

Education Development and Improvement Programme
Aga Khan Foundation (Pakistan)
Mid Term Review



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Acknowledgments

This was a tough assignment by any standards. We had to work under a tight time frame and travel almost daily first to Gilgit and then across Gilgit-Baltistan, and then get the whole team back in Islamabad for the debriefing. The logistics were truly daunting, and AKF(P) and their partners did a tremendous job in putting it all together in one orchestrated whole.

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Executive Summary

The Education Development and Improvement Programme (EDIP)¹ is a three-year project (May 2010 – June 2013) of AKF(P) being implemented by seven AKDN partners in seven districts of Gilgit-Baltistan (GB) through an AusAID grant. The project aimed to enhance access, equity and quality of education with increased gender parity by improving the safety, quality and accessibility of the physical learning environment, increasing enrolment and retention of children (particularly girls and disabled children), increasing community participation in school management, professional development of teachers and head teachers, improving educational leadership and mentoring skills of head teachers and educational managers, and strengthening governance and management in the GB Department of Education (DoE). Using a Whole School Improvement Approach the project provided professional development support to schools clustered around Learning Resource Schools. The project operated in a high risk environment, including major governance and management problems in the education system, severe flooding, sectarian violence causing curfews and suspending activities, and bureaucratic governmental delays. The progress to date, and key findings are summarized in the matrix below.

Criteria	Rating	Summary of Reasons for Rating
Relevance	5	Highly relevant to priorities of Pakistani and Australian governments and most beneficiaries; some components (e.g. content knowledge courses, classroom support) more relevant than others (e.g. lesson planning, generic courses, inclusive education, school safety)
Effectiveness	4	Excellent progress in enrolling children (especially girls and disabled), reduction in corporal punishment, development of School Development Plans (SDPs); medium to high progress in building capacities of heads and teachers, improving teaching-learning environment and school safety, improving student behaviour, participation and achievement, sensitization on inclusive education, activation of Local Level Institutions (LLIs); medium to low progress in provision of infrastructure, furniture, equipment, books, implementation of SDPs, developing student writing skills; low progress in adoption of lesson planning, and developing the governance, leadership and management capacity of DoE
Efficiency	4	Project delayed by 9 months due to government procedures, floods, security issues, delaying activities, causing major under-spending, and squeezing activities, putting pressure on all stakeholders; partnership worked fairly well despite multiple players, issues of coordination and bureaucracy; risk management by project was partially successful
Gender Equality	5	Excellent progress on girls (including disabled) enrolment, female teachers' training; medium progress on enlisting and training female SMC members and head teachers; low progress on training female officials, M.Ed enrolment
Monitoring & Evaluation	4	Programme Management Committee (PMC) performed effectively, including tasks of non-functional Programme Steering Committee (PSC); excellent MIS, monitoring forms, data

¹See **Annexure 1** for a list of Acronyms and Abbreviations, and **Annexure 2** for a list of References used.

		collection formats and procedures, LLI monitoring, despite weak logframe, delayed baseline reports, and absence of learning achievement data
Sustainability	3	Low government focus on CPE; some components (improved teaching-learning processes, mentoring, school safety, active LLIs, increase in enrolments) likely to sustain in some clusters; professional development likely to continue in some clusters if returnee M.Eds, heads and teachers receive necessary government support
Total	25	Overall Rating: 4. 2 (maximum 6)

The **key lessons** from the project for similar future projects include: avoid too many project components and partners and have a realistic time frame for a complex and high risk project; in case of major delays, extend the project time frame early enough instead of putting pressure on all stakeholders to achieve targets; have decentralized coordination functions in place to support professional development initiatives; use local organisations with relevant experience and linkages to conduct community mobilization and organisation.

The key **recommendations** of the project are summarized below by implementer and time frame²:

- Approve no cost extension of project end date to June, 2015 (AusAID; short term)
- Revise PMF and WBS, build capacity of partners in MER (AKF(P); short term)
- Design and conduct assessment of learning achievement in project baseline schools, and use for TNA and to assess project impact (AKF(P), PDCN, AKES,P; short to medium term)
- Organise a meeting of the primary implementing partners, AKF(P) education team and donors to chalk out steps to engage with the DoE (AKF(P);short term)
- Increase coordination between partners, and between training institutions and PDTs/TEs, and develop their capacity development needs (AKF(P), PDCN, AKES,P; short term)
- Build capacity of good teachers as trainers, and involve them in professional development of colleagues, particularly for secondary level content knowledge (PDCN, PDTs/TEs, short term)
- Spread and support the highly effective mentoring programme (PDCN, PDTs/TEs, short term)
- Train PDTs and teachers to improve writing skills of students, develop low/no cost materials to conduct science experiments at the primary and secondary levels (PDCN; short term)
- Link school improvement to LLI performance (CSRC, LLIs; short term)
- Organise better structures for communicating results to stakeholders (AKF,P, short term)
- Encourage and support the use of volunteer teachers (CSRC, LLIs; on-going)
- Identify/develop and provide standardized lesson plans for all lessons in the primary, middle and high curriculum (PDCN, AKES,P; medium term)
- Provide substitute teachers for longer courses (PDCN, AKES,P; when required)
- Provide selected books to all feeder schools without libraries and train teachers to run libraries (PDCN, AKES,P; short to medium term)

²Short term (1-3 months), medium term (4-12 months); long term (year 2-3)

- Assist LLIs to form cluster level LLIs to increase their capacity to address common issues (CSRC, LLIs; short to medium term)
- Update GBES, conduct budget tracking and process tracking exercise, stakeholder mapping, sector planning, implement models/pilots (DoE, AKF(P), consultant; medium to long term)
- Optimise use of LRCs by feeder schools, communities (LLIs, PDTs; short term)
- Take steps to increase participation of women in LLIs (LLIs, PDTs; short term)
- Develop the capacity of Colleges of Education for professional development of heads and teachers, including mentoring (DoE, Colleges of Education, PDCN; medium to long term)
- Prepare an enabling environment for female graduates to return to teach in AKES,P schools (AKES,P; medium to long term)
- Facilitate and support AEOs to take on academic supervisory roles (DoE, PDCN; long term)
- Issue policy guidelines followed by notification of changes in rules of business and recurrent grant for the running and resourcing of LRCs(DoE; medium to long term)

1. Introduction

1.1. Activity Background

The policy framework for the current Gilgit-Baltistan Education Strategy (GBES), 2008-2025 and, subsequently, the Education Development and Improvement Programme (EDIP) is provided by the 2006-2008 education whitepaper, the MDGs and the EFA targets. EDIP was designed as a means to support the implementation of the GBES. The components of EDIP and GBES are similar i.e. Access and Equity, Quality and Relevance, Governance and Management. Similarly, the activities articulated under EDIP for each of the three components are a subset of the strategies and indicators against each of the three dimensions of the GBES. Building on the whitepaper 2006-2008 recommendations, the National Education Policy was prepared in 2009 by the Federal Ministry of Education through a widespread consultative process involving all the provincial governments, GB and AJK governments.

Since the approval and initiation of EDIP, there have been some significant changes in the policy context, which has implications for both the GBES and subsequently EDIP. The 18th amendment has changed the scheme of dispensation of service delivery, devolving education and most other ministries to the provinces. More importantly Article 25A of the Constitution has added education for children aged 5 to 16 into the list of 'Fundamental Rights'. It is important to recognize that the implementation of the article re-orders the public policy paradigm in the country and not just the approach to education service delivery. The Article provides space for the provinces and the federal government to legislate as per local needs and limitations. The legislation making the statute implementable should consider these critical areas:

1. Definition of free education.
2. Accountability mechanism for the statute.

This also entails resource requirements for both access and quality. For example, the definition of free education has implications for financial resources, while accountability mechanisms have to be within the socio-political realities and implementation capacity of the entity. The 7th NFC award is historic by providing a larger share to the provinces. However, two things are important to consider. Firstly, with the major federal tax revenue going towards debt servicing and military expenditure, the expansion in the NFC share for the provinces is still from a limited pool. From the perspective of GB, this is linked to the constitutional Article 160 providing statutory protection that the terms and conditions of these transfers made to date cannot be amended in any way detrimental to the provinces in any future award. In an environment with 9% tax to GDP ratio, this entails further

crowding out of federal priorities, which might negatively impact GB as it is dependent on Federal Resources for service delivery, including Education.

While reviewing the EDIP we also need to consider the contextual realities of the area and sector. The education sector in GB is characterized by serious issues of governance and management. Some of the most obvious ones include: hiring, postings and transfers of teachers and education officials in violation of good practices; irrational distribution of teachers³, leading to an excess of incompetent teachers in most accessible schools, and severe shortage of teachers in most remote schools; weak content knowledge and pedagogical and classroom management skills of staff, resulting in poor teaching and management; liberal use of corporal punishment, and high repetition and dropout; weak leadership and management skills of heads, resulting in high teacher absenteeism, and poor performance; lack of physical space, furniture and equipment, teaching materials, consumables; an almost non-existent school monitoring and support system, confined to occasional checks and reprimands; and non-functional PTSMCs. On the positive side, many teachers, heads and officials have been trained through various donor-supported programmes, and many are now in strategic positions in the department. At the same time the financial downturn has forced poor communities to turn to government rather than expensive private schools, thus creating a demand for government schools to deliver.

1.2. The Project

The Education Development and Improvement Programme (EDIP) is a three-year project (May 2010 – June 2013) of the Aga Khan Foundation being implemented in the seven districts of Gilgit-Baltistan, including Gilgit, Astore, Ghanche, Skardu, Hunza-Nagar, Diamer, and Ghizer through a grant from the Australian Agency for International Development (AusAID). The project goal is to enhance access, equity and quality of education with increased gender parity, participation and sustainability of community interventions.

More specifically the project aims to:

1. Improve teaching and learning conditions, infrastructure related issues, safety and security for children and teachers, community mobilization and inclusive education to enable children with disabilities to become part of the mainstream
2. Support further development of the Gilgit-Baltistan Education Strategy (G-BES) to make it viable in the current political and economic scenario of GB
3. Develop the wherewithal of government to present a time bound Implementation Plan, Activity Matrix and Budget to relevant stakeholders⁴.

EDIP is a synthesis of the Whole School Improvement (WSI) approach, successfully tested by AKU-IED PDCN in Northern Pakistan, and a cluster-based professional development approach. It is being implemented by a consortium of seven partners in 98 schools, of which over 70% are government

³ See, for example, the student-teacher ratio of the following project schools: FGGMS, Patwal, Skardu (150 students, 26 teachers, 5.8 students per teacher), FGGPS Krasmathang, Skardu (52 students, 16 teachers, 3.3 students per teacher), FGGMS, Gamba Grong, Skardu (45 students, 26 teachers, 1.7 students per teacher)

⁴AKF(P). EDIP proposal submitted to AusAID, March, 2010.

schools, organized into 21 clusters in six districts of GB. A fourth of these schools are boys, a fourth girl, and almost half are co-education schools.⁵ Each cluster consists of a hub Learning Resource School (LRS) and feeding schools, with Learning Resource Centres (LRCs) established in each LRS. Each LRS comprises of a secondary school, and feeding units include primary/middle, and sometimes high schools. A Professional Development Teacher (PDT) or Teacher Educator (TE) is placed to lead the school improvement initiative in each cluster. Other interventions include improvements in physical infrastructure (including making the structures safer), strengthening PTSMCs, sensitizing schools and communities regarding inclusive education focused on children with mild disabilities, developing disaster risk preparedness in schools, and promoting early childhood education.

The project is being implemented by the following seven partners:

1. Aga Khan University – Institute for Educational Development’s Professional Development Centre North (PDCN) (access, quality, professional development)
2. Aga Khan Education Service, Pakistan (AKES,P) (access, quality, professional development, adult literacy)
3. Aga Khan Planning & Building Service, Pakistan (AKPBS,P) (school construction, retrofitting)
4. Civil Society Resource Centre (CSRC) (participation of parents and communities)
5. Network of Organization Working for People with Disabilities (Pakistan) (NOWPDP) (disability and inclusive education)
6. Aga Khan University – Human Development Programme (AKU-HDP) (early childhood education and disability)
7. Focus Humanitarian Assistance, Pakistan (disaster risk reduction)

The timelines of project implementation are given in **Annexure 3**.

1.3. Review Objectives

The Mid-Term Review (MTR), which was suggested in the Financing Agreement of the Programme, was designed to provide AKF(P), implementing partners, government, donor and the wider public with sufficient information to:

- a) Assess the quality and progress in delivery of activity outputs and objectives
- b) Assess any issues or problems and their impact
- c) Assess the progress made towards achieving sustainable benefits, and
- d) Identify and document any refinements to the activity based on the recommendations

The review was designed to assess the relevance, efficiency, effectiveness, and sustainability of the

⁵Interestingly, we were not able to find a clear cut gender distribution of project schools in the project documents, partly because many boys and girls schools are, in practice, co-education schools – the presented distribution is based on a graph in the first project baseline report.

intervention, with a focus on gender and disability. More specifically, the MTR was expected to come up with lessons learnt and practical recommendations to improve project design and implementation strategy for the remaining project duration and any future actions. The MTR was also expected to assess progress on the interventions for supporting the government institutions in developing their capacity to implement the GB Education Strategy. The MTR Terms of reference are given in **Annexure 4**.

1.4. Review Scope and Methods

The review was primarily qualitative in nature, and involved meetings with a variety of stakeholders, including programme staff and AusAID in Islamabad and Gilgit, provincial and district officials, staff of government colleges of education in GB, and heads, LLI members, teachers and students in 10 (out of 12) LRS and 11 feeder schools in six districts of Gilgit-Baltistan. In addition data was collected from project reports, presentations by programme staff and government officials, and review of school registers, school development and lesson plans, student notebooks, SMC meeting minutes, etc. The main limitations of the review were a lack of time for the team to spend in schools, and the selection of only one AKES,P LRS and one feeder school in the sample. The details regarding the review sample, methodology and review team are given in **Annexure 5**.

2. Review Findings

The review findings are presented according to the review questions regarding relevance, effectiveness, efficiency, sustainability, gender equality, monitoring and review, and analysis and learning.

2.1. Relevance

In this section we review the relevance of the programme in relation to the priorities of the Pakistani, Australian and GB governments, and the various stakeholders.

The programme is highly relevant to Pakistani and Australian government priorities. Pakistan government has made education compulsory for all, and is committed to providing access to quality education on an equitable basis for all genders, ethnic groups and sects. This is also included in the G-B Education Strategy, and the EDIP goals and objectives cater to these government priorities. Inclusive education and gender are priority areas for AusAID, and have been factored in the programme. The programme has also developed a framework on child protection which fits in with the AusAID policy on child rights and protection.

The programme is fairly relevant to the needs of the various beneficiaries of the programme. The needs assessment conducted by the programme took into account the demographics, cultural sensitivities, and needs of various regions/districts, and contextualized the programme based on this need assessment to a considerable, though not complete, extent.

The programme has been **inclusive** in more ways than one. Firstly it reached government schools in relatively remote areas and under-served districts like Skardu, Astor and Ghanche, where most schools had not received any program interventions in the past⁶. Secondly it provided the opportunity for continuous professional development to teachers who had never received in-service training, never been exposed to interactive teaching methods, and never received instructional support in the classroom. Thirdly, it provided many poor and deprived students the first exposure to interactive methods of teaching and learning, books to read other than their textbooks, an opportunity to learn about school safety, and to participate in self-governance through student councils. Fourthly, it focused on children with disabilities who have traditionally been left out of the formal school system, as well as their parents. Lastly, it helped to strengthen community participation in school affairs through community mobilization and training of PTSMC members.

Some components of the programme have been **less relevant** from the beneficiary point of view. For example, the school safety programme (disaster risk response) is important, but when schools lack teachers, classrooms, furniture, libraries, laboratories, and play grounds, which are required on a daily basis, disaster response kits naturally become a low priority. The project did cater to the provision of furniture and library books. However, the latter was restricted to LRSs only, on the assumption that children from feeder schools would be able to access these books. This assumption did not materialise, as the project design did not consider the challenges involved in getting books

⁶ AKF(P) Baseline Survey Report, Phase 1, EDIP, April, 2012

from LRSs to feeder schools. Also the need for laboratories, which was consistently expressed during the MTR, was not included in the project.

The project purported to design its training programmes based on a needs analysis of schools and teachers. While this was largely true of the LRS based courses conducted by the PDTs/TEs, the PDCN courses were planned and initiated before the second baseline data had been gathered, processed and analysed. Moreover none of the baselines assessed the competence of teachers and students in specific subjects, so there was no way to identify the specific gaps in content knowledge skills of teachers. Not surprisingly, we repeatedly heard teachers, heads and PDTs/TEs in cluster schools clamouring for more content knowledge and less generic courses. An analysis of the list of workshops and courses conducted by the project during July 2011 to June 2012 reveals that most of the workshops were on generic topics (e.g. pedagogy, gender, inclusive education, governance, ELM, school development, primary education, ECED), while only one workshop each on maths and social studies and two on science were conducted⁷. **Despite the fact that the medium of instruction and textbooks in most government schools are in Urdu, which most teachers and students are weak in, PDCN does not offer any course on teaching of Urdu.** Moreover the focus is on lower (ECD, primary education) and middle grades, whereas teachers need more professional support in teaching higher classes.

It is important to sensitize teachers and students regarding **inclusive education**, but the issue remains a low priority in schools as they have a handful of children with disabilities, compared to other, more pressing, needs (e.g. issues of health and hygiene, which most children have to deal with on a daily basis).

Teaching teachers to prepare **lesson plans** seems to be a worthy goal, but one that has not been achieved in the majority of Pakistani schools despite it being a component of almost all education improvement projects during the last three decades. In fact the baseline survey found that 75% of teachers in AKES schools were not using lessons plans, despite this being a practise in AKES schools for decades. Faced with this reality, the programme staff negotiated a compromise by asking teachers to prepare a summarized version of only one lesson plan every day. Only a small number of government school teachers met even these minimum requirements on a regular basis. This issue is discussed in more detail in subsequent sections of the report.

CSRC was engaged by the programme to train LLIs (PTSMCs and MSGs) because of its past experience in training CBOs and NGOs. The need assessment, however, showed that many LLIs either did not exist or were non-functional, and their formation was often carried out in a non-democratic and non-inclusive manner. Hence CSRC had to work on formation of LLIs, a task it was less well placed to do so, before it could begin the task of strengthening the LLIs through training.

The project planned to develop a **rural curriculum** which would be more relevant to the needs of the children of Gilgit-Baltistan by conducting research, developing recommendations for enriching the government curriculum, and developing modules for the enriched curriculum. Progress on this important task is very much behind schedule; a resource person is presently conducting the research.

⁷EDIP Gilgit-Baltistan Progress Against Indicators, PowerPoint presentation, 22 September, 2012

2.2. Effectiveness

EDIP is designed to enhance access, equity and quality of education with increased gender parity, participation and sustainability of community interventions. The project has the following three specific objectives:

1. Enhance gender parity and access to and equity of education in targeted clusters
2. Improve quality and relevance of education in targeted clusters
3. Strengthen governance and management in the Department of Education in the targeted districts of Gilgit-Baltistan.

This section reviews whether the objectives are on track to being achieved, and to what extent has the activity contributed to achievement of the objectives.

Objective 1: Enhance gender parity and access to and equity of education in targeted clusters

The specific outcomes for this objective included increased access to education and progress towards gender parity, including children with disabilities, increased participation of community members in school affairs, and improvement in the learning and physical environment and safety in the school.

Outcome 1.1: Increased access to education for girls and boys, including out of school children, in targeted clusters of G-B, and significant progress towards gender parity

The following activities were conducted to increase enrolment and retention and create a conducive environment for education in project schools:

- Awareness-raising sessions (63) with LLIs, religious/community leaders, and potential students
- Twelve advocacy sessions for government officials to implement National Curriculum for ECE
- ECD classes initiated in 38 schools in AKES led clusters
- Some 120 adult literacy sessions by 14 TEs with 158 mothers in AKESP led clusters⁸.
- Some 2664 PTA/SMC members and parents attended 86 awareness raising sessions on importance of education and retention (especially for girls)
- Financial support to 246 needy students
- Fifty counselling sessions with 727 students to sensitize them to deal with social factors hindering children's education
- Over 80 awareness sessions for 863 teachers to improve their classroom practices and make them child friendly.

