musa Khail 6. Panjgur 7. Sherani 8. Sibi 9. Washuk 10. Ziarat 11. Barkhan 12. Mastung 13. Duki 14. Noshki 15. Loralai 16. Hernai 17. Dera Bugti
KP	1. Battagram 2. Upper Kohistan 3. Lower Kohistan 4. Kolai Palas 5. Shangla 6. Tor Ghar 7. Upper Dir 8. Swabi 9. Bannu 10. Karak
Punjab	1. Bhakkar 2. Rahim Yar Khan 3. D.G Khan 4. Muzaffar Garh 5. Rajanpur 6. Lodhran
Sindh	1. Dadu 2. Saheed Benazeer Abad 3. Tharparker 4. Umerkot
Federal Administered Areas	1. Kotli 2. Bhimber 3. Neelum 4. Jhelum Valley 5. Haveli 6. Diamer 7. Shigar 8. ICT Four Rural Areas (Bharakahu, Tarnol, Nilore, Sihala)

ANNEXURE 3: QUANTITATIVE TOOLS


V3 FinalUrdu Translated Baseline ar


Final Version Coaches Urdu Baselin


ISB - Teacher and Coach Assessment To


V2. FLN Assessment Tool - Teacher (Balocl


V2. FLN Assessment Tool - Coach (Balochi

ANNEXURE 4: ADAPTED TEACH TOOL

Classroom Primary Observation Tool

Name	Options/Description
District	Preloaded
Taluka/Tehsil	Preloaded
School Name	Preloaded
EMIS Code	Preloaded
Name of Teacher	
Class	Subject: Language/Math
Grade	2-5
Total Number of Enrolled Student?	Girls _____ Boys, _____
Total Number of Student Present at the time of visit	Girls _____ Boys, _____
What is the official language of instruction?	Urdu/Sindhi/Pashto/Punjabi/Balochi/Others
What proportion of enrolled children speak the same language at home as the official language of instruction?	1. All the children speak this language at home 2. More than half of the children speak this language at home 3. Less than half of the children speak this language at home 4. None of the children speak this language at home

TIME ON LEARNING (WB Teach Tool)

0.	TIME ON LEARNING (WB Teach Tool)	1st Snapshot (4m)				2nd Snapshot (9m)				3rd Snapshot (14m)			
0.1	Teacher provides learning activity to most students	Y		N		Y		N		Y		N	
0.2	Students are on task	N/A	L	M	H	N/A	L	M	H	N/A	L	M	H

QUALITY OF TEACHING PRACTICES

Areas / Elements / Behaviors				Scoring					Final Scores
A. CLASSROOM CULTURE – (WB Teach Tool)									
1.	SUPPORTIVE LEARNING ENVIRONMENT			1	2	3	4	5	
1.1	The teacher treats all students respectfully				L	M		H	
1.2	The teacher uses positive language with students				L	M		H	
1.3	The teacher responds to students' needs			N/A	L	M		H	
1.4	The teacher does not exhibit bias and challenges stereotypes in the classroom	a. Gender b. Disability	L M H L M H	Sub-scores		Determine score	L	M	H
2.	POSITIVE BEHAVIORIAL EXPECTATIONS			1	2	3	4	5	
2.1	The teacher sets clear behavioral expectations for classroom activities				L	M		H	
2.2	The teacher acknowledges positive student behavior				L	M		H	
2.3	The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior				L	M		H	
B. INSTRUCTION									
3.	DIGITAL LITERACY AND DISTANCE LEARNING (VTT)			1	2	3	4	5	
3.1	The teacher uses digital devices or tools like computer, screen, clickers, tabs, mobile, applications, videos, audios etc.,				L	M		H	
3.2	Students use digital devices or tools to complete tasks, interact with multimedia content etc.				L	M		H	
3.3	The teacher guides students on in-person and online learning methods.				L	M		H	
4.	LET'S READ TOGETHER (C1-PMIU-SELECT)			1	2	3	4	5	
4.1	The teacher models exemplary reading by reading aloud from the book and demonstrates proper literacy skills (holding the book, correctly and turning pages).				L	M		H	
4.2	The students take turns reading aloud by pointing to each word as they read within their groups				L	M		H	
4.3	The teacher asks students about the book they read, including the title pictures on the cover, and words they were able to read				L	M		H	
5.	LET'S READ FASTER (C1-PMIU-SELECT)			1	2	3	4	5	
5.1	The teacher models the correct pronunciation of the words/sentences before students began reading				L	M		H	
5.2	The students were encouraged to repeat the words/sentences after the teacher to ensure correct pronunciation				L	M		H	
5.3	The students had the opportunity to practice reading the words individually				L	M		H	
6.	LESSON FACILITATION (WB Teach Tool)			1	2	3	4	5	
6.1	The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives				L	M		H	
6.2	The teacher explains content using multiple forms of representation				L	M		H	
6.3	The teacher makes connections in the lesson that relate to other content knowledge or students' daily lives				L	M		H	
6.4	The teacher models by enacting or thinking aloud				L	M		H	
7.	CHECKS FOR UNDERSTANDING (WB Teach Tool)			1	2	3	4	5	
7.1	The teacher uses questions, prompts or other strategies to determine students' level of understanding				L	M		H	

