Annex A:

Table of Achieved and Verified DLRs under the ASPIRE Parent Program (July 2020 – June 2025)

Achieved and Verified DLIs and DLRs under ASPIRE Parent Program			
S. No	**Disbursement Linked Indicators**	**Disbursement Linked Results**	**Status**
1	DLI 1. Increase of health and safety protocol awareness	DLR 1. Adoption of National School Health and Safety Protocols	**Achieved & Verified**
2	DLI 2. Number of students enrolled in multimodal programs in lagging areas/districts	DLR 2. Up to 20,000 students enrolled in multimodal programs in lagging areas/districts	**Achieved & Verified**
3	DLI 3. Improvement of federal-provincial coordination and sector management	DLR 3. Approval of the revised National Education Response and Resilience Plan by IPEMC	**Achieved & Verified**
4	DLI 4. Enhancement of distance education content	DLR 4.1. Distance learning content and assessment tools are: (a) matched with provincial and federal SLOs; and (b) sensitive to gender and marginalized groups	**Achieved & Verified**
		DLR 4.2. Approval of national distance education strategy	**Achieved & Verified**
5	DLI 5. Number of students receiving learning materials in lagging areas/districts	DLR 5. Up to 50,000 students received distance learning kits	**Achieved & Verified**
6	DLI 6. Improvement of hygiene in public schools	DLR 6. At least 20,000 public schools received cleaning kits	**Achieved & Verified**
7	DLI 7. Number of classrooms for grade 6-8, built and/or rehabilitated in lagging areas/districts	DLR 7. Up to 2,500 classrooms built /rehabilitated	**Achieved & Verified**
8	DLI 8. Improved WASH facilities in schools attended by girls	DLR 8. Up to 1,000 schools attended by girls with rehabilitated WASH facilities	**Achieved & Verified**
9	DLI 9. Implementation of teacher training programs on distance learning, accelerated programs and formative assessment in lagging areas/districts	DLR 9.1. Approval of the design and implementation plan of the distance learning training modules for teachers and coaches	**Achieved & Verified**
		DLR 9.2. Assessment of teacher training program up-take and potential impacts on pedagogical practice	**Achieved & Verified**
10	DLI 10. Approval and availability of funds for the grant mechanism under NEEP	DLR 10.3. The NEEP Budget of at least $30,000,000 equivalent is approved, allocated and released to provinces for FY23	**Achieved & Verified**
		DLR 10.4. The NEEP Budget of at least $30,000,000 equivalent is approved, allocated and released to provinces for FY24	**Achieved & Verified**
		DLR 10.5. The NEEP Budget of at least $30,000,000 equivalent is approved, allocated and released to provinces for FY25	**Achieved & Verified**
11		DLR 11.1. Implementation of a functional provincial and national open-source data platform	**Achieved & Verified**

Achieved and Verified DLIs and DLRs under ASPIRE Parent Program			
	DLI 11. Improvement of the collection of education data, analysis, and transparency	DLR 11.2. Standardized data is collected, analyzed, and publicly released for all provinces in the country	**Achieved & Verified**
12	DLI 12. National and international assessment	DLR 12.1. Operationalization of item bank for national assessment and learning poverty comparisons	**Achieved & Verified**
		DLR 12.2. Implementation of a national diagnostic assessment	**Achieved & Verified**
		DLR 12.3. Participation in an international assessment that includes competencies in math and language	**Achieved & Verified**
13	DLI 13: Implementation of an accelerated foundational literacy program in lagging districts	DLR 13: Notification of a foundational learning policy in provinces	**Achieved & Verified**

Annex B:
List of DLRs under ASPIRE Additional Financing subject to Verification under this engagement

Status of DLIs and DLRs under ASPIRE Additional Financing			
S. No	**Disbursement Linked Indicators**	**Disbursement Linked Results**	**Current Status**
1	DLI 1. Increase of health and safety protocol awareness	DLR 1.2: Well-being and nutrition plan/policies are developed and approved.	Planned to be achieved in FY 26
2	DLI 11: Improvement of the collection of education data, analysis, and transparency	DLR 11.3: Horizontal integration of all education data at provincial level is completed and reported in NODP	Planned to be achieved in FY 27
3	DLI 12: National and international assessment	DLR 12.4: Provincial assessment frameworks are aligned with NAT and approved by the IPEMC	Planned to be achieved in FY 28
4	DLI 13: Implementation of an accelerated foundational literacy (AFL) program in lagging areas/districts	DLR 13.2: FLN policies implemented in 25 percent of primary schools in Lagging Districts	Planned to be achieved in FY 27
5	DLI 14: Performance based-transfer mechanism through the OOSC CF	DLR 14.1: OOSC CF design is approved	Planned to be achieved in FY 26
		DLR 14.2: OOSC CF is established	Planned to be achieved in FY 27