⁸A group of mothers attending an adult literacy class in the LRS DJ High School, Chatorkhand appreciated the opportunity for learning something new every day, including hygiene, phonetics, etc. Some mothers mentioned teaching their young children, and creating an environment where books are part of the surroundings.

- Follow up visits to gather information related to new admissions (113 visits), retention (106 visits) and enhanced learning environment (34 visits).
- Additional time in school and coaching classes for dropout children who were re-enrolled
- Physical facilities in 42 ECD classrooms improved by AKPBS.

As a result of the above activities enrolment in the 48 PDCN project schools increased from 7934 (including 3784 girls) in 2010 to 9317 (5340 girls) in June, 2012, including 239 children with disabilities. Some 1751 (AKES 1533, PDCN 218) out of school children were identified, against a target of 700 (AKES 500, PDCN 200)⁹. By September, 2012 AKES reported new enrolments of 2820 children (1555 boys, 1265 girls) in 50 project schools.¹⁰ Dropout of students in PDCN cluster schools decreased from 86 students in 2010 to 27 in 2011 and 17 in 2012, with a retention rate exceeding 99%.¹¹

Field visits corroborate reported increase in enrolments and retention, which were found in almost all LRSs and feeder schools visited. A matrix summarizing our findings regarding enrolment/increase in enrolment, commitment of head teacher and LLI, physical facilities provided by the project, and performance of teachers and students for each school visited is given in **Annexure 6**.¹² Increase in girls' enrolment is impressive, far exceeding targets. However, these results need to be interpreted carefully, as the EDIP baseline survey found increase in enrolments between 2008 and 2010 as well.

One way of increasing access of children to schools is by improving the school environment. Indicators of an improved school environment given in the project log frame included positive attitudes of teachers (a non-measurable indicator), increased student participation in classroom activities, and basic physical infrastructure in place. Focus groups with students and classroom observations during the school visits showed a definite improvement in the first two indicators. Student participation in classroom activities was evident in most LRSs and quite a few feeder schools, and students generally reported use of group work, activities, and **reduction in corporal punishment. This is a major achievement of the project.** However, the claim in one project progress report that 'Teachers have stopped giving physical punishment to students and have started using child-friendly teaching approaches' is exaggerated and unsubstantiated, with no percentages, or evidence of the source and means of data collection. Part of the problem lies with the log-frame indicator 'Positive change in attitudes of teachers', which itself lacks any elements of quantity and quality. In no school did children report a complete elimination of corporal punishment, and in a few LRSs and feeder schools physical punishment was fairly prevalent.

Outcome 1.2: Increased access to education, enhanced classroom learning environment and participation of families who have children with mild to moderate disabilities

⁹ Oddly, the number of out of school children re-enrolled in PDCN led clusters decreased from 196 (including 75 girls) in 2010 to only 88 (including 41 girls) in 2012. It is not clear whether this decline is due to an overall decline in out of school children, or some other reason. (EDIP Gilgit-Baltistan Progress Against Indicators, MTR presentation, 22 September, 2012)

¹⁰ AKES, P. MTR presentation, 12 October, 2012

¹¹ EDIP Gilgit-Baltistan Progress Against Indicators, MTR presentation, 22 September, 2012

¹² An exception was an AKES feeder school in Oshikhandass, which experienced reduction in enrolment as AKES, P closed the school, and many children shifted to nearby schools. However, the community took on the responsibility to revive and run the school.

One important way in which EDIP is different from other educational projects implemented in Pakistan is its focus on children with disabilities and inclusive education. The first step in this regard was an analysis of the existing situation regarding disability in children in GB and attitudes and perceptions of families and communities regarding disability and children with disabilities.¹³ The study by NOWPDP assessed community attitudes and perceptions on disability in 21 schools/school catchment areas in 4 districts of GB, and identified a large number of superstitions and misconceptions regarding disability and persons with disabilities.¹⁴ The findings were used to develop training materials for teacher training sessions. Some 18 Master Trainers trained 474 teachers through 22 training events to deal with the challenges of children with mild to moderate disabilities and inclusive education in project schools.

In addition AKU-HDP conducted a survey to assess the prevalence and impact of disabilities in children in 4 GB districts. A review of the draft report revealed that the study was methodologically sound, and was the first of its kind in the region, providing valuable data on prevalence of various kinds of disabilities in the region by district. Case studies on improved learning of children with mild to moderate disabilities have been compiled and analysed to gauge the results against the baseline survey; however, the same were not available for review at the time of writing this report.

AKPBS carried out retrofitting to increase access for children with disabilities in 42 classrooms in project schools. We saw ramps in a number of LRSs.

The number of children with mild and moderate disabilities in PDCN cluster schools increased from only 5 (3 boys, 2 girls) in 2010 to 150 (73 boys, 77 girls) in 2012.¹⁵ **This is a very significant achievement, showing clear impact of the project in changing attitudes and behaviours of both parents of children with disabilities and school heads regarding mainstreaming of children with disabilities.**

There were exceptions, of course. During the focus groups in schools we found a few children in each group who had awareness of the children with disabilities in their school, the nature of disability, the manner in which the child was treated in the school, and the manner in which the child needed to be treated. One student in the poorest LRS visited by us made the following comment:

“S sits at the back even though he cannot see properly, as he is afraid of the teacher. In front he will be the first one to be asked a question, and if he is unable to answer, he will be beaten.” This student’s behaviour was understandable, since a girl and a boy (both non-disabled) were beaten in

¹³Some pioneering studies carried out by M. Miles of the Mental Health Centre, Mission Hospital, Peshawar included (1) *Attitudes towards persons with disabilities following I.Y.D.P. (1981), including suggestions for promoting positive changes*, 1983; and(2) *Children with disabilities in ordinary schools: an action study of non-designed educational integration in Pakistan*, 1985. In the latter study teachers reported a perceptible disability (one-third visual impairment) in 1.9% of 43,416 school children in NWFP; aids were provided to 250 children with disabilities.

¹⁴ Network of Organizations Working for People With Disabilities, Pakistan. *Training needs assessment: a qualitative study on community attitudes and perceptions on disability in Gilgit-Baltistan*. N.d.

¹⁵AKU-IED PDCN. A presentation on EDIP, Gilgit-Baltistan. September 22, 2012

the previous two days for not memorizing their science lesson. The comment of course shows that children were more sensitive to the needs of children with disabilities than their teacher.

Outcome 1.3: Increased participation of communities, (especially women), in the management of schools in targeted clusters of G-B

During the last three decades a number of projects have worked with governments to set up Local Level Institutions (LLIs), such as PTAs, SMCs, or VECs to improve the management of school affairs through community/parental involvement. Most of these institutions fold up when project support ends. The survey of LLIs in the project schools by CSRC found that most LLIs were non-functional, most communities were not involved in school activities, and most parents were not informed about students’ issues and progress in school. Moreover, some SMC heads were not interested in attending capacity building programmes; most SMC members were male, including those of girls’ schools, with women not represented because of conservative societal values; control of funds between PTSMCs and district/tehsil management was an issue, while the government did not take SDPs developed by LLIs seriously.

In order to address the above issues, CSRC made 112 LLIs (104 reformed/reactivated and 8 new LLIs, target 125) functional in 6 districts, with 1134 members (one-third women). Besides women members, an attempt was made to include parents of disabled children in new LLIs. Training needs of 302 LLI members (256 men, 46 women) of 97 LLIs were identified in 18 out of 21 clusters (excluding Diامر and Chipurson). CSRC developed five training modules around five themes identified during the TNA to develop the knowledge and skills of LLIs. Criteria for selection of participants for LLI training included the following: Child in school, influential, social worker, educated.

CSRC conducted 73 workshops (target 198) in 18 (out of 21) clusters. Participation of women in CSRC training workshops varied between 36% and 48% in the five modules (see Table 1). Workshops on School Development Plan (SDP) & M&E were re-scheduled, to be held between October and December, 2012, due to the disturbed law and order situation in the region. Pre and post evaluations showed a good level of knowledge and understanding in post-tests.

Table 1: CRSC Workshops for LLIs by Modules and Participants

Topic	No. of Workshops	No. of LLIs	No. of Participants	% Women Participants
Good Governance & Resource Mobilization	33	112	870	37%
Community Mobilization & Gender Awareness	28	112	775	36%
Communication Networking & Linkages	4	16	108	44%
Record Keeping & Documentation	4	16	108	44%
Inclusive Education	4	18	110	48%

Unfortunately the CSRC training programmes were not conducted in the planned sequence and time, diluting their impact. We consistently heard complaints about large gaps between CSRC training modules.

CSRC identified the following 13 school-related issues which were normally taken up by LLIs: Parental Awareness, Safety & Discipline of teachers, Student's enrolment, Punctuality of teachers, Teacher's performance, Administrative, Financial Matters, Educational Standard, Meeting with school staff, Planning of curricular/co-curricular activities, Examination Process, Maintenance of enrolment record, and Security of school property. Each LLI was assessed on whether the issue was discussed in the quarterly LLI meeting, whether any action and timeline for action was agreed, and

whether any action was taken. According to CSRC, of the 112 LLIs, 32% were active (performing at least 60% of tasks), 20% were partially active (performing 30-60% of tasks), 20% were non-active (performing less than 30% of tasks), while 28% were not assessed. Weak SMCs were visited monthly, while others were visited on a quarterly basis.

PDCN also conducted two courses on School Development to develop the understanding of SMC members (parents) about their roles and responsibilities as community leaders and change agents for educational development. While school development plans were displayed in most schools, progress in implementing them was mixed, depending to a great extent on the vitality of the LLI, with some SMC members complaining that preparation of the plan and expenditures made were primarily controlled by the school head.

During almost every school visit we met LLI members, who were often present in significant numbers, itself an indicator of community interest and involvement in school matters. We attempted to identify their issues, roles, functioning, actions taken, and outcomes of actions. Of the LLIs met, we found about half to be active, a fourth partially active, and a fourth to be almost non-functional. The active LLIs described a host of actions taken by them for improving their schools – one example is given in **Box 1**. Our rough assessments correspond to those made by CSRC, and serve as a validation of CSRC assessments. Indeed, CSRC has done a commendable job in developing excellent indicators, and conducting assessments in a very thorough manner (similar to the Institutional Maturity Index used by AKRSP and some other RSPs). **In fact this is probably the first time in Pakistan that any organisation has made the effort to assess school-related LLIs in a systematic and objective manner.** These assessments would also be very useful in predicting the sustainability of the LLIs, with the active LLIs most likely to survive after the end of the project. The assessment also provides CSRC with clear and measurable targets for their social mobilization work.

One impressive achievement of the project is motivating the community to get volunteer teachers (working without any salary) and community teachers (salary paid by community) to work in government schools. In a number of cases the government also responded by appointing contingency teachers from a contingency fund available to schools. These non-permanent teachers, who are generally local, get valuable teaching experience, thereby improving their chances of getting permanent jobs in the same or other government school.

Outcome 1.4: Improved safety, quality and accessibility of the physical learning environment (structure and resources) in cluster schools

AKPBS was tasked with improving the physical structures of cluster schools, including additional classrooms, and retrofitting of rooms to make them accessible to disabled children. Physical assessment of 98 target schools, including geo-hazard and risk assessment, revealed that two schools were in a hazardous (red) zone, while a few schools required minor retrofitting to make them safe. Retrofitting of 42 rooms to make them accessible to disabled children, and construction of 18 thermally efficient ECD rooms and 28 toilet blocks, have been completed. Some 40 (target 50) schools under the AKESP led cluster underwent renovation of physical facilities.

During the MTR visit we saw newly constructed ECD classes, toilets, and ramps in quite a few schools. The quality of construction was high, but it had been delayed in most schools, and many facilities had not become operational. This in turn delayed provision of furniture, equipment and books. Moreover, the project did not cater to the pressing need of science laboratories and lab materials and equipment for secondary schools. In schools with limited space, construction activity took up students play areas, while the noise was disturbing. However, **once the structures become**

functional, the short-term problems should give way to high and sustainable benefits in the long-term.

Dedicated rooms in LRSs for LRCs were identified in 12 out of 14 LRS (excluding Diemer). Of the 7 LRSs lacking rooms for LRCs, 3 LRCs have been constructed, 4 are nearing completion, and two LRSs require hazard mitigation. Due to delayed construction, provision of equipment and books was delayed. The LRCs received 94 computers, 5 laptops, 12 printers, 6 multi-media projectors, 8 UPS, 10 stabilizers, 7440 books, and stationery worth Rs. 30,151. In addition 43 resource persons (target 35) were trained to operate equipment and maintain libraries in AKES,P led LRSs. PDCN's library officer visited 12 LRSs and provided training on establishing LRS-based LRCs.

Every school (except two schools in Astor and Machelo) visited by the MTR team had wall charts displayed, and library books were present in every LRS. However, library books were not available to children in most government feeder schools, and the system of teachers bringing books from the LRS to the feeder school was not functioning in most cases. Hence use of books by children varied from high in most LRSs to low in most feeder schools. It was probably too much to expect teachers often burdened to meet the teaching and other demands of their regular duties, to make the extra effort to select and bring books from the LRS to their own schools, and then arrange for their issuance to children. We recommend steps to address this situation in the last chapter.

Focus Humanitarian Assistance was tasked with improving safety conditions in schools. Their School Safety teams trained 185 teachers (109 men, 76 women) as Master Trainers. These Master Trainers took the lead in forming School Safety Committees (SSC) of teachers and students, developing school safety plans, arranging school based sessions (1187), and conducting fortnightly mock drills (1086) and simulations in all 98 project schools, benefiting almost all enrolled children. The school based sessions enhance knowledge and capacities of teachers and SSCs in curriculum enrichment regarding DRR and coping strategies during emergencies.

Each school also received a School Safety Kit, and staff and students are being trained in their use during emergencies. To increase ownership in implementing school safety measures, 35 orientation sessions were conducted for 1557 members (1016 men, 541 women) of LLIs and local leadership. DRR resources have also been provided to 19 LRSs to provide information on community resilience to natural disaster. The National School Safety Day was celebrated on May 16, 2012 at school, cluster, and national level to raise awareness on school safety, and discuss school safety and DRR mechanisms and emergency responses at school level.

During the MTR visits to schools we found most students having good to fair awareness of DRR activities, and children spoke with great enthusiasm about the mock drills, first aid kits, and steps to be taken during an emergency. **The school safety component of the project has met all its targets in a timely manner, and its impact on schools is quite visible.**

Objective 2: Improve quality and relevance of education in targeted clusters

This objective included increased professionalism of school staff, improved management and leadership of schools, and improved behaviour and learning achievement of children.

Outcome 2.1: Increased professionalism of head teachers and teachers (content knowledge, teaching skills, attitude towards learning and commitment)

Professional development of teachers and heads

The project has taken significant steps to improve the professionalism of heads and teachers, including long-term (PDCN) and short-term (mostly AKES,P) professional development courses. The

outcomes include the following: 151 (target 350) government and AKESP teachers of all cluster schools completed certificate programme in primary education, 21 (target 50) AKESP teachers completed Certificate in Primary Education, 39 (target 50) AKESP and government teachers completed the certificate in ECD, 24 teachers completed a three-week course in ICT to integrate ICT skills in the teaching learning process, 934 (target 360) teachers attended 5-days subject courses conducted by AKES,P, 27 subject specialist teachers completed maths and 30 completed science course, 1469 (835 men, 634 women) attended cluster workshops at the AKES,P led LRSs, and 181 (target 200) teachers attended a course on “What does it mean to be a teacher”. Some 226 teachers, officials and community members completed a week long course in gender and education, with 50% showing positive attitude towards gender equality and its implication in education. Thirty head and deputy head teachers attended a course in ELM. AKES,P also developed Minimum Learning Standards and provided them to all its clusters.

While these results are quite impressive, the number of courses conducted and teachers/heads trained was considerably behind schedule, and the partners made a scramble to complete their targets as soon as the security situation in the region improved. This put a great burden on schools, heads, teachers and PDTs/TEs, with teachers attending multiple courses, many schools without substitute teachers or with weak substitute teachers, with complaints of some primary teachers attending secondary level courses, and volunteers being enrolled to fill training slots. **These pressures could have been reduced if a decision on a no-cost extension had been taken earlier in the project, with most courses and workshops being conducted during the vacations as originally planned.**

Despite these constraints, most teachers appreciated the courses, particularly the content knowledge courses in Maths, English, and Science. Pre and post test results and follow-up of participating teachers and heads showed excellent impact of training on knowledge and understanding. **About 75% teachers showed improved content knowledge of ECED and primary education, and 80% teachers showed improved content knowledge in English, Science, Maths and Urdu.** Some 76% (493 out of 648) teachers developed lesson plans with smart objectives during the training. A survey showed that **60% teachers were carrying out additional school responsibilities, 65% teachers were providing out of classroom counselling to students, and attendance of teachers and students had improved.**¹⁶ **These are excellent outcomes indeed, and validate the design and delivery of the training.**

Lesson Planning:

In many schools, particularly government schools with a shortage of teachers, teachers have to teach as many as 8-9 classes per day. It is inconceivable for even the best teachers to develop so many lesson plans every day, and to expect it from poorly qualified and often de-motivated teachers is highly unrealistic. The EDIP baseline survey revealed that, even in AKESP schools, only 25% of teachers were using lesson plans, even though teachers have been trained in lesson planning since many years, and are expected to prepare them regularly. Like many past projects, EDIP tried to get teachers to prepare lesson plans regularly, but soon realised that it was impractical considering the teaching work load and the motivation levels of the teachers. The PDTs/TEs then asked the teachers to prepare one lesson plan daily, thereby accepting that it was okay for teachers to teach most

¹⁶AKU-IED PDCN. A presentation on EDIP, Gilgit-Baltistan. September 22, 2012

classes without a lesson plan. A review of these plans during the MTR revealed that most of the plans were incomplete and fairly traditional in their approach.

It is odd that experienced trainers use training manuals with detailed session plans to conduct training sessions, but teachers are expected to produce a large number of lesson plans and teach them as well on a daily basis. On the other hand some of the best and largest school systems in Pakistan (e.g. Beacon House School System) with fairly qualified and well trained teachers provide standardized lesson plans to their teachers – a common practice across the world. This practice was also adopted by UNICEF, which, in collaboration with the World Bank, produced lesson plans for all primary subjects and classes in Punjab schools in Urdu, and provided a set of the plans to every school in the province. The quality of these lesson plans is excellent, and most of them can be used in primary schools across Pakistan even today.

This issue was explored with all stakeholders during the MTR, including teachers, provincial and district officials, project staff, PDTs/TEs, etc. The general consensus was that teachers should be provided with standardised lesson plans for all subjects and classes, with flexibility for the better teachers to make changes in the plans or develop their own plans, if they have the capacity and desire to do so.

Writing skills

The shift from a teacher-centred to a student-centred activity based approach has certainly provided greater opportunities for children to develop their listening, speaking, and reading skills, but this has unfortunately not been accompanied by an equal emphasis on improving writing skills. In most schools visited during the MTR, there was less emphasis on writing, particularly in primary classes. We found most children copies with very little written work (class work and home work), and most of the lessons observed also involved less written work. Where children were given written work, often the work was not checked, or an incorrect response was marked correct, or the teacher did not write the correct response. This problem is naturally compounded in large classes and multi-grade teaching. Some suggestions to address this urgent issue are given in the last chapter.

Mentoring

According to AKES,P progress report, their TEs mentored 82 mentee teachers in project schools in lesson planning, classroom teaching and management. While we were unable to observe any mentoring in schools, we did attend a training session on mentoring at PDCN, where mentors, who had returned from their respective schools after conducting mentoring with a colleague in their school, were presenting their experiences and results. After the session we also managed to discuss issues related to the training and its application. We were highly impressed by the quality of training, its internalization by the participants, and, especially, the module design, which involved training, followed by application in schools, and then followed by a joint review session at PDCN. We are of the view that **the mentoring approach has great potential, and is one component of the programme which if successfully implemented, could reduce the dependence of the programme on external professional support, and increase its sustainability.** Some suggestions are given in this regard in the last chapter.

The project has also produced some excellent training modules and materials on mentoring, ECD, handling slow learners, inclusive education, and other useful topics. A brief review of selected manuals and modules is given in **Annexure 7.**

Outcome 2.2: Improved educational leadership and mentoring skills of Head Teachers and educational managers

According to the revised project log frame-frame, 60 head teachers were to complete the Advanced Diploma in ELM, and 60 head teachers were to complete Continuous Professional Education (CPE) in ELM. In addition 50% trained head teachers were to observe 1 teacher per day and conduct school-based professional development sessions fortnightly.