C. SOCIOEMOTIONAL SKILLS										
10.	AUTONOMY (WB Teach Tool)		1	2	3	4	5			
10.1	The teacher provides students with choices		L		M		H			
10.2	The teacher provides students with opportunities to take on roles in the classroom		L		M		H			
10.3	The students volunteer to participate in the classroom		L		M		H			
11.	SOCIAL & COLLABORATIVE SKILLS (WB Teach Tool)		1	2	3	4	5			
11.1	The teacher promotes students' collaboration through peer interaction		L		M		H			
11.2	The teacher promotes students' interpersonal skills		L		M		H			
11.3	Students collaborate with one another through peer interaction		L		M		H			
12.	PERSEVERANCE (WB Teach Tool)		1	2	3	4	5			
12.1	The teacher acknowledges students' efforts		L		M		H			
12.2	The teacher has a positive attitude towards students' challenges		L		M		H			
12.3	The teacher encourages goal setting		L		M		H			

Elementary Classroom Observation Tool

Name	Options/Description
District	Preloaded
Taluka	Preloaded
School Name	Preloaded
EMIS Code	Preloaded
Name of Teacher	
Class	Subject: Language/Math
Grade	
Total Number of Enrolled Student?	Girls _____ Boys, _____
Total Number of Student Present at the time of visit	Girls _____ Boys, _____
What is the official medium of instruction?	Urdu/Sindhi
What proportion of enrolled children have the medium of instruction as mother tongue speak the same language at home as the official language of instruction?	1. All the children speak this language at home 2. More than half of the children speak this language at home 3. Less than half of the children speak this language at home 4. None of the children speak this language at home

SCHOOL ID:	TEACHER ID:	CODER ID:	GRADE:	SUBJECT: Language/Math	SEGMENT 1
CLASS SIZE: girls _____ boys _____		SCHEDULED TIME: ____:____ to ____:____		ACTUAL TIME: ____:____ to ____:____	SEGMENT LENGTH: ____ min

TIME ON LEARNING (WB Teach Tool)

0.	TIME ON LEARNING (WB Teach Tool)	1st Snapshot (4m)				2nd Snapshot (9m)				3rd Snapshot (14m)			
		Y			N	Y			N	Y			N
0.1	Teacher provides learning activity to most students	N/A	L	M	H	N/A	L	M	H	N/A	L	M	H
0.2	Students are on task												