DLR Verification Protocols:

Disbursement Linked Indicators

DLI Indicator Name	**1 : Increase of health and safety protocol awareness (Text)**
DLR	**Year 1: (i) Development and approval of well-being and nutrition plans/policies (US$2,000,000)**
Description	DLR 1.2 envisions the development and approval of provincial and federal well-being and nutrition plans/policies, with a focus on implementation in the lagging districts. These plans/policies aim to integrate health and well-being into education policies, fostering safe and inclusive environments for all learners, especially girls facing unique barriers. The policies/plan may address, based on local context and needs, areas such as malnutrition and school feeding programs, physical/mental health and wellbeing of students, and/or tackling gender-specific challenges, such as menstrual hygiene, SRGBV, or malnutrition. More details on the plans/policies and implementation will be provided in the POM.
Data source/ Agency	MoFEPT / Provincial Education Department will provide approved well-being and nutrition plans/policies
Verification Entity	Third-Party Verification Agency (IVA) assigned by MoFEPT
Procedure	IVA checks official approval of the well-being/nutrition plans/policies using departmental notification of plans/policies, and/or cabinet approval from respective provinces.
DLI Indicator Name	**11 : Improvement of the collection of education data, analysis, and transparency (Text)**
DLR	**Year 2: (i) Completion of horizontal integration of all education data at provincial level and reported in NODP (US$8,000,000)**
Description	DLR 11. 3 Horizontal integration of all education data at the provincial level, regularly reported in the NODP. Ensures standardized EMIS data from multiple sources is consolidated, facilitating timely and granular reporting and monitoring of enrollment, OOSC, learning outcomes, and alignment with OOSC CF targets. The precise parameters of horizontal integration will be provided in the POM against which verification will take place.
Data source/ Agency	Provincial EMIS integration documentation, NODP usage/logs, MoFEPT consolidated reports, System-generated reports on relevant/required indicators at provincial level
Verification Entity	IVA assigned by MoFEPT
Procedure	1. Provincial data is properly linked and accessible through the NODP interface horizontally and vertically. 2. Integrated data is publicly available through the NODP dashboard or portal. 3. Provinces are submitting data on a defined schedule and all relevant education departments are integrated horizontally. 4. Submitted data is internally consistent, verifiable, and comparable across provinces. 5. Data is processed in formats that are usable for decision-making and aligned with program indicators.
DLI Indicator Name	**12 : National and international assessment (Text)**
DLR	**Year 3: (i) Alignment of provincial assessment frameworks with NAT and its approval by the IPEMC (US$ 4,000,000)**
Description	DLR 12.4: Provincial assessment frameworks aligned with NAT and approved by the IPEMC. This DLR incentivizes provinces to develop provincial assessments without duplicating the existing NAT for grades 2, 5, and 8. The goal is to foster well-aligned systems of learning assessments across all four provinces, ensuring comparability across provinces and alignment with the NAT framework and ensuring alignment of framework with the Global Proficiency Framework (GPF).

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Data source/ Agency	Final report on provincial framework aligned with NAT and GPF alignment, minutes of meeting indicating an approval by the IPEMC
Verification Entity	IVA assigned by MoFEPT
Procedure	1. IVA verifies that provincial assessment frameworks have been aligned with the NAT 2. IVA confirms approval from the IPEMC
DLI Indicator Name	**13 : Implementation of an accelerated foundational literacy program in lagging areas/districts (Text)**
DLR **Formula**	**Year 2: (i) implementation of FLN policies in up to 25 percent of primary schools in lagging districts (US$8,000,000) for with the following scalable payment schedule:** 1. US$4,000,000 for implementation of FLN policies in 10 percent of primary schools in lagging districts 2. US$1,200,000 for implementation of FLN policies in 5 percent of primary schools in lagging districts 3. US$1,200,000 for implementation of FLN policies in 5 percent of primary schools in lagging districts 4. US$1,600,000 for implementation of FLN policies in 5 percent of primary schools in lagging districts
Description	DLR 13.2: Expansion of AFLP to at least 25 percent of primary schools in lagging districts. Primary School refers to standalone primary schools as well as middle, high or higher secondary schools where a primary section (grades 1-5) exists and is functional. This implies implementation of FLN action plans that include teacher training, distribution of learning materials, monitoring of student outcomes among other parameters outlined in the FLP to reduce learning poverty in lagging districts. More details on foundational learning programs and implementation at school level will be laid out in the POM.
Data source/ Agency	Provincial/Federal Education Department's implementation reports, field monitoring evidence
Verification Entity	IVA assigned by MoFEPT
Procedure	1. IVA reviews documented data showing at least 25% of targeted schools are implementing accelerated FLN activities. 2. Sample spot checks and data triangulation to confirm coverage and effectiveness.
DLI Indicator Name	**14: Performance based transfer mechanism through the OOSC CF (Text)**
DLR **DLR**	**Year 1: Approval of OOSC CF design (US$4,000,000)** **Year 2: Establishment of the OOSC CF (US$4,000,000)**
Description	Under DLR 14.1, the OOSC CF will be a performance-based grant mechanism to incentivize provinces to prioritize lagging districts and reward improvements in education indicators. The design will include indicators, targets, eligible activities, and fund flow modalities. The design process will involve provincial and lagging district-level representation to ensure inclusivity and ownership of the initiative. The design is to be approved by the appropriate forum be it the OOSC Technical Working Group or MoFEPT or IPEMC or CDWP or any other appropriate forum.