While the heads were unable to attend the Advance Diploma course, 62 heads (including 19 female heads) attended an ELM course. During our visits we only found a couple of heads observing classes on a regular basis, and no head was conducting professional development sessions – this was considered the job of the PDT. Considering the pressures on heads with few teachers and having to teach classes and manage the school, and the preoccupation of heads in larger schools with many teachers with administrative and management issues, the 50% target may be difficult to meet, and may need to be revised. Alternatively, much more attention to this aspect will have to be given during the second half of the project.

Some 52 (target 90) Head Teachers attended a course on School Development & Gender and Education training. Head Teachers in all 98 schools developed School Development Plans (SDPs), and implementation is in process. We saw these plans displayed in most schools, but could not assess the extent of implementation of plans.

Outcome 2.3: Improved student learning outcomes

Assessing student learning

The original log frame in the EDIP project proposal did not include any indicator of student learning achievement. This gap was addressed in the revised log frame attached in the Project Implementation Plan (PIP), which mentions the following indicator for student learning: *Median scores of children at end of primary school improved by x1% and in secondary schools by x2% over baseline in English, Maths and Science.*¹⁷ Unfortunately none of the three project baselines (Baseline 1, Baseline 2, Control Group Baseline) measured this indicator, which is a key to assess project impact. **Thus presently there is no way to systematically assess project impact on student learning.**

While teacher performance is assessed by PDTs/TEs/TEs using an observation form, relatively lesser attention is paid to assessing student learning and understanding in classrooms. As a result teachers may be unaware about the extent of student learning in the classroom, particularly among weaker students. We did not get enough of an opportunity to discuss this issue with PDTs/TEs, because of the large number of issues involved.

Consequently we made use of mean examination scores of schools for the years 2010 to 2012. Annual examination results of students show improved pass percentages in 2012 over 2010 in all 4 schools in the Hunza and Gilgit clusters, 3 out of 4 schools in the Gupis Cluster, and 2 out of 4 schools in the Astore cluster, with pass percentages in 2012 ranging between 62 and 99 per cent.

In order to triangulate our findings, we tried to assess student learning during school visits using rapid assessment techniques, such as observing verbal or written responses of students to teacher

¹⁷AKF(P). EDIP Project Implementation Plan. February, 2011

questions or exercises, checking class and homework copies, and asking questions from textbooks requiring recognition and understanding. While these methods have their imperfections, they provided a quick view of the status of learning of students in each school. Based on our findings we can say that about half of the 21 schools visited had good or excellent learning, one fourth had moderate learning, and one fourth had poor learning. Of the 10 LRSs visited 7 had good or excellent learning, one had average, and two had weak learning. Of the 11 feeder schools visited 3 had good or excellent learning, 6 had average, and two had weak learning (details given in **Annexure 6**). Thus, not surprisingly, the performance of students in most LRSs was definitely better than in most feeder schools.

Performance of 450 slow learners in project schools has been improved through pairing with fast learners, taking zero period before and after school hours, encouraging them in class by asking questions and providing them opportunity to present in the class, and holding meetings with their parents to pay special attention to the children at home.

Outcome 2.4: Improved student behaviours

Due to the poor governance and management of schools and poor teaching and classroom management practices, most government schools are characterized by a host of student behaviour problems, including absenteeism, coming to school late and leaving early; theft or damage of school and student property; students coming to school unclean, unkempt, without bags, stationery, or uniforms; slow learners, class or homework not done, low interest of student in school and learning; bullying/beating of smaller/weaker students; creating noise; smoking or using snuff, etc.

The project attempted to address these problems through a multi-pronged approach, including capacity building of teachers and heads in child psychology, pedagogy and school/classroom management, giving PDTs the responsibilities to support teachers to deal with problem children, training teachers in mentoring skills to assist mentees to deal with classroom problems, improving the physical environment of schools (building, furniture, charts), involving students in developing charts and other materials and displaying the same in classrooms and outside, and, most importantly, promoting the setting up and running of elected student councils, including class representatives. The latter was a new initiative in schools, and had a good impact both on the students and the school environment. The teachers, heads, students and the PDTs all reported marked improvements in student behaviours as a result of the above activities, including increased student participation, attendance and punctuality. A number of PDTs have documented these important changes in their success stories.¹⁸

Objective 3: Strengthen governance and management in DoE in targeted districts

It is evident from the project documentation that the details of Objective 3 are yet to be elaborated for operationalization. The documents reviewed and the interviews with primary and secondary partners (of whom all except NOWPDP were consulted) showed a lack of such elaboration. The Work Breakdown Structure, the progress reports, and the work plans had minimal activities against the indicators for Objective 3.

¹⁸ AKU-IED PDCN Field PDTs. Success stories from the field. n.d.

The review of documents, further showed that where mentioned the activities were somewhat arbitrary, without a clear linkage to the overall component result e.g. meetings with the government, which can be a strategic engagement only when understood within a system level engagement, whereby different levels of engagement are designed and participated in with a particular focus on results. A meeting to discuss adherence to MoU clauses e.g. transfer of teachers, may not be considered an Objective 3 activity, since it is contributing to the achievement of the learning environment covered under Objective 2. However, if an indicator on tenure period is monitored and shared with the government in regular meetings as an indicator of quality of management of resources, this will be considered an activity under Objective 3. This is, ultimately, linked to the point above, which is lack of operationalization of Objective 3. While the review team recognized that this is a complex exercise, it is the considered opinion of the review after discussion with the project management, implementing partners and government counterparts, that such clarity is necessary for satisfactory progress under this component.

Quick Look- Activities Progress

- **Government Ownership - moderate**
- **Main Instrument: MoUs – moderately successful**
- **Capacity Development for DoE: Progress on implementation low. One training on Result Based Management in Islamabad**
- **Feedback loop for meaningful community involvement- moderate progress. Further strengthening required by identifying linkages to complete the loop from the community to school to DoE and back.**

Since objective 3 is not fully operationalized, it might be premature to discuss effectiveness in detail. As assessed in the field, where implemented, it has been moderately effective. This is, perhaps, most evident in the interaction with head teacher interviews where in all districts, either the LRS or feeder school and in some cases both had head teachers who were better able to manage their school due to the activities under EDIP. Similarly, the clearly visible integration of ECE within schools is in part attributable to the efforts of AKES,P, including knowledge sharing events at the policy makers' levels on ECE best practices. The presence of PDCN on the review committee for the Teacher Education Strategy is both recognition of PDCN's work and an opportunity for EDIP. However, if there is a clear roadmap for Objective 3, this and other such opportunities can be used to their potential.

It is well recognized that a public management approach to governance is not enough without recognizing the demand side of the governance process as well. EDIP also has a partner for Social Mobilization, who is tasked with mobilizing and training LLIs. There are mixed results from the field. All the LLIs met had some members who had had on one or several occasion met with the local DoE staff to raise demands, which was a step in the right direction. In some areas, EDIP was asked not to train LLIs since they 'become a nuisance' for the government - an indication of active involvement of at least some of the LLIs.

The overall effectiveness of the current social mobilization remains low, especially when viewed from the social accountability lens. The review of the modules for the training combined with the observations and focused group discussions with the LLIs as well as the social mobilizers, further clarified that, while there had been success in terms of volunteerism, the social accountability element has been more sporadic.

It was observed and also corroborated in conversation with the LLIs and social mobilisers that the missing link remained documentation. Even where the LLIs were actively involved (or at least some members were), they did not document their communication with the government. Even in the instances where they took complaints in writing, they had not kept copies for their record, hence

resulting in starting anew every meeting, especially if the official changed. This presented a more exacerbated situation since the government systems are not 'responsive' to citizen demands. EDIP, on the one hand, should mentor the LLIs into working with the government more systematically and, on the other hand, needs to work with the DoE to be more responsive. In an ideal situation there should be no need for a written complaint e.g., a well-trained government official will log the complaint and take action with internal standards set for response time. Working to improve government systems to be more responsive to the demand being generated through citizen action that the project mobilizes is complex yet very important. Experience across the South Asian regions with Right to Information (RTI), for example, has shown that even in places where the officials are willing to help, the filing system in place does not correspond to the categories within the RTI request formats. Hence, a lot of work is then done with making the information for those categories more accessible to the officials in the first place, so that they are better equipped and able to respond to the RTI requests. EDIP should utilize its resources under Objective 3 to identify quick wins for system support to the government/DoE to be more responsive.

It is assessed that the social mobilization is concentrating on capacity building without any necessary communication techniques, mobilization strategy leading to a critical mass effectively operating to 'demand good governance' Observations in the field, discussion with LLIs were corroborated by the social mobilizers, who saw their role as 'trainers' more than 'social mobilizers'. The incumbents were experienced social mobilisers most of whom had worked with AKRSP and recognized the difference between training and social mobilization. It was, hence, a consensus that EDIP does not have a viable social mobilization strategy; instead what is being implemented under social mobilization is a capacity development strategy for LLIs. There, is therefore a need to clearly lay out the social accountability results sought and re-align the social mobilization strategy to achieve those. It is, however, acknowledged that the project design worked on the assumption that the LLIs (specifically, SMCs) were already mobilized and would only need capacity strengthening. Yet, the nomenclature used is 'social mobilizer' which should be capitalised on to match the ground reality, which is that in most places these LLIs do not exist and have to be mobilised.

The field work experience clearly shows a constant alignment of activities with Whole School Improvement that EDIP is building on. However, no such alignment or even reference to GBES is readily available.¹⁹ Whereas, the 18th amendment brought with it many changes, a review of the strategy showed that it has not been updated from 2008 even in terms of the revised financial outlays and forecast. There is no discussion on such a revision with the government either. Similarly, without clarity on what direction the strategy should take to be effective, implementation support to the government remains elusive as reflected in limited progress on the second and third intermediate output. It is well recognized that AKDN has years of goodwill with the education department which has helped in the implementation of EDIP and is seen as a positive indicator in taking forward, successfully, a revamped component 3.

Moreover, in discussions with the partners, the programme management as well as the development partners, it was evident that there has been no stakeholder mapping and analysis or

¹⁹ The Project management has readily stated that Objective 3 has been slow to gain momentum. Reasons for this slow momentum have also been shared, as reflected elsewhere in the report, more specifically, the discussion on timeframe.

decentralized education budget tracking or process tracking conducted to document the political economy as well as the public financial management ²⁰ and public management elements within the education sector in GB. The review appreciates the knowledge on some of these subjects that, tacitly, exists with the project management and the implementing partners. In order to be more effective, this knowledge needs to be evidence based and documented systematically.

2.3. Efficiency

This section reviews the partnership strategy of the project, as well as its management of human and financial resources and risks.

Partnership strategy

The partnership strategy is efficient in that it does not compel creation of any EDIP specific processes for administration, logistics, procurement etc., but relies on the already invested in and available systems and processes of the partner organization. On the down side, there are discrepancies within the field with one organization conducting trainings in a hotel, and another in a school. The review team was quoted examples of how the hotel gave a better environment for training by the trainees who experienced both.

The partnership arrangements are also helped by means of the MIS which collates all activities of all partners in a bid to minimize overlaps in terms of trainings being called in the same school at the same time and so on. However, a lack of coordination meetings amongst partners at the field level poses challenges in communication with schools and other government counterparts. A regular forum for meetings will not only make external communication smoother but will also help solving minor coordination and other internal issues, more efficiently.

In reviewing the efficiency of the project one must keep in mind the differing strengths and weaknesses and advantages and disadvantages of the two key implementation partners, namely AKES,P and PDCN. AKES,P has the advantage of having to work in only Ghizar district, a district in which it has a long experience of running schools, professional development programmes (in English and Urdu, including content knowledge training), and working with government schools. Moreover the clusters include quite a few AKES,P schools as well, and communities have a long history of community organizations, due to which PTSMCs are generally more responsive and active than in non-organized communities. PDCN, on the other hand, has been tasked to work in all seven districts, including districts which have little or no experience of community organization, professional development, and past projects, and include some highly conservative communities. PDCN's strategic advantage is its state of the art professional development centre, which is part of an internationally renowned university, and which offers a variety of programmes to meet the capacity building needs of staff of schools and the education department. There are good synergies between the two field partners. Synergies could be increased if there were greater opportunities for interaction between staff, particularly school-based staff, of both projects, and use of materials and training modules (e.g. AKES,P has good training modules and materials in Urdu, including Urdu language courses, which PDCN could benefit from, and vice versa).

²⁰ A draft study on PFM conducted by AKF (P) was reviewed by the MTR team. As the gaps in the study were discussed with the team, it was shared that due to the security situation in GB, the field part for the study could not be covered. It, however, remains a starting point that can be built upon.

Financial management

The project had spent only 40% of its budget by June, 2012, two years into a three-year project. Of the seven partners, AKU-HDP managed to spend 87% and NOWPDP managed to spend 70% of its budget by June, 2012. On the other hand AKF(P), AKU-IED, and AKPBS only managed to spend between 30 and 39% of their budgets, while AKES,P (52%) and Focus (57%) fared somewhat better. One of the complaints of the PDTs/TEs was that, the hardware (construction, furniture, computers, books, etc.) should have preceded the software (training, mentoring, planning, community mobilization, LLI activation, etc.), whereas delays in the former reversed the process, making the latter far more difficult than it would have been if the planned schedule had been followed. Going by line items, most components (e.g. personnel, operations, capital, travel and accommodation) spent half their budget by June, 2012. One component which highly exceeded its budget was that of consultancies (148%), indicating that there should have been a greater outlay under this head than originally allocated. The financial data, when combined with data on programme activities, strongly calls for a no-cost extension of the project.

The review found it somewhat beyond its scope to gauge the real cost of actual results, i.e. unit cost for a trained teacher, unit cost of a student with improved learning. Such an analysis will require a concentrated value for money analysis with counterfactuals (i.e. non EDIP schools as comparators). Hence its financial efficiency cannot be commented upon with any robustly analyzed figures. Yet, with more than half of the funds yet unspent, when viewed against the progress achieved, can be viewed as showing reasonably efficient use of financial resources. This efficiency goes beyond just finances, since AKDN is capitalizing on its huge social capital with the federal and GB governments, which any other organization will need additional costs just in terms of outreach, to achieve.

Human resource management

Issues of capacity, coordination and logistics

There were a number of constraints in the project due to the lack of capacity of implementing partners or issues of coordination and logistics. To start with, AKF had no experience of working with AusAID prior to EDIP. It has been very careful in interpreting the contractual requirements laid down by AusAID, which were not very detailed and time was lost in interpreting them. Furthermore, any financial approvals by the donor could only be made in Canberra, which often took a month or more, adding delays to an already protracted process.

One logistical issue faced by partners was that of establishing guest houses. Approaches varied between AKESP and PDCN with regards to the services that should be available. According to CSRC, AKESP guest houses were too small to accommodate non-AKESP partners, as compared to spacious PDCN guest houses with better services. Facilitation in terms of physical resources, such as putting in place transportation, communication, stationery for the project schools and other office-cum-guest house items proved to be more time consuming than anticipated. There were also issues of salary rationalization between partners, as well as coordination (e.g. NOWPDP could not conduct training of LLIs until CSRC had completed its mobilization). There is a need for an operations manual that defines services and other terms for paying per diem to all programme partners. Issues of staff turnover included the resignation of PDCN's Deputy Project Coordinator, and his wife, a PDT in Oshikhandass, and resignation of six AKES,P teachers from LRS Chatorkhand to join government schools due to higher salaries.

Some delays were caused by bureaucratic procedures of various partners. For example, the purchase of vehicles and computers for LRSs was delayed due to lengthy purchasing procedure of

AKU-IED. Another issue faced by CSRC related to authorization of payments to social mobilizers for workshops. After the Gilgit unrest and curfews, the workshops were compressed into a short time span. The social mobilizers required large advances to pay for the workshops, and corroborating financial details were slow to arrive. Consequently, AKF (P) stopped payments until the issue was resolved. A possible solution could have been to fast track payments to social mobilizers, with confirmations coming from the CSRC Deputy Coordinator, verified by the Programme Manager.

PDCN has excellent capacities in supporting professional development of teachers, heads and education officials in various areas/topics. But it lacks capacity in building skills in Urdu, which is a basic subject and affects learning in other subjects as well, being the medium of instruction in government schools. Also, despite translations, a substantial portion of training manuals and materials is still in English, which is difficult for participants (particularly from government schools) to understand and use. PDCN focuses on pre-primary, primary and, to a lesser extent, on middle school subjects and pedagogies, but less on secondary level subjects, whereas teachers need more professional support in teaching higher classes. PDCN also does not have training facilities in other districts, while many teachers (particularly female) prefer training in their own districts (especially Baltistan).

CSRC has excellent capacity in conducting training of NGOs and CBOs. However, it has less experience of training SMCs, PTAs or MSGs. (e.g. no workshop handbooks prepared, only 9% of workshops for LLIs conducted by June, 12). CSRC lacks experience in social mobilization, and had to hire local staff (mostly AKRSP or ex-AKRSP) as community mobilizers. Their remit and role has been more as Training Officers and less as CMs (e.g. 6% advocacy groups formed, 23% home visits around PDCN and 0% around AKES schools, 20% CM sessions with parents conducted, by June 2012). CSRC does not have an on-going presence in G-B like AKESP, PDCN or AKRSP, and is managed from Karachi, thereby slowing down the decision making process. In some cases the PDT rather than the CSRC mobilizer played the key role of mobilizing the community as the community mobilizer was inactive or unavailable, or was limited to occasional visits.

The pivotal role of PDTs/TEs

The PDTs/TEs in various LRSs have to carry most of the burden of the programme. They have to conduct multifarious tasks: gain the confidence and trust of the head and teachers of the schools through meetings, provide positive and helpful feedback after classroom observations, co-teach and team teach to support teachers in the classroom in all subjects and all grades; organise cluster based training workshops for teachers by identifying their needs, designing training and materials, motivating teachers to attend the workshops, delivering training or identifying resource persons to deliver training, and at times mentoring teachers to conduct training sessions, conducting pre- and post-tests to evaluate training impact; check lesson plans; motivate and mentor teachers to implement the techniques and use the tools learnt during the workshops, including developing and using lesson plans, encouraging students to do group and pair work, and prepare and display their materials, writing reflective diaries, using cooperative learning, etc.; doing a lot of paper work, including classroom observations, reflection reports, etc.

PDTs/TEs have content knowledge in specific areas only, but they are expected to support teachers in all content areas. For example, PDTs/TEs lack the capacity to train/mentor high school LRS teachers in subjects like Physics, Chemistry and Biology unless they have a Masters in the specific subject. PDTs/TEs rarely get an opportunity to discuss issues and solutions with PDTs/TEs from other LRSs. PDTs/TEs are not aware of the contents of training/modules used during PDCN training, thereby facing difficulties in mentoring teachers. Their high work load also makes it difficult for them to do follow-up, resulting in low impact of PDCN training. PDTs/TEs are also unaware of training schedules of other partners, sometimes resulting in overlapping of events. The training

needs of PDTs/TEs have neither been assessed nor addressed. A discussion with ten PDTs/TEs during the review revealed that they needed training in dealing with multiple stakeholders (students, teachers, officials, HTs, parents, LLIs), multi-grade teaching, ECED, ICT, and secondary level subjects.

The PDTs we talked to rightly felt that they were burdened with many activities which should have been conducted by district coordinators, e.g. co-ordinating other EDIP partners (CSRC, Focus, NOWPDP), including working with communities to mobilise them, activate SMCs, and support them in running the SMCs effectively, etc.²¹ Surprisingly the project did not appoint district coordinators, unlike the much smaller AusAID-supported Balochistan-ECD project did in all its districts, while the Gilgit-based Project Coordinator appointed by AKF(P) left the project – the hiring of a successor is in its final stages.

Some of the success stories written by PDTs provide an excellent insight into how the school improvement process unfolded, the challenges involved, and the various strategies and efforts the PDTs/TEs had to put in to overcome an array of often quite daunting obstacles²².