QUALITY OF TEACHING PRACTICES

Areas / Elements / Behaviors				Scoring					Final Scores
A. CLASSROOM CULTURE – (WB Teach Tool)									
1.	**SUPPORTIVE LEARNING ENVIRONMENT**			1	2	3	4	5	
1.1	The teacher treats all students respectfully				L		M	H	
1.2	The teacher uses positive language with students				L		M	H	
1.3	The teacher responds to students' needs			N/A	L		M	H	
1.4	The teacher does not exhibit bias and challenges stereotypes in the classroom	a. Gender b. Disability	L M H L M H	Sub-scores ▷		Determine score ▷	L	M	H
2.	**POSITIVE BEHAVIORIAL EXPECTATIONS**			1	2	3	4	5	
2.1	The teacher sets clear behavioral expectations for classroom activities				L		M	H	
2.2	The teacher acknowledges positive student behavior				L		M	H	
2.3	The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior				L		M	H	
B. INSTRUCTION									
3.	**DIGITAL LITERACY AND DISTANCE LEARNING (VTT)**			1	2	3	4	5	
3.1	The teacher uses digital devices or tools like computer, screen, clickers, tabs, mobile, applications, videos, audios etc.,				L		M	H	
3.2	Students use digital devices or tools to complete tasks, interact with multimedia content etc.				L		M	H	
3.3	The teacher guides students on in-person digital literacy methods.				L		M	H	
4.	**LESSON FACILITATION (WB Teach Tool)**			1	2	3	4	5	
4.1	The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives				L		M	H	
4.2	The teacher explains content using multiple forms of representation				L		M	H	
4.3	The teacher makes connections in the lesson that relate to other content knowledge or students' daily lives				L		M	H	
4.4	The teacher models by enacting or thinking aloud				L		M	H	
5.	**CHECKS FOR UNDERSTANDING (WB Teach Tool)**			1	2	3	4	5	
5.1	The teacher uses questions, prompts or other strategies to determine students' level of understanding				L		M	H	
5.2	The teacher monitors most students during independent/group work			N/A	L		M	H	
5.3	The teacher adjusts teaching to the level of students				L		M	H	
6.	**FEEDBACK (WB Teach Tool)**			1	2	3	4	5	
6.1	The teacher provides specific comments or prompts that help clarify students' misunderstandings				L		M	H	
6.2	The teacher provides specific comments or prompts that help identify students' successes				L		M	H	
7.	**CRITICAL THINKING (WB Teach Tool)**			1	2	3	4	5	
7.1	The teacher asks open-ended questions				L		M	H	
7.2	The teacher provides thinking tasks				L		M	H	
7.3	The students ask open-ended questions or perform thinking tasks				L		M	H	
C. SOCIOEMOTIONAL SKILLS									
8.	**AUTONOMY (WB Teach Tool)**			1	2	3	4	5	
8.1	The teacher provides students with choices				L		M	H	
8.2	The teacher provides students with opportunities to take on roles in the classroom				L		M	H	
8.3	The students volunteer to participate in the classroom				L		M	H	
9.	**SOCIAL & COLLABORATIVE SKILLS (WB Teach Tool)**			1	2	3	4	5	
9.1	The teacher promotes students' collaboration through peer interaction				L		M	H	
9.2	The teacher promotes students' interpersonal skills				L		M	H	
9.3	Students collaborate with one another through peer interaction				L		M	H	
10.	**PERSEVERANCE (WB Teach Tool)**			1	2	3	4	5	
10.1	The teacher acknowledges students' efforts				L		M	H	
10.2	The teacher has a positive attitude towards students' challenges				L		M	H	
10.3	The teacher encourages goal setting				L		M	H	

ANNEXURE 5: QUALITATIVE TOOLS


Provincial Directorate of Education and PMU


WB and MoFEPT - KII - 20250126 - VTT.pdf


Teachers - FGD - 20250204 - VTT.pdf


HS_Coaches - FGD - 20250204.pdf


Students - FGD - 20250204 - VTT.pdf


Master Trainer - KII - 20250204 - VTT.pdf

ANNEXURE 6: Movs

Training Agenda and Attendance Sheets (Attached)

Sindh - Coaches Training Verification

ANNEXURE 7: Situational Analysis

Situation Analysis

Due to 2022 massive floods in the country, it is estimated that from 1 million to 2.5 million additional children will drop out of school and learning poverty increased from 75 percent pre-pandemic to about 79 percent post 2022 floods. Moreover, the findings of various studies conducted on students learning achievement in Pakistan are not very encouraging and reflect dismally low level of education quality. According to Annual Status Education Report (2023), 45 percent children in grade-5 cannot read simple grade-2 level story in Urdu or in their mother tongue, 44 percent of grade-5 students cannot read grade-2 level sentences in English and about half of children in grade-5 cannot do three digits division. According to Trends in International Mathematics and Science Study (TIMSS) 2019, only a quarter (27%) of students at the end of primary school in Pakistan reaches at least a minimum proficiency level in mathematics.