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	Under DLR 14.2, the government will establish the OOSC CF This includes the selection of the lagging districts, collection of the baseline of indicators, and preparing for its first year of operation. The provincial SEDs and district representatives of lagging districts will also design an implementation plan at the start of the year for FY27.
Data source/ Agency	The following documents may be used for verification: DLR 14.1: OOSC CF design documents Official notification endorsing the OOSC CF design OOSC CF Working Committee and or approving forum minutes Office records of provincial and district representation DLR 14.2: List of finalized districts endorsed by the relevant forum Implementation plans developed by provincial/district management Operation manual for the OOSC CF developed Fund flow mechanism defined
Verification Entity	Third-Party Verification Agency (IVA) under MoFEPT oversight
Procedure	1. DLR 14.1: IVA verifies official approval of the CF design, including eligibility, key performance indicators, and fund flow rules. 2. DLR 14.2 IVA confirms the legal or administrative creation of the CF

ANNEX C: METHODOLOGY OF ASPIRE PDO 1 AND PDO 2 RECALCULATION

PDO 1: Recover gross enrollment rates in lagging areas/districts

Calculated Case	PDOs	Baseline (2019–20)	Midline (2023)
Midline Calculation (Used in Bi-Annual Report)	PDO-1 (GER)	69% (33 Districts)	64.2% (32 Districts)
PDO Calculation using 28 Common Districts	PDO-1 (GER)	72.00%	64.20%
Rural OOSC (Census 5-9) Vs. Rural BMP (Annual Status of Education Report - ASER) using 26 common districts	PDO-1 (GER)	72.00%	64.5%

1. For the original baseline in PDO 1, the GER was calculated using data from the Pakistan Social and Living Standards Measurement (PSLM) survey of 2019–20, covering 33 districts for which data were available. The same methodology was applied at midline using data from the 7th Population Census of 2023. Specifically: (i) the population of children aged 6–10 was sourced from Census Table 4; and (ii) primary enrollment figures were obtained from Table 12, capturing data across 32 districts.[8]

2. This methodology was subsequently refined to include only the 26 lagging districts that have consistently received ASPIRE interventions. Consequently, the calculated baseline GER was adjusted from 69 percent to 72 percent, while the midline GER was calculated at 64.5 percent.

PDO 2: Recovery in LP in lagging areas/districts

Calculated Case	PDOs	Baseline (2019–20)	Midline (2023)
Midline Calculation (Used in Bi-Annual Report)	PDO-2 (LP)	75% (31 Districts)	84% (31 Districts)
PDO Calculation using 28 Common Districts	PDO-2 (LP)	76.00%	85.00%
Rural OOSC (Census 5-9) Vs. Rural BMP (ASER)	PDO-2 (LP)	77.00%	86.00%
Weighted (rural OOSC - rural BMP) Average LP by district	PDO-2 (LP)	90.48%	89.93%
Weighted (rural OOSC - rural BMP) LP of Lagging Districts as a whole using 26 common districts	PDO-2 (LP)	86.8%	85.8%

3. To calculate the original baseline for LP (PDO-2) Census 2017 was used to calculate the OOSC aged 5–9, and ASER 2021 Rural Report was used to extract district-level Basic Minimum Proficiency (BMP) data for Grade 5 students. To derive the baseline value, the LP formula was applied, incorporating BMP levels to reflect proficiency at Grade 5, particularly for rural children. The calculations formed the basis of a baseline LP value.

[8] Kohistan is split into Upper Kohistan and Lower Kohistan in the PSLM, whereas the Census classifies Kohistan as one district. Hence, one district subtracted from the midline calculation.

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4. For the midline LP, the same process was repeated using the 2023 Census and ASER Report 2023. To ensure comparability of data types, only rural OOSC data from the 2023 Census was used in conjunction with the BMP values for lagging districts derived from ASER which covers rural geographical spread. To further enhance the reliability of these calculations, the following methodology was adopted:

i. Baseline projections using the compounded annual growth rate (CAGR): As the Census was conducted in 2017, while ASER survey was conducted 2021, linear projections for the year 2021 were necessary. Using the CAGR between census years 2017 and 2023, we calculated the projected population and OOSC for 2021 by district, gender, and age to standardize the LP calculation.

ii. Population weighting for ASER: A population base weight was generated using rural area values from the projected 2021 numbers and 2023 actual values. The ASER survey sample size for children aged 5–9 by gender and district served as the denominator (N), while the total population of children from the census served as the numerator (n) (Population weight = N/n). This approach effectively weighted the data to estimate, for example, the representation of each female child aged 5 in a district in the ASER sample as equivalent to a defined number of children based on broader population figures. This weighting was applied separately by gender, district, and age to ensure representative calculation of BMP.

iii. BMP calculation: Using the weighted data, BMP values were calculated more granularly, focusing on children in Grade 5, who are predominantly aged 9 according to ASER data, disaggregated by gender and district in rural settings.

iv. OOSC calculation: Unlike BMP, OOSC were taken from the census and do not require any weighting. The OOSC rate was calculated by dividing the number of primary-aged (5–9) children not attending school by the total primary-aged population in each district.

v. The weighted LP for 2021 and 2023 was then computed by combining BMP and OOSC figures, providing a comprehensive measure of LP. A minor district adjustment was necessary, combining Upper and Lower Kohistan into a single entity, "Kohistan," as the census data aggregates these districts under one name. District Tharparker was excluded from all calculations due to the unavailability of BMP values for baseline calculation.

Annex D: List of Lagging Districts under the ASPIRE Program	
Geographical Coverage (Province and Lagging Districts)	**Balochistan:** Awaran, Barkhan, Duki, Harnai, Kharan, Kohlu, Loralai, Musakhel, Mastung, Noshki, Panjgur, Qilla Saifullah, Sibi, Sherani, Washuk, Ziarat **Khyber Pakhtunkhwa:** Battagram, Bannu, Karak, Kolai Pass, Upper Kohistan, Lower Kohistan, Shangla, Swabi, Tor Ghar, Upper Dir **Punjab:** Bhakkar, Dera Ghazi Khan, Lodhran, Muzaffargarh, Rajanpur, Rahim Yar Khan **Sindh:** Tharparkar, Shaheed Benazirabad, Dadu, Umerkot **Federal Areas** including (rural zones) ICT

ANNEX E: PROGRAM ACTION PLAN for Relevant Fiduciary Actions

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement	Action
1.Prepare Annual consolidated Procurement Plans at Provincial and Federal levels. Budget release should be linked to Procurement Plans	Fiduciary Systems	NA	MoFEPT and Provincial Education Dept	Recurrent	Yearly	Annually Fifty percent of the activities in consolidated Procurement Plan (Provincial and Federal) to be completed (contract signed, paid and delivered/completed) in each fiscal year	No change
2.Prepare a fit for purpose annual procurement strategy after detailed review of market, Government processes/ systems, and need assessments of student learning materials.	Fiduciary Systems	NA	MoFEPT and Provincial Education Dep	Recurrent	Yearly	The procurement of learning material and textbooks has been initiated by few provincial departments whereas the strategy adopted will now be assessed and examined based on the outcome and performance of the contracts.	No change

3.Streamline Govt processes with preparation of SOPs (describing roles, responsibilities and timelines) for Procurement, Contract Mgmt, M&E and Supervision mechanism to be part of SOPs with use of technology for real-time progress reporting.	Fiduciary Systems	NA	MoFEPT and Provincial Education Dep	Recurrent	Yearly	Annual compliance review of SOPs (based on 20% sample) to be done. Thirty percent of contracts of the annual budget to be signed by mid of second quarter for each fiscal year	Revised
4.Carry out annual consolidated compliance review (Federal and Provincial) for reviewing and reporting compliance on the above mentioned actions	Fiduciary Systems	NA	MoFEPT	Recurrent	Yearly	Annual consolidated compliance review one month after closing	No change
5. Quarterly report on release of the funds	Fiduciary Systems	NA	MoFEPT/Education Departments	Recurrent	Quarterly	Submission of status report on release of funds for the planned results in the FY	New