Risk Management

Delays in implementation

Delays in starting and implementing the project occurred due to a number of reasons. The government had to finalise the intervention schools, so the baseline could not start until November, 2010, and had to be completed in 25 days before 15th December, when most schools closed for winter vacations. Some of the chosen schools already had other donor interventions, and had to be changed. Disastrous floods in 2010, necessitating a flood response proposal approved by AusAID under the broader ambit of EDIP operations. Prolonged sectarian conflict led to curfews and close down of activities in Gilgit town and surrounding areas, resulting in travel restrictions, and affecting training, construction, monitoring, and other project activities. Some certificate courses were delayed due to exams in schools, vacations, strike by AKES,P teachers, rigorous selection process, and engagement of teachers in other training courses. Resistance of older teachers to adoption of professional development activities and appointment of many incompetent teachers in project schools put extra burden on the PDTs/TEs.

Issues of working with GoGB

The project also had to deal with issues of working in government schools as well as with the district and provincial governments. **Issues at the school level** included the following: Lack of equity-based distribution of teachers; district and school leadership reluctant to release more than two teachers for centre based courses from schools with few teachers; some heads and teachers are not interested in capacity building programmes or, in the case of women, not willing or do not get

²¹One reason for the PDTs/TEs being overburdened is that the CSRC community mobilizers visit a cluster after about two months, and the PDTs/TEs have to work with LLIs, parents and other community members.

²²AKU-IED PDCN Field PDTs/TEs. Success stories from the field. n.d. We would particularly recommend reading the outstanding stories of the PDTs/TEs of Nagar, Skardu and Gupis LRSs. One of the most remarkable impacts of the project was that a private academy with all its 70 students merged into the FGGMS Ghulmet, Nagar feeder school

permission to travel outside their area to attend PDCN courses; teachers with heavy teaching load and additional duties (e.g. exam or census duties) face difficulties in implementing additional activities (e.g. preparing daily lesson plans, conducting DRR activities, attending training programmes and implementing action plans); most teachers do not prepare lesson plans, or prepare only one plan in a day, which is actually a watered down version of a lesson plan; many teachers use the same lesson plan they prepared in the previous year; frequent transfers of teachers in project schools created problems as PDTs/TEs have to re-initiate activities with new teachers; prioritization and allocation of maintenance funds done by DDE, not shared with heads; absence of district level academic team, mentoring, and system of formative and summative assessment and internal and external review; some schools located in poor isolated villages, lacking transport facility, with most teachers reluctant to serve in these schools; in many schools students lack uniforms, textbooks and bags; the government gives only annual expenditure of Rs. 4000 for primary, Rs. 8000 for middle, and Rs. 40,000 for high schools.

Issues at the district and provincial government levels included the following: no meeting of the Programme Steering Committee (PSC), and few meetings of the Programme Management Committee (PMC); low level of project ownership; non-merit postings and frequent transfers; lack of technical capacity and mobility to monitor schools and classrooms; teacher education colleges lack space and facilities; some district management officials not committed to teachers professional development and school improvement.

The issue with the PSC was candidly shared with the reviewers. The PSC was designed to include the senior management of all stake holders comprising Secretary Education, AKF CEO and AKDN Directors. Unfortunately, it proved impossible to get a viable quorum together for a meeting. As events transpired, no major issues emerged that needed PSC interventions. Consequently, all project level concerns were handled at the PMC level. Furthermore, relevant members of the Working Group were in regular contact with PDCN and AKESP on programme matters outside the formal meetings.

The project took a number of steps to deal with the delays and to respond to changing needs. It organised a flood relief and rehabilitation response where floods affected project schools. It made up for the losses in time and activities by accelerating its activities during the last two quarters of 2012. It also offered English Language Improvement Programmes for aspiring M.Ed graduates. It also tried to streamline internal processes to reduce delays due to bureaucratic procedures, but has not been fully successful in this regard. However, the project did not compromise safety of its staff and beneficiaries when dealing with security issues, and took remedial measures as required, because of which the safety of staff and beneficiaries has been assured. The project was also able to convince the government to stop almost half of all transfers of teachers and heads from project schools. In Skardu the PDT and head attached weak newly recruited teachers with experienced teachers in order to develop their knowledge and skills. In order to deal with resistance from older teachers the PDT focused on younger teachers, and demonstrated good results, thereby reducing the resistance of older teachers to professional development activities.

Making inroads in Diامر district

A major constraint in implementation was the security situation in Diامر district, because of which EDIP was not allowed by the GB government to start operations in the district. The situation dragged on for some time. Recently the project was informed that, on the initiative of the GB IG Police, the police department had adopted some government schools, and lady constables had started teaching in girls' schools. After some discussions it has been agreed to have a tripartite agreement between AKDN, GB education government, and the police department, to implement a diluted version of EDIP in these schools. This would include training staff at PDCN in a few core

courses, providing construction support, and provision of resources (e.g. books, uniforms). The idea would be to make some inroads in the district, and initiate a process of educational development using a low key approach.

Enrolling aspiring PDTs/TEs in M.Ed programme

In order to sustain activities beyond the life of the project 30 outstanding teachers were to be selected for an M.Ed programme at AKU-IED in the first year of the project. However, due to the poor performance of government teachers on both the entrance test and the subsequent 8-week English Language Improvement Programme (64 participants), only 21 teachers have been enrolled in the last two years, and only 9 will qualify in the next two years, if they manage to complete their degrees. This is a major setback, and will require extension of the project much beyond June 2013 to implement the project sustainability strategy. This strategy was based on the following assumptions:

1. Enough teachers interested in working in schools as PDTs/TEs would be available
2. At least 30 teachers would be able to fulfil the AKU-IED M.Ed admission requirements
3. Those interested teachers who are weak in English language would be able to improve their English language skills after an intensive 8-week English Language Improvement Programme
4. Those who complete the English Language Improvement Programme would get admission to the M.Ed programme
5. Those who enter the M.Ed programme would be able to complete it, and complete it in the two years timeframe
6. Those who get the M.Ed degree would want to join the LRS in their cluster and work as a PDT
7. The GoGB will appoint M.Ed returnees as PDTs/TEs in their respective LRSs, and not transfer them for at least a few years.
8. The PDTs/TEs will continue to work in the clusters for at least a few years, and will perform their functions effectively
9. The PDTs/TEs will receive adequate support from the school (head, teachers) as well as the education officials supervising them.

At this point in time Assumption 1 has proved correct (in fact more teachers, some quite competent, are interested, certainly in Shigar and Khaplu), while assumption 2 and 3 have only proved to be partly correct. There are of course considerable risks in the fulfilment of all the other assumptions as well. One risk which the Aga Khan University failed to anticipate when they produced world class public health professionals was that most of them would leave the country for greener pastures. This is also a risk with the M.Eds, since they would have the opportunity for more lucrative positions in larger cities once they receive their degrees. One way to calculate the risk would be to see how many of the M.Eds from AKU-IED have worked in schools in GB, and for what length of time.

Supporting school improvement through capacity building

A foreign consultant to conduct a workshop for 17 AKES,P staff on supporting School Improvement could not be hired, and this activity is pending . Considering the prevailing security conditions in the country, it may perhaps have been more viable to have engaged a local consultant with good knowledge and experience on the subject. This objective may have to be re-strategized.

2.4. Gender Equality

The project has made some excellent progress towards gender equality in project schools. Most of the project interventions, including improvement in physical infrastructure and facilities, library resources, activities for disaster risk reduction and inclusive education, training of teachers and heads, increase in enrolments, have benefited both male and female heads, teachers and students.

Some 2664 LLI members and parents attended 86 awareness raising sessions on importance of education and retention, especially for girls. Subsequently 190 out of school children (including 34% girls) enrolled in project schools, and enrolment in EDIP schools increased from 7934 (including 3784 girls, 48%) in 2010 to 9317 (5340 girls, 57%) in June, 2012. This clearly shows that the focus on girls' education shifted the gender balance in schools from being in favour of boys to girls in a short period of one year. By September, 2012 AKES reported new enrolments of 2820 children (1555 boys, 1265 girls) in its 50 project schools. Out of 234 enrolled disabled children in project schools 109 (47%) were girls.

The number of female teachers trained is quite impressive. Of the 988 participants attending workshops/courses between January, 2011 to June, 2012, 480 (49%) were women. However, participation of women at higher levels (head, education officer) was significantly lower than men. In the two ELM workshops for head teachers, only 19 out of 62 participants (31%) were women, while there was no female AEO in the course on Governance and Leadership attended by 17 male AEOs, and no female ADI in the Monitoring, Supervision and Governance CPE course attended by 21 male ADIs. The results are indicative of the fact that most district and provincial education officials and head teachers are men, and female teachers from more conservative and distant districts (e.g. Astor, Baltistan) face difficulties in getting permission and travelling to Gilgit.

Within the cluster female PDTs/TEs sometimes face difficulties in travelling to distant feeder schools, while female teachers of feeder schools face difficulties in travelling to the LRS. This is reflected in the lower attendance of female (43%) compared to male (57%) teachers among the 1469 teachers attending cluster workshops at the LRS.

The project is trying to address the issue of shortage of female teachers by providing scholarship to female students who, after graduation, have committed to serve in AKESP schools in GB. A meeting with some 25 fellows revealed that they were all very grateful for the support, which enabled many to continue their higher education, and wished to serve their communities on their return. At the same time some of them expressed a desire to study for higher degrees like M.Phil and Ph.Ph.D., which would diminish their chances of teaching in schools on the completion of their studies.

Only 3 female teachers attended the English Language Improvement Programme (M.Ed. Preparatory programme), as only 2 women and 19 men have enrolled in the M.Ed programme at AKU-IED. This is a set-back for the future institutionalization of the programme in girls' schools.

The project also made an effort to build the capacity of project school teachers and community representatives in gender. Some 62 teachers (23 male, 39 female) attended two workshops on Gender in Education. In addition 775 LLI members (210 women: 36%) from 112 LLIs attended 28 workshops on community mobilization and gender awareness. However, no such training was carried out for head teachers or education officials either at the district or provincial levels. Some project schools were provided with gender-sensitive materials, which were reportedly being used in 7 schools; however, we were unable to see these materials during the review.

Representation of women in community forums was significantly less than men. For example, the 112 LLIs made functional by CSRC in 6 districts had 1134 members, of which only a third were women. Participation of mothers in CSRC training workshops varied between 36% and 48% in the five modules. Only 8 women (18%), compared to 36 men (82%), attended the three School Development Workshops for Community and Parents for EDIP Schools. Some 158 mothers also improved their literacy and numeracy skills by attending adult literacy classes in the AKESP led LRSs.

As part of project design, LLIs include Mother Support Groups especially where it is not possible to have mixed SMCs, ensuring that women are part of the decision making group. However, the effectiveness of the MSG as a viable forum is as good or as bad as the overall performance of the social mobilization strategy as discussed earlier (see the section on Effectiveness). In discussions with the LLIs, it was noted that the MSGs often had more of a reality check or knowledge of the on ground situation in terms of school performance which they mostly got directly from their child, often in the form of a demand e.g. of clean clothes, or help with homework, etc. Unfortunately in some of the most conservative communities (e.g. Gawth, Gupis), even the formation of an MSG was not possible.

The project has made good progress in promoting access of girls to schools, providing female teachers the opportunity to benefit from training, and providing mothers and other female community members to participate in improving the education of their children, particularly girls, by building their institutional capacity and skills. In the remaining part of the programme EDIP needs to address areas where progress has been less than desired (e.g. increased representation of women in LLIs, increased number of women enrolled in the AKU-IED M.Ed programme, increased number of female heads doing ELM courses, etc.).

2.5. Monitoring and Evaluation

The project used various forums and means to monitor the project. At the strategic level it formed a Project Steering Committee (PSC), headed jointly by the AKF CEO and the Secretary, Education, GB, with Directors of Education and Programme Managers as member. Unfortunately the PSC could not meet because either the Secretary or the CEO was not available at the same time, or security or flight issues prevented the meetings from taking place. Fortunately most issues were resolved by the Directors, who are quite empowered, or the Programme Management Committee (PMC) (including PDCN and AKES), tasked with forming working groups to coordinate the programme.

Previously AKF had been involved in grant management with responsibility for oversight level M&E activities, not hard core M&E or for direct programme management implementation. EDIP is the first project where AKF took on the role of a technical back stopper, shifting from a project oversight to a project management implementation role, with planning, monitoring, evaluation and research as one of the a central functions, and a Gilgit-based Deputy Coordinator to coordinate project activities. The change in AKF's role was not easy, since, on the one hand, it had to develop internal capacity in MER, and secondly, it had to change the mind-set of its partners, who for years had been used to a hands-off approach to M&E by AKF.

In order to implement its changed role, AKF (P) adopted a System Development Process (SDP). To start with the project log frame-frame given in the proposal underwent considerable revision. Unfortunately, the revisions took a long time, and AKF (P) was forced to accept a log frame-frame which did not meet the required standards because the consultant engaged for the task took a long time but was unable to produce the desired results, and AKF (P) had to develop the Project Implementation Plan (PIP), which was based on the log frame.log-frame. As a result the existing log frame-frame has weaknesses both in its vertical logic (same objectives at various levels) and horizontal logic (non-measurable indicators). The weakness in understanding the vertical and horizontal logic of log frames-frames is also reflected in the way partners use log frame indicators in their reporting. In collaboration with the MTR team, AKF(P) and EDIP partners have revised the logframe, removing most of the weaknesses in the vertical and horizontal logic. In line with AusAID guidelines for preparation of LFAs, output and intermediate result indicators have been revised, Purpose or Outcome level has been added with indicators, and broader level indicators have been added for the Goal or Impact level (in line with the Millennium Development Goals and Pakistan Social and Living Standards Measurement Survey). **The revised logframe is given in Annexure 8.**

Considering the complex nature of EDIP, with a large number of partners and diverse (though inter-related) goals, it was as well that AKF developed an MIS for the project and took on a more hands-on project management approach. Keeping track of all the indicators (over 100) in such a complex project required a sophisticated management information system which, at the same time, would be usable by all the partners in a timely and coordinated fashion to provide real time data to all implementing partners. It was quite a challenge, and the MIS system developed by AKF(P) came up to the challenge. It includes school profiles, teacher training activities, school infrastructure, and other project components, with gender-disaggregated data available where possible. Each partner collects data using a standard monitoring format provided by AKF(P). The format is very systematic and comprehensive. Document sharing application, a component of the MIS, allows partners to upload and download project related documents.

Each partner develops its own monthly plans in the previous month. Most of the monthly plans are prepared online through the MIS and are accessible to everyone. In some cases there are overlaps between plans (e.g. two partners working in the same school in the same dates), so there is a need for better coordination.

Each partner has 3 to 7 users of the MIS, or about 50-60 users in all. All users have read access, but only the M&E officer of each partner have write access. The latter are allowed to update the MIS between the 16th of each month to the 6th of the next month, after which the system is locked. Initially AKF(P) allowed unlocking for a few days to address mistakes in data, but this practice has been discontinued.

Each partner prepares a quarterly report latest by one month after the end of a quarter, including a draft and final report. They also prepare an annual report within one month of the end of the year. AKF(P) prepares consolidated bi-annual and annual reports for submission to AusAID and other stakeholders.

AKF(P) also uses a GIS system which shows the location of schools in each cluster, including LRSs and feeder schools. The GIS and MIS are linked. AKF(P) plans to develop a separate, more detailed, GIS. Future plans regarding the MIS include adding community and infrastructure profiles, and sharing the MIS with the GB government.

One of the good things about PDCN workshops is that most of them include pre and post tests, which provide an excellent idea about the gains made by the participants from the workshops. This data is very rich, and could be analysed in different ways (e.g. by schools, teachers, gender, subject/topic, item analysis, etc.) for further learning.

The three project baselines (Baseline 1, Baseline 2, and Control Group Baseline) have collected very useful baseline data, though their validity may have been compromised by the fact that the second baseline data and the control group data was collected late in the project.²³ However, a bigger issue is the absence of student learning achievement data. The original log-frame in the EDIP project proposal did not include any indicator of student learning achievement. This gap was addressed in the revised log frame-frame attached in the Project Implementation Plan (PIP), which mentions the

²³ The control schools survey was delayed due to ethical considerations by the government, as the survey was feared to raise the expectations of the communities to get EDIP interventions.

following indicator for student learning: *Median scores of children at end of primary school improved by x1% and in secondary schools by x2% over baseline in English, Maths and Science*²⁴. As given in the LFA, the scores were expected to be measured through the Student Performance data to be collected by AKESP and PDCN. This data has not been collected. Ways to address this issue are discussed in the last chapter.

2.6. Sustainability

The issue of sustainability is recognized as the core outcome of improved governance and management; both supply side and demand side. It is recognized that a region wise strategy with commitment of resources, processes and systems able to support the strategy priorities and robust LLIs demanding quality education and holding the DoE accountable to deliver quality education are the core ingredients to sustainability. It would, perhaps, be well placed to state that the gains and impressive achievements of objectives 1 and 2 are dependent on successful operationalization of objective 3 for sustainability.

The AKDN has consistently displayed a long-term commitment to the development of human resources in GB. AKES,P is implementing this agenda by running a large network of high quality schools, particularly for girls, in districts with a significant Ismaili presence. It has also been supporting the GB government to improve its schools for many years, including districts where no ASKES,P schools operate. One can expect the AKDN to continue this process over the years, using its own resources and those provided by external donors.

Though a large number of government head teachers and teachers have received high quality training and mentoring both in schools and in PDCN, and some government officials have also benefited from training, the government was slow in approving the project, and more importantly has not yet signed the four year old draft GBES. Implementation of the strategy is likely to be many more years away, if the government finally decides to own it. The government also lacks the capacity and resources to sustain a complex programme implemented by multiple partners with a high level of technical expertise and experience, after the cessation of donor support.

The programme has an in-built component of sustainability in the shape of the Whole School Improvement Approach. This approach involves an initial assessment of the school culture and practices, and designing and implementing interventions involving all stakeholders (head, teachers, students, and the community). Once heads, teachers, and students see the positive impacts of good school and classroom practices, they tend to maintain those practices, provided there is enough time and repetition to embed these practices in behaviour. This is precisely what EDIP is designed to do, and this is what has happened in many EDIP schools, particularly LRSs. An excellent example is that of the LRS FGBHS Gupis, Ghizer, where the leadership practices of the school were transformed from authoritarian to collaborative as a result of the efforts of the PDT.

The project has successfully demonstrated a model of school improvement, and some officials have started to replicate certain components in non-EDIP schools. However, the project design has only worked partially. The whole-school improvement approach has worked well in most LRSs, and has

²⁴AKF(P). EDIP Project Implementation Plan. February, 2011

the potential of sustaining itself with the key elements in place (skilled and committed PDT/TE, head teacher support, availability of basic resources, etc.). But the assumption that the WSI would spread to a cluster of schools has materialised only partially, more so in schools which were already doing well, had a committed head teacher, and some basic resources.²⁵ The key obstacle to spreading the model has been the heavy workload of the PDT, who has to train and mentor a large number of teachers, besides carrying out a host of other tasks. When a feeder school teacher receives a few hours of training and feedback on delivery of one or two lessons during a month, it is too much to expect that the teacher's performance will improve dramatically. However, it is too early to judge the success or failure of the cluster approach, since the project has been operational for a little over a year. (In fact if the MTR has taken place in March, 2012 as scheduled, the project would have had very little to show).

In-built into the project is a provision for training 30 government teachers as PDTs/TEs at the AKU-IED ensuring that there are qualified teachers with the government to appoint as PDTs/TEs, should they choose to continue this model. Moreover, AKES-P is running a scholarship programme for deserving girls from the area to study science subjects. A long term strategy, these girls have signed a bond to come back and teach for a minimum of five years after completing their degrees.

A number of proposals are given in the last chapter to institutionalize the inputs and human resource of the project.

2.7. Lessons Learnt

This section focuses on what should be done in designing and implementing a similar programme, rather than what course corrections need to be made in the second half of the project. The latter is dealt with in the last section on recommendations.

EDIP is a highly complex education programme with multiple objectives and partners located across the country. The programme works in a fragile eco-system with long and harsh winters, difficult access, an insecure security environment, and a government with meagre resources and multiple governance problems. Under the circumstances it is quite unrealistic to expect the programme to achieve sustainable results which would then be taken up and institutionalized by the government in a limited span of three years. A minimum of five years should have been provided to the project in order to achieve its objectives and move in the direction of institutionalization of its inputs, activities and outcomes.

The Programme Steering Committee (PSC) never met. This could have been avoided if the heads of the key institutions from the government side and AKF,P had delegated their functions and decision making authority to their second in commands, who could carry on the work of the committee in the

²⁵The project should do a research study to determine the factors that lead to improvement in a feeder school. The mix of variables would include the number of teachers and students in the cluster, the distance of the schools from the LRS, the previous education and training of the teacher, the baseline performance of the head, teacher and students, the amount of mentoring and training received by teachers, and, of course the performance of the PDT. The study should be carried out in some of the schools included in the second baseline. This study could be carried out by the project, or possibly by the M.Ed students who normally have to do a research in their field area as part of the M.Ed programme.

absence of their superiors. This is what happened in practice, as the Programme Management Committee took on the roles of the PSC.

One question worth asking is whether the project took on too many components, too many class levels (ECD to secondary), and too many districts in one project with a very short time frame. The answer to this question will become clearer as the project progresses, but the indications are that the project may have taken on more than it could chew. In practice, the project is only operating in six out of seven districts, mainly working on only two out of the three project objectives, and catering more to primary and middle and less to high classes. A final evaluation would be better placed to answer this question.

Regarding the issue of a no-cost extension, in hindsight it seems that the decision should have been taken after the first year of the project, when it had become amply clear that the project would not be able to achieve its objectives in the remaining time. Such a decision would have allowed the project to implement its activities as planned, instead of rushing through them and overburdening all players.

The project should have appointed District Coordinators to coordinate all activities within a district. This would have reduced many of the coordination issues that arose during implementation, and, more importantly, would have freed the PDTs to focus on their real task, i.e. professional development of heads and teachers, rather than a PDT and coordinator rolled into one. We do not propose such appointments at this stage, when most of the junior partners have completed or are in the process of completing their tasks, and PDTs will be less burdened.

The project underestimated the task of forming and mobilizing dormant or non-existent LLIs, and looked at it as a capacity development task with a social mobilization component, rather than the other way round. Otherwise the project would probably have chosen AKRSP as its partner for the formation and capacity building of LLIs, since AKRSP has vast experience in setting up and capacitating community organisations, strong physical presence and close links with communities and their organisations in GB, and is well placed to deal with security issues. AKRSP would also have made use of its strong links with Local Support Organisations (LSOs), thereby increasing the clout of LLIs and increasing the chances of their demands being accepted by the government. (This was in fact a part of the project design, which is yet to be realised). While pointing this out we are in no way undermining the excellent work that CSRC has done in designing and implementing excellent capacity building modules for LLIs and , particularly, in setting up a first class system of assessing and monitoring the performance of LLIs. At this stage it might be prudent for CSRC to assist LLIs to develop links with community institutions like LSOs.

3. Conclusion and Recommendations

3.1. Conclusions

Considering the many challenges faced by the project, EDIP has not fared too badly. The project was highly relevant to the priorities of the Pakistani and Australian governments and most beneficiaries. However, some components (e.g. content knowledge courses, classroom support) were more relevant than others (e.g. lesson planning, generic courses, inclusive education, and school safety).

The project made considerable advances in enrolling children (especially girls and disabled), reduction in corporal punishment, and development of School Development Plans (SDPs). It also did well to build the capacities of heads and teachers, improve the teaching-learning environment and school safety, and sensitizing schools and communities regarding inclusive education. There was marked improvement in the behaviour and participation of students.

The project was able to significantly increase the participation of parents and influential community members in school affairs – the major challenge will be to make these ‘born again’ local level institutions sustainable.

Areas in which the project did not do so well included provision of infrastructure, furniture, equipment, books, implementation of SDPs, developing student writing skills, and adoption of lesson planning by teachers. The programme has undertaken hands on awareness and capacity development programs for the District and Provincial level representatives of the Government. Consequently, the Directors and Deputy Directors of Education have appreciated their engagement by the programme partners. Furthermore, they have also stated their intention to replicate the LRS model in non EDIP schools. The programme has successfully engaged both the community (through the PTSMC) and the teachers, through its field activities, who are also appreciative of EDIP’s work and are demanding that the model be replicated in non- target schools. What is presently missing is that these successes (at the schools and administrative level) have yet to be institutionalized at the Policy level. The project, at this time, has not made the planned progress in developing the governance, leadership and management capacity of the DoE officials, and will need to prioritise this for the remaining period (and extension) of the project for the sustainability of the intervention.

Perhaps the most significant success of the project is in promoting gender equality. There has been excellent progress in enrolling girls, including disabled girls. A large number of female teachers have developed their teaching and classroom management skills, while a smaller number of female heads have improved their leadership and management skills. A significant number of female LLI members have also been capacitated, and one should expect to see greater participation from them in the years to come. However, there has been less progress on training female officials, and low enrolment of female teachers in the AKU-IED M.Ed programme. The latter is particularly worrying, since it is crucial for sustaining the programme in girls’ schools.

3.2. Recommendations

The recommendations are presented under the same headings as the key findings of the report, i.e. relevance, effectiveness, efficiency, gender equality, monitoring and evaluation, and sustainability.

Relevance

Rural curriculum

The project took on the important task of enriching the existing school curriculum to make it more relevant to the realities of rural GB. The research on this task started belatedly, is in its initial stages,

and needs to be completed in order to take on the more difficult task of developing concrete proposals and getting them approved by various authorities. The process could also benefit from the resource rooms set up in a number of AKESP schools in the past, displaying artefacts (minerals, handicrafts, herbs, etc.) from the locality, which were used to educate children about their local resources.

Adjusting the programme based on regional variations

The project will also require different strategies for more developed (e.g. Hunza-Nagar, Gilgit, Ghizer) and less developed areas (e.g. Astor), with the latter being more conservative socially, and having more serious governance issues as well. For example, teaching lesson planning may be more relevant in the more advanced schools with greater and longer exposure to modern teaching techniques, whereas providing standardized lesson plans may be more relevant and useful to teachers who barely carry out their normal teaching duties. Similarly female community mobilizers may be required in more conservative areas to mobilize mothers and get female representation in LLIs.

Effectiveness

Enhance gender parity and access to and equity of education in targeted clusters

School Improvement under EDIP linked to LLI performance

EDIP is planned as a package of improvement incentives for participating schools. In the current implementation model, these incentives are not directly linked to performance of the communities around the schools, hence keeping the demand base for the intervention limited to the school. As part of more effective mobilization of the communities, the LLIs should be made aware of how their performance will impact the quality improvements in the education of their children. In the discussions with the LLIs (specifically mother support groups) and the social mobilizers, this was shared as a viable way forward which would create a more 'go-getter' attitude among the LLIs, especially for the more enterprising mothers/parents. The use of volunteer teachers and community supported teachers has been very successful, and needs to be widely supported and replicated, particularly in schools with high teacher shortages and low use of volunteers.

Improve quality and relevance of education in targeted clusters

Making centre-based training more accessible and effective

In order to increase access of teachers, particularly women and those from remote schools with shortage of teachers, to PDCN training, the project should, as a policy, provide substitute teachers for all training courses which are longer than 2 weeks duration – a policy which has been practiced in some courses but not in others. Also PDCN should have a system of follow-up of training, and close coordination with PDTs to ensure that teachers receive adequate support in schools (more on this later).

Increasing access of and benefits to teachers in LRS-based workshops

PDTs/TEs/TEs need to contact those schools from where the participation of teachers in cluster workshops is low, find out the reasons for the lower attendance of specific teachers (e.g. issues of distance, match between training needs and workshops, delivery of training, etc.), and try to develop solutions to address the issue. In case teachers need specific content-based workshops which the PDT/TE is not able to deliver, then the PDT/TE should arrange alternative resource persons, including local teachers or other PDTs/TEs/TEs, having strong relevant content knowledge. In case a local teacher is used, the PDT/TE may have to work with him/her to develop training skills (andragogy rather than pedagogy), or even conduct a joint training session. The project should also cater to the high demand for content knowledge courses, and secondary level training.

Lesson plans

Teachers should be provided with standardised lesson plans for all subjects and classes, with flexibility for the better teachers to make changes in the plans or develop their own plans, if they have the capacity and desire to do so. Teachers could also follow a mixed approach, i.e. develop one lesson plan on their own daily, and use standardized lesson plans for the remaining lessons. The actual practice would vary from school to school, and teacher to teacher, depending on the existing practices in schools and classrooms, the number of classes per day per teacher, and the exposure of teachers to doing lesson planning and using them in their teaching. AKESP and PDCN should collect standardized lesson plans on primary and secondary subjects existing within the country (e.g. those produced by AKESP, UNICEF, DSD Punjab, GIZ, etc.), including annotated textbooks such as those produced by the Instructional Materials Development Cell of the NWFP government with the help of GTZ. Each project school library/resource room should have at least one set of lesson plans. The project can also benefit from the large number of lesson plans produced by teachers, TEs, PDTs/TEs, and others during different projects, as well as regular classes. These lesson plans should be reviewed, and edited as required, and then composed and photocopied for distribution to schools. In addition lesson plans may be produced for subjects and topics which are not presently available. All teachers in the project schools should be trained at the weekly LRS workshops to use these lesson plans, with PDTs/TEs following up and providing necessary support.

Improving writing skills

The shift from a teacher-centred to a student-centred activity based approach has certainly provided greater opportunities for children to develop their listening, speaking, and reading skills, but this has unfortunately not been accompanied by an equal emphasis on improving writing skills. The project should urgently address this important issue by organising a workshop for PDTs/TEs on improving writing skills of students, and checking class and homework. PDTs/TEs should then repeat the workshop with teachers at the LRS, and follow-up and support the teacher to apply the skills and adopt the practices in their classrooms.

Science experiments

One problem reported in most high schools/LRS was the absence of a laboratory or lack of equipment in science labs. This is an area which was not considered while designing the programme. Where labs have equipment, schools are reluctant to share them with students for fear of damage or breakage, the high cost of replacing materials, and the lack of a budget for such replacement. One solution to these problems is to train teachers to develop low/no cost materials to conduct science experiments at the primary and secondary levels.²⁶

School libraries

Setting up a small school library is an intervention which requires minimal human, material, logistical and financial resources. Requirements include a set of books catering to the interests of children of

²⁶The project can benefit from the materials developed by the internationally renowned Indian science trainer Arvind Gupta, who has produced a large number of books and manuals on how to produce such materials (can be downloaded free from www.arvindguptatoys.com). Mr. Gupta has conducted workshops in major teacher education institutions in Pakistan and across the world, and we highly recommended that the project engage him to conduct a TOT for the project PDTs/TEs, mentors and potential science trainers.

all classes, an almirah to store the books in a safe manner, a small space to place the almirah, a register to enter the names of books and students receiving the books (with date of issuance and return), a teacher with basic training in running and maintaining the library, and a time slot known to the students when the teacher is available to issue and receive the books. We found this system working well in a number of LRSs, including even weak ones like the Gorikot Astor LRS. There is no reason why this cannot be replicated in all feeder schools and, eventually, all schools across GB. Selecting the right books for children will of course be critical, and starting with books which would appeal to all children (e.g. Urdu books of stories²⁷ and poetry, textbook enrichment materials prepared by AKESP, etc.) would be a good way to get children interested in books and reading, beyond their textbooks.

Developing local training and mentoring capacity

One way of institutionalizing continuous educational development in schools is to develop the mentoring and training skills of the best teachers in each cluster. The project has done well in running courses to develop the mentoring skills of teachers. This component of the project has great potential, and a core group of mentors should be developed in every cluster. Next steps should include incentives to motivate mentors to keep the mentoring process going, and a mentors' forum to discuss issues of common interest, and best practices. Going one step further the project should also run training of trainer programmes for outstanding teachers with good content knowledge and pedagogical skills. The teachers can be identified by the PDTs/TEs in a district, who can jointly (with assistance from PDCN if required) run a ToT in one of the LRS specifically for these teachers. (Alternatively, if resources permit, the ToT may be conducted at PDCN). The ToT should include participants planning and conducting training sessions for teachers – the feedback on performance will be valuable in improving training skills.

Supporting PDTs/TEs

The project should take a number of steps to address the needs of PDTs/TEs identified earlier. This includes a thorough TNA of all PDTs/TEs, designing and conducting training programmes for them on a priority basis, and increasing opportunities for PDTs/TEs to review activities and learn from each other. There should be a close coordination between PDTs/TEs and PDCN so that PDTs/TEs are aware of the contents of the courses and workshops conducted at PDCN, and can follow-up and provide support to teachers in classrooms to apply the training. More importantly, valid suggestions made by PDTs should be seriously considered and implemented if feasible and desirable.

Strengthen governance and management in the Department of Education in the targeted districts of Gilgit-Baltistan

Better means and structured communication of results to the community, other schools, education department, civil administration, political stakeholders

As noted elsewhere in the report, EDIP has brought about considerable improvements in different areas of its operation under the whole school improvement approach. However, there is a need to

²⁷ An excellent set of story books in Urdu based on classic stories from around the world, written by a well-known author of the Punjab Textbook Board, is available at a very low cost (Rs. 600 only for a set of 35 books for 8+, 11+ and 13+ children), and would serve as an excellent resource in school libraries across Pakistan.

develop communication strategies taking into account the communication needs and media habits of the target audience.

- The communication to the community should be part of the social mobilization efforts and can use platforms for communal dissemination like places of worship, FM radio etc.
- The communication to the other schools, should, ideally be through the education department. These can be tied in to the ceremonies like the board exam position holder events arranged at the local level, by the education department. Another point of collation is at the DO/High school Principal level when they meet to discuss schools issues and budgets.
- Moreover, the regular involvement of AEOs will ensure the cross-fertilization of ideas and best practices across EDIP and non-EDIP schools. One such example shared was in Ghizer where the AEOs had taken the initiative and initiated improvements like lessons plans, monthly subject teachers meetings in non-EDIP schools.
- The Education department has to be, consciously, approached in terms of hierarchy and roles when planning communications and actions. At the basic level, this delineation is between the field staff and the secretariat based staff of the education department. Within the Secretariat staff, there is further hierarchy and role bifurcation. It is strongly recommended that the high level forum with representation from the CEO AKF (P) takes up the role of communicating important policy messages at the highest level for far reaching impact. Feedback from the two main project partners and the government counterparts is suggested.
 - Working level groups at the district and/or sub-district level established as communication and coordination mechanism.
 - Working groups for Skardu and Gilgit to take forward issues requiring decisions and actions at the Directorate level.
 - Higher level engagement with the Education Department, with the flexibility of co-opting other members e.g. Secretary Finance, member legislative assembly, etc. depending on the issue under discussion.
 - Inter-Intra district exposure visits (these can be arranged for schools, education department and other stakeholders)
- The political stakeholders should be recognized as particularly important especially for Objective 3, which as such remains cross cutting. Where required, messages should use individual constituencies as unit of collation enabling the elected representatives to relate to the progress made within their particular electorate.

Overarching LLIs

Feedback from the social mobilizers highlighted the need to network for impact, whereby LLIs come together to take common issues to the education department. This would require combined meetings of LLIs from different schools. At this point, the individual SMC for instance takes very similar issues, for example, teacher transfer increasing the pressure on individual office/officer's time and effort. If taken forward, in a more organized manner, the impact of demands will be more if coming from a collection of schools and also, will enable the department to prioritize and respond better.

The suggested modality may bring 2 or 3 members from each SMC and MSG (where possible) to an overarching LLI, which can meet, present and work with the school managements and education department to resolve common issues.

The recommended route is through introducing a very basic tool, scorecard for school performance with not more than 5 to 7 key indicators, for the MSG to monitor. Issues common to all three/six schools (learning centre+feeder schools) are then collated into a 'common charter for change' which are discussed at the collective meeting. This charter of change is then discussed with the school

authorities and the education department and developed into a common 'plan of action' assigning responsibilities to LLIs, school authorities, teachers and education department with timelines. For the life of EDIP, these action plans may also be discussed at the field level coordination meeting to assess progress. The key to success is simplicity and regularity.

Going Forward...

In this section, some suggestions for operationalizing Objective 3, ***To strengthen Governance and Management*** of relevant government Education departments, is discussed.

Building on feedback from the project management, government counterparts, implementing partners (specifically AKES and PDCN) and the development partners, component three can be fully operationalized when done jointly with the government. For this purpose joint planning forums need to be put in place. The review recommends a meeting of the primary implementing partners, AKF(P) education team and the donors, for a discussion to chalk out the steps for such an engagement with the GB education department, with clear roles chalked out for AKF (P) AKES, PDCN and AusAid, as required.

The discussions with different stakeholders revealed a differential understanding or even lack of understanding of 'governance' and 'management'. This is, by no means, a situation unique to EDIP; the literature on the subject is replete with different definitions, mostly corresponding to institutional mandates. For the purposes of work to be undertaken in partnership with the GB government, the review suggests the following common point of departure while unbundling the layered terms:

Unpacking Governance (external) + Unpacking Management (internal)

- a. Governance: Political interference converted from intrusive to supportive for systemic improvements
- b. Management: Revised Management Model: From input + process to outcome + impact
- c. Entry Point: Joint Review of the GB education strategy (public-private-donor)
 - i. Legislative Support

A nascent system of elected democracy comes with its challenges. The idea of bifurcating the political (external) and management (internal) is to make available choices for prioritization. Without such delineation, the doable (management practices improvement) are quite often held hostage by the perception of the external (meddling in service delivery issues). While, it is ideal to take both processes along, for strategic expediency the prioritization can be based on the interests within the education department and the political government. The review does recommend identifying champions within the elected representative as the process, especially of strategy revision and sector planning, is taken forward. Examples of this are available in sector planning exercises undertaken by AusAID in other provinces, and should be made available to EDIP, as well. In discussions, with the government functionaries as well as project staff, the question of which political representative was open or not open to engage on such an agenda was often raised. Alternatively, to keep the engagement institutional, AKF should lobby for an Education Committee within the GB legislature and take forward the agenda through such a well-recognised platform within existing parliamentary structures.

Feedback from various stakeholders recognized the revision of GB education strategy as a possible entry point, as it gives an excellent opportunity to convene a cross section of stakeholders, to begin with. Moreover, the strategy in its current state is not fully implementable as the financial data, for example, is pre 18th amendment and other significant changes vis a vis the status of GB. In discussion, the GBES is recognized as the overarching strategy document and, quite often, the Teacher Education Strategy is referred to as a sub-strategy of the GBES. Keeping the same understanding, the review believes that other sub-strategies may also be required for the GBES to make it implementable. A most important one could be a capacity development strategy, where AusAID might be able to share learning from similar work in KPK. This needs to be focused on, and

AKF (P) has already begun putting in place the management and implementation structure for this, in conjunction with the Government and AKDN partners.

Such a process will, inevitably, lead to the development of an Education Sector Plan for GB. It is, at this point, that both the GB government and AKF have to be very careful in prioritization. While the sector plan might translate into actionable mode for all the GBES, the prioritization very clearly will be determined by the financial resources available. While EDIP itself is designed as a subset of the activities under GBES, it is a rather small subset, and the government has to commit to prioritize activities it can do within its available financial resources.

On-going support from EDIP for such planning can be in the form of:

- * Education Budget Tracking at the district level, which can lead to better allocation.
- * Process Tracking can lead to efficient management (see **Annexure 9** for a generic template for process tracking).
- * Stakeholder mapping and analysis, the necessary first step before the sector plan can be developed.
- * Re-strategize activities within component 3.

The general principles to be followed for the education department, as agreed, will be:

- * **Integrated Planning:** recognizing process inputs and outputs. Realise outcomes. It is important to realise that this will link the strategy to results, whereby the Teacher Educations Strategy will look at a trained teacher as an output; a trained teacher, however, is a necessary input to achieve the output of better quality of education.
- * **Decentralised Decision Making:** Head Teacher, Education Field Staff, Mentoring, SMC

This is widely accepted in principle. However, the principle of subsidiary is tied to the flow of information and to financial, human and technical resources made available. Currently, not only is the flow of information mostly from the field to the Directorate and above. There is very little flow of information in the other direction and, when there is, most of it stops at the AEO level in a majority of cases. The SMC remains quite out of the loop, except for the EDIP supported meetings with the education department. In terms of resources, the SMC/LLIs should know the financial allocations. Moreover, the budget tracking exercise is important to understand how much of the available finances are given towards schools. Such an exercise will also be helpful in developing realistic options for school based budgeting.

As mentioned, elsewhere in the report, the time relevance of the design is perhaps worth reviewing.

The set of recommendations and operationalization options, given here are constrained by the timeline. The following possible scenarios²⁸ are, therefore, shared for consideration:

²⁸A three month close-out is envisaged for each scenario.

Scenario 1: Project extended to June 2014

1. GBES is revised /updated.
2. Budget tracking exercise conducted for selected district
3. Process Tracking exercise for selected districts
4. Stakeholder mapping and analysis done
5. Sector planning initiated

Scenario 2: Project extended to December 2014

1. GBES is revised /updated.
2. Budget tracking exercise conducted for selected district
3. Process Tracking exercise for selected districts
4. Stakeholder mapping and analysis done
5. Sector planning completed
6. One model for revised budgetary allocation and improved process supported

Scenario 3: Project extended to June 2015

1. GBES is revised /updated.
2. Budget tracking exercise conducted for selected district
3. Process Tracking exercise for selected districts
4. Stakeholder mapping and analysis done
5. Sector planning completed
6. Two or more models/pilots for revised budgetary allocation and improved process support implemented

Efficiency

Better coordination among partners

Feedback sessions with partners emphasized the need to resume monthly partner meetings at Gilgit level. They acknowledged the coordinated work planning in the MIS was a useful tool. The meetings would further add by addressing common implementing issues on a priority basis, streamlining messaging with government counterparts and escaping some of the implementation bottlenecks by learning from other partner's experiences and/or support. Some partners (e.g. CSRC) need to increase their field presence to reduce the burden on PDTs/TEs. PDTs/TEs and other field staff should also have read-only access to MIS for better coordination. Sharing resources between partners would also be useful (e.g. AKES,P should share the Minimum Learning Standards that it has provided to its cluster schools with PDCN for transmission to the remaining cluster schools). A Project Coordinator based in Gilgit should be recruited by AKF,P on an urgent basis.²⁹

Optimum Use of LRCs

The LRC is an excellent facility for learning computers, developing and nourishing reading habits, and acquiring good teaching-learning resources. However, it is underutilized by feeder schools since their teachers and students are busy during school hours, and community members in the vicinity do

²⁹We do not recommend District Coordinators at this stage, since most of the work of the junior partners has been completed or will soon be completed, and the work load of PDTs would become more manageable.

not have access to the facilities. Access and use could be greatly enhanced if the facility was also available after school hours³⁰. Depending on the needs of the communities and the type of resources available, it could include reading and issuing books and non-book resource materials, running computer classes, etc. with low/no fees for students/teachers of feeder schools, full fees for others, to cover costs. Such a step would also enhance the relationship between the school and the community. This is a task for the PTSMC.

Gender Equality

Increasing participation of women in LLIs

The project will have to make a concerted effort to increase participation of women in LLIs where such participation is low. This could be done by 1) building the skills/capacities of LLIs in the area to enroll women in PTSMCs or MSGs, 2) building the skills/capacities of CSRC community mobilizers in communities where the participation of women in LLIs is low, and ensuring their increased presence in these communities, and 3) facilitating PDTs/TEs to take on a more active community mobilization role (a role which many PDTs/TEs have actually played quite effectively because of their greater continuous presence in the communities around the LRS, compared to CSRC mobilizers). Depending on the community dynamics, engagement of female community mobilizers may also be considered.

Increasing access of female teachers/heads to professional development opportunities

Given the problems associated with teachers, particularly females, in Baltistan coming to Gilgit for training, PDCN should seriously consider the possibility of strengthening an existing local/regional facility to conduct professional development courses for teachers in Baltistan. PDCN is already collaborating with the Felix Foundation to build a state of the art PDC in a custom designed building in Machelo (district Ghanche). PDCN should also explore the possibility of offering courses in collaboration with the Government College of Education in Skardu, which has excellent physical facilities and equipment, a hostel, resource rooms, a library (being furnished), and well trained staff (under PRE-STEP and STEP, including AKU-IED graduates. Such a move would also help to develop the capacity of the College, which would eventually contribute to programme sustainability.

Expanding the number of qualified local female teachers

The project has done well to support students to complete their education and serve in AKESP schools on their return. Discussion with students revealed that some of them are contemplating going for higher studies after graduation, which may decrease their chances of returning to teach in AKESP schools. The project and AKESP should work out a policy so that students getting higher degrees (M.Phil or Ph.D) should have the opportunity to serve in AKESP institutions in positions and with pay packages commensurate to their qualifications.

Monitoring and Evaluation

Revision of Log frame-frame and PMF

We had proposed a revision of the project log frame to address the weaknesses in its vertical and horizontal logic, and include success indicators based on baseline data and previous monitoring

³⁰This is already being done in one LRS, where KADO, an NGO, is providing computer training to community members using the LRS computer laboratory after school hours.

reports. We are happy to note that AKF (P) has already conducted this exercise, prepared a new log frame (see Annexure 8), and is revising its PMF and WBS, in the light of the revised log frame. Subsequently all partners will be capacitated to use PMF indicators for monitoring and report writing, and eventually facilitating end of project evaluation. The Programme team will need to compute baseline values of newly added outcome indicators from the baseline survey data.

Assessing student learning

The original log frame-frame in the EDIP project proposal did not include any indicator of student learning achievement. This gap was addressed in the revised log frame-frame attached in the Project Implementation Plan (PIP), which mentions the following indicator for student learning: *Median scores of children at end of primary school improved by x1% and in secondary schools by x2% over baseline in English, Maths and Science*³¹. Unfortunately none of the three project baselines (Baseline 1, Baseline 2, Control Group Baseline) measured this indicator, which is a key to assess project impact. **Thus presently there is no way to systematically assess project impact on student learning.**

A more feasible approach at this point would be to collect data on scores of annual examinations for grade 5 in AKESP, PDCN, and intervention schools for the baseline year. The same data may be collected at the closure of the programme to allow for measurement of change brought about by the programme in the mean or median scores, and compare with control schools. Some non-standardization and distortion is expected in the scores. However, as the distortion is likely to be the same at the baseline and end line stage, we should not have any problem in reasonably calculating the percentage change brought about by the Programme.

Sustainability

Role of GB government in sustaining project

Sustainability of a project firstly depends on the project being able to implement all its activities as planned, including building the capacity of key institutions and their representatives to take the project activities and results forward beyond project funding. In the case of EDIP, the GB government will have to ensure that teachers and heads in the project schools are not transferred during the life of the project (except some genuine cases, such as promotions), shortage of teachers in schools is removed, and district/tehsil education officials play a supportive role. More importantly the government will have to ensure that the M.Ed graduates from AKU-IED join the LRSs on completion of their degrees, sufficiently overlap (at least six months) with the existing PDTs/TEs, so that they can take on the role of their seniors in a smooth manner. This would mean extending the project beyond 2014. The government will also have to ensure that the PDTs/TEs spend a minimum number of years in cluster schools, have a minimum workload in their own schools (maximum 2 hours in a day), receive incentives (particularly female PDTs/TEs/TEs) to cover the cost of visiting cluster schools, and are adequately assessed and receive support from field officers. The government will also have to increase the recurrent cost of LRCs so that additional expenditures, such as that incurred on stationery, charts, repair and maintenance of equipment, replenishment of books, is covered. **In effect, the government needs to issue some policy guidelines followed by notification of changes in rules of business and recurrent grant for the running and resourcing of**

³¹AKF(P). EDIP Project Implementation Plan. February, 2011

LRCs. This will, of course, be a slow process, but should be in place by the end of the project if the process is initiated early enough.

Strengthening academic supervision and support in schools

A major objective of having education officials based in the districts was to have a decentralized structure of teacher supervision and support. Gradually, however, these officials have taken on other, often office-based, duties, to the neglect of their supervisory functions. The large number of schools and teachers per officer, and the time, mobility and resources required to service them, have discouraged officials from fulfilling their core functions. EDIP has done well to provide these officials training in supervision and management of schools. It should now engage with the government to seriously re-vamp the existing supervisory system and restore it to its original functions. This will, of course, require political will, increase in the number of supervising officers to improve the supervisor-school ratio, increased mobility (motor cycles for male and vehicles for female supervisors), and an increase in the recurrent budget to resource these needs. Standard tools for use during supervision (e.g. observation and feedback forms, rapid student assessment methods, etc.) should be provided, if not already available, and supervisors not conversant with their use be trained to do so. The data collected from the supervisory visits, along with the test results of student learning, should be used to identify teacher training needs and design training programmes around those needs. Incentive systems will need to be put in place that reward officials who fulfil their school supervisory roles, and the same should be reflected in the annual appraisals as well.

No cost extension

Considering that only 40% of the project budget had been consumed in the first two years of the project, many activities would not be completed and considerable budget would remain unspent by 30th June, 2013, the end date of the project. **We, therefore, recommend a 24 month no-cost extension to the project, to end in June, 2015.** This would provide the project enough time to complete all project activities, and build the capacity of the government departments, schools and communities to sustain the benefits of the programme on a long term basis. It will also provide enough time for the M.Ed graduates to return from AKU-IED, work with the existing PDT/TEs, and take over their roles by the end of the project, with existing PDTs/TEs gradually withdrawing, shifting their roles from implementing to facilitating the M.Ed graduates.

Annexures

1. Abbreviations and Acronyms

AAA	Accra Agenda for Action
AEO	Assistant Education Officer
AKCSP	Aga Khan Cultural Services Pakistan
AKDN	Aga Khan Development Network
AKES,P	Aga Khan Education Services, Pakistan
AKF(P)	Aga Khan Foundation Pakistan
AKHSS	Aga Khan Higher Secondary School
AKPBS	Aga Khan Planning and Building Services
AKRSP	Aga Khan Rural Support Programme
AKU-HDP	Aga Khan University-Human Development Programme
AKU-IED	Aga Khan University-Institute for Educational Development
AusAID	Australian Agency for International Development
CBES	Community Based Education Society
CBO	Community Based Organisation
CEO	Chief Executive Officer
CM	Community Mobilizer
CPE	Continuous Professional Education
CSO	Civil Society Organisation
CSRC	Civil Society Resource Centre
CWD	Children with Disabilities
DDE	Deputy Director Education
DDO	Drawing & Disbursing Officer
DJPS	Diamond Jubilee Primary School
DJHS	Diamond Jubilee High School
DoE	Directorate of Education
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
ECE	Early Childhood Education
ECED	Early Childhood Education & Development
EDIP	Education Development and Improvement Programme
EFA	Education For All
ELM	Educational Leadership & Management
FG	Federal Government
FGD	Focus Group Discussion
FHRD	Female Human Resource Development
G-B	Gilgit-Baltistan
G-BES	Gilgit-Baltistan Education Strategy
GBPS	Government Boys Primary School
GBHS	Government Boys High School
GDP	Gross Domestic Product
GGHS	Government Girls High School
GGMS	Government Girls Middle School
GGPS	Government Girls Primary School
GIZ	German Agency for International Cooperation
GoGB	Government of Gilgit-Baltistan

HDP	Human Development Programme
HT	Head Teacher
ICT	Information & Communication Technology
KIU	Karakorum International University
KPK	Khyber Pakhtunkhwa
LFA	Logical Framework Approach
LLI	Local Level Institution
LRC	Learning Resource Centre
LRS	Learning Resource School
LSO	Local Support Organization
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
M.Ed	Masters in Education
MER	Monitoring Evaluation and Research
MIS	Management Information System
MOI	Memorandum of Intent
MoU	Memorandum of Understanding
MSG	Mothers Support Group
MTR	Mid-Term Review
NFC	National Finance Commission
NGO	Non-Government Organization
NOWPDP	Network of Organisations Working for Persons With Disabilities in Pakistan
OECD	Organisation for Economic Cooperation and Development
PC	Provincial Coordinator
PC1	Planning Commission 1
PDCN	Professional Development Centre North
PDT	Professional Development Teacher
PMC	Programme Management Committee
PMF	Performance Monitoring Framework
PSC	Programme Steering Committee
PTA	Parent-Teacher Association
PTSMC	Parent-Teacher School Management Committee
RBM	Results Based Management
RSP	Rural Support Programme
RTI	Right To Information
SDP	School Development Plan, System Development Process
SMC	School Management Committee
SSC	School Safety Committee
TE	Teacher Educator
TNA	Training Needs Assessment
ToT	Training of Trainers
VEC	Village Education Committee
WBS	Work Breakdown Structure
WSIP	Whole School Improvement Programme

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3. Project Timelines

- Proposal submitted by AKF(P) (March, 2010)
- Proposal approved by AusAid (May, 2010)
- Inception meeting with partners (July, 2010)
- Project submitted to G-B government (August, 2010)
- Core M&E and operational team recruited (August, 2010)
- Project approved by G-B government, MoU signed (November, 2010)
- Partner teams recruited (November, 2010)
- Programme Steering & Programme Management Committees established (December, 2010)
- Project logframe revised (December, 2010)
- Inception phase: initial meeting with programme partners(December, 2010)
- First baseline (school and community) conducted (December, 2010), report produced (April, 2012)
- Project Implementation Plan/First Year Work Plan developed (February, 2011)
- PDCN-based orientation programmes for teachers and head teachers of project schools (February, 2011)
- M&E System and MIS developed (March, 2011)
- Implementation phase initiated(April, 2011)
- TNA on disability conducted (June, 2011) disability survey conducted (2011), draft report produced (October, 2012)
- Second baseline (learning assessment) conducted (June, 2011), report produced (May, 2012)

4. Terms of Reference

Terms of Reference

MID TERM REVIEW – GB-EDIP

A. Project Brief

- a) **Title:** Education Development and Improvement Program
- b) **Country:** Pakistan
- c) **Project Districts:** Gilgit, Astore, Ghanche, Skardu, Hunza Nagar, Diamer, Ghizer
- d) **Duration:** May 2010 – June 2013
- e) **Financier:** AusAID
- f) **Implementing partners:**
 - (i) Aga Khan University – Institute for Educational Development’s Professional Development Center North
 - (ii) Aga Khan Education Service, Pakistan
 - (iii) Aga Khan Planning & Building Service, Pakistan
 - (iv) Civil Society Resource Center
 - (v) Network of Organization Working for People with Disabilities (Pakistan)
 - (vi) Aga Khan University – Human Development Programme
 - (vii) FOCUS Humanitarian Assistance, Pakistan

B. Background

Education Development and Improvement Programme (EDIP) in Pakistan is a three year Programme designed to improve the accessibility and quality of education in the most remote and marginalized communities of Pakistan. Special focus has been given to increasing stakeholder participation in the education sector in the Gilgit-Baltistan (G-B) region. The Programme seeks the involvement of the Public sector, local communities, NGOs, civil society and the private sector in the implementation of the Programme. The largest recipient of support and development are government schools, relevant line departments and public sector Educational Institutions.

The Programme activities proposed under EDIP will encompass key international commitments (such as the Millennium Development Goals and Education for All) but also the objectives and vision of Pakistan’s National Education Policy 2009, the December 2006 White Paper, and be aligned with the Federal Government’s Vision 2025 and Vision 2030. AKDN has also used the Northern Areas Education Strategy (re-designated Gilgit-Baltistan Education Strategy) as a guiding document to inform Programme implementation.

The programme focuses on the following components:

- a) Community Engagement in Education Reform – Increased access to education for girls and boys and significant progress towards gender parity; enhanced classroom learning environment and participation of families having children with mild to moderate disabilities and community participation in school management
 - b) Physical Infrastructure and Outlook – Cluster schools have improved safety, quality and accessibility of the physical learning environment
 - c) Capacity Building (Individual and institutional) – Teachers, Head Teachers and Educational Managers have improved content knowledge, teaching skills, attitude and educational leadership and mentoring skills leading to improved student learning and behavior; and
 - d) Policies, Practices and Networking- G-B Education Department officials exposed to good practices in decision making, monitoring, resource mobilization and community participation, improving institutional capacities, linkages and networking for promoting and sustaining learning environment and programme contribution to G-B Education Strategy (G-BES) implementation.
- Implemented via a consortium, in 98 schools of which over 70% are government schools
 - Schools organized into 21 clusters in six GB districts
 - Each cluster consists of a hub Learning Resource School (LRS) and feeding schools
 - LRS comprises of a secondary school and feeding units include primary and/or middle schools.

- In each cluster one Professional Development Teacher (PDT) or a Teacher Educator placed to lead school improvement approach in the entire cluster.
- Aim to improve teaching and learning conditions, infrastructure related issues, safety and security for children and teachers, community mobilization and inclusive education to enable disabled children to become part of the mainstream.
- Support the further development of the G-BES to make it viable in the current political and economic scenario of Gilgit-Baltistan.
- Develop the wherewithal of the government to present a time bound Implementation Plan, Activity Matrix and Budget to the relevant stakeholders.

C. Objectives of the Review

The Mid-Term Review (MTR), which has been suggested in the Financing Agreement of the Program, will provide AKF(P), implementing partners, government, donor and the wider public with sufficient information to:

- e) Assess the quality and progress in delivery of activity outputs and objectives
- f) Assess any issues or problems and their impact
- g) Assess the progress made towards achieving sustainable benefits, and
- h) Identify lessons learnt and practical recommendations to improve project design and implementation strategy for remaining project duration and any future actions
- i) assess progress on interventions for supporting government institutions in developing their capacity to implement the GB Education Strategy

come up with lessons learnt and practical recommendations to improve project design and implementation strategy for remaining project duration and any future actions.

assess progress on interventions for supporting government institutions in developing their capacity to implement the GB Education Strategy.

D. Review Team

The MTR will involve, to an appropriate degree, all related parties. Effort will be made to keep the Review as independent of the implementation process as possible. The Review team will include:

- a) A representative nominated by the AusAID
- b) Program Manager, Monitoring, Evaluation, and Research – AKF(P)
- c) A consultant, to be selected by AKF(P), with significant and relevant background in educational development
- d) Another consultant, to be selected by AKF(P) with significant experience in institutional development, project management and government systems

Education team at AKF(P) and staff of the implementing partners, as required, will work with the team as resource persons.

E. Methodology

Broadly speaking, the Review is expected to be quick, cogent, and qualitative as opposed to quantitative. The proposed methodology of the Review is as follows:

- (i) Analysis of project and government documents
- (ii) Development of detailed work plan
- (iii) Meeting with Programme staff (Islamabad, Karachi, Gilgit)
- (iv) Visit to Learning Resource Centers and feeder schools, facilitated sessions with communities, school staff, and students
- (v) Meetings with key staff of government education department at district and regional/provincial level
- (vi) Analysis of progress data and records
- (vii) Debriefing with government officials, AusAid and GB implementing partners (Gilgit)
- (viii) Debriefing with implementing partners (Islamabad)
- (ix) Development of draft report
- (x) Sharing of draft report with AusAID and AKF(P) for feedback/comments
- (xi) Finalization of report after receiving feedback and comments

F. Structure of the Review

The review should focus on the following key themes:

- Relevance
- Efficiency
- Effectiveness
- Sustainability
- Cross-cutting – gender and disability
- Government’s capacity development:

A separate focus should be on how this program is improving the capacity of the government in terms of human resource development and more specifically at the institutional level that could be sustained beyond project period. A special focus should be on how the program has progressed on improving governments planning, implementing and management capacities both at the district and the regional level.

More detail on thematic issues is given in the draft Report Outline, attached as Annex I.

Each theme should focus on the following areas

a) Performance

This section should review progress against the indicators given in the Performance Management Framework of the Programme. Relevance and target of interventions and efficiency issues such as timing and quality should be reviewed.

b) Factors Affecting Performance

Issues, problems, and challenges in the implementation process and those likely to affect impact should be documented here. To start with, the Review should look at the capacity constraints of the executing and implementing agencies. Any issues related to working with the GB Government should be highlighted. A separate study on policy mapping of GB Education Department and other departments is in progress, which is likely to be completed before the initiation of the MTR process.

Next, the Team should list and analyse the potential effect of broader risk and sustainability factors such as Government policy changes, ownership by the Government and schools, other issues related to sustainability, gender and cultural factors, environmental factors, and political and economic factors.

c) Solutions Proposed

This section should propose clear and implementable solutions to problems, issues, and challenges identified. The solutions should propose changes in the design of the Program in terms of targeting, relevance of interventions, and recommendations related to quality of interventions, etc. Implications of the significant solutions in terms of resource re-allocation for interventions or quantum of the budget should be clearly highlighted.

d) Conclusions

Clearly list the recommendations and required decisions from the Programme Steering Committee and the AusAID with a proposed time table.

G. Qualification of Review Consultants

(i) Educational Development Specialist

The consultant is expected to have:

- At least Master’s or equivalent qualification in education, childhood development, economics or related fields

- Proven record of at least 5 to 7 years of experience in the development field out of which at least 2 years has been gained in independent consultancy
- Proven record of leadership with education sector in general and early childhood development in particular in Pakistan or abroad
- Experience in management of development projects will be considered an asset
- Credible records and references of previous consulting experience in Pakistan
- Fluent in English language (written & spoken). Proficiency in local languages will be favoured.

The consultant will be paid in two instalments for services and report, exclusive of his travel, boarding and lodging costs. AKF (P) staff and local partner in the field will provide logistical support for the exercise.

AKF (P) takes no liability for security risks related to the service.

H. Deliverables and Timing

The consultants, after initial discussions, will share a detailed work plan with stakeholders outlining steps for the Review process. The consultants will submit a well-organized and well-formatted report in English language in print and electronic version. Report outline will be finalized with the consultant during the initial discussions and before the finalization of the work plan.

The entire evaluation process will be completed within a period of one and a half month from the date of signing of the contract. Draft report will be submitted to AKF(P) within 1.5 months after the start of the work. The consultant will revise the report within 10 days after receiving comments from AusAID, AKF(P) and the partners. AKF(P) will be responsible for coordinating the comments on the draft report.

4. COMPOSITION OF TIME SCHEDULE

Tentative Activity Timeline

Location	No. of Days	Activity
Islamabad	2 days	<ul style="list-style-type: none"> • Briefing meetings with AKF(P), CEO, Manager Education, EDIP programme team, M&E team • Review and discussion on project materials • Revision and finalization of team work plan; Sharing of the plan with senior management of AKF(P) and AusAID
Karachi	3 days	Meetings with AKU-IED, HDP, AKP BSP, NOWPDP
Islamabad	2 days	Travel to Islamabad and then to Gilgit (subject to availability of flight)
Gilgit	3 days	<ul style="list-style-type: none"> • Meeting with AKESP, PDCN & AKP BSP • Meeting with FOCUS, HDP, CSRC, NOWPDP
	4 days	<ul style="list-style-type: none"> • Visit at least two PDCN schools • Visit at least two AKESP schools • Visit DDE • Visit at least one LRS (Astore, Ghizer or Hunza Nagar)
Gilgit	2 days	Meeting with Government Officials
Baltistan	3 days	<ul style="list-style-type: none"> • Travel to Baltistan from Gilgit • Visit two PDCN schools • Visit DDE • Visit at least one LRS (Khaplu or Ghanche)
Islamabad	1 day	Travel back to Islamabad and Debrief for AKF and Senior management of implementing partners
Lahore	4 days	First draft of the report
	2 days	AKF and Partner Report Findings and Feedback
	4 days	Revision of the Final Report and Submission to AKF(P)

5. Review Methodology and Team

The steps involved in the review are outlined below:

- Analysis of project and government documents (10-30 September)
- Development of detailed work plan (12 September)
- Meetings with AKF,P and programme staff, including presentations (Islamabad 10-12, Karachi 13-14, Gilgit 22 September, 1 October)
- Visit to Learning Resource Centres and feeder schools, facilitated sessions with communities, school staff, and students, interview PDTs/TEs (24-29 September)
- Meetings with key staff of government education department at district and regional/provincial level (24 September – 1 October)
- Visits to Teacher Education Colleges (Skardu, Gilgit)(27 September, 1 October)
- Analysis of progress data and records
- Debriefing with government officials, AusAid and GB implementing partners (Gilgit, 1 October)
- Debriefing with implementing partners (Islamabad, 4 October)
- Development of draft report (15 December)³²
- Sharing of draft report with AusAID and AKF(P) for feedback/comments (17December17December)
- Finalization of report after receiving feedback and comments (end December)

The review team visited 10 LRSs and 11 feeder schools in six districts, including the following:

³²During October-November the consultants were engaged in a mid-term review of the Balochistan Early Childhood Development Programme of AKF (P) supported by AusAid.

- **District Ghizar:** LRS GBHS Singal+GPS Gitch+GGMS Thingdass and LRS DJHS Chatorkhand+GBHS Chatorkhand
- **District Hunza-Nagar:** LRS GBHS Ghulmet Nagar+GGPS Ghulmet
- **District Gilgit:** LRS GGHS Kashrote+GGMS Kashrote, LRS GGHS Oshikhandass+DJPS Shamsabad
- **District Astor:** LRS GBHS Gorikote+GGHS Gorikote
- **District Skardu:** LRS GGHS Skardu+GGMS Skardu, LRS GBHS Shigar+BPS Markenja
- **District Ghanche:** LRS GBHS Khapulo+GGMS Sargaib, LRS GBHS Machulo + GBS Talis

In the schools the team observed a sample of classroom teaching, checked physical facilities, interviewed heads, conducted focus groups of students and teachers, tested and checked copies of a random selection of students of different classes and subjects, and checked registers, lesson plans, and other relevant documents. The student focus groups included two students each from grade 4 to the highest grade level in the school, including a mix of boys and girls in co-ed schools, and only students who had spent a minimum of two years in the school were included, so that comparisons could be made between pre and post project situation of schools. In order to elicit honest responses regarding prevalence of corporal punishment in schools we deliberately asked loaded questions (e.g. what methods do teachers use to beat naughty children?) rather than open-ended, easily deniable questions, (e.g. do teachers beat children in your school?).

Due to time limitations (including a loss of two working days due to flight delays) the team had to split into two in order to cover the wide number of schools spread across the province. This was made possible by the inclusion of the female education specialist, who participated in the mission on a voluntary basis.

During the consultation days, in between and after meetings, the review team conducted numerous discussions and debates on topics to be covered in the review. Record notes were also prepared for all meetings, interviews and FGDs. During the report writing phase, these notes were used to aggregate the feedback from all relevant respondents on each key topic (e.g. process issues vs. service delivery issues, achievement of intended project outputs as well as related evidence, etc.). These aggregations of feedback by topic were then assessed (in light of materials reviewed in the desk study prior to the mission) and key findings prepared. Where respondents offered conflicting views, which was at times the case, the team attempted to verify the more accurate position based on feedback from multiple interviewees, assessment of the evidence provided, consideration of the background of the interviewees, follow up calls, etc.

The greatest limitations of our analysis are, perhaps, the limited timeframe for conducting the fieldwork, the interviews, FGDs and assessing results. The amount of time available in some schools (particularly those involving considerable travel time) was short, and did not allow the team to gather the amount of data which was possible in more accessible schools (e.g. spending more time in individual classes, testing a larger number of students, reviewing more lesson plans, etc.). Moreover, due to security concerns and flooding, some constituencies identified away from the main centres had to be dropped, hence possibly curtailing the breadth of issues and nuances.

Another limitation, one that could have been avoided, was that only one AKES,P cluster was included in the MTR, as opposed to nine PDCN (government school) clusters. While this was partly reflective of the larger representation of government schools in the overall sample, a second AKES,P LRS would have given us more data to make a meaningful comparison of AKES,P and PDCN clusters. This is not possible with the existing small AKES,P sample.

The review team consisted of the following members:

- Mr. Ali Effendi, Project Manager, EDIP – AKF(P)
- Mr. Tanvir Hussain, Programme Manager, Monitoring, Evaluation, and Research – AKF(P)
- Mr. Rafiq Jaffer, Consultant, Educational Development
- Ms. Shireen Gul: Consultant, Institutional Development, Project Management and Government Systems
- Ms. Razia Jaffer, Consultant, Educational Development

The team included a good mix of two female and one male external consultants who had extensive experience of conducting reviews and evaluations of education and other social sector projects, knowledge and hands-on experience of various components of the programme (e.g. need assessments and surveys; school management; capacity building of heads and teachers in school and classroom management, pedagogical skills and content knowledge; writing lesson plans; inclusive education; cluster based approaches; mentoring; manual development, etc.), and experience of working with most of the consortium partners and in most districts covered by the project. The external consultants were well complemented by the two AKF,P team members, who had good interviewing skills, the ability to conduct random checks of student learning, and to take good notes. Their critical verbal and written comments were a testimony to the independence and impartiality of their views. Unfortunately the AusAID representative could not join the team due to travel restrictions.

6. Summary of Findings from School Visits

Name	Enrolment	Community	Head	Construction	Equipment	Teaching	Student Learning
LRS FGBHS Ghulmet Nagar	From 250 to 286	Active LLI, made PC1	High commitment, leveraged funds for repair/maintenance, furnished rooms, computer room	2 toilet blocks, ramp	10 computers, getting transformer	Excellent, HW checked,	Excellent, few mistakes, answered in English, most 5 th /8 th pupils moved from grades D/E/F to B/C
FGGMS (high) Ghulmet, Nagar	226, increased	Low community participation	Two (male) heads not better than one	None	Library not used	Moderate, mostly new; HW not corrected	Most 5 th /8 th pupils moved from C/D to A/B/C
LRS FGGHS Kashrote, Gilgit	From 400 to 700, reduced dropout	Very active LLI, got funds from GoGB and political reps, high mother participation	Head low, Deputy Head very high commitment	2 ECD rooms, 2 toilet blocks, ramp	12 computers, library	71 teachers (including 22 contingent) Low to medium	Pass 78% (2010), 91% (2012) (3 rd position in Board)
FGGMS Nagaraal, Gilgit	215	very high community participation, mothers involved	Very professional, high commitment			17 teachers, excellent, use mind maps	Pass 59% (2010), 91% (2012)
LRS GGHS Oshkhindass				ECD classrooms, toilets		Excellent	High learning
DJ PS Shamsabad Oshikhandass	From >100 to 45					5 teachers, moderate	Moderate learning
LRS FGBHS Singal (co-ed)	From 179 to 330	Very high, money for furniture, carpets, bund, no women	Very committed, got extra maintenance costs, getting protective bund	Roofs of 9 rooms retrofitted	Computers, 407 chairs, 21 teacher chairs, 4 big tables	23, very good	A/A+ increased from 3 to 22, 3 students admitted in AKHSS
FGGPS Gitch (mixed teachers)	From 27 to 100	Active community, ex-DDE, 13 (6F) women less active	High dedication, got 3 classrooms for ECD, boundary wall			8, low, except ECD, Many written mistakes no corrected	Low to medium
FGGMS Thingdass	110	low community participation, 11 male members	Medium, Male head and female teachers, no discussion	some construction	furniture	12, medium to high	Few mistakes
FGBHS Chatorkhand (co-ed)	130 admitted in 2012				Furniture, library, computer	Weak performance	Medium
Name	Enrolment	Community	Head	Construction	Equipment	Teaching	Student Learning
LRS DJ HS Chatorkhand				2 ECD rooms,	LRC (IT lab, books)	Mixed teachers, very	High, spoke in English

(co-ed)				rooms retrofitted		good performance	
LRS GBHS Gorikote, Astor	From 100 to 160	Clash between SMC and DDE			2 computers	11 teachers, poor performance	Poor, 71% (2010), 67% (2012) pass
FGGMS Gorikote, Astor	From 90 to 156			None		14 teachers (4 volunteers), average performance	75% (2010), 93%(2012) pass
LRS FGGHS Skardu	From 510 to 677	Very active SMC, got water, swings, furniture, fixed gate	Active and committed head	One room, 2 toilets	30 computers, library	30 teachers, good performance	Very good learning
FGGMS Patwal Skardu	90 to 155					27 teachers (2 community, 2 contract), only 16 present, low to moderate	9 out of 10 passed Class V, but weak learning
LRS Model FGBHS Shigar	From 168 to 333	High community support groups	DDO with 19 schools, leveraged funds, enforced discipline	Retrofitting of roofs, 2 rooms and toilets being constructed	Library, 7 computers chairs	Good to excellent performance, commitment, lower absence	From 25% to 93% pass, top result in district
FGBPS Markenja, Shigar	118 to 132	High LLI participation in school, parents discouraged by ex-HT	Got boundary wall, bathroom constructed, new teachers	Toilet being constructed		Low, traditional teaching, little written work	Pass % from 40% to 76%,
LRS FGBHS Khaplu, Ghanche	193 to 320	Active SMC and MSG	Outstanding head, got good teachers in school		Library, 2 computers	Good teaching	High
FGGMS Sargib, Khaplu	176, 80 in ECD	Active SMC	Committed, very active, received best CFS award	None		12 teachers, excellent, HW checked	Active students, 85% pass
LRS FGBHS Machelo (co-ed)	170	Weak SMC, community conflicts	Inactive head, conflicts	None	Library, 2 computers, 100 chairs	5 teachers, very poor teaching	Mostly poor learning
FGGMS Talis, Ghanche (co-ed)	280					8 teachers, good teaching	Good in Urdu/math, poor in Eng science

7. Brief Review of Selected Professional Development Manuals and Other Materials

Developing Teachers through Mentoring

- Useful purpose, definition, models, phases
 - *High workload for both mentors and mentee*

Manual on Mentoring

- Useful skills, identification and strategies to develop mentees, good feedback model, action plan details
 - *Only maths and English covered, include other subjects*

CPE Mentoring Skills

- Excellent manual for developing conceptual understanding, applying skills, activity planning, presentation of mentoring experience
 - *Provide details for monograph, add success stories, experience as mentors*

Strategies to Work with Slow Learners

- Useful info re identification, characteristics, causes, challenges
 - *High expectations from HT, over-ambitious education targets*
 - *Add means to address challenges*

Manual for ECED Training Course

- Compilation of foreign theoretical articles, foreign photographs, applicable to small classes
 - *Need to contextualize (e.g. larger classes), include activities?*

Inclusive Education

- Very informative
 - *Add section on identifying and handling special children*

What does it Mean to be a Teacher

- Useful theory, figures, explanations
 - *Overload of information, no activities*
 - *Spelling mistakes*

PDT Success Stories

- Provide good understanding of process

Post Adult Literacy Classes

- Useful content, but appears too much in 4 days period

8. Revised EDIP Logical Framework

Intervention Logic	Verifiable Indicators	Sources of Verification	Assumptions/Risks
<p>Goal (or Impact)</p> <p>Enhance access, equity and quality of education with increased gender parity, participation and sustainability of community interventions in the selected clusters of Gilgit-Baltistan region of Pakistan.</p>	<ul style="list-style-type: none"> ▫ Literacy rate ▫ Net enrollment rate - primary (male and female) ▫ Net enrollment rate - elementary (male and female) ▫ Gender parity index (net enrolment rate) ▫ Net enrolment rate – primary (disabled) 	<ul style="list-style-type: none"> ▫ Baseline and endline surveys ▫ School enrolment and examination records ▫ Pakistan Social and Living Standards Measurement Survey (for comparison) 	<p>Assumption:</p> <ul style="list-style-type: none"> ▫ Continued commitment of the Government of Pakistan to Education for All Framework, and Millennium Development Goals i) Universal Primary Education, and ii) Promotion of Gender Equality and Women’s Empowerment
<p>Purpose (or Outcome) Improved school participation by students, without prejudice to female and disabled students, and improved quality of education in the project area</p>	<ul style="list-style-type: none"> ▫ School completion rate – primary (male and female) ▫ Transition rate, primary to middle (male and female) ▫ Average grades of 5th, 8th, and 10th grade students in annual examination (male and female) ▫ Gender parity index (transition rate , primary to elementary) ▫ Teacher absence rate ▫ Teacher transfer rate 	<ul style="list-style-type: none"> ▫ Baseline and endline surveys ▫ School enrolment and examination records ▫ School level case studies ▫ Progress reports ▫ Annual Status of Education Reports 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Continued cooperation from the Government of GB ▫ Commitment of the Government of GB to merit and political non-interference ▫ Stable law and order situation in the project districts ▫ Continued cooperation from the Government of Australia
<p>Objective 1: To enhance gender parity and access to and equity of education in the targeted clusters of GB</p>			
<p>Intermediate Result 1.1: Increased and equitable access to education for girls and boys, including out of</p>	<ul style="list-style-type: none"> ▫ X1 out-of-school girls and y1 out-of-school boys enrolled in all classes (1-10); ▫ Enrolment increased by: x1 girls and y1 boys 	<ul style="list-style-type: none"> ▫ Baseline and endline surveys ▫ School enrolment data (differentiating between transfers 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Willingness of local community to send

<p>school children</p>	<p>at the pre-primary level; x2 girls and y2 boys in primary schools; x3 girls and y3 boys in classes 6-10 ;</p> <ul style="list-style-type: none"> ▫ Ratio of girl to boy students increased: from x1 at baseline to x2 at the pre-primary level; x3 to x4 at the primary level; and from x5 to x6 for classes 6-10. ▫ Retention increased: from x1 to x2 in class 3 compared with class 1; from x3 to x4 in class 5 compared with class 3; from x5 to x6 in class 6 compared with class 5; from x7 to x8 in class 8 compared with class 6; and from x9 to x10 in class 10 compared with class 8 	<p>from other schools and new students)</p> <ul style="list-style-type: none"> ▫ Attendance Record from schools ▫ Management Information System ▫ Narrative progress reports for EDIP. 	<p>their children to schools</p> <ul style="list-style-type: none"> ▫ School readiness/ capacity to enroll new students continues <p>Risks:</p> <ul style="list-style-type: none"> ▫ Maintenance of school records ▫ Any natural/ man made disaster hit the project area
<p>Output 1.1.1</p> <p>Awareness and advocacy measures completed to improve enrollment, adult literacy, and ECD</p>	<ul style="list-style-type: none"> ▫ Arranged awareness sessions (56), home visits for LLIs, Parents, religious and community leaders and potential students ▫ Meetings held (50) to campaign for out of school children with VECs, SMCs teachers & head teachers government officials ▫ Conducted follow up visits (50) to capture information related to the admission of new students ▫ Advocacy sessions held (12) for government officials to implement National Curriculum for ECE ▫ Ensured space, furniture and welcoming environment in the schools(42 rooms budgeted) ▫ Initiated ECD classes in (7) project schools ▫ Adult Literacy sessions (168) with mothers conducted 	<ul style="list-style-type: none"> ▫ School enrolment data Progress reports ▫ Field visits Notes 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Willingness of parents to get their children specially girls enrolled ▫ Willingness of illiterate mothers to attend adult literacy sessions.
<p>Output 1.1.2</p> <p>Awareness and advocacy sessions conducted to improve retention and financial and counseling</p>	<ul style="list-style-type: none"> ▫ Held awareness sessions (100) for parents, teachers, head teachers and potential students on importance of retention ▫ Held sessions on incorporating child friendly approaches (100) in relevant training 	<ul style="list-style-type: none"> ▫ MIS Data ▫ Progress reports ▫ Follow up Notes ▫ Monitoring visits by the Programme team. 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Safety and security of prevailing area remains conducive ▫ Economic condition of families remains

support provided, especially to female students	<p>programs</p> <ul style="list-style-type: none"> ▫ Conducted follow-up visits (50) to capture information related to the retention of students ▫ Provided financial support to needy students (500). 		supportive for children education
<p>Output 1.1.3</p> <p>Child friendly classrooms and school environment created</p>	<ul style="list-style-type: none"> ▫ Awareness sessions in target schools (106d held to improve teacher's classroom practices and make them child friendly ▫ Renovated physical facilities in the target schools (106). 	<p>Progress Reports</p> <p>Evaluation checklists of the sessions</p> <p>Monitoring visits to the Programme schools.</p>	<p>Risks:</p> <ul style="list-style-type: none"> ▫ Religious factors prevailing in project area ▫ Un availability of essential facilities for transportation of girls
<p>Intermediate Result 1.2</p> <p><i>Increased access to education, enhanced classroom learning, and support environment for the disabled students and their families</i></p>	<ul style="list-style-type: none"> ▫ Participation rate of a parent (especially mothers) with children with disabilities in LLIs ▫ % of disabled children responding with confidence ▫ 	<ul style="list-style-type: none"> ▫ Baseline and endline surveys ▫ School enrolment data (differentiating between transfers and first-time students) from AKESP and IED-PDCN ▫ Case Studies and Qualitative Assessment ▫ Students performance data from AKESP and IED-PDCN ▫ Class Room Observations records by AKES,P and IED-PDCN 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Willingness of communities to send their children with disabilities in school ▫ Teachers willing to overcome stigma of disability <p>Risks:</p> <ul style="list-style-type: none"> ▫ Extreme weather factor may delay
<p>Output 1.2.1</p> <p>Training sessions conducted to enhance awareness and understanding of teachers to identify children with mild to moderate disabilities</p>	<ul style="list-style-type: none"> ▫ Conducted training need assessment (TNA) at district (4) level. ▫ Developed training packs (4) based on TNA ▫ Teachers developed as Master Trainers (21) in disability sensitization and inclusive education ▫ Teachers trained (525) through master trainers in disability sensitization and inclusive education. ▫ Number of students identified by teachers with mild to moderate disabilities 	<ul style="list-style-type: none"> ▫ MIS data ▫ Progress reports ▫ TNA Report on Attitudes and Perceptions of disability by NOWPDP ▫ Teacher training attendance sheets 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Ability to identify and recruit substitute teachers to replace Master Trainers during the ToT ▫ Teachers willing to overcome stigma of disability <p>Risks:</p> <ul style="list-style-type: none"> ▫ Weather delays the TNA activities

<p>Output 1.2.2</p> <p>Research study on prevalence of disability in the programme areas conducted</p>	<ul style="list-style-type: none"> ▫ Survey on prevalence of disability and impact of disability on children conducted and report (2) prepared 	<ul style="list-style-type: none"> ▫ Research Progress Reports ▫ TNA ▫ Research study on perceptions of disabilities ▫ Case studies 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫
<p>Output 1.2.3</p> <p>Research findings on prevalence of disability in the programme areas disseminated to stakeholders</p>	<ul style="list-style-type: none"> ▫ Conducted seminar (1) to share study findings with stakeholders 	<ul style="list-style-type: none"> ▫ Progress Reports ▫ Event Report ▫ Progress reports 	<p>Risks:</p> <ul style="list-style-type: none"> ▫ Severe weather delays TNA activities
<p>Output 1.2.4</p> <p>Training of trainers, teachers, and communities conducted to create awareness and manage child disability issues</p>	<ul style="list-style-type: none"> ▫ Conducted training (1) of CSRC Mobilizers on disability sensitization and inclusive education ▫ Conducted awareness sessions for LLIs (112) on disability sensitization and inclusive education. ▫ Conducted community awareness events (21) on disability sensitization 	<ul style="list-style-type: none"> ▫ Progress reports ▫ Training modules for the community (LLIs) ▫ Pre- and post-training evaluations/attendance sheets 	<p>Assumption:</p> <ul style="list-style-type: none"> ▫ Social customs allow for mothers to play an active role in LLIs
<p>Output 1.2.5</p> <p>School assessment both for accessibility for the disabled, and for seismic retrofitting completed</p>	<ul style="list-style-type: none"> ▫ Conducted assessment of schools (106) ▫ 21 LRSs with defined level of access for children with disabilities 	<ul style="list-style-type: none"> ▫ Topographical survey report (AKCSP) ▫ Hazard risk assessment report (AKCSP) ▫ MIS – mapping data/assessment survey results 	
<p>Output 1.2.6</p> <p>Study conducted on improved student learning for children with disabilities</p>	<ul style="list-style-type: none"> ▫ Conducted study (1) on Pre & Post Training student Survey 	<ul style="list-style-type: none"> ▫ Classroom observation records by AKES,P and IED-PDCN 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Schools able to get children with disabilities enrolled ▫ Teachers able to give time to children with disabilities (teacher shortage/class size etc)

<p>Intermediate Result 1.3</p> <p>Communities, especially women, enabled to contribute in the management of schools</p>	<ul style="list-style-type: none"> ▫ % of schools with relevant and functional LLIs (SMCs, CBESs, VECs, PTAs, MSGs and SSCs) has increased from x1 to x2 for SMCs, x3 to x4 for CBESs, x5 to x6 for VECs, x7 to x8 for PTAs, x9 to x10 for MSGs, and x11 to x12 for SSCs ▫ % of LLIs performing at least 60% of the functions assigned in their TORs has increased from x1 to x2 for SMCs, x3 to x4 for CBESs, x5 to x6 for VECs, x7 to x8 for PTAs, x9 to x10 for MSGs, and x11 to x12 for SSCs ▫ 	<ul style="list-style-type: none"> ▫ Baseline and endline surveys ▫ Data on LLIs entered by CSRC and reported in six-monthly progress reports. ▫ Field visit reports 	<p>Assumption:</p> <ul style="list-style-type: none"> ▫ Support of religious leaders towards participation of women in LLIs
<p>Output 1.3.1</p> <p>New community mobilisation and advocacy groups established</p>	<ul style="list-style-type: none"> ▫ Formed advocacy groups (35) ▫ Conducted meetings (72) to sensitize and seek cooperation of various stakeholders in educational activities. 	<ul style="list-style-type: none"> ▫ Meetings record ▫ Training reports and attendance sheets 	
<p>Output 1.3.2.</p> <p>Members especially women of LLIs trained</p>	<ul style="list-style-type: none"> ▫ Community Mobilizers (9) trained on TNA process and the workshops for LLIs ▫ Conducted TNA of LLIs in project based clusters (21) ▫ Developed Training modules (5) for LLIs ▫ Conducted capacity building workshops for LLIs (106) 	<p>TNA report</p> <p>Progress Reports</p> <p>Training Modules</p>	
<p>Output 1.3.3.</p> <p>Working Modalities of LLIs improved</p>	<ul style="list-style-type: none"> ▫ Guidelines / TORs for LLIs revised 	<ul style="list-style-type: none"> ▫ Data on LLIs ▫ Progress reports 	
<p>Output 1.3.4.</p> <p>New LLIs established, especially with increased participation of women</p>	<ul style="list-style-type: none"> ▫ LLIs formed in all EDIP working schools 	<ul style="list-style-type: none"> ▫ Progress reports 	

<p>Intermediate Result 1.4</p> <p>Improved access to adequate, comfortable, and safe physical facilities and environment provided</p>	<ul style="list-style-type: none"> ▫ % of schools having resource centres has increased from x1 to x2 ▫ % of schools with safe and well equipped ECED rooms has increased from x1 to x2 ▫ % of schools with functioning toilets has increased from x1 to x2 among PDCN-targeted primary schools, x3 to 100% in 50 AKES,P schools, and x4 to x5 among PDCN-targeted middle and high schools ▫ % of schools with some retrofitting for seismic resistance has increased from x1 to x2 ▫ % of schools with some access for disabled children has increased from x1 to x2 ▫ 100% of schools have developed school disaster response plans and practiced them at least 4 times a year 	<ul style="list-style-type: none"> ▫ Baseline and endline surveys ▫ Data on LRCs entered by AKES,P and IED-PDCN in the MIS and reported in progress reports. ▫ Data on construction and retrofitting entered by AKPBSP in the MIS and reported in progress reports; and, 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Schools in rented buildings are not forced to be relocated by land owners after addition of physical elements ▫ New plans will be required in case of relocation of schools <p>Risks:</p> <ul style="list-style-type: none"> ▫ Physical condition of rented schools
<p>Output 1.4.1.</p> <p>Retrofitting (with insulation) for safety completed</p>	<ul style="list-style-type: none"> ▫ Seismic Retrofitting of Class Rooms (78) Completed 	<ul style="list-style-type: none"> ▫ MIS Data ▫ Progress Reports 	<p>Assumption:</p> <ul style="list-style-type: none"> ▫ Enough land and space is available for new construction <p>Risks:</p> <ul style="list-style-type: none"> ▫ Retrofitted rooms might not be available for entire school population ▫ Rest of the unsafe building structures could be a direct threat to the retrofitted rooms
<p>Output 1.4.2.</p> <p>ECED Class rooms (with thermal efficiency) constructed</p>	<p>Constructed classrooms (62) with thermal efficiency</p> <ul style="list-style-type: none"> ▫ 	<p>MIS Data</p> <p>Progress Reports</p>	<p>Same as above</p>

Output 1.4.3. Toilet blocks constructed	Toilet blocks constructed (48) ▫	MIS Data Progress Reports	
Output 1.4.4. Appropriately equipped LRCs established	Constructed LRCs in LRSs (7)	Progress Reports MIS Data	
Output 1.4.5. Requirements for LRCs equipped with appropriate libraries and computer labs identified	▫ Dedicated rooms identified in all LRSs for LRCs ▫ List of required items developed for all LRCs	▫ Progress Reports	
Output 1.4.6. LRCs equipped with appropriate libraries and computer labs	▫ LRSs (21) equipped with libraries and computer labs	▫ Progress reports ▫ MIS data	Assumptions: ▫ Provision of servicing of computers available
Output 1.4.7. Hazards and Risk assessments of schools completed	▫ Completed hazard and risk assessments of schools (106) ▫ Hazard maps of schools (106) developed and visualized in GIS	▫ Data entered in the MIS and reported in progress reports ▫ Assessment Reports	Assumptions: ▫ FOCUS remains successful in maintaining team for HVCR assessment Risks: ▫ Shortage of time may affect the progress
Output 1.4.8. School disaster preparedness and response model developed and	▫ Developed school safety training manual (1) ▫ Conducted training (1) for trainers/ teachers/ head teachers ▫ Conducted orientation sessions (7) for government officials	▫ Data entered in the MIS and reported in progress reports ▫ Training Manual ▫ List of Safety Kits Provided	Assumptions: ▫ Teachers are available for training ▫ Head teachers allocate time for 'school safety classes' in time table

employed	<ul style="list-style-type: none"> ▫ All schools conducted safety sessions and drills ▫ Provided safety kits to all schools ▫ School disaster response plans developed for 106 schools 		<ul style="list-style-type: none"> ▫ Space is available for the storage of school safety kits in schools <p>Risks:</p> <ul style="list-style-type: none"> ▫ Maintenance of school safety kits ▫ Lack of space in some schools for the provision of storage facility for kits
<p>Output 1.4.9.</p> <p>School safety resource centres established</p>	School Safety Resource Centres (21) established	Progress Reports	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Space is made available for school safety resource centres <p>Risks:</p> <ul style="list-style-type: none"> ▫ Lack of space ▫ Maintenance of school safety centres ▫ Lack of interest of schools in safety resource centres
Intervention Logic	Verifiable Indicators	Sources of Verification	Assumptions
Objective 2: To improve quality and relevance of education in the targeted clusters GB			
<p>Intermediate Result 2.1.</p> <p>Professionalism and commitment of teachers increased</p>	<ul style="list-style-type: none"> ▫ 50% trained teachers demonstrated improved content knowledge and teaching skills in English, Mathematics, Science and Urdu in post-training evaluations ▫ X percentage of teachers developed lesson plans with SMART objectives ▫ X percentage decrease in number of casual leaves and leaves without pay availed by teachers and head teachers ▫ X percentage of increase in number of teachers providing out of classroom counseling/support for students 	<ul style="list-style-type: none"> ▫ Baseline and endline surveys, ▫ Teacher performance data from AKES,P and IED-PDCN (pre and post) training sessions entered in the MIS and reported in six-monthly progress reports. ▫ Classroom observation of trained teachers. 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Teachers and head teachers are released for the trainings ▫ Course participants benefit from their learning and change their practices ▫ Substitute teachers are available ▫ Teachers and head teachers are retained in the system ▫ Teachers assessment tools are available with schools and practiced six monthly ▫ Appropriate placement of M.Ed

			<p>graduates</p> <ul style="list-style-type: none"> ▫ Effective follow up mechanism in placed <p>Risks:</p> <ul style="list-style-type: none"> ▫ Transfer of teachers and head teachers from the project schools
<p>Output 2.1.1.</p> <p>M.Ed. degrees completed by teachers and teacher educators</p>	<ul style="list-style-type: none"> ▫ 30 teachers and teacher educators graduated from M.Ed. programme ▫ Potential candidates for M.Ed. Programme identified ▫ Conducted 8 weeks intensive English Language Programme for potential M.Ed. candidates. 	<ul style="list-style-type: none"> ▫ AKUIED reports about number of candidates getting admission and continuing the program ▫ Progress reports 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Candidates meeting admission criteria including good English language skills are available
<p>Output 2.1.2.</p> <p>Female students developed to become teachers</p>	<ul style="list-style-type: none"> ▫ 50 females received FHRD scholarships for F.Sc, B.Sc/M.Sc. courses and returned as teachers for cluster schools ▫ Supported female (25) students for scholarships ▫ Recruited (60%) successful scholars as Teachers 	<ul style="list-style-type: none"> ▫ Progress reports ▫ List of Students received scholarships 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ 100% participants complete the course ▫ Funds available for the whole course
<p>Output 2.1.3.</p> <p>Certificate training completed by teachers</p>	<ul style="list-style-type: none"> ▫ Teachers (440) trained in certificate courses 	<p>Progress reports</p>	
<p>Output 2.1.4.</p> <p>Short-term training on teaching related courses completed</p>	<ul style="list-style-type: none"> ▫ Conducted 05 days library courses for relevant teachers (35) ▫ Workshop conducted to support project staff (17) on School Improvement facilitated by international experts. ▫ Conducted 5 day center based training course (9) for each subject in summer & 	<ul style="list-style-type: none"> ▫ Progress Reports ▫ Pre and post test results of all the training courses ▫ Classroom observation of trained teachers 	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Motivation and willingness for the training course remains higher in teachers ▫ Availability of conducive environment to implement the course

	<p>winter vacations</p> <ul style="list-style-type: none"> ▫ Conducted cluster workshops (168) on the need improvement areas identified by TEs & the teachers themselves. ▫ Conducted training (4) on "what does it mean to be a teacher" for new teachers ▫ Conducted training (4) on how children learn and inclusive education. 		
<p>Output 2.1.5.</p> <p>Exchange visits for exposure completed</p>	<ul style="list-style-type: none"> ▫ Conducted exposure/exchange visit of staff members (17) to East Africa ▫ Conducted exposure/exchange visit (1) of M&E staff 	Progress reports	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Exposure visits take place as per plan (Passports are valid and visas are issued to the participants in time) ▫ Participants are released from their respective departments
<p>Output 2.1.6.</p> <p>Rural curriculum developed (through IED)</p>	<p>Conducted research study (1) to understand the rural context to develop rural curriculum</p> <p>Rural curriculum developed</p>	<p>Progress Reports</p> <p>Research Study</p>	<p>Assumptions:</p> <ul style="list-style-type: none"> ▫ Relevant IED faculty / consultants are available ▫ Appropriate research study conducted ▫ Relevant curriculum development ▫ Exposure visits take place as per plan ▫ Passports of the participants are valid and visas are issued
<p>Intermediate Result 2.2:</p> <p>Capacity of head teachers and educational managers for school management and service delivery strengthened</p>	<ul style="list-style-type: none"> ▫ % of head teachers with Advanced Diploma in Educational Leadership and Management ▫ 50% trained head teachers developed relevant School Development Plans with SMART targets ▫ Percentage attendance of grade 5 students 	<ul style="list-style-type: none"> ▫ Head Teachers performance data from AKES,P and IED-PDCN entered in the MIS and reported in six-monthly progress reports ▫ Baseline and endline surveys 	<p>Assumption:</p> <ul style="list-style-type: none"> ▫ Administrative and policy support from Education Department for the individual initiatives of head teachers and district education officials ▫ Availability of proposed trainees for the training
<p>Output 2.2.1.</p>	<ul style="list-style-type: none"> ▫ Identified head teachers (60) for Adv. Diploma in Education 	<ul style="list-style-type: none"> ▫ Progress Reports ▫ MIS Data 	

Advanced Diploma in Educational Leadership and Management completed by head teachers	Leadership and Management ▫ Conducted 3 face to face sessions of 3 weeks at PDCN on Advanced Diploma in ELM		
Output 2.2.2. Certificate training completed by head teachers	▫ Head teachers (60) completed Certificate in Education	Training and Participants Record	
Output 2.2.3. Short-term training completed by head teachers	▫ Organized School Development and Gender & Education Trainings for teachers (90) ▫ Conducted short courses on various themes for head teachers (90)	▫ Training and Participants Records ▫ Progress Reports ▫ MIS Data	
Intermediate Result 2.3. Quality of teaching enriched	▫ x% increase in grade 5 students' pass percentages (by gender) based on annual examination record ▫ % increase in average scores of grade 5 students (by gender), based on annual examination record ▫	▫ Baseline and endline surveys ▫ Student performance data from AKES,P and IED-PDCN entered in the MIS and reported in six-monthly progress reports. ▫ Classroom observation records	Assumptions: ▫ Availability of competent teachers ▫ Adequate number of teachers available at schools
Output 2.3.1 Output 2.3.1. Student learning related on-the-job coaching of teachers completed	<ul style="list-style-type: none"> • Teachers focused more on slow learners in at least (50) schools • Assigned project work to students in schools (at least 50) • Developed Minimum Standards for students learning in LRSs (7) • Teacher Educators mentor teachers for planning and conducting their lesson plans properly • Teachers enriched textbooks and design relevant activities for students in EDIP schools (50) • Science & Art exhibitions & co-curricular activities arranged in EDIP schools (50) 	▫ Progress Reports ▫ Classroom observation records	Assumptions: ▫ Supportive parents

Output 2.4.1 Feedback provided to teachers on quality of teaching and learning	PDTs and TE visited (150) schools in regular intervals and provided feedback on various processes and activities	▫ Progress Report	
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Intervention Logic	Verifiable Indicators	Sources of Verification	Assumptions
Objective 3: To strengthen governance and management in the Department of Education in the targeted districts of GB			
Intermediate Result 3.1. Vision and skills of government officials and project staff broadened	% improvement in student and teacher attendance % reduction in annual teacher transfer rate % increase in the number of schools visited by AEO/Supervisor during a year	▫ Reports by IED-PDCN on the completion of training activities and exchange visits, summarized in six-monthly progress reports ▫ Endline evaluation report	▫ Availability of proposed trainees for training and exposure visits
Output 3.1.1. Monitoring, supervision, and governance training conducted for government officials	Conducted monitoring supervision and governance training for Govt. Education officials (60)	▫ Reports completion of training activities and exchange visits, summarized in six-monthly progress reports	
Output 3.1.2. Exchange visits completed by government officials and project staff	▫ Exposure visit conducted to educational institution in Pakistan (IED) and abroad (Australia) ▫	Progress Report	
Intermediate Result 3.2. Institutional linkages and networking for promoting and sustaining learning	▫ Improved interaction and coordination reported by teachers to Endline evaluation team ▫ Sustainability assessed as “improved” by the Endline evaluation team	▫ Endline evaluation report	

environment in the region improved			
Output 3.2.1. Regional Policy Dialogues held	<ul style="list-style-type: none"> ▫ Regional Policy dialogue held (3) on various themes. 	<ul style="list-style-type: none"> ▫ Progress reports ▫ Event reports 	<ul style="list-style-type: none"> ▫
Output 3.2.2. Regional conference held	<ul style="list-style-type: none"> ▫ One regional level conference held (200 participants over 2 days) highlighting lessons and best practices within the GB context at the end of the programme period 	<ul style="list-style-type: none"> ▫ Progress Report ▫ Conference Report 	
Output 3.2.3. Research projects completed	<ul style="list-style-type: none"> ▫ Conducted research studies (2) on various themes GBES aligned with National Education Policy ▫ Conducted advocacy sessions (1) for implementation of GBES. ▫ Conducted advocacy session (1) for GBLA on School Safety Strategy. 	<ul style="list-style-type: none"> ▫ Study Reports ▫ Progress report 	<p>Assumption:</p> <ul style="list-style-type: none"> ▫ Swift approval of AKU research process ▫ Availability of faculty
Intermediate Result 3.3. Policy formulation and implementation capacity enhanced in the Education Department of GB	<ul style="list-style-type: none"> ▫ Revised GBES accepted by Government for official notification 	<ul style="list-style-type: none"> ▫ Endline evaluation report 	<p>Assumption:</p> <ul style="list-style-type: none"> ▫ Government is willing to devote required time and effort to the GBES
Output 3.3.1. Technical assistance for realignment and implementation of GB Education Strategy facilitated	<ul style="list-style-type: none"> ▫ GBES aligned with National Education Policy ▫ Conducted advocacy sessions (1) for implementation of GBES. ▫ Conducted advocacy session (1) for GBLA on School Safety Strategy. 	<ul style="list-style-type: none"> ▫ Progress Report ▫ Session reports ▫ Technical assistance reports 	

9. Template for Process Tracking

Actor	Delivery Functions							
	Provision		Production				Policy	
	Planning and Budgeting	Financing	Staff Mgm	Construction	Maintenance	Operation	Regulation standards	Monitoring
Education Minister/ Policy								
Tier 1 line dept								
Tier 2 line dept								
Tier 3 line Dept								
Frontline Service unit: School Level								
SMC								
Community: elders, religious inst etc.								