The COVID-19 pandemic had an immediate effect on the education system of Pakistan. The educational system in Pakistan faced substantial educational access, quality, and management challenges, with a high rate of out-of-school children and high learning poverty even before the pandemic. These challenges were further exacerbated during COVID-19. Moreover, in 2022, the country experienced severe flooding that also significantly impacted the education system by damaging many schools that disrupted the education of thousands of children across the country. The floods exacerbated existing disparities in access to quality education, leaving many students without the necessary resources or facilities to continue their learning.

In response to these challenges, the World Bank introduced the Actions to Strengthen and Performance for Inclusive and Responsive Education (ASPIRE) program as part of its COVID-19 education support package in Pakistan. ASPIRE aims to assist the Government of Pakistan in its response to the COVID-19 crisis and supporting education systems in becoming more responsive, resilient, and inclusive during emergencies. ASPIRE has a broad scope of deliverables, distributed into 3 Result Areas and 12 Disbursement-Linked Indicators (DLIs). Results Area 2 of ASPIRE aims to improve opportunities for learning for out-of-school children and at-risk students. Within this result area, the Disbursement-Linked Indicator (DLI) 9 aims to implement teacher training programs on Distance Learning, Foundational Literacy, Accelerated Learning Programs (ALP), or Formative Assessment in lagging areas/districts.

In-service training is imparted to the teachers recruited by departments of education to update and refresh their knowledge, skills and competence. In service training equips teachers with content knowledge, pedagogical strategies, and classroom management as

well as making teachers aware of the newly emerging trends and techniques in teaching and helps them to refresh their knowledge and skills.

Teacher Education was a provincial subject even before the introduction of the Eighteenth Constitutional Amendment. Each province has established a teacher training institute to manage pre- and in-service teacher training within the province. Each province has a centralized organizational structure for teacher education. In Balochistan and Sindh Provinces, Provincial Institute of Teacher Education (PITE) is responsible for pre & in-service teacher training. The government of Sindh has also established Sindh Teacher Education Development Authority (STEDA) with the mandate for standard-setting, regulatory, and monitoring role for all teacher education and training initiatives. In Khyber Pakhtunkhwa, Directorate of Professional Development (DPD) and Directorate of Curriculum and Teacher Education are responsible for management of pre & in-service teacher training in the province. In Punjab province, Quaid-e-Azam Academy for Educational Development is responsible for in-service teacher training and Continuous Professional Development of teachers. Federal College of Education (FCE) has a mandate to cater the needs of qualified trained teachers of Islamabad Capital Territory, Gilgit Baltistan and AJK. FCE is imparting Pre-Service and In-Service training by adopting new and improved methodology / techniques and practicum to meet the challenges in education. The National Institute of Excellence in Teacher Education (NIETE) has been recently established that runs online teacher training programs for teachers. The Federal Directorate of Education conducts Continuous Professional Development (CPD) and teachers' induction trainings digitally via a dedicated smartphone application developed by NIETE in ICT.

In view of importance of teacher education, education policies and provincial educational plans emphasized on improving the quality of teaching force. These documents proposed various measures to improve teacher education that include raising academic and professional qualifications for recruitment of teachers, merit based recruitment, special incentives for teachers to attract talented students into teaching profession, enhancing the capacity of teacher training institutes by revision of curriculum and method of instruction; enhancing pedagogical skills, content knowledge, and assessment skills of teachers through Continues Professional Development (CPD) and in-service training , school based CPD activities focusing on mentoring and classroom observation, technology enabled learning, operationalizing the quality standards for teacher educators, provision of well trained teachers, and strengthening teachers' induction program.

