

Attachment: Terms of Reference (TOR)

Project:	Getting Results: Access and Delivery of quality Education Services in Punjab (GRADES-P)
Client:	Programme Monitoring & Implementation Unit (PMIU), School Education Department (SED), Government of Punjab

1. Background

The Getting Results: Access and Delivery of quality Education Services in Punjab (GRADES-P) Project, supported by the World Bank, aims to increase student participation and learning outcomes in Punjab's public schools and Punjab Education Foundation (PEF) partner schools. The first component of the project employs a results-based financing approach, where the disbursement of funds is directly linked to the achievement of specific Performance-Based Conditions (PBCs).

Section I.C of the Schedule to the Project Agreement and Section II.B of Schedule 2 to the Financing Agreement require the appointment, and maintenance throughout Project implementation, of an Independent Verification Agent (IVA) to verify the evidence supporting the achievement of the PBCs and certify their fulfilment. This verification is a requirement for the disbursement of project funds.

These ToR outline the requirements for engaging a consulting firm as the Independent Verification Agent (IVA), also referred to in these ToR as “the firm”, for the entire period of the GRADES Project. The firm will be engaged to perform verification activities as and when requested by the Client upon the reported achievement of the set PBC targets throughout the project's duration. The scope of verification will include the remaining targets under all seven PBCs, as listed in Annex A. The verification process will follow a mix of desk reviews and field-based verification methods as specified in the Financing Agreement.

2. Objectives

The primary objectives of the firm's engagement are:

- To serve as a flexible and on-call verification resource for the Client PMIU, capable of responding to verification requests as PBC targets are reported as achieved during the project's lifecycle.
- To independently verify the achievement of the remaining targets under the seven PBCs listed in Annex A throughout the GRADES Project duration.
- To conduct verification through a combination of desk-based reviews of submitted evidence and field-based surveys and checks.
- To provide timely, robust, and conclusive verification reports certifying the fulfillment (or otherwise) of each PBC targets.
- For the formula-based targets under PBC 2 (US\$586,560 for each 20,000 additional students above baseline) and PBC 4 (US\$884 for each additional classroom meeting the ECCE Quality Standards), to certify the verified number of students or classrooms, and not only whether the target has been met, so that the amount eligible for disbursement can be determined.

3. Scope of Work

The firm will verify the targets under Schedule 4 of the Financing Agreement that remain to be verified. These **54 remaining targets** are listed in **Annex A**, each with its PBC, year,

wording as in Schedule 4, allocated amount, whether it is timebound, and the verification method (desk-based or field-based). Annex A forms the basis of the scope of work and of the firm's financial proposal.

Targets already verified are listed in **Annex B** and are outside the scope of this assignment. Years follow the Financing Agreement: Year 3 is FY 2026-27, Year 4 is FY 2027-28, and Year 5 is FY 2028-29 through the Closing Date of June 30, 2029. A target from an earlier year that has not yet been achieved will be verified when the Client reports it as achieved.

PBC 2 enrolment: the Year 3 (300,000) and Year 4 (400,000) enrolment targets stand verified through desk review at 421,822 additional students above baseline, and disbursement has been made for 420,000 students. In Year 3 (FY 2026-27), the firm will conduct a field-based verification of this verified enrolment. The Year 5 target of 500,000 additional students above baseline is the only enrolment target remaining for verification and will also be verified in the field.

4. Methodology / Tasks

- **Desk Review:** The primary method of verification for many PBC targets will be a desk-based review of evidence submitted electronically or in hard copy by the implementing agencies (SED, PEF, PECTAA, PMIU, etc.). This includes, but is not limited to, reviewing system-generated reports, policy documents, government notifications, strategic plans, financial records, training materials, etc.
 - **Desk-based targets with a count or percentage:** for desk-based targets in Annex A that carry a count or a percentage, including the share of teachers passing certification and the 80 percent of public school teachers trained on learning recovery (PBC 5), school-specific NSBs disbursed to all public schools (PBC 7), and private schools monitored on a sample basis (PBC 1), a review of summary reports alone will not be sufficient. These targets are marked "Desk + data checks" in Annex A. For each of them, the firm will, at a minimum:
 - check the underlying database for duplicate records, coverage of the population concerned, and consistency with the annual school census; and
 - confirm a small random sample of records by telephone with the schools, teachers or headteachers concerned.
- **Field-Based Verification:** For specific PBCs and in specific years, the verification will include field-based checks. The firm must be prepared to conduct field surveys, physical verification, and primary data collection as required.
 - **Field verification will be required in Year 3 and Year 5 of the project** for PBC 2 (enrolment in PEF partnership schools) and PBC 4 (ECCE classrooms meeting ECCE Quality Standards). *The specific PBCs and targets subject to field verification are listed in Annex A.*
 - **Design of field verification:** for each field-based target in Annex A, the firm will propose in its technical proposal, and finalise in the inception report, the sampling frame, the sample design, sample size and precision, the number and selection of districts and schools to be visited, the verification instruments, the timing of data collection in the school year, and the method for applying the sample results to the

reported number. The design will be agreed with the PMIU and the World Bank before field work starts. The firm will price field verification separately for each field-based target in Annex A.

- As indicative guidance, the firm's proposed design should address:
 - **Sampling frame:** PEF's enrolment database for PBC 2 and SED's ECCE monitoring database for PBC 4;
 - **Sample design and precision:** a random sample, stratified by district, large enough to estimate the share of valid records within ± 5 percentage points at 95 percent confidence;
 - **Instruments:** a headcount of students against the enrolment register for PBC 2, and the ECCE Quality Standards checklist with classroom observation for PBC 4;
 - **Timing:** data collection during the regular school year, when students and ECCE classrooms can be observed; and
 - **Application of results:** how the share of valid records found in the sample is applied to the number reported by the implementing agency to arrive at the verified number.
- **Clarification Process:** The firm may request additional documentary evidence or clarifications from the PMIU if initial submissions are incomplete, inconsistent, or unclear.

5. Reporting and Supervision

- The IVA will report to the Client representative Programme Director, PMIU (PD GRADES-P). The firm will submit final report to the PMIU and the World Bank at the same time and will respond to the comments of both. The verification matrix and the sampling design will be agreed with both the PMIU and the World Bank at inception.
- Each report will certify the fulfilment, or otherwise, of each target covered, as required by Section II.B of Schedule 2 to the Financing Agreement. For the formula-based targets under PBC 2 and PBC 4, the report will attach the lists of verified students or classrooms.
- For PBC 2 and PBC 4, each verification report will state: (a) the number reported by the implementing agency; (b) the number verified by the firm, including the share of records found valid in the sample and how it was applied; and (c) the verified number above the applicable target, taking into account the numbers already verified and disbursed (420,000 students under PBC 2 and 1,092 classrooms under PBC 4). The Year 3 field-based verification of PBC 2 enrolment will likewise certify a verified number of students.

Deliverables

The firm will submit the following deliverables:

No.	Deliverable	Content	Timeline
1	Inception report	Work plan; verification matrix for every target in Annex A, setting out the evidence required, the test to be applied and the criterion for fulfilment; sampling design and instruments for field-based targets (Section 4); the matrix and sampling design to be agreed with the PMIU and the World Bank	Within 4 weeks of contract signing

No.	Deliverable	Content	Timeline
2	Draft verification report (desk-based targets)	Verification of the targets included in the Client's verification request, certifying the fulfilment (or otherwise) of each target	Within 3 weeks of the verification request
3	Draft verification report (field-based targets)	As for deliverable 2, including the field results and, for PBC 2 and PBC 4, the verified numbers (Section 5)	Within 8 weeks of the verification request
4	Final verification report	Draft report revised to address the comments of the PMIU and the World Bank	Within 2 weeks of receipt of comments

A verification request may cover one or more targets. Where a request covers both desk-based and field-based targets, the firm may submit the results for the desk-based targets first.

Conflict of Interest

The firm will confirm, through a signed declaration submitted with its proposal, that it has no role in the Technical Assistance Firm contract under the Project, PEF, PECTAA or the PMIU, and that it was not involved in producing any of the evidence it will verify. The firm will promptly notify the Client and the World Bank of any conflict of interest that arises during the assignment.

Personal Data

The firm will have access to student and teacher records containing Personal Data, as defined in the Financing Agreement. In line with Section I.B.4 of the Schedule to the Project Agreement, the firm will:

- collect, store, use and process Personal Data only for the purposes of this assignment, in accordance with national law and best international practice;
- store Personal Data securely, with access limited to authorized personnel, and not share it with any third party other than the Client and the World Bank as required for verification;
- identify students and teachers in the verified lists attached to its reports by unique identifiers rather than names, unless otherwise agreed with the Client and the World Bank; and
- return or securely delete all Personal Data at the end of the assignment and confirm the deletion to the Client in writing.

6. Duration of the Contract

The firm will be engaged till June 2029 and shall verify all the targets which are completed during this period.

7. Experience and Qualification of Firm

Sr. No.	Criteria
1	Eligibility:
1.1	The firm must provide the documentary evidence for the following: • Legal status: registered with SECP or the relevant registrar, with valid NTN and PRA registration, and appearing on the FBR Active Taxpayers List; where applicable,

	• Average Annual Turnover of the firm should be at least Rs. 80 million for the last 3 years (to be verified by financial statements of the firm) • Human resources: at least 50 full-time professional staff (to be verified by salary sheet of at least one month of financial year 2026-27). • Not blacklisted, debarred or suspended by the World Bank, any other development partner, or any Federal or Provincial Government department or agency, supported by an affidavit on stamp paper. • No conflict of interest: no role in the Technical Assistance Firm contract under the Project, PEF, PECTAA or the PMIU, and no involvement in producing the evidence to be verified, supported by a signed declaration.
2	Experience:
2.1	Overall experience of fifteen (15) years in undertaking advisory or assurance services in areas of monitoring, auditing, verification of indicators, and evaluating of public or private sector organizations. (evidence in the form of work awards/contracts must be provided for evaluating experience years).
3	Relevant Experience:
3.1	At least three (03) similar and related to the public sector (preferably education sector) assignments should be successfully completed. Experience in verifying and tracking DLIs/PBCs or similar results-based achievements in foreign funded programs, will be accorded due weightage. (evidence in the form of work awards/contracts must be provided for evaluating relevant experience)
4	Technical and Managerial Capacity:
4.1	The technical and managerial structure of the firm (only the structure of the organization, general qualifications, are indicated). CVs are not required for shortlisting. (staffing, equipment, data collection tools, QA systems, including quality management frameworks of a recognized professional regulatory body)

* Staffing Requirement

Key Experts

Team Leader

- Doctoral or Mphil degree in social sciences, public or business administration or a professional qualification i.e CA, ACCA, CFA or equivalent, with 15 years of experience in audit and assurance, monitoring and evaluation, third-party verification, or a related field.
- Experience and demonstrated ability managing large-scale data collection, verification or assurance engagements, analysis and report writing.
- Proven ability to facilitate communication between different stakeholders, government, non-government, and academic institutions.

Researcher

- MS/MPhil degree in social sciences, public or business administration with five (05) years of experience, in Education, Social Sciences or a related field.
- Demonstrated expertise in designing and implementing education or similar research studies, assessment systems, including development of assessment tools.

- Experience in qualitative and quantitative research methods, including tool piloting, field testing, and data triangulation.
- Strong track record of producing high-quality research reports, policy briefs, and technical papers.

Audit Manager

- A Masters degree (minimum sixteen years of education) in statistics, economics, or related professional qualification with a demonstrated experience of at least 5 years of experience in designing and implementing data quality assurance mechanisms (e.g., validation checks, consistency checks, error detection).
- Proven experience in **audit planning, risk assessment, internal controls, and implementation of audit procedures.**
- **Demonstrated expertise in evaluation of audit findings, and preparation, compilation, and presentation of comprehensive reports.**

Data Analyst

- Master's or bachelor's degree (minimum sixteen years) in Statistics, Economics, Data Science, Computer Science, or related field, with at least three (03) years of relevant professional experience.
- Demonstrated expertise in data management, cleaning, and statistical analysis of large-scale datasets.
- Proficiency in commonly used statistical software's and database management tools.

Non-Key Experts

(04) District Coordinators

- At minimum bachelor's degree (14 years of education) in social sciences, or related subjects.
- Three (03) years' previous experience conducting large facility level surveys, field verification in the public service delivery sectors.
- Knowledge of the varying cultural context/sensitivities throughout the country and provinces.
- Ability to communicate in English, Urdu, and Punjabi.
- Demonstrated ability to conduct a survey.

Enumerators

- Bachelor's degree with previous experience with survey work.
- Knowledge of the varying cultural context/sensitivities throughout the country and provinces.

Selection Method

A Consulting firm will be selected in accordance with the Consultant Qualification Selection (CQS) method set out in the World Bank's Procurement Regulations for Borrowers for Consulting Services dated September 2023 (Procurement Regulations). The Project will be subject to the World Bank's Anticorruption Guidelines, dated October 15, 2006, revised in January 2011 and July 2016.

Annex A: Remaining Targets for Verification

The 54 targets below remain to be verified. Target wording is reproduced from Schedule 4 of the Financing Agreement; amounts are in US\$. For scalable PBCs, the amount shown is the formula and the maximum allocation.

No .	PB C	Year	Target (Schedule 4 wording)	Allocated amount (US\$)	Time-bound	Method
1	1	Year 2 (FY 2025-26)	(i) SED has held regular reviews for targets on school participation and learning outcomes at district level	100,000	Yes	Desk
2	1	Year 2 (FY 2025-26)	(iii) SED has adopted a simplified self-reporting and monitoring framework for private schools	100,000	No	Desk
3	1	Year 3 (FY 2026-27)	(i) SED has held quarterly reviews for targets on school participation and learning outcomes at district level	100,000	Yes	Desk
4	1	Year 3 (FY 2026-27)	(ii) SED monitors private schools on a sample basis and private schools report data through a simplified self-reporting system	200,000	No	Desk + data checks
5	1	Year 3 (FY 2026-27)	(iii) SED has updated the monitoring and training plans for targets in line with lessons learned in Year 1 and 2	100,000	Yes	Desk
6	1	Year 4 (FY 2027-28)	(i) SED has held quarterly data review meetings to monitor targets on school participation and learning outcomes and lessons learned from an evaluation of data systems are integrated into SED's data systems	200,000	Yes	Desk
7	1	Year 4 (FY 2027-28)	(ii) SED monitors private schools on a sample basis and private schools report data through a simplified self-reporting system	200,000	No	Desk + data checks
8	1	Year 5 (FY 2028-29)	(i) SED has held quarterly review meetings to monitor targets on school participation and learning outcomes at district level	200,000	No	Desk
9	1	Year 5 (FY 2028-29)	(ii) SED monitors private schools on a sample basis and private schools report data through a simplified self-reporting system	200,000	No	Desk + data checks
10	2	Year 1 (FY 2024-25)	(ii) PEF has adopted a fundraising model to attract private sector resources	733,200	No	Desk
11	2	Year 2 (FY 2025-26)	(ii) PEF has adopted revised rules for partnership schools to improve targeting of entry of PEF schools to out of school children and improved support to teachers	2,199,600	No	Desk
12	2	Year 4 (FY 2027-28)	(ii) PEF has updated its staffing model based on a functional review of its institutional model	733,200	No	Desk
–	2	Year 3 (FY 2026-27)	Field-based verification of the enrolment already verified through desk review at 421,822 additional students above baseline (Year 3 and Year 4 enrolment targets)	No separate allocation	–	Field
13	2	Year 5 (FY 2028-29)	PEF partnership schools enroll additional 500,000 students above baseline (100,000 above and beyond the target for Year 4)	586,560 per 20,000 students above 420,000 (up to 2,346,240) ¹	No	Field

REOI -CONSULTANT'S QUALIFICATIONS BASED SELECTION

No .	PB C	Year	Target (Schedule 4 wording)	Allocated amount (US\$)	Time-bound	Method
14	3	Year 1 (FY 2024-25)	(i) PCTB has adopted a strengthening plan including an HR plan and a quality assurance model for learning material production	237,000	No	Desk
15	3	Year 1 (FY 2024-25)	(ii) PCTB has designed a learning recovery framework that is integrated with the academic calendar	237,000	No	Desk
16	3	Year 2 (FY 2025-26)	(i) SED has distributed free learning recovery material, approved by PCTB, to all public schools	237,000	Yes	Desk
17	3	Year 2 (FY 2025-26)	(ii) PCTB has completed a comprehensive review of learning material provided for ECCE to grade 3	237,000	No	Desk
18	3	Year 3 (FY 2026-27)	(i) SED has distributed free learning recovery material, approved by PCTB, to all public schools	237,000	Yes	Desk
19	3	Year 3 (FY 2026-27)	(ii) PCTB has adopted a regulatory framework for digital learning applications	237,000	No	Desk
20	3	Year 4 (FY 2027-28)	(i) SED has distributed free learning recovery material, approved by PCTB, to all public schools	237,000	Yes	Desk
21	3	Year 4 (FY 2027-28)	(ii) PCTB adopts a quality assurance model for supplementary learning material based on levels	237,000	No	Desk
22	3	Year 5 (FY 2028-29)	(i) SED has distributed free learning recovery material, approved by PCTB, to all public schools	237,000	No	Desk
23	3	Year 5 (FY 2028-29)	(ii) PCTB implements the quality assurance model for learning material development	237,000	No	Desk
24	4	Year 1 (FY 2024-25)	(i) SED has adopted an updated ECCE policy	442,000	No	Desk
25	4	Year 1 (FY 2024-25)	(ii) SED has adopted an ECCE implementation strategy	442,000	No	Desk
26	4	Year 1 (FY 2024-25)	(iii) SED has adopted revised ECCE Quality Standards to include classroom observations and monitoring of student learning outcomes	442,000	No	Desk
27	4	Year 3 (FY 2026-27)	SED offers ECCE in additional 2,000 schools above baseline meeting ECCE Quality Standards (1,000 above and beyond the target for Year 2)	884 per additional classroom meeting quality standards above 1,092 classrooms (up to 802,672) ²	No	Field

REOI -CONSULTANT'S QUALIFICATIONS BASED SELECTION

No .	PB C	Year	Target (Schedule 4 wording)	Allocated amount (US\$)	Time-bound	Method
28	4	Year 4 (FY 2027-28)	SED offers ECCE in additional 3,000 schools above baseline meeting ECCE Quality Standards (1,000 above and beyond the target for Year 3)	884 per additional classroom meeting quality standards above the Year 3 target (up to 884,000)	No	Desk
29	4	Year 5 (FY 2028-29)	SED offers ECCE in additional 3,500 schools above baseline meeting ECCE Quality Standards (500 above and beyond the target for Year 4)	884 per additional classroom meeting quality standards above the Year 4 target (up to 442,000)	No	Field
30	5	Year 1 (FY 2024-25)	(i) QAED has adopted a guide on coaching practice, including updated training modules on coaching building on the AEO leadership program	733,000	No	Desk
31	5	Year 1 (FY 2024-25)	(ii) QAED has adopted a Teacher Excellence Framework, including a training plan for headteachers and teachers for learning recovery, based on formative assessment	733,000	No	Desk
32	5	Year 2 (FY 2025-26)	(i) QAED adopts a learning management system that offers remote training and tracks the impact of professional development on teachers practice in line with the Teacher Excellence Framework	733,000	No	Desk
33	5	Year 2 (FY 2025-26)	(ii) QAED has trained 80% of public school teachers on learning recovery in all districts	733,000	No	Desk + data checks
34	5	Year 3 (FY 2026-27)	(i) QAED distributes revised teacher guides for ECCE to Grade 5	366,500	No	Desk
35	5	Year 3 (FY 2026-27)	(ii) QAED has assessed teachers' and headteachers' practices with at least 20% of public school teachers passing certification	366,500	No	Desk + data checks
36	5	Year 4 (FY 2027-28)	(i) QAED offers learning management system to public, private and PEF schools	366,500	No	Desk
37	5	Year 4 (FY 2027-28)	(ii) QAED has assessed teachers' and headteachers' practices with at least 40% of public school teachers passing certification	366,500	No	Desk + data checks
38	5	Year 5 (FY 2028-29)	(i) QAED offers its CPD program to public, private and PEF schools	366,500	No	Desk
39	5	Year 5 (FY 2028-29)	(ii) QAED has assessed teachers' and headteachers' practices with at least 60% of public school teachers passing certification	366,500	No	Desk + data checks
40	5	Year 5 (FY 2028-29)	(iii) QAED has conducted teacher trainings based on the code of conduct developed by SED on child protection including GBV prevention, response and referrals in all districts	733,000	No	Desk

REOI -CONSULTANT'S QUALIFICATIONS BASED SELECTION

No .	PB C	Year	Target (Schedule 4 wording)	Allocated amount (US\$)	Time-bound	Method
41	6	Year 2 (FY 2025-26)	(i) PEC has implemented a large-scale assessment for early grades (ECCE – grade 2) covering both public and private schools and district level results are reported to SED	367,000	Yes	Desk
42	6	Year 2 (FY 2025-26)	(ii) PEC has filled the open positions in its staffing plan	367,000	Yes	Desk
43	6	Year 3 (FY 2026-27)	(i) PEC has implemented a large-scale assessment for grade 4 covering both public and private schools and district level results are reported to SED	367,000	Yes	Desk
44	6	Year 3 (FY 2026-27)	(ii) PEC has set proficiency levels for all its large-scale assessments	367,000	Yes	Desk
45	6	Year 4 (FY 2027-28)	(i) PEC has implemented a large-scale assessment for early grades (ECCE – grade 2) covering both public and private schools and district level results are reported to SED	367,000	Yes	Desk
46	6	Year 5 (FY 2028-29)	(i) PEC has implemented a large-scale assessment for grade 4 covering both public and private schools and district level results are reported to SED	367,000	No	Desk
47	6	Year 5 (FY 2028-29)	(ii) PEC has evaluated its human resource and capacity building programs and integrated lessons learned into its workplan	367,000	No	Desk
48	7	Year 2 (FY 2025-26)	(ii) SED has implemented trainings for school councils on NSB utilization	1,000,000	Yes	Desk
49	7	Year 3 (FY 2026-27)	(i) SED has implemented a training for school councils on NSB and provided communication material to schools	500,000	Yes	Desk
50	7	Year 3 (FY 2026-27)	(ii) SED has disbursed school-specific NSBs to all public schools in all districts	2,000,000	Yes	Desk + data checks
51	7	Year 4 (FY 2027-28)	(i) SED has implemented a training for school councils on NSB and provided communication material to schools	500,000	Yes	Desk
52	7	Year 4 (FY 2027-28)	(ii) SED has disbursed school-specific NSBs to all public schools in all districts	2,000,000	Yes	Desk + data checks
53	7	Year 5 (FY 2028-29)	(i) SED has implemented a training for school councils on NSB and provided communication material to schools	500,000	No	Desk
54	7	Year 5 (FY 2028-29)	(ii) SED has disbursed school-specific NSBs to all public schools in all districts	2,000,000	No	Desk + data checks
Total amount remaining for the 54 targets				30,169,912		

¹ Disbursement under PBC 2 has been made for 420,000 students, i.e. one unit of 20,000 students (US\$586,560) above the Year 4 target, which counts towards the Year 5 allocation of US\$2,932,800.

² Disbursement under PBC 4 has been made for 1,092 verified classrooms, i.e. 92 classrooms (US\$81,328) above the Year 2 target, which count towards the Year 3 allocation of US\$884,000.

Note: Schedule 4 refers to PCTB, QAED and PEC; their functions are now performed by PECTAA. “Desk + data checks” means a desk review with the minimum database and telephone checks set out in Section 4.

Annex B: Targets Already Verified (Outside Scope)

The 17 targets below have been verified and are outside the scope of this assignment, except for the field-based verification of PBC 2 enrolment shown in Annex A.

No .	PB C	Year	Target (Schedule 4 wording)	Allocated amount (US\$)	Time-bound
1	1	Year 1 (FY 2024-25)	SED has adopted district-level gender-disaggregated targets for school participation and learning outcomes, including a monitoring and training plan for district officials and field staff and a revised monitoring system for public schools	400,000	No
2	1	Year 2 (FY 2025-26)	(ii) SED has communicated gender-disaggregated targets for school participation and learning to schools	200,000	No
3	2	Year 1 (FY 2024-25)	(i) PEF partnership schools enroll additional 100,000 students above baseline	586,560 per 20,000 students (up to 2,932,800)	No
4	2	Year 2 (FY 2025-26)	(i) PEF partnership schools enroll additional 200,000 students above baseline (100,000 above and beyond the target for Year 1)	586,560 per 20,000 students (up to 2,932,800) above the Year 1 target	No
5	2	Year 3 (FY 2026-27)	PEF partnership schools enroll additional 300,000 students above baseline (100,000 above and beyond the target for Year 2)	586,560 per 20,000 students (up to 2,932,800) above the Year 2 target	No
6	2	Year 4 (FY 2027-28)	(i) PEF partnership schools enroll additional 400,000 students above baseline (100,000 above and beyond the target for Year 3)	586,560 per 20,000 students (up to 2,932,800) above the Year 3 target	No
7	4	Year 2 (FY 2025-26)	SED offers ECCE in additional 1,000 schools above baseline meeting ECCE Quality Standards	884 per additional classroom meeting quality standards (up to 884,000)	No
8	5	Year 3 (FY 2026-27)	(iii) SED has developed a code of conduct on child protection including GBV prevention, response and referrals	733,000	No
9	5	Year 4 (FY 2027-28)	(iii) QAED has conducted teacher trainings based on the code of conduct developed by SED on child protection including GBV prevention, response and referrals in 6 districts	733,000	No
10	6	Year 1 (FY 2024-25)	(i) PEC has implemented a large-scale assessment for grade 4 covering both public and private schools and district level results are reported to SED	367,000	Yes
11	6	Year 1 (FY 2024-25)	(ii) PEC has developed an assessment framework and instruments for ECCE - grade 2	183,500	No

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No .	PB C	Year	Target (Schedule 4 wording)	Allocated amount (US\$)	Time-bound
12	6	Year 1 (FY 2024-25)	(iii) PEC has adopted a 5-year workplan for its various assessments, including a capacity building program and an implementation plan for formative assessment	183,500	Yes
13	6	Year 4 (FY 2027-28)	(ii) PEC has adopted a reporting system for school-based assessments	367,000	Yes
14	7	Year 1 (FY 2024-25)	(i) SED has implemented a training for school councils on NSB and provided communication material to schools	500,000	No
15	7	Year 1 (FY 2024-25)	(ii) SED has disbursed NSB to all public schools in the province	2,000,000	Yes
16	7	Year 2 (FY 2025-26)	(i) SED has revised system for NSB, to adapt to rising inflation, to include incentives to schools to improve learning outcomes and to adopt simplified rules for NSB utilization	2,000,000	No
17	7	Year 2 (FY 2025-26)	(iii) SED has disbursed NSB to all public schools in the province	2,000,000	Yes
			Total allocated amount of the 17 verified targets	22,282,200	

Note: The PBC 2 Year 3 and Year 4 enrolment targets were verified through desk review at 421,822 additional students above baseline; disbursement was made for 420,000 students. The PBC 4 Year 2 target was verified at 1,092 classrooms. Amounts disbursed above these targets (US\$586,560 under PBC 2 and US\$81,328 under PBC 4) are deducted from the next year’s allocation in Annex A.