In pursuance of DLR 9.1, the Ministry of Federal Education and Professional Training outsourced the task of development of Modules to the firm namely Institute of Social and Policy Sciences (I-SAPS). Keeping in view the TORs, the firm has developed 12 Modules (10 for teachers and 2 for coaches) in close coordination and consultation with provinces and federal administrative units i. These modules have been adapted by most provinces/regions as per their needs and requirements. These modules are available at the Ministry of Federal Education and Professional Training website https://vtt.etaleem.gov.pk/landing/categories. Training modalities for these modules include face to face, online and self-learning.

Training Targets and Modalities

The Government of Punjab's Program Monitoring & Implementation Unit (PMIU) is responsible for implementation of a training program under ASPIRE. All trainings activities under ASPIRE are to be conducted online for which an application is being developed. The application will be pilot tested. The training will commence in January 2025. there are 47000 male and female teachers working in Primary, elementary and secondary schools in lagging 6 districts. All these teachers (100%) will be offered online training using all 12 training modules developed and approved by MoFEPT (10 for teachers and 2 for coaches).

In Sindh Reform Support Unit (RSU) is responsible for overall implementation of training of teachers and coaches under ASPIRE. RSU plans to train 4,594 teachers and 446 coaches under I-SAPS models from lagging districts. The training of teachers and coaches would be outsourced for which the services of a firm are being hired. Out of the 12 ASPIRE modules seven modules will be used for training teachers and coaches as per needs of the province. A module on foundational Learning is being developed for which the services of private firms are being hired. RSU intends to train 3000 teachers on Foundational learning from 1722 primary & Elementary (40% boys, 40% Mix and 20% girls) schools in lagging districts under ASPIRE project.

In KP, Directorate of Professional Development (DPD) is responsible for the overall implementation of training activities under ASPIRE. DPD plans to initiate training activities under ASPIRE modules from 15th January 2025, after post-winter vacations, and it will be concluded by June 2025. DPD will impart training to 5,000 teachers (Primary, Elementary and Secondary Schools) and about 875 coaches (375 school leaders, and 500 head teachers) in 10 lagging districts using ASPIRE modules.

In Balochistan, PITE is an executing agency for training teachers and coaches under ASPIRE. PITE plans to train 2000 teachers and 500 coaches during FY 2024-25. They pointed out that I-SAPS was supposed to be 50 Lead Master Trainers (LMTs), however, no training was conducted. In addition to ASPIRE modules, some training modules were developed by government of Balochistan with the UNICEF support which focus on pedagogy and assessment, numeracy, English literacy, and Urdu literacy. Under UNICEF program about 4000 teachers (2000 male & 2000 female) are to be trained, therefore, they suggested these may also be included in assessment. The PITE has not conducted in-service training Under ASPIRE modules up-till now and they have not evolved any specific strategy to impart training, however, some teachers have been trained under UNICEF Modules and they indicated that same training strategy would be adopted for ASPIRE modules.

In ICT, the training program under I-SAPS will be implemented by National Institute of Excellence in Teacher Education (NIETE) in collaboration with Federal Directorate of Education (FDE). A total of 3,891 primary school teachers and 55 coaches will be trained on their own modules. Both face to face and online training modalities will be adopted. Training is mainly focuses on pedagogy and assessment, numeracy, English literacy, and Urdu literacy.

ICT Zone-2 plans to train 2,606 primary, elementary and secondary teachers and 486 coaches using 12 ASPIRE modules in seven lagging districts. Cascading training modality will be adopted under ASPIRE program. They indicated that I-SAPS resource persons will train 30 master trainers from Zone-2 and then they will train teachers and coaches using cascading training modality. They pointed out if master trainers from Zone-2 were not trained by I-SAPS resource persons then they are not in position to implement training program under ASPIRE in Zone-2 due to lack of financial and human resources. They indicated that schools in Zone-2 are closed till February due to winter vacation that will affect baseline assessment, especially classroom observation schedule. Training of teachers and coaches was delayed because I-SAPS did not train master trainers and non-availability of funding

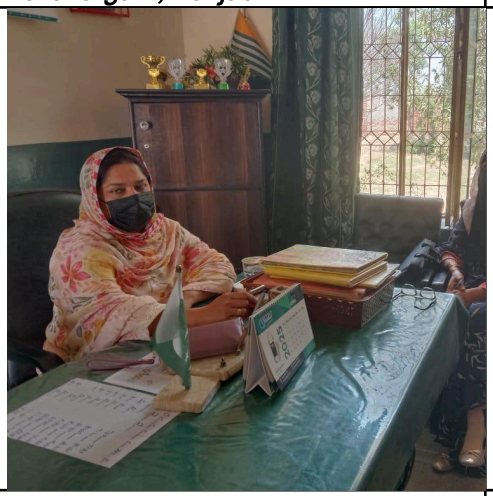
I-SAPS has trained 40 master trainers nominated by ICT-Zone-3 government under ASPIRE. The Zone-3 officials plan to train 800 teachers and 40 coaches in lagging districts on the ASPIRE module. Till now training has not been conducted due to non-availability of funds for which the Ministry of Federal Education and Professional Training was approached, however, the Ministry has not yet released the funds. If the funds are not released, Zone-3 education department is not in position to conduct teacher training under ASPIRE. They have planned to initiate training in March 2025 if the funds are released by

the Ministry. The further indicated that training will be conducted face to face by master trainers at district level. They have adapted all ASPIRE modules.

ANNEXURE 8: DATA ANALYSIS

Quantitative Analysis - Detailed.d

ANNEXURE 9: PICTURES' GALLERY

Punjab Field Visits:	
	
Coach Assessment *District Muzaffargarh, Punjab*	A picture of classroom during assessment visit *District Rahimyar Khan, Punjab*
	
Coach Assessment *District Lodhran, Punjab*	VTT Global Assessment Team during school visit *District Bhakkar, Punjab*
Balochistan Field Visits:	

Classroom Observation Grade 3
District Musa Khel, Balochistan

Coach Assessment
District Noshki, Balochistan

Grade 3 students attending English lecture
District Washuk, Balochistan

Classroom Observation
District Ziarat, Balochistan

KPK Field Visits

Teacher Assessment
District Karak, KP

Classroom observation
District Swabi, KP

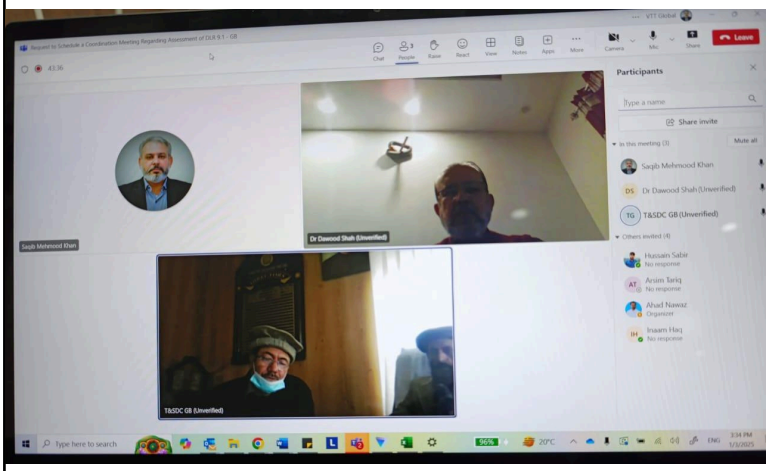
	
Classroom Observation *District Dir Upper, KP*	VTT Global Assessment Team School Visit *District Kohistan Upper, KP*
Sindh Field Visits	
	
Teacher verification and assessment *District Dadu, Sindh*	Coach Assessment *District Tharparker, Sindh*
	
Classroom Observation *District Umerkot, Sindh*	VTT Team observing classroom *District Umerkot, Sindh*
Punjab Coordination Meeting:	

Balochistan Coordination Meeting:

KP Coordination Meeting:

Sindh coordination Meeting:

Zone-2 Meeting:



Islamabad Meeting: