

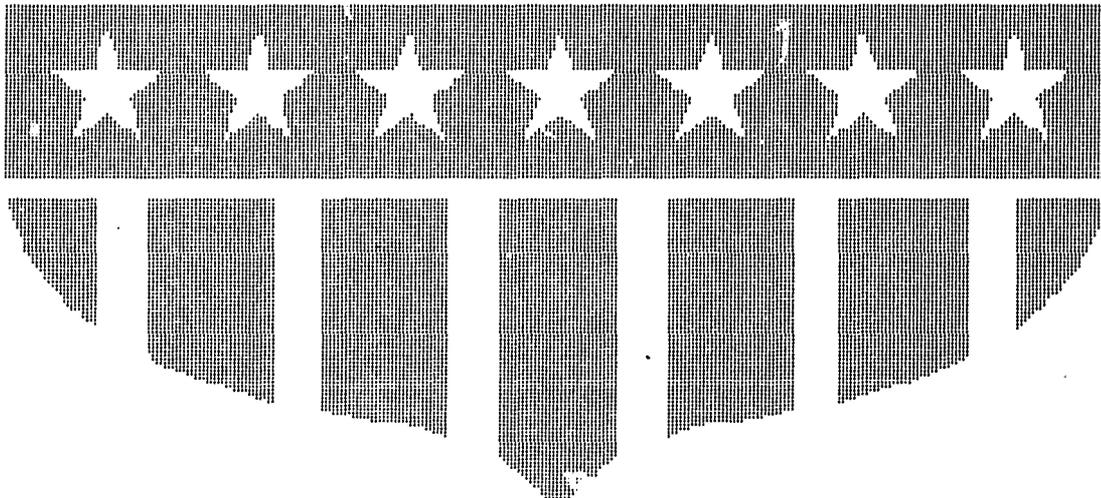
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USAID

MISSION TO PAKISTAN AND AFGHANISTAN

**PROJECT ASSISTANCE COMPLETION
REPORT**

**Primary Education Development
(391-0497)**



*Submitted by Social Sector Programs Division
December 1994*

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LIST OF ACRONYMS

ADB	Asian Development Bank	PAAD	Project Assistance Approval Document
AED	Academy for Educational Development	PACD	Project Assistance Completion Date
A/E	Architect/Engineering	PACR	Project Assistance Completion Report
AJK	Azad Jammu & Kashmir	PC-1	Planning Commission Form One
BRSP	Balochistan Rural Support Programme (an NGO)	PDIF	Project Design and Implementation Fund
CA	Creative Associates	PED	Primary Education Development
CAU	Construction Advisory Unit	PEP-CO	Primary Education Program Coordination Office
C&W	Communications and Works (Department)	PIL	Project Implementation Letter
COP	Chief of Party	PIO	Project Implementation Order
CP	Condition Precedent	PIO/T	Project Implementation Order/Technical
DSTP	Development Support Training Project	PIO/C	Project Implementation Order/Commodities
EMIS	Educational Management Information System	PIU	Project Implementation Unit
FANA	Federally Administered Northern Areas	ProAg	Program Agreement
FATA	Federally Administered Tribal Areas	SAP	Social Action Programme
FSU	Florida State University	SG	Sector Grant
FY	Fiscal Year	TA	Technical Assistance
GDP	Gross Domestic Product	TATA	Training and Technical Assistance
GOP	Government of Pakistan	UNDP	United Nation's Development Programme
GONWFP	Government of NWFP	UNICEF	United Nation's International Children's Emergency Fund
GOB	Government of Balochistan	USAID	United States Agency for International Development
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit GmbH	WB	World Bank
HIID	Harvard Institute for International Development		
IMDC	Instructional Materials' Development Cell		
KfW	Kreditanstalt für Wiederaufbau		
LOP	Life of Program		
MSU	Multi-Donor Support Unit		
NGO	Non-Governmental Organization		
NRSP	National Rural Support Programme (an NGO)		
NWFP	Northwest Frontier Province		

PROJECT ASSISTANCE COMPLETION REPORT

PRIMARY EDUCATION DEVELOPMENT PROGRAM (391-0497)

December, 1994

I. BASIC PROJECT DATA

Project Title	Primary Education Development Program
Project Number	391-0497
Project Officer	Nadir Abbas
Date of Authorization	June 1, 1989
Date of Agreement	June 6, 1989
Original PACD	June 5, 1999
Revised PACD	-
Pressler PACD	September 5, 1994
Amount Authorized	\$280 million
Amount Obligated	\$76.6 million
Amount Expended	\$74.8 million
Implementing Agencies	Education Departments of NWFP and Balochistan
Technical Assistance Contractors	Academy for Educational Development (AED) in a joint venture with Creative Associates (CA), Harvard Institute for International Development (HIID), and Florida State University (FSU)

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II. PROGRAM GOAL AND PURPOSE

A. Goal

The goal of the PED program was to enhance the institutional capabilities of the Balochistan and the NWFP governments to formulate and implement policies to improve access to and equity and quality of primary education. The program was expected to bring about substantial increases in the literacy rates in the two provinces. Such primary education improvements are known to contribute significantly to: an increase in and better distribution of income; enhanced agricultural production; better health; reduction of fertility; and general social and economic development.

B. Purpose

The program purpose was to increase access to primary education (Grades 1-5) and to improve equity, quality, and efficiency in the sector. Primary school students were to double over ten years, from approximately 1.5 million in 1989 to about 3 million in 1999. Enrollments of girls were targetted to almost triple during the same time, and of boys to increase by 55%. Efficiency of primary education was to increase, and the quality of education was to be improved for all of the 3 million students. See the following tables for the base and final target enrollments and participation rates.

**Table 2.1
Original Enrollment Targets (1989-1999)**

Location	Enrollments			
	Years		Increase	
	1989	1999	Number	%
Balochistan				
Boys	301,000	564,000	263,000	117
Girls	58,000	193,000	135,000	233
NWFP				
Boys	1,341,000	1,422,000	81,000	37
Girls	290,000	951,000	661,000	228
Both				
Boys	1,341,000	1,986,000	645,000	55
Girls	348,000	1,144,000	796,000	229
Total	1,689,000	3,130,000	1,441,000	91

Table 2.2
Original Participation Rates Targets (1989-1999)

Location	Participation Rates (%)		
	Years		Increase
	1989	1999	%
Balochistan			
Boys	60	94	34
Girls	12	36	24
NWFP			
Boys	84	99	15
Girls	25	70	45

III. BACKGROUND

A. Program

Rationale - Following the resumption of U.S. assistance to Pakistan in 1982, support of primary education in Pakistan was identified as a critical area of concern. Education has been neglected since the partition of the Indian sub-continent in 1947. The resulting low social indicators of literacy, health, employment, etc. have cried out for substantial improvement in the education sector. Due to the magnitude of the problem, the Mission concluded that any USAID support could make a meaningful difference only if it was used to leverage large increases in GOP allocations to education. The much wanted increases began under Prime Minister Junejo's government during President Zia's administration. However, it was not until 1988, during Benazir Bhutto's first government, that the increases started to gain momentum. For detailed Social Soundness and Financial and Economic Analyses, please refer to the Program Assistance Approval Document (PAAD).

The Mission chose to work in Pakistan's two poorest provinces based on the Mission's "lagging areas strategy" and in response to the genuinely greater gap in educational accessibility in Balochistan and the NWFP. The USAID program also complemented the work of other donors whose primary emphasis was in the Punjab and Sindh.

The program design proceeded against the background of two very important lessons learned from the experience of other donors: (1) there should be emphasis on implementation and follow-through during the course of the program, and (2) donors should work through the GOP infrastructure for program operations rather than establish a separate Provincial Implementation Unit (PIU).

The program mode was chosen over the normal project approach for two reasons. First, and most important, it puts the burden of management where it belongs: in the hands of the provincial governments. Second, the program mode limits the management burden on the Mission. A project involving more than \$100 million of construction that had to be contracted for, monitored, and approved by USAID would have required an unacceptable level of Mission management attention for the construction component alone.

The inclusion of a \$40 million Training and Technical Assistance (TATA) component was justified by the need to help the recipient provinces with what was expected, and later proved, to be a quantum leap in the size and scope of their primary education programs.

Description - The PED program was conceived as a 10-year (1989-1999) initiative designed to provide balance of payments support to the Government of Pakistan while laying the groundwork for sustained economic and social development by encouraging policy reforms in the education sector. Sector grants were to be made to the GOP based upon the attainment by the GOP and the two provinces of mutually agreed upon annual benchmarks. In addition, funds were provided for short and long-term technical assistance and training to support institution strengthening in the two provinces.

Mode - The program mode of funding meant that the GOP, in conjunction with the NWFP and Balochistan, managed the sector grant-generated local currency funds, which were merged with all other sources of primary education funding. The initial grant was made to the GOP following the signing of the initial Program Agreement and negotiation of policy and action benchmarks. Subsequent tranches were to be made contingent on further policy changes, GOP funding increases for the sector, and satisfactory implementation of agreed upon action benchmarks. There was a continuous dialogue between the provinces and USAID leading to the establishment of mutually agreed upon policy and action benchmarks.

Funding - The original design of the program contemplated funding of US \$280 million in grant funds to finance up to \$240 million in sector support grants for the implementation of policy reforms in the primary education sector in the North West Frontier and Balochistan provinces, and up to \$40 million for technical assistance, training and related commodities.

Budget - The following table contains the illustrative budget for the entire LOP of the PED Program as originally designed.

Table 3.1
Original PED Program Illustrative Budget Summary (1990-1999)
(in 000's)

	Component	Budget	
		Rupees	US Dollars
I.	<u>USAID Tied Grant</u>		
	a. <u>Sector Grant</u>		240,000
	b. <u>USAID Contract</u>		
	Technical Assistance		25,000
	Training		10,000
	Commodities		4,000
	Other Costs (Evaluation)		1,000
Total USAID Contribution			280,000
II.	<u>GOP Contribution 1/</u>		
	a. <u>Development</u>		
	Construction	4,561,400	
	Other	506,800	
	b. <u>Recurrent</u>		
	Salaries	19,259,200	
	Other	1,013,600	
Total GOP Contribution		25,341,000	
III.	Total Program Costs (I & II)	25,341,000	280,000

1/ Total 1990-1999 GOP primary education costs for Balochistan and the Northwest Frontier Provinces in current prices, based on past trends with estimated division into development and recurrent expenditures.

The mandated annual increase in the GOP contribution was based on expenditures needed to support the policy, enrollment, quality, equity, and efficiency improvement targets of the proposed program. The tied grant of \$280 million was to support and expand the GOP program by making it possible to improve elements related to administration and management, teacher training and supply, instruction and materials, and construction.

Flow of Funds - Sector Grant funds flowed through direct disbursement of dollars from the US Treasury to the GOP. The GOP generated equivalent rupees for disbursement to the provinces. Local currency equivalents were monitored until released to the provincial governments with the prior written concurrence of USAID specifically for primary education and designated only for the NWFP and Balochistan.

Disbursements for the TATA component followed the established procedures for direct USAID disbursements. Disbursements were made in accordance with agreed upon funding levels as illustrated in the PAAD TATA component budgets. GOP concurrence was sought through PILs and PIOs as appropriate. Contracting was handled by USAID directly.

B. The Impact of the Pressler Amendment

The Pressler Amendment had drastic consequences for the duration and funding level of the PED Program. The LOP was cut down from a 10-year term ending in 1999, to just 5 years ending in 1994. The projected sector grants were reduced by nearly 75%, from the amount of \$240 million originally authorized to a mere \$59 million! The TATA component was likewise reduced by nearly 55% from the originally planned level of \$40 million to a new total of \$18 million. This would have been a great set back for any program. For the PED Program it was almost embarrassing as it had sought long-term changes and improvements.

The first couple of years of the program went by while the host governments and even USAID sorted out the intricacies of the "program" mode as opposed to the "project" mode. Considerable time was spent on discussions with the provinces on the much-needed policy changes; on contracting for and mobilizing the technical assistance team (not to mention the delays in the arrival of the individual members of the team and initial teething problems!); on developing the first annual work plans in close conjunction with the provinces, etc. Given the lengthy period needed simply to gear up the program, the real impact on enrollment, equity, and quality could not have been expected before at least three/four years into the program.

The strength of the program mode was quickly proven during this very difficult period. In spite of the severe cuts in the project life and funding levels, the program was able to initiate important policy and action improvements, and the sustainability of these achievements is virtually assured. The provincial governments are convinced of the usefulness of the initiatives launched under the PED Program and are prepared to support these initiatives even without the support of USAID. Other donors, particularly the World Bank, who have been involved in the primary education sector in Pakistan for a number of years, have also agreed with the approach USAID adopted and the reforms initiated under PED. As a result, follow-

on projects funded by other donors have been started in Balochistan and are on the anvil in the NWFP. These projects will take up where USAID leaves off. What will be critical will be the ability of other donors to exercise the flexibility that the PED Program had in terms of management. Already, the program launched under PED has the potential for becoming a model primary education development program for the developing world. Had the Pressler Amendment not prevented USAID's continuation of the program, it is likely that the program would have been successful far beyond the original expectations.

IV. PROGRAM COMPONENTS

The PED Program was comprised of two components: sector grants and TATA. Coupled with sizeable contributions from the GOP, these components enabled the GOP to increase substantially the annual outlays for primary education in the targeted provinces and to strengthen the institutional capacity for policy formulation, planning, and implementation of primary education in these provinces. The following is a brief description of each of these components:

A. Sector Assistance Grants - Based upon achievement of mutually agreed upon annual benchmarks, Sector Assistance Grants were made to the GOP to encourage adoption of education sector policy reforms. The transfers were made in dollars to the GOP, which deposited the equivalent amount of rupees into a dedicated Primary Education Trust Account for Balochistan and the NWFP. The Sector Grants made it possible to improve primary education by focussing on the following four areas: administration and management, teacher training and supply, instruction and materials, and construction.

Initial Agreements - The first Pro-Ag included conditions precedent (CPs) to disbursement as well as certain covenants, as summarized in Appendices A and B. All CPs were met and covenants fulfilled except for the requirement that a National Review Committee be established. Very early on in the implementation it was realized that establishment of such a committee would not improve implementation and might in fact prove counterproductive by adding a bureaucratic step *sans* any authority. It was not, therefore, pursued.

The following was the initial list of categories discussed with the provincial and federal governments. Mutually agreed upon benchmarks, derived from these categories, were included in revisions to the Program Agreements in the form of Annual Work Plans:

a. Supporting Policy

(1) **Enrollment Targets** - Adoption of the ten-year minimum enrollment targets as per Table 2.1 by province and by gender as GOP and provincial policy and demonstrated annual progress towards achievement thereof.

(2) **Budget Support** - Agreement to increase the provincial funds budgeted and expended for primary education at the real rate of at least 8% annually for Balochistan and at least 5% annually for the NWFP, over the next ten years.

(3) **Directorates** - Establishment of a Directorate of Primary Education in each province.

b. Increased Access

(1) **Construction** - Use private sector architectural/engineering and construction firms to design, construct, and equip new primary schools and related structures to accommodate expanded enrollments; and budget and expend funds for the maintenance of existing and new buildings.

(2) **Site Selection** - Establish mutually agreed upon criteria for the design, construction, and selection of sites for all buildings.

c. Improved Quality

(1) **Teacher Incentives:** Budget and expend funds to provide incentives for rural female teachers.

(2) **Instructional Materials Availability:** Budget and expend funds to provide textbooks and instructional materials for disadvantaged areas.

(3) **Instructional Materials Quality:** Budget and expend funds to upgrade the quality of textbooks and instructional materials.

B. Training and Technical Assistance (TATA) - This component provided short and long-term technical assistance and overseas and in-country training to upgrade the technical and managerial capabilities of the Departments of Education in Balochistan and the NWFP. Most of the overseas training was provided through the Mission's centralized training project, the Development Support Training Project (DSTP), but the funding for this training came from the PED Program. In addition, the TATA component also financed the purchase of commodities (primarily computers) worth some \$2 million to support long-term technical assistance and the development of a nation-wide education management information system (EMIS).

In each of the two provinces, three long-term TA positions were established: an administration and management specialist (who also doubled in Peshawar as Chief of Party and as Team Leader in Quetta), a teacher training specialist, and a curriculum specialist. These specialists worked alongside the GOP officials. Their primary contribution was to assist the OGOP first in preparation of the annual plans and subsequently in the implementation of the plans.

One very important function of the USAID-funded TA Team was to identify and supervise short-term TA consultants for a myriad of tasks. The TA Team also identified long-term and short-term training programs and assisted the DSTP contractor and USAID in identifying and processing nominees.

Under the TATA component, USAID also assisted in setting up a National Educational Management System (NEMIS) under the TA provided by the UNDP. USAID financed and assisted in procurement of computers and allied soft/hard ware worth nearly \$2.0 million. These commodities were supplied to district-level NEMIS offices set up in the Punjab, Sindh, NWFP, Balochistan, AJK, FATA, and FANA. In NWFP and Balochistan, PED also provided TA for setting-up an operationalizing the provincial primary educational management information systems. In fact, the two were the first components of the nation-wide system to become fully operational. Regular, bi-annual, schools surveys are conducted and reports produced on relevant statistics to assist policy/decision makers and managers.

The TA teams were encouraged to work closely (in fact sharing the same office premises) with the GOP counterparts. One very important indicator of TA's integration into the local offices was the fact that towards the end of the PED Program, even GOP officials identified the TA more closely with themselves than with USAID. Effective June 30, 1994, the USAID-funded TA contractor, AED, started working under a direct contract with GOB financed by the World Bank. In Peshawar, the USAID-funded COP assumed the function of Chief Technical Advisor with the newly created Primary Education Program Coordination Office (PEP-CO) funded by GTZ.

V. INPUTS

A. USAID

(1) Project Inputs

USAID inputs under the PED Program are set forth in the following table:

Table 5.1 - USAID Inputs

Program Line Items	Original Budget	Revised Budget After Pressler	Expenditures (as of 9/30/94)
Sector Support:	240,000	59,000	59,000
TATA:	40,000	17,600	15,752
TOTAL:	280,000	76,600	74,752

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Primary Education Development Program

USAID Inputs (in millions) by Provinces

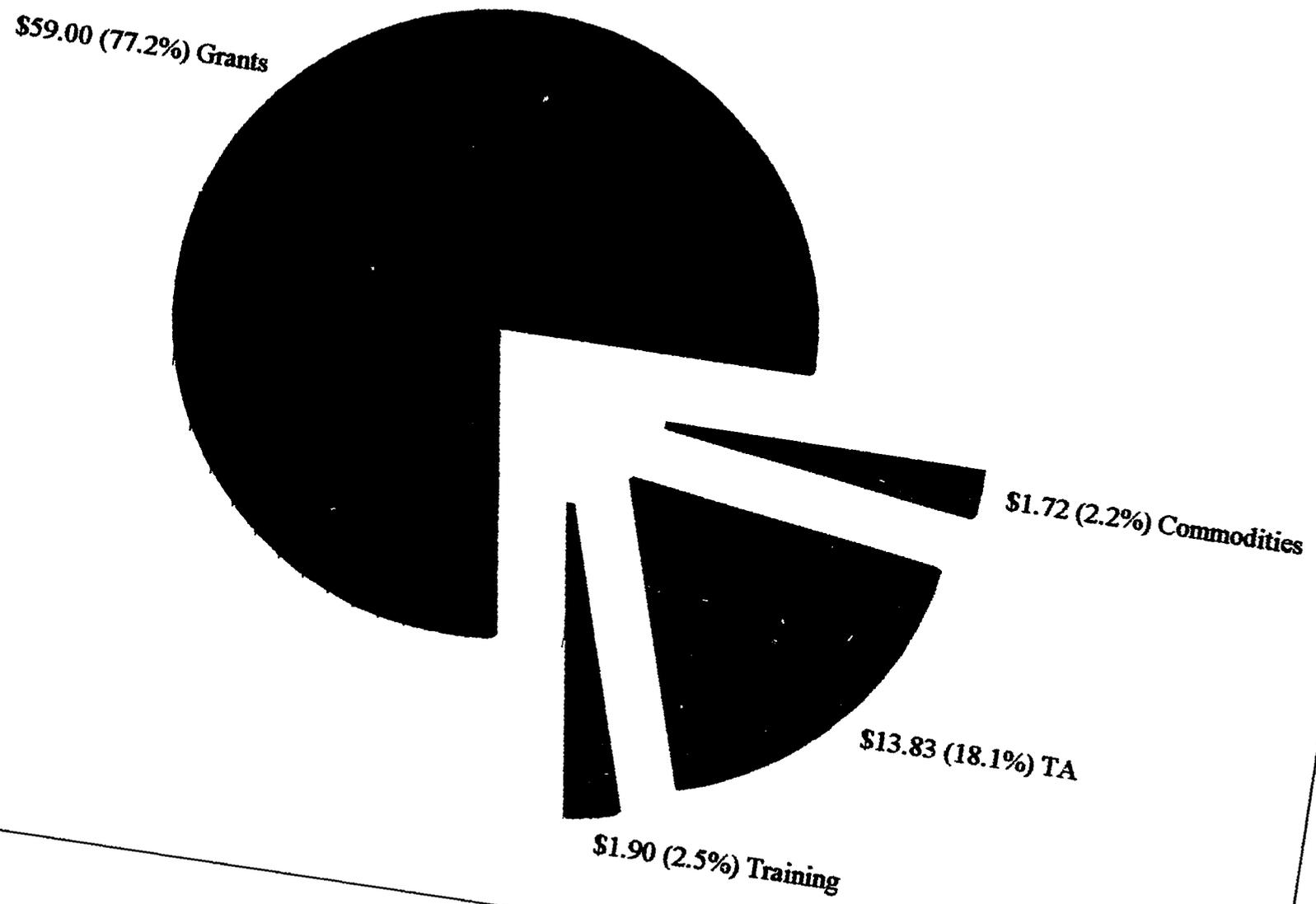
\$42.42 (55.5%) NWFP



\$1.62 (2.1%) Others

\$32.42 (42.4%) Balochistan

Primary Education Development Program
USAID Inputs (in millions) by Components



Of the total USAID inputs of \$77 million, \$59 million (77%) went to the sector grant, \$14 million (18%) for the TA, \$2 million (3%) for training, and \$2 million (2%) was spent on commodities.

Nearly 56% of the sector grant, \$42 million, went to the NWFP. Balochistan received \$32 million (nearly 42% of the total) while other areas received about \$2 million (2%) in the form of commodities for NEMIS.

The province- and component-wise distribution of USAID inputs are illustrated on the accompanying pie charts.

(2) Other USAID Projects

Several other USAID projects supported various PED activities. For example, the training component, although fully funded by PED, was accomplished through a buy-in under the Development Support Training Project. All aspects of the training component were handled under the DSTP, including the receipt of nominations from the GOP, the identification of appropriate programs, placement of participants, processing of formalities, monitoring, and return of the participants.

Towards the end of the PED Program, a Multi-Donor Support Unit (MSU) was set-up under the World Bank Resident Mission in Pakistan. USAID contributed \$200,000 towards the operational costs of MSU using funds available under the Project Design and Implementation Fund (PDIF). The objective of the MSU was to provide technical assistance to the GOP in resolving extra-project and cross-sectoral institutional and implementation issues under the GOP's Social Action Programme (SAP) in the social sectors of primary education, health, population, and rural water supply and sanitation. USAID has had projects in all of these areas in Pakistan. Primary education, in terms of funding, is by far the most important sector under SAP.

B. GOP

The GOP's contributions to the PED Program are shown in the following table:

Table 5.2
GOP Inputs¹ over LOP
(US\$ Millions)

Province	Recurrent	Development	Total
NWFP	237	53	290
Balochistan	99	18	117
Total:	336	71	407

NWFP and Balochistan's Recurrent and Development Allocations and Expenditures broken down by years is also shown in the accompanying charts.

C. Other Donors

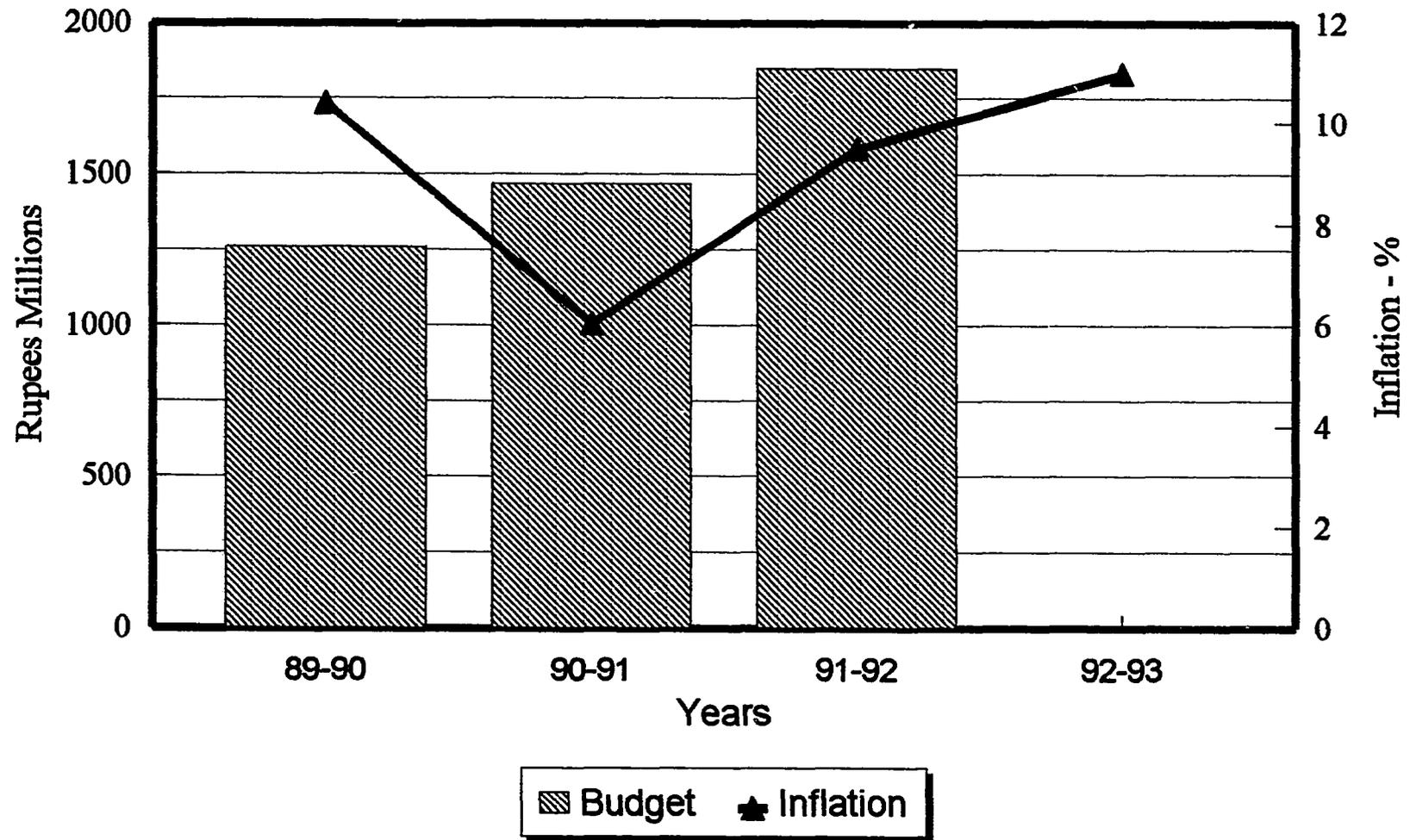
No other donors contributed directly to the PED Program. However, given the programmatic nature of the activity, there were a number of areas in which USAID and other donors collaborated very closely. When the PED Program was initiated, the World Bank already had substantial initiatives underway in the education arena, such as its Second Primary Education Project (PEPII). An example of the close coordination of the World Bank and USAID efforts was in the area of school construction. A long-term private sector architect/engineering firm was appointed under the PED Program to manage Balochistan's primary education construction. Once appointed, the World Bank agreed to finance the entire three-year contract of the firm. The concept of private sector involvement in school construction will be continued under the World Bank's follow-on primary education project in Balochistan. USAID's TA Team has provided significant input into the design of this follow-on project, which is now underway, as well as into the design of the upcoming NWFP Primary Education Development Program. Both programs essentially take off from where the USAID PED Program left off.

UNICEF joined in through its "Mobile Female Teacher Training Project" in Balochistan which supplemented PED's efforts to promote female education through community support. Later on, UNICEF also funded teams of field workers to assess, mobilize, and organize community support, as did the NGOs BRSP and NRSP.

¹ @ US \$1.00 = Pak Rs.30.00

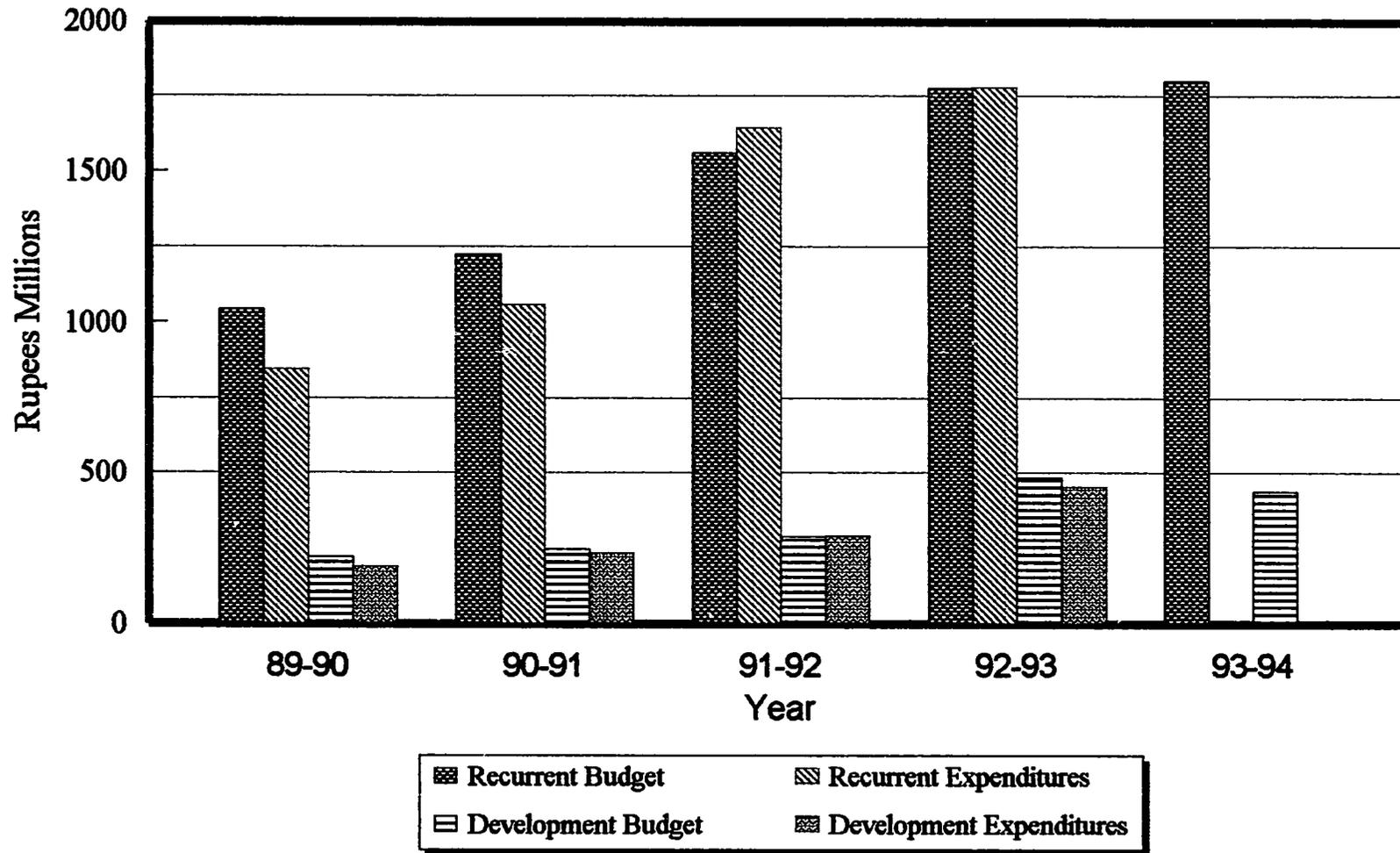
NWFP

Primary Education Budget



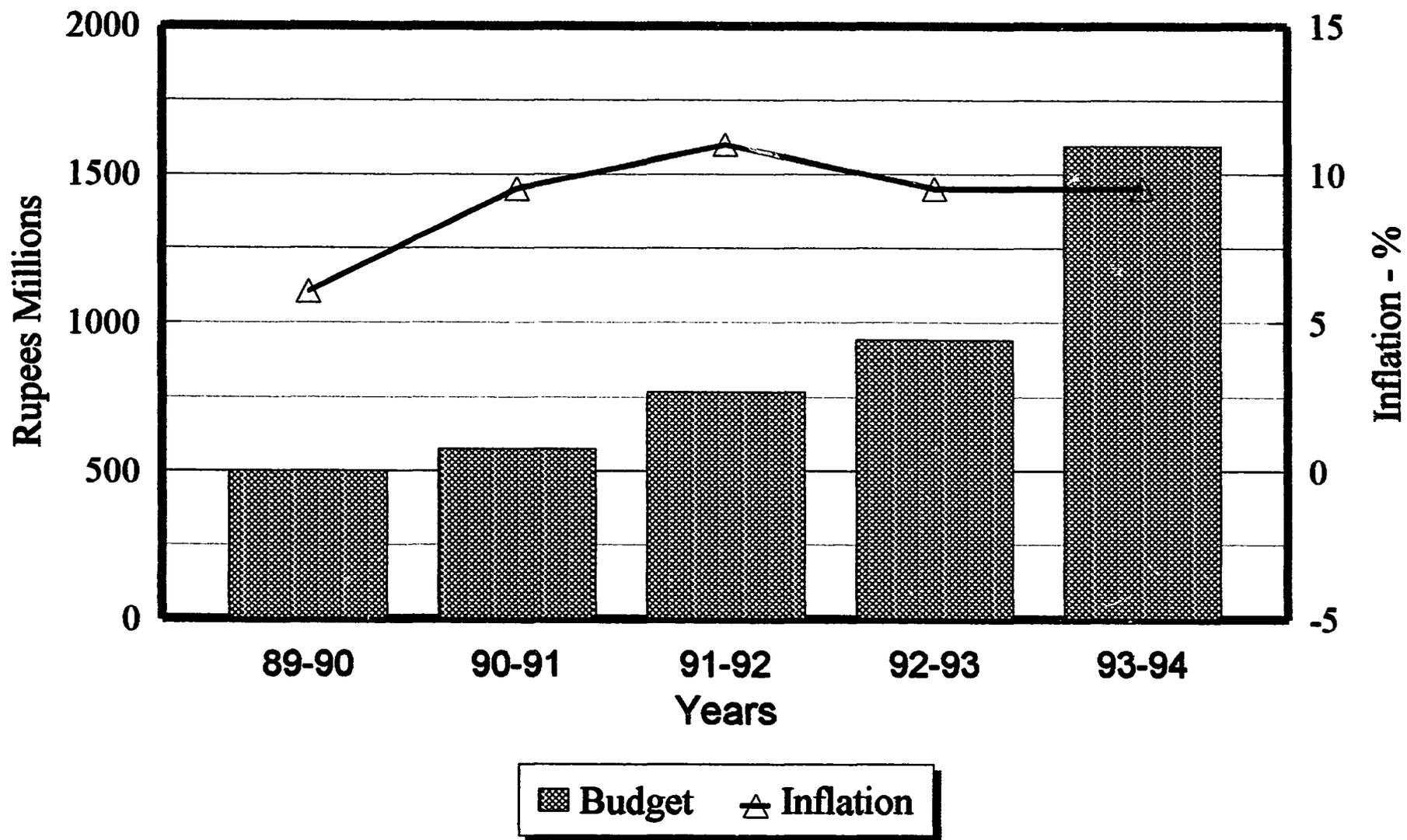
NWFP

Recurrent & Development Allocations & Expenditures



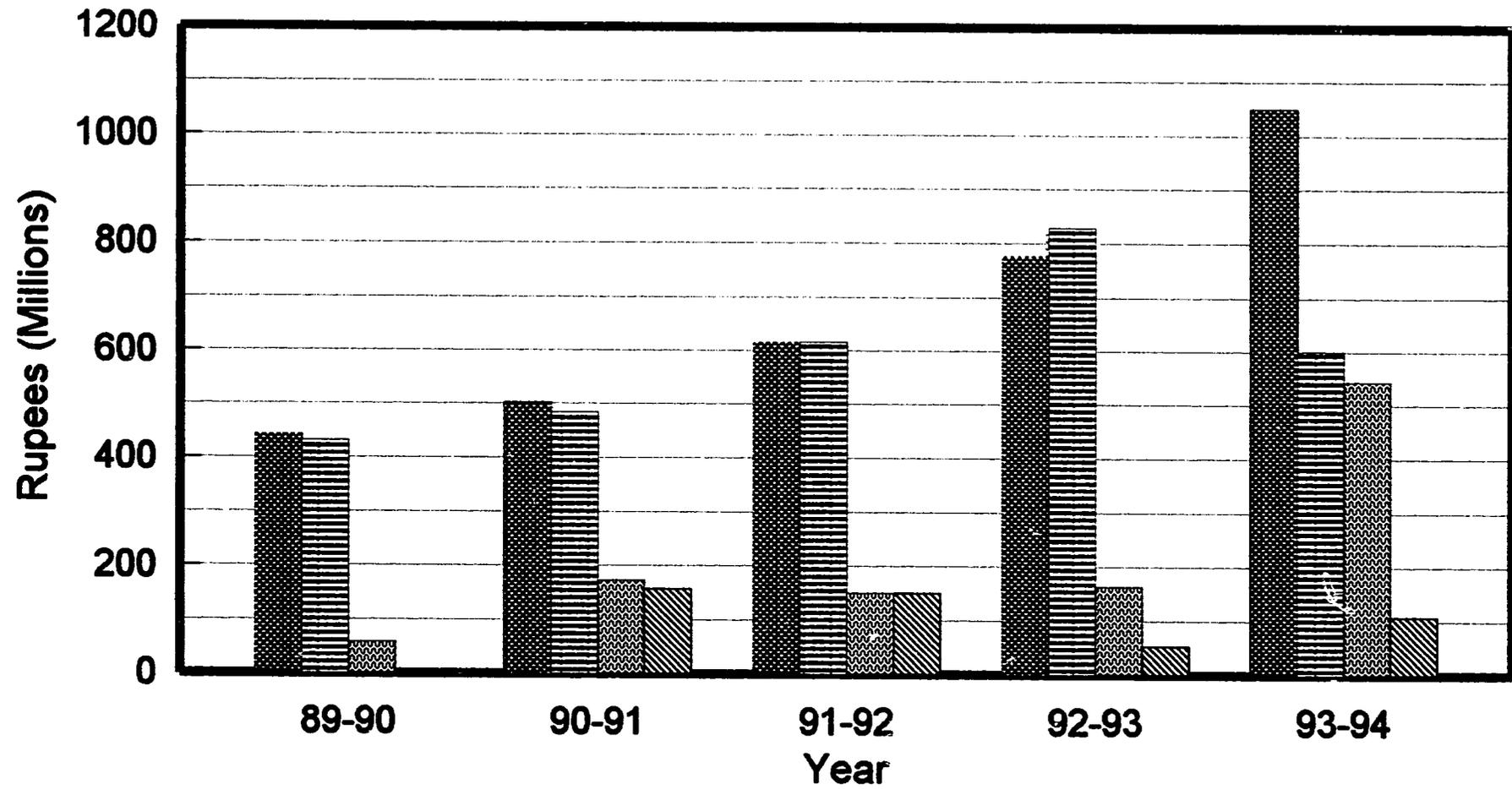
Balochistan

Primary Education Budget



Balochistan

Recurrent & Development Allocations & Expenditures



■ Recurrent Budget **≡** Recurrent Expenses
⦿ Development Budget **▨** Development Expenditures

There were linkages with other donors' activities such as GTZ's Charsadah Primary Education Project in the NWFP, and the ADB's projects for teacher training and model community schools.

The Technical Assistance for the design and establishment of the national EMIS was provided by UNDP. USAID financed the purchase of commodities for the national program and also provided the TA for establishing primary education-related systems in the NWFP and Balochistan.

VI. PROJECT ACCOMPLISHMENTS

A. Institution Building

During its relatively short life-span, the PED Program has made many changes which will make a significant contribution to accomplishment of the Program's long-term goals. The most important achievements are set forth below:

- Both provinces have stood by their commitment to maintain the annual increase in allocations in real terms for primary education programs at or above the rates prevalent just before the advent of PED. NWFP increased its budgets (recurrent and development) at substantially higher than the required rate of 5%, and Balochistan regularly exceeded its target of 8% during the program. See the accompanying charts for details.
- Fully staffed and operational Directorates for Primary Education have been established in both provinces. This has already helped the provincial programs by providing a focal point for primary education activities. Already there has been considerable improvement in the coordination of ongoing activities which were previously disjointed at best and conflicting at worst. For new activities, in fact, the donors (the World Bank, the Netherlands, ODA, GTZ/KFW) and the NWFP Education Department have signed a Memorandum of Understanding establishing a Primary Education Program Coordination Office (PEP-CO) which will initially be headed by the former COP of USAID's PED TA Team. In Balochistan also, all major donors are closely coordinating their activities not just in primary education but in other areas as well.
- Educational Management Information Systems have been set up and are fully operational in the two provinces. The systems regularly survey the schools and collect and update information on all aspects of primary education. Reports are published for various levels of policy makers and managers.

- Systems have been established for monitoring and evaluating the performance of teachers. Policies have been initiated for improving the supply and improving the performance of teachers.
- Instructional Materials Development Cells (IMDC) have been established in both provinces for evaluating existing and developing new instructional materials.
- A Construction Advisory Unit (CAU) has been established in the NWFP to manage, on an experimental basis, the construction and maintenance of primary education facilities using private sector firms for planning, design, monitoring, and oversight. An expatriate engineer, funded by GTZ and KfW, arrived in October of 1994 to provide technical assistance to the Unit.
- A private sector firm was retained in Balochistan to manage school construction.
- 131 government officials have received primary education-related training abroad.

B. Access

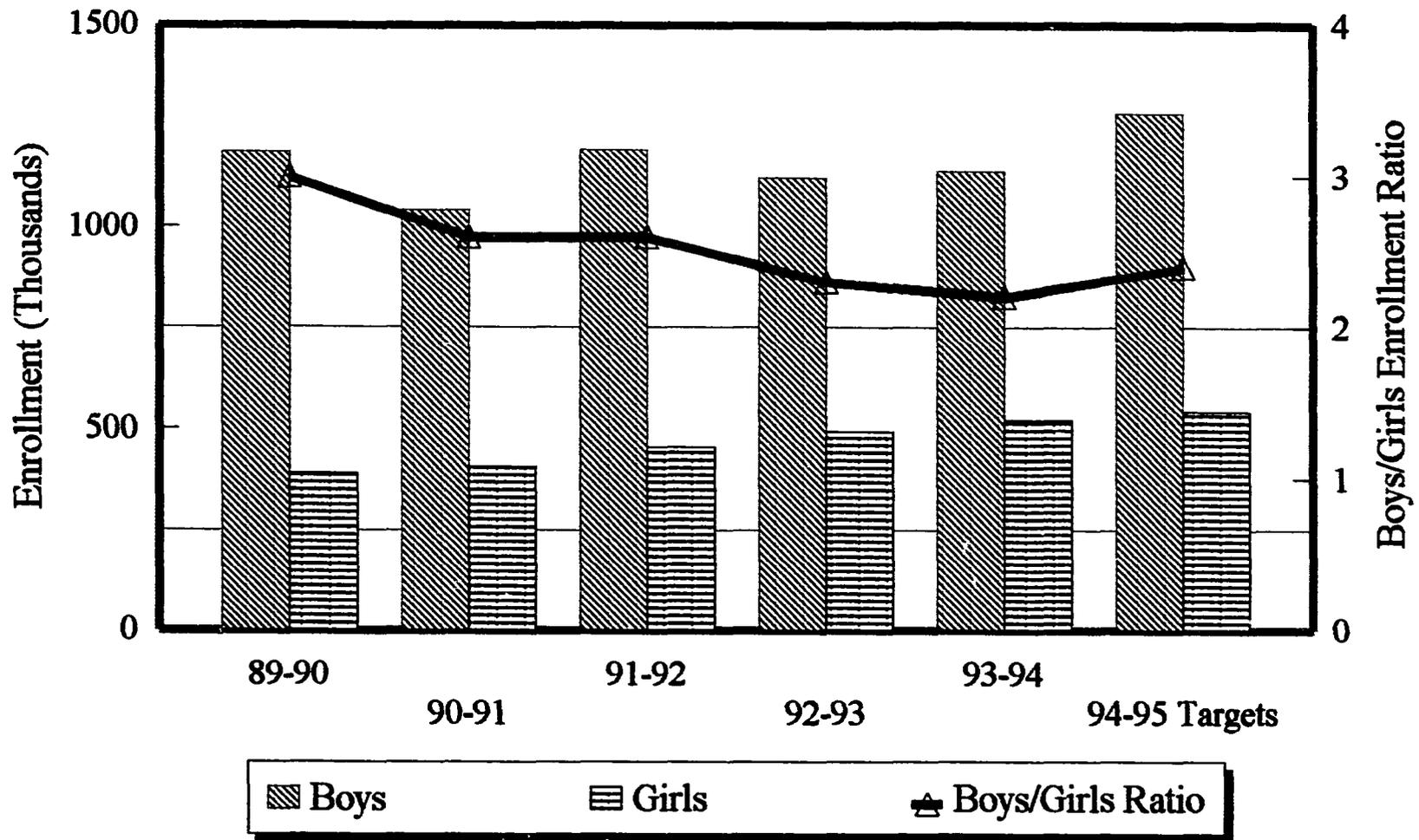
- The enrollment in primary schools during the LOP rose from 1,575,000 and 434,000 in 1989-1990 to 1,600,000 and 492,000 in 1993-1994 respectively in NWFP and Balochistan. During the same period the number of primary schools increased from 9,800 and 3,659 to 12,945 and 4,941 respectively in the two province. See the accompanying charts for Class Katchi-5 Enrollment and Construction Programs for the two PED provinces.
- Construction capacity in Balochistan increased from about 50 schools a year to nearly 600 schools. The NWFP's capacity is expected to increase after the CAU becomes fully operational. Initiatives for a viable maintenance system have been launched.
- The site selection process has been rationalized. Sites are now selected on the basis of need. A school mapping program was developed to facilitate further the process of site selection.

C. Equity

- In both provinces, boys-to-girls' enrollment has shown a consistent downward trend. See the Class Katchi-5 Enrollment Charts. From 1989 to 1994, the boys/girls enrollment ratios in NWFP and Balochistan dropped from 3 and 4.9 to 2.2 and 2.9 respectively. Also, as shown on the Drop-out and Completion Rates' chart, Class III completion rates for girls increased from

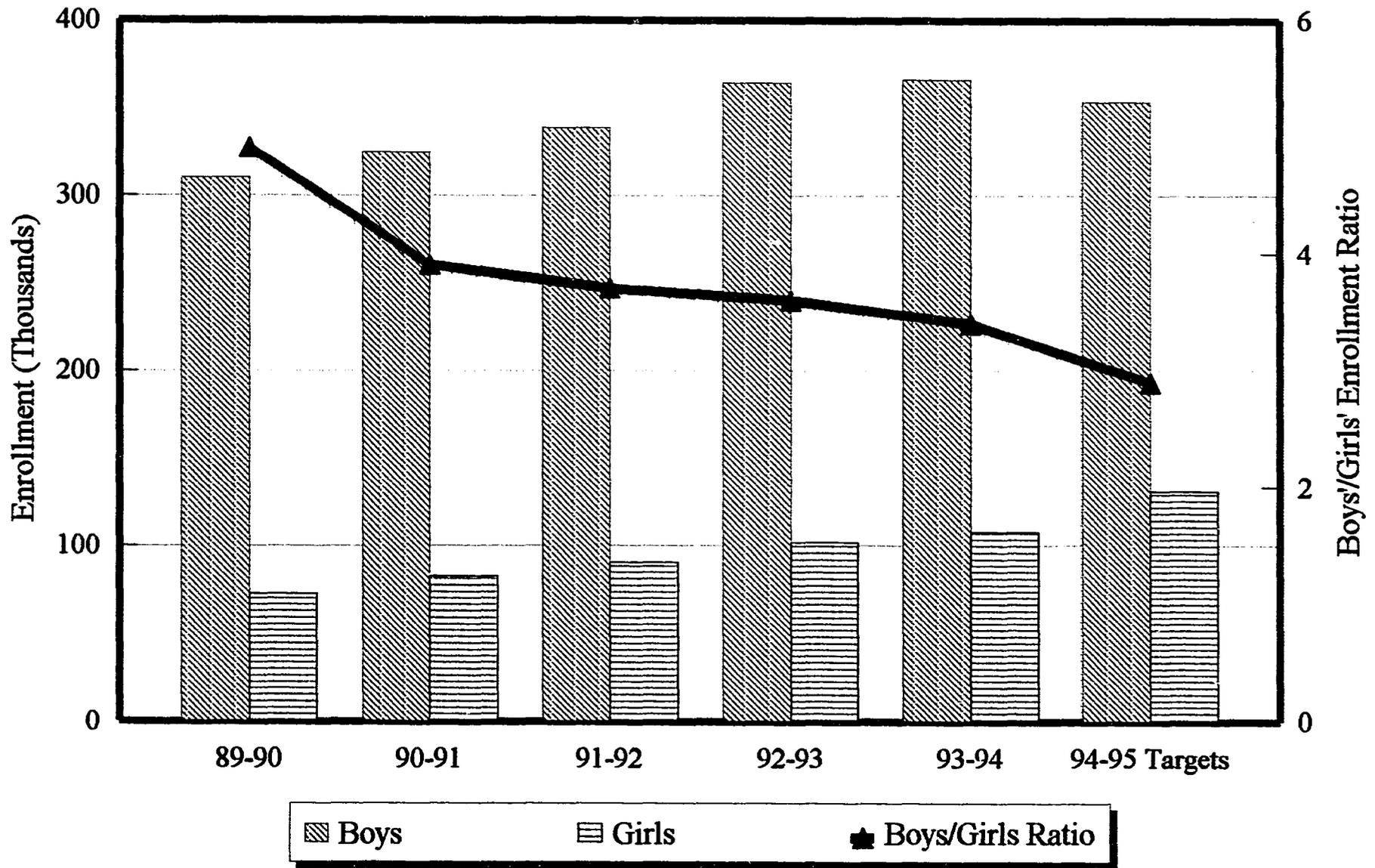
NWFP

Class Katchi-5 Enrollments



Balochistan

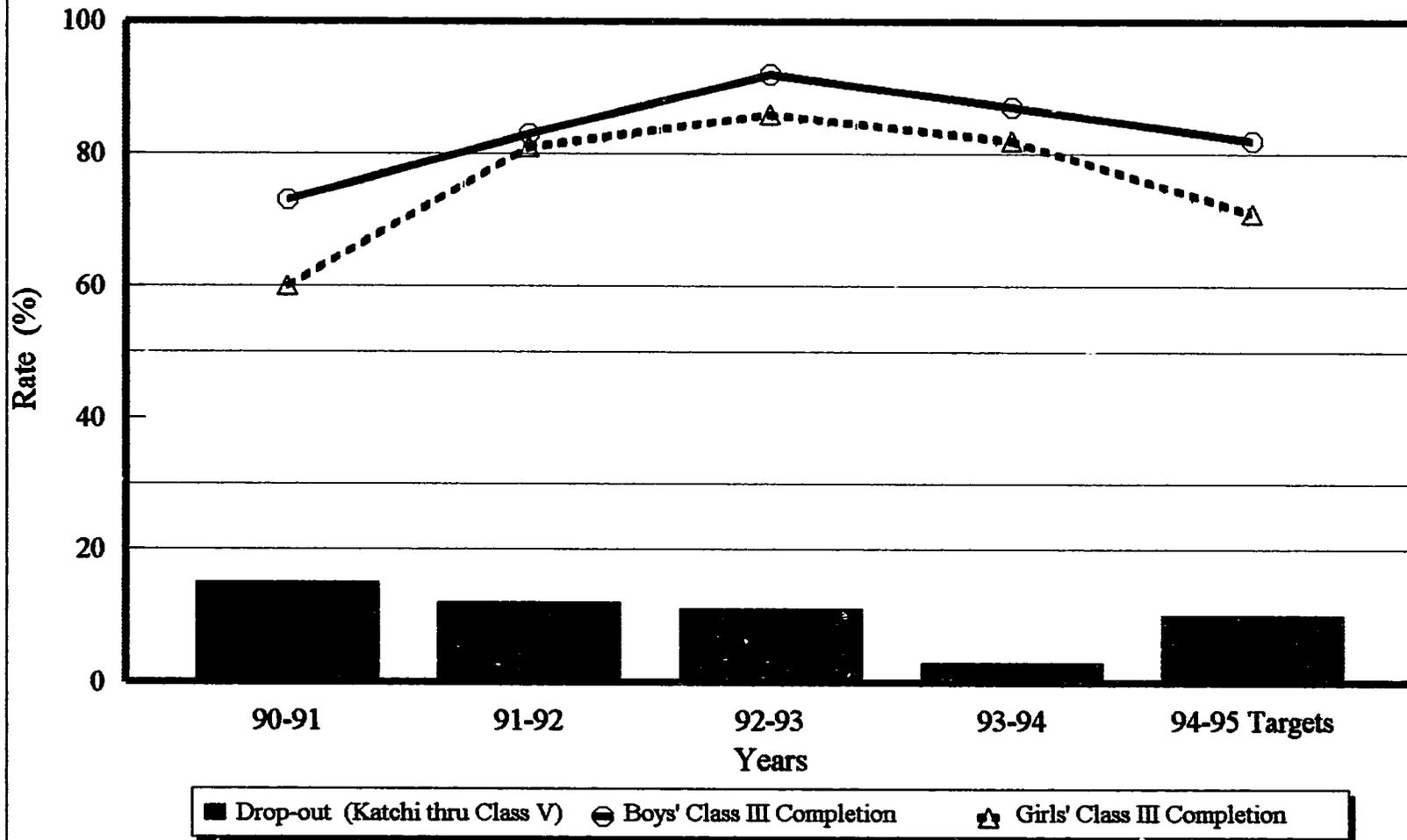
Class Katchi-5 Enrollments



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NWFP

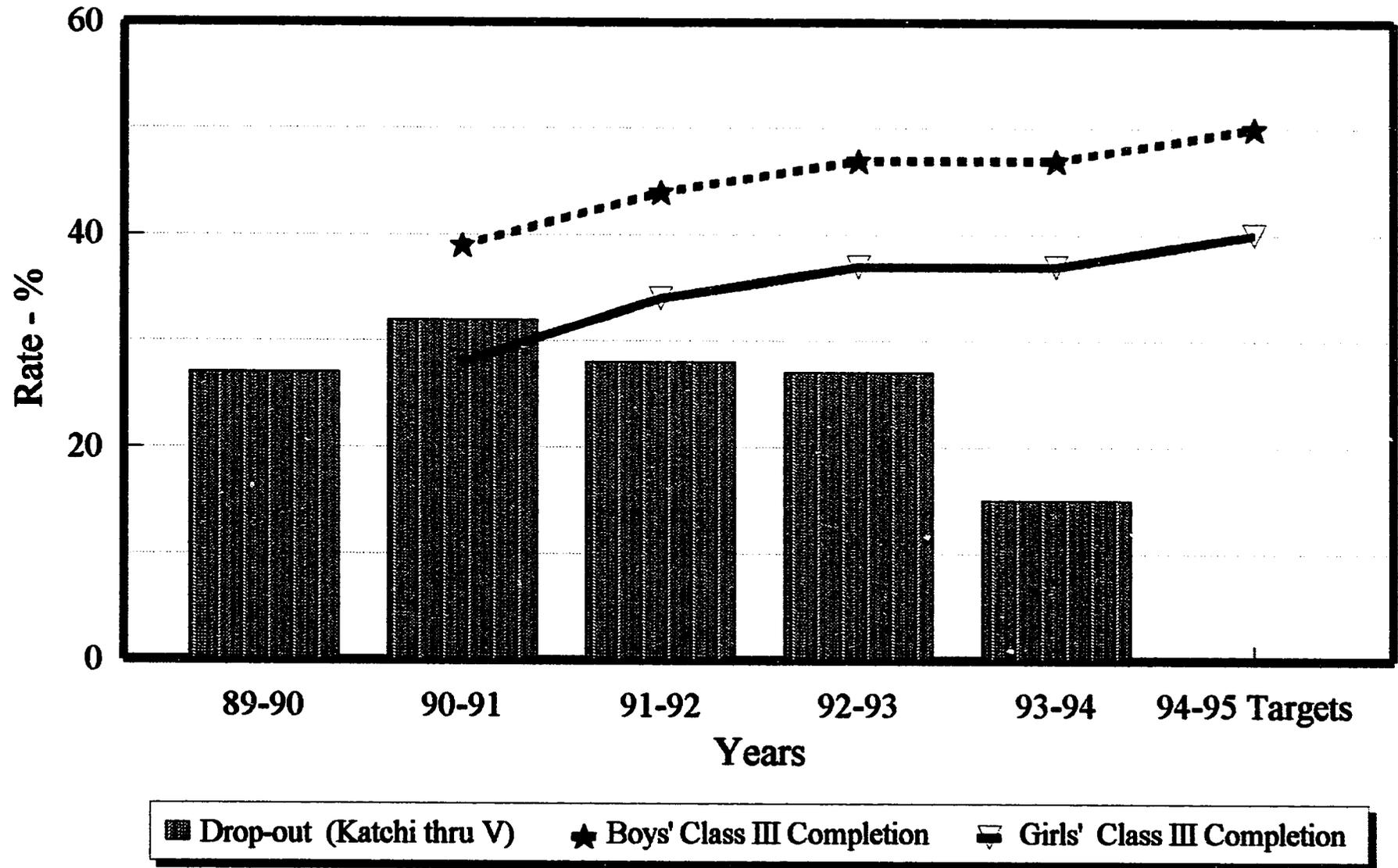
Drop-out & Completion Rates



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Balochistan

Drop-out & Completion Rates



60% and 28% in 1990 to 82% and 39% in 1994 in NWFP and Balochistan respectively. A large number of girls used to drop out of schools before the completion of Class III. Therefore, an improvement in Class III completion rates is accepted as a significant indicator of improvement in girls' education.

- As illustrated in the Construction Program and Supervision and Teacher Training Charts, the girls' schools are now receiving very high priority in establishment of new schools and training and appointment of teachers.
- Senior administrative and management positions in the primary education bureaucracy are now open to women. Many women have been appointed to senior positions. Discrepancies between the authority enjoyed by men and women in the same office have been removed.
- Because of the new needs-based criteria for school construction, rural areas now getting more schools.

D. Quality

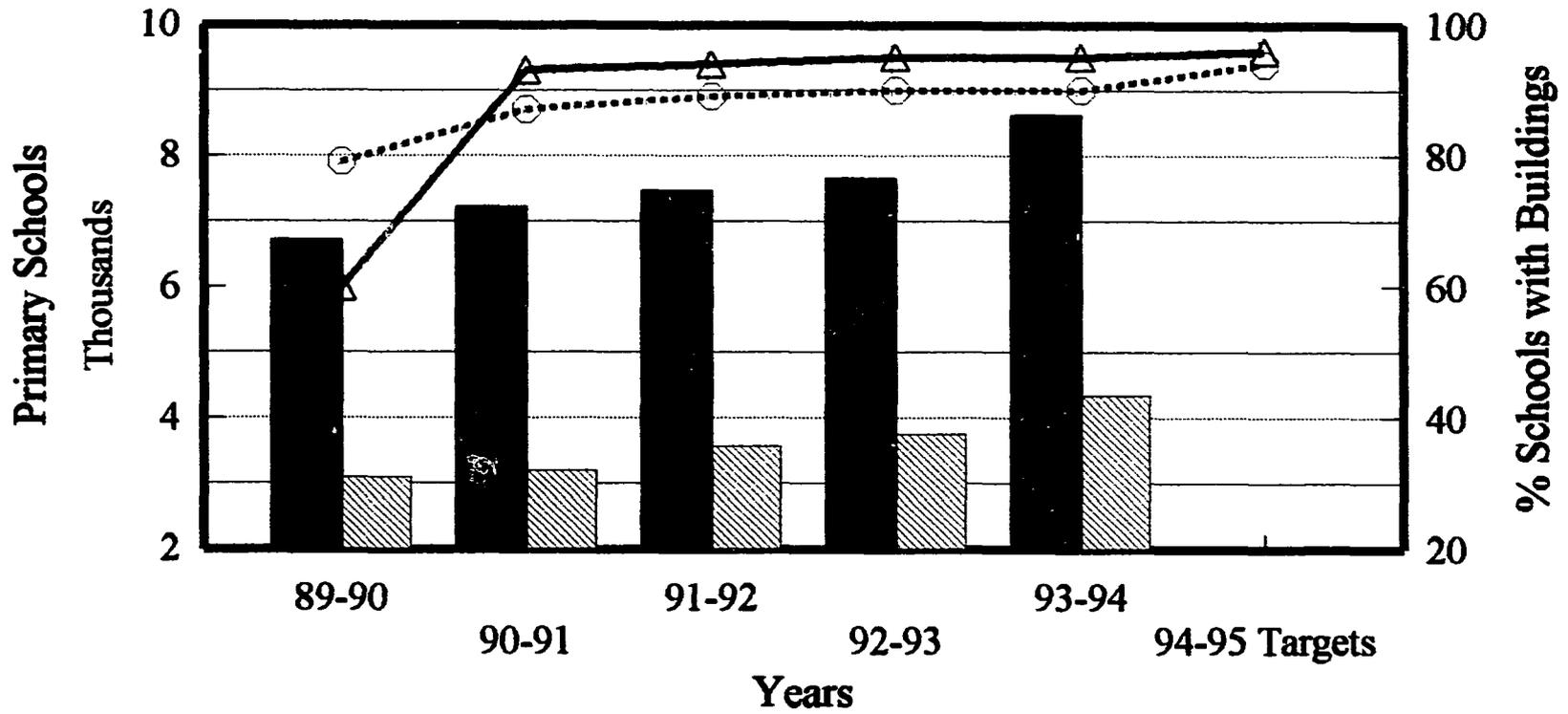
- As shown on the Supervision and Teacher Training and Teachers' Supply charts, the teacher supply and training situation is improving. The number of teachers, number of schools with sufficient teachers, and number of trained teachers have all gone up. During the LOP, the number of teachers in the two provinces increased from about 50,000 to nearly 65,000, the percentage of schools with a satisfactory teacher-student ratio increased from about 70% to over 80%, and the percentage of trained teachers increased from less than 70% to over 80%. Systems for teachers' performance monitoring/evaluation are being improved.
- As a result of the improvements in the access to and equity and quality of primary education, the drop-out rates have consistently declined during the LOP. This is illustrated on the accompanying charts.
- Systems are in place for evaluating existing educational materials and for developing and supplying new materials.

E. Private Sector Participation

- Education Foundations have been established in both provinces to assist in setting up private sector educational institutions.
- The role of the private sector in managing construction has increased.

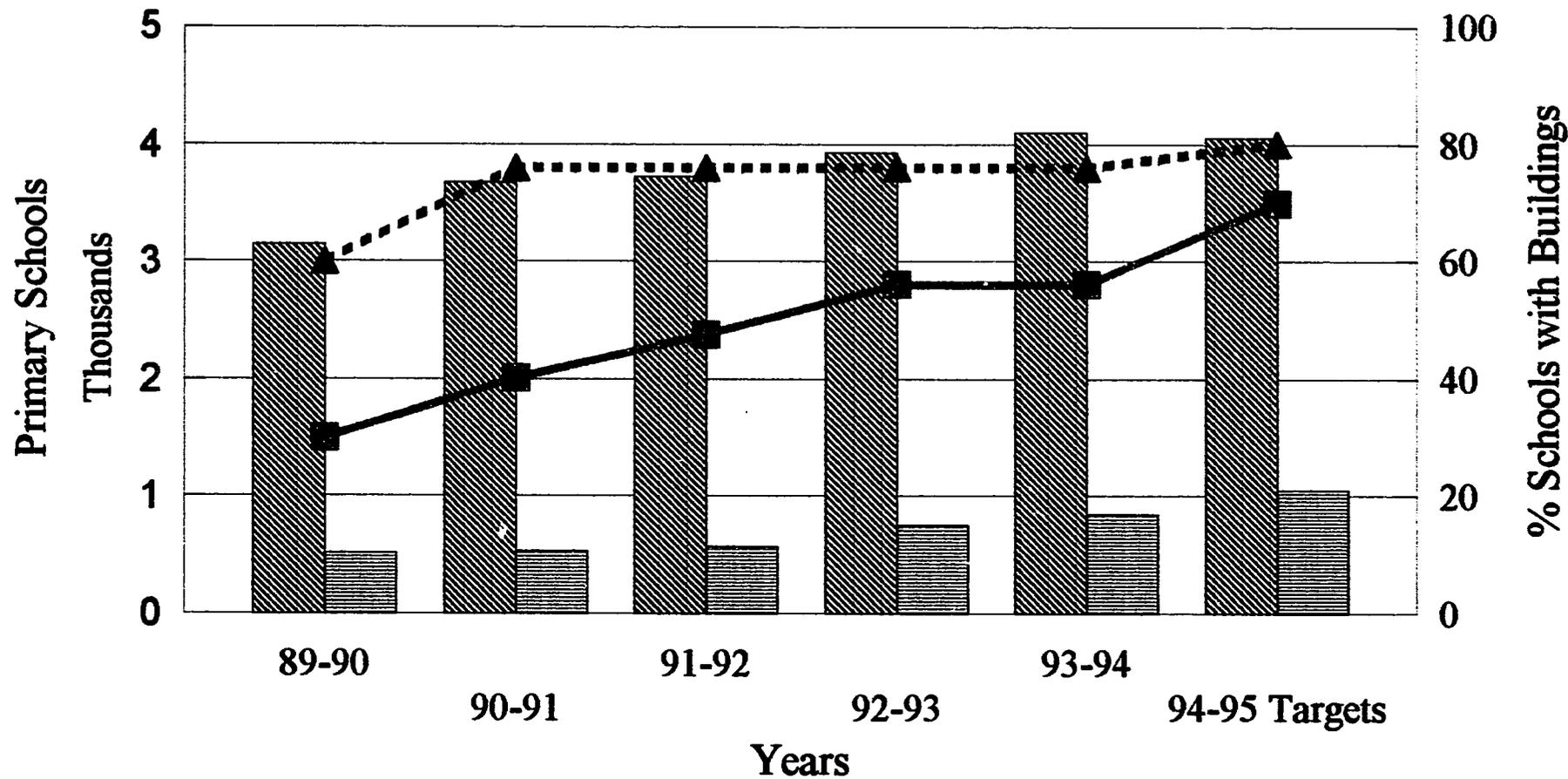
NWFP

Construction Program



Balochistan

Construction Program



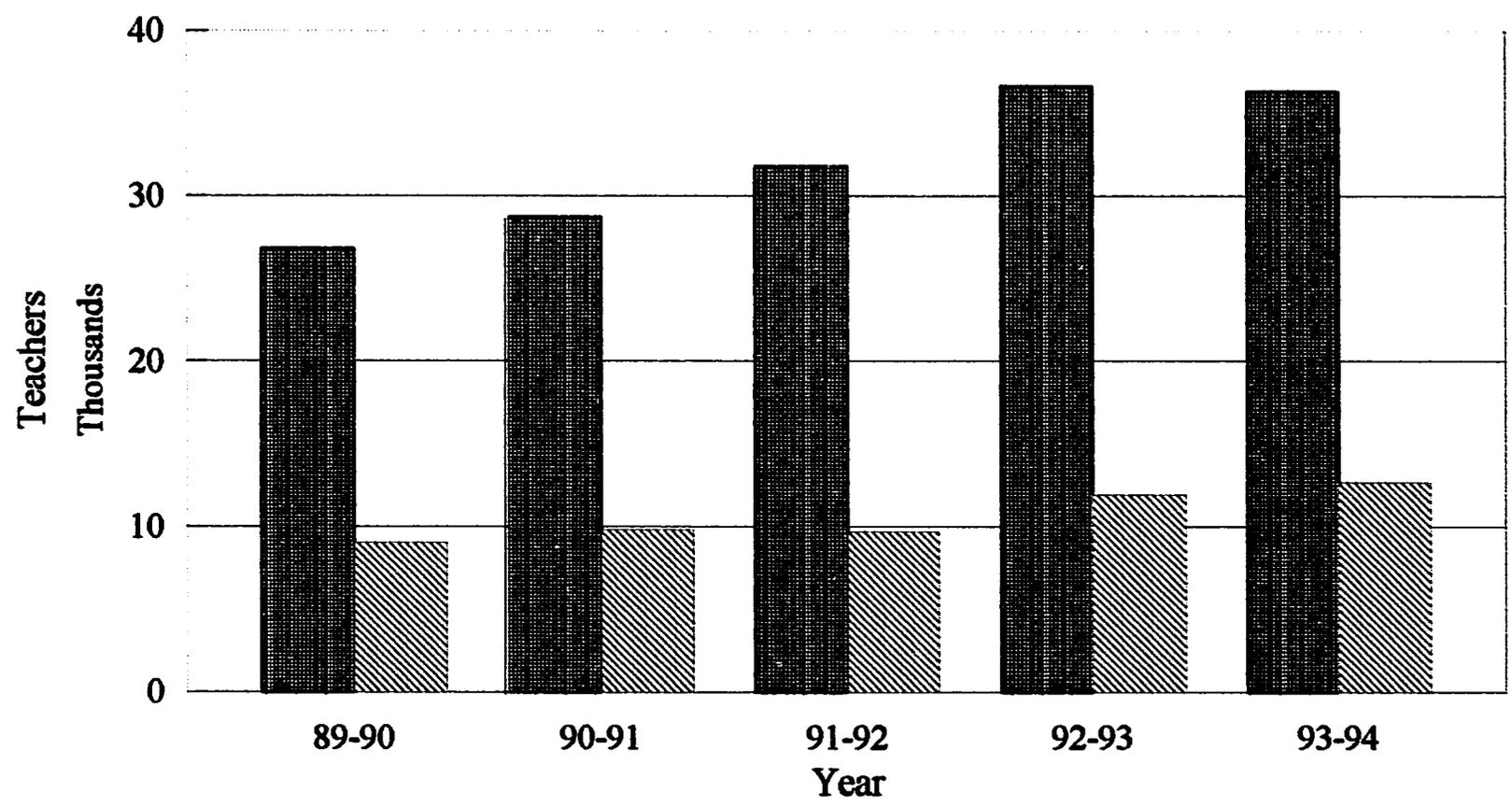
Boys' Schools

Girls' Schools

Boys' Schools w/Bldgs

Girls' Schools w/Bldgs

NWFP
Teachers' Supply

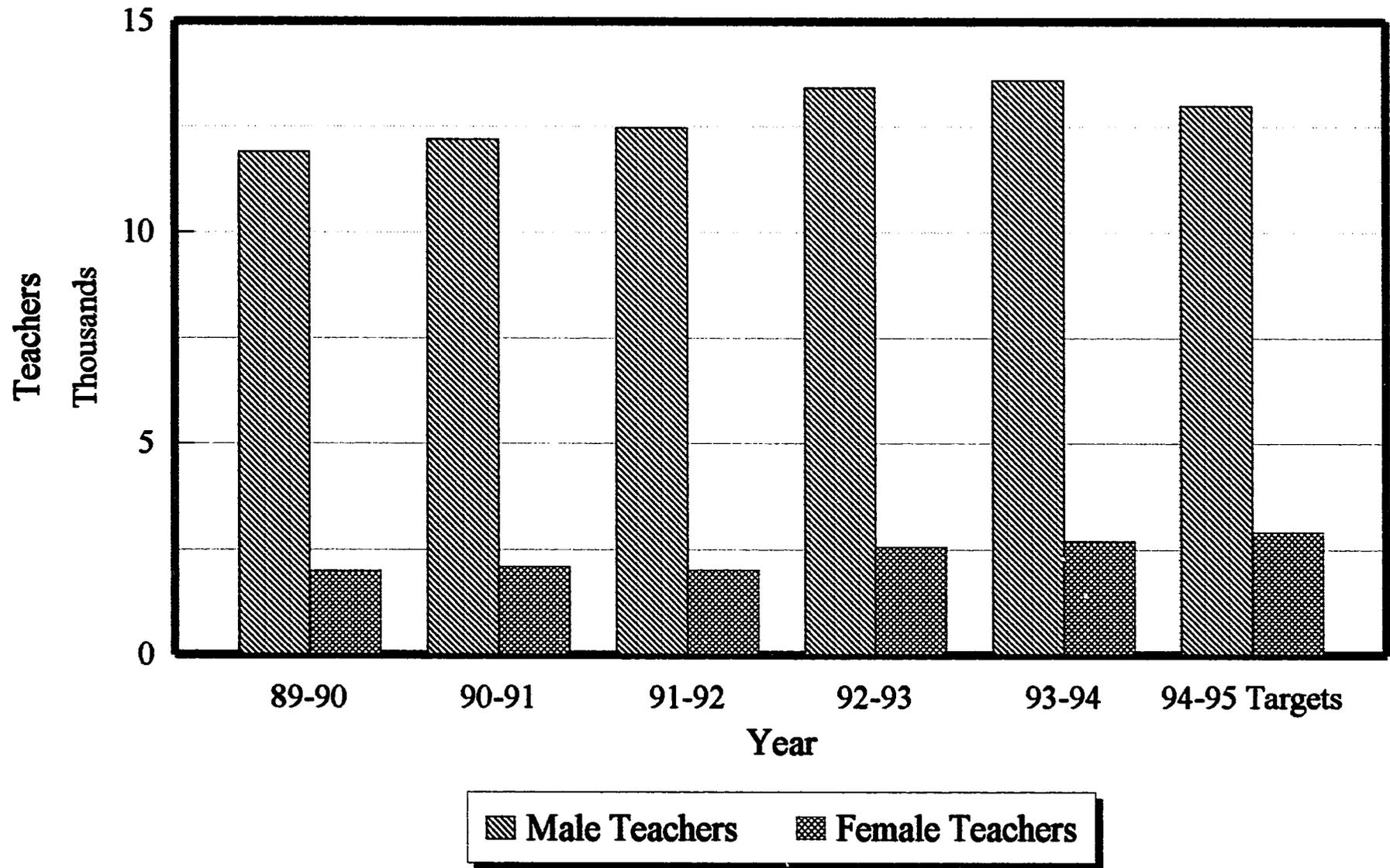


■ Male Teachers ▨ Female Teachers

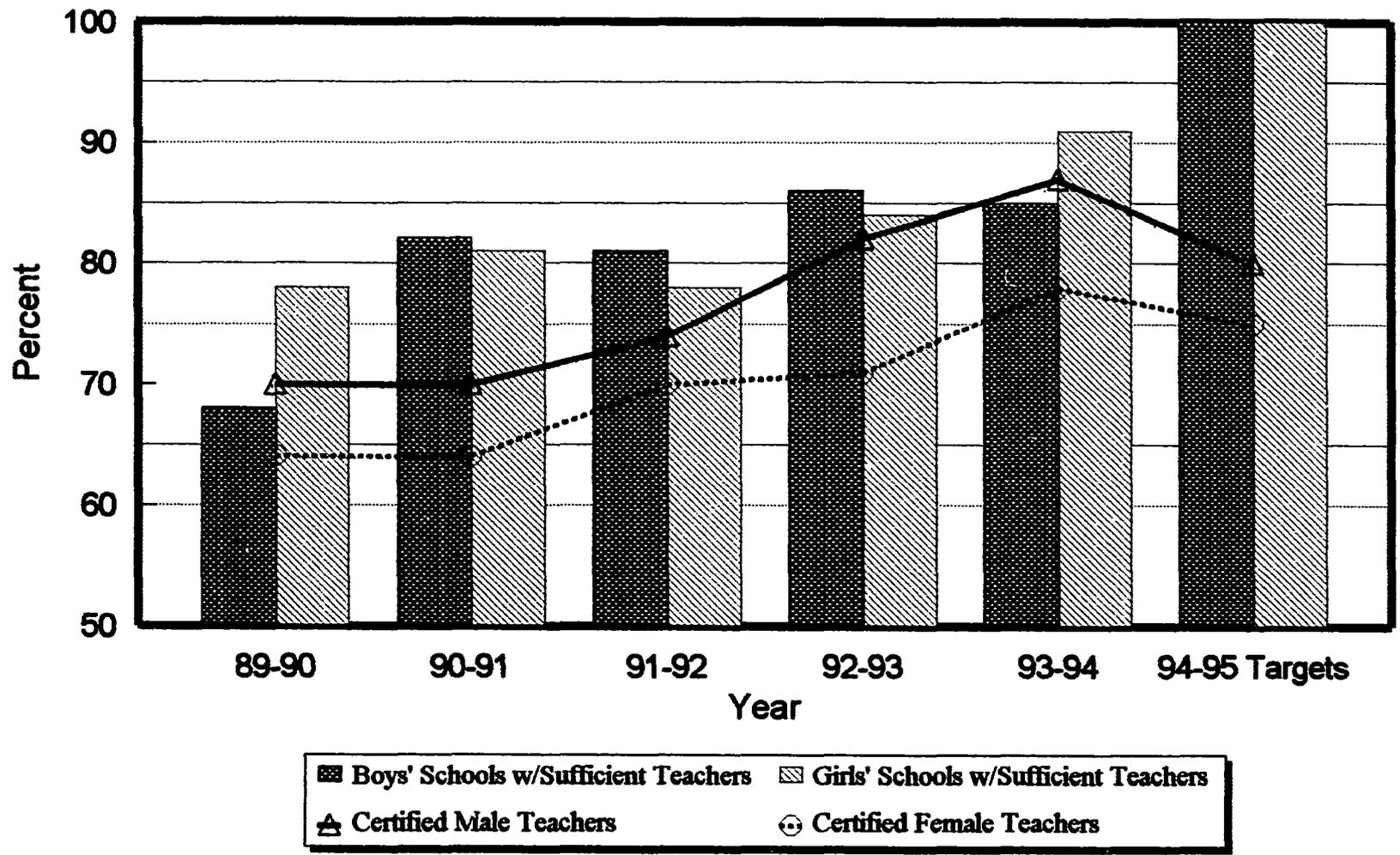
de

Balochistan

Teachers' Supply

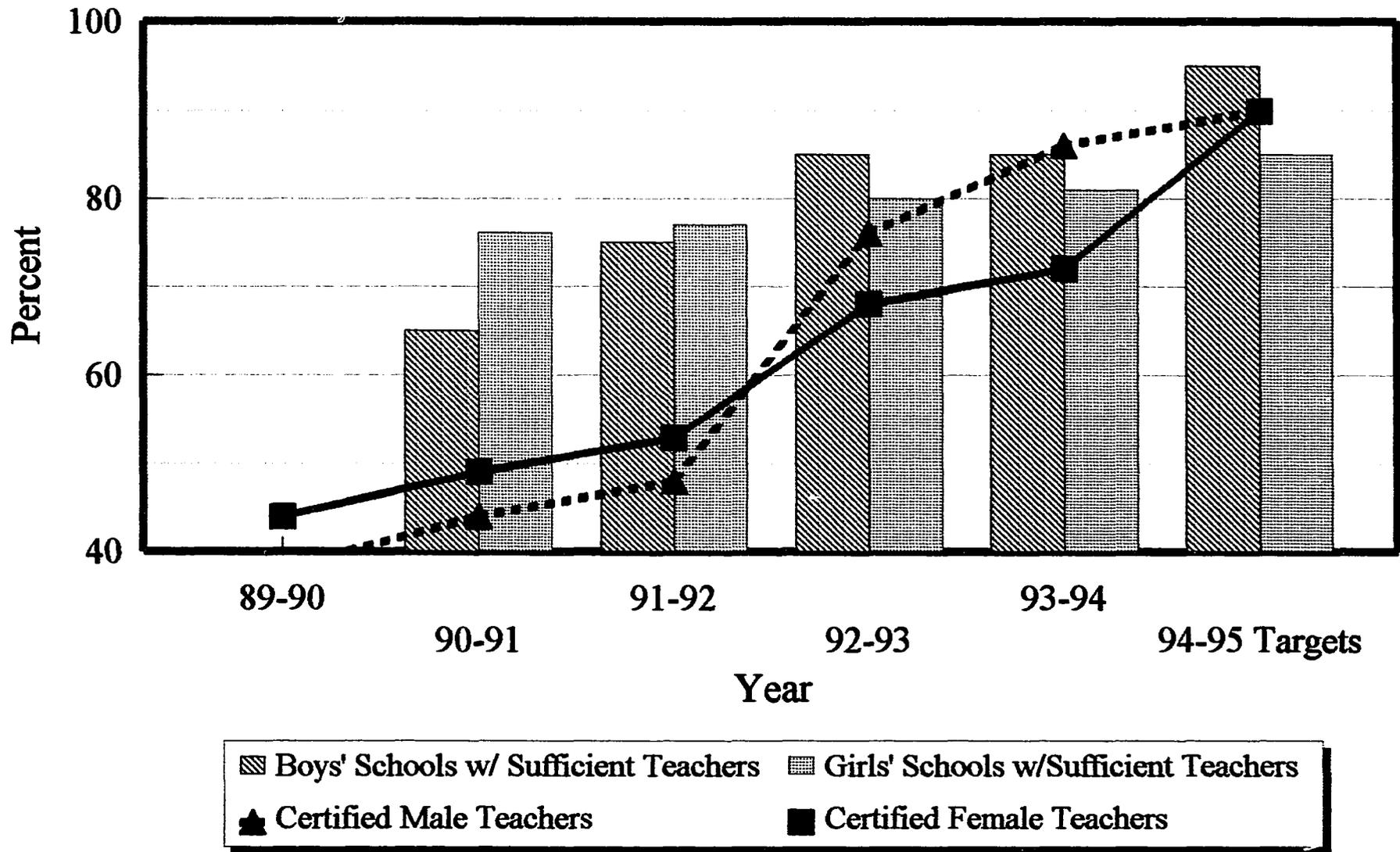


NWFP
Supervision & Teacher Training



Balochistan

Supervision & Teacher Training



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F. Community Support Development

- A very successful pilot activity has been completed and a full-scale activity was launched to mobilize communities' participation in establishing and monitoring primary schools for girls.

VII. MAJOR CONSTRAINTS**A. The Pressler Amendment**

The Program was designed, in accordance with its long-term development goals, with an initial LOP of 10 years. Because the proposed initiatives had to be negotiated and discussed with the GOP agencies, it was expected that it would take time for these initiatives to be launched and begin to bear fruit. Because of Pressler, the program was suddenly curtailed and the long-term targets had to be scaled down.

Furthermore, because of the early close-out and drastic reduction in the program funding, USAID's level of influence and ability to affect important discussions and expedite decisions were considerably reduced.

B. Delays in USAID Release of Grants

Once the program requirements were met by the provinces, USAID first had to release the dollar grant and subsequently the GOP had to generate local currency and move it to the provinces. This proved to be a protracted process, except in the case of the last tranche, where both USAID and GOP moved exceptionally fast (during the last few days). The delays had a particularly adverse effect on the construction component but other components also suffered.

C. GOP Bureaucracy

There were frequent changes in the senior bureaucrats dealing with the program. In Balochistan this problem was a bit less severe as it was like a game of "musical chairs," with the same people occupying different positions. In the NWFP, however, very often people from totally different areas were brought and hence the situation there was more serious. Every time there was a change, the new officials had to be slowly educated and won over. Frequently, the new senior bureaucrats disregarded the decisions made by their predecessors and subordinates and tended to start from the very beginning. This resulted in considerable time being wasted in the "initiation" process.

D. GOP Political Changes

During the implementation of the program, there were a number of political changes at the center as well as in the provinces. Though fortunately all governments supported the

program very enthusiastically, there were inevitable periods of inaction preceding and following a change.

E. Changes in the TA Team members

There were initial delays in identifying a TA contractor and subsequently in selecting and mobilizing the TA Team. Individual members of the team arrived at different times. Then, some members, after being in country for some time, either changed their minds or were found not suitable and had to be replaced. Fortunately, the COP and Quetta team leader remained the same.

VIII. LESSONS LEARNED

- *Program Vs. Project Mode*

Use of the program mode freed up senior managers from the day-to-day implementation issues and allowed them to focus on important policy and institutional issues with long-term impact.

- *Greater Interaction with Provinces*

Direct interaction with the provinces facilitated implementation to a great extent. This was because the provinces have the primary responsibility for policy making and implementation of primary education. Certain aspects are cleared by the GOP but by and large the provinces can do as they please. Direct communication with the provinces saved considerable time and communication problems. In fact, interaction with the GOP was minimal.

- *Extra-project Institutional Bottlenecks*

The utilization of the program mode for the PED enabled implementers to sidestep the serious institutional bottlenecks which are often encountered in project-type activities because of their complexity and size. For example, issues related to clearance of curriculum guidelines, and textbook revision and publication would have been far too complicated to be resolved during the course of a project say for supplying "x" number of textbooks. The program mode enabled these issues to be taken up, discussed, and resolved by Steering Committees which included all important decision makers. Another example is that of GOP's principal implementation tool, called a PC-1 (Planning Commission -1). This is similar to USAID's Project Implementation Order (PIO). The provisions of the PC-1 are followed religiously. Thus, if the PC-1 is very specific, even minor deviations required for very valid reasons may not be allowed. On the other hand, if the PC-1 is very broad and flexible, considerable time can be spent in the interpretation. PED's annual work plans effectively became the annual review and revision of the PC-1. Therefore, PED activities were seldom delayed on account of PC-1, which is almost a norm in other development projects.

- *Availability of reliable information*

To gauge the extent of a problem and efficacy of the proposed solutions it is absolutely important that up-to-date, reliable information be readily available about population, school-age population, enrollments in various classes, etc. At the start of the PED program there was no source of such information. The EMIS developed under the PED Program has gone a long way toward insuring availability of such information and will significantly improve the management and decision-making processes of the host governments.

- *Coordination with other donors*

Coordination among the foreign donor agencies is very important. Very often, the host governments will agree to donor proposals without ensuring proper planning and coordination. Donors, at least in theory, are better equipped to avoid resulting over-laps, but without a concerted effort, donor coordination can also prove to be a difficult exercise. The host governments should be encouraged to develop broad "master plans" for development with individual activities or "projects" clearly identified and budgeted. The donors should then be asked to fund these projects.

- *Hardware Vs. Software Issue*

Donors as well as the host governments find it convenient to focus on the provision of "hardware": buildings, equipment, vehicles, books, etc. The reason apparently is that this provides a simple mechanism for quick disbursement of donor/government funds. Thus, both allocations and expenditures are easily increased without the complicated exercise of dealing with "software" issues such as participation rates, enrollments, drop-out rates, quality, equity, etc. Focussing on the "software" side is inherently time-consuming and complicated. Likewise, the solutions to "software" problems are also complicated and time-consuming. Furthermore, it is not always possible to directly link the inputs with the outputs. Not many politicians, not to speak of donors, are prepared to wait for the results of their efforts.

- *Community Support Development*

Given some guidance, limited technical assistance, and a rational approach, communities can make a tremendous contribution in the development process. In Balochistan Province, for instance, village communities accepted the idea of parents' committees. The so-called influentials, tribal chiefs, elders, politicians, etc., were thus relegated to secondary importance. These committees were effective in ensuring maximum enrollment, regular attendance, and constant monitoring of teacher and school. In many cases, they provided temporary premises for the schools thus helping the government to defer the capital investment in construction by as much as three years.

- *Myths: Parents do not want: education for children, for female children, co-education, males teaching female children*

Due to prevailing myths such the above, it was expected that many PED initiatives would encounter resistance, especially during initial implementation. These myths were, however, very quickly shattered. Actually, very few problems involving such prejudices were encountered save in a few very isolated cases. In fact, not only do parents in the rural areas want their children to be educated, they probably see education as the only way for their children to improve their lot. It was discovered that almost 20% of the students in so-called boys' schools were actually girls. And, classes at these "mixed" schools were taught almost invariably by male teachers. Therefore, it is important in design of any program to test these myths if they have a bearing on the program's approach.

- *Sustainability*

Sustainability is not achieved through continued support of other donors for the same activities. Nor is it achieved even through establishment of recurrent funding by the host government. Sustainability is achieved through having a program which addresses the most fundamental issues and which has support among all sections of policy and decision-making bodies, including politicians, bureaucrats, the local populace, etc.

IX. SUSTAINABILITY

Sustainability of initiatives launched under PED is virtually assured. There are a number of indicators:

- (a) The initiatives are being continued practically in the same manner by other donors. The World Bank's follow-on project in Balochistan started last year and continues with the same TA Team. In the NWFP, the Bank's follow-on project will start in July 1995, once again with virtually the same initiatives. Other donors are also coordinating very closely with the Bank.
- (b) The institutions such as the Steering Committees and the Primary Education Directorates continue to function. They will be a very important factor in sustaining the PED initiatives.
- (c) Most importantly, the initiatives have wide support among the politicians and the bureaucracy. Since donors' contributions were only a fraction of the GOP's own budget for education, the initiatives are likely to be sustained even without donor support which in any case is likely to continue for the next few years.

Conditions Precedent (CPs)

CPs to Initial Disbursement

1. A written opinion of Counsel that the Agreement has been duly authorized and/or ratified by, and executed on behalf of the Grantee.
2. A written statement naming the authorized representatives of the Grantee.
3. Documentary evidence of a separate non-interest bearing rupee account established within the GOP account with the State Bank of Pakistan.

CPs to Initial Disbursement Under
the Sector Grant Assistance

1. Written evidence of endorsement of the Agreement from the NWFP and Balochistan.
2. Written evidence of the establishment of provincial steering committees.
3. Written agreed-upon benchmarks and a workplan from the two provinces for the first year of the program.
4. Satisfactory documentation that for the Pakistan FY 1989-1990 primary education budget had been increased by 5% in the NWFP and by 8% in Balochistan, both in real terms.

CPs to Each Subsequent Disbursement Under
the Sector Assistance Grant

1. Written evidence of performance in meeting the policy and action benchmarks in the previous year.
2. Written plan for the following year.
3. Satisfactory documentation that for each subsequent fiscal year the primary education budget had been increased by 5% in the NWFP and by 8% in Balochistan, both in real terms.

Covenants

1. **Submission of Statement of Policy Reforms and Action Benchmarks**
2. **Deposit of Pakistan rupees equivalent to the US dollar disbursements at the maximum legal rate of exchange within five days of the transfer of dollars. Monthly statements of financial accounts.**
3. **Disbursements from the Rupee Special Account after prior written concurrence of USAID.**
4. **Establishment of a Directorate of Primary Education in the NWFP.**
5. **Promotion of Female Employees.**
6. **Establishment of Directorate of Primary Education in Balochistan.**
7. **Bi-annual Review of Program Progress.**
8. **Participation of Private Sector - Construction.**
9. **Participation of Private Sector - Involvement in Primary Education.**
10. **Establishment of a National Review Committee.**
11. **Participant Utilization.**
12. **Submission of annual reports of Provincial Allocations and Expenditures.**
13. **Existence/establishment of adequate construction standards and environmental safeguards.**
14. **Limited Implementation without PC-1.**
15. **Budget Planning for 1991-1992 and thereafter.**
16. **Balochistan Budget for Primary Education.**

Fields Listing
Participants Training Database System (PTDS)
Academy for Educational Development, Islamabad

<u>nom</u>	<u>proi</u>	<u>firstname</u>	<u>lastname</u>	<u>employer</u>	<u>emp_adrs</u>	<u>emp_city</u>	<u>duration</u>	<u>trg_type</u>	<u>mfos</u>	<u>sex</u>	<u>sector</u>
0497		Pervaiz	Mehmood	Education Department	Government Technical Model School	Quetta	24.00	A	Management Info System	M	PU
0497		Mohammad	Anwar	Directorate of Education	Shairsak Shaw Road	Quetta	0.75	T	Teacher Training	M	PU
0497		Anwar	Ali	Bureau of Curriculum		Quetta	0.75	T	Instructional Materials D	M	PU
0497		Mohammad Amin	Lashari	Education Department	Directorate of Education (Schools)	Quetta	0.75	T	Administration Management	M	PU
0497		Mohammad	Usman	Elementary Education College	Bureau of Curriculum	Kaia	0.75	T	Teacher Training	M	PU
0497		Tayyab Mahmood	Rai	Education Department	Bureau of Curriculum & Ext Center	Quetta	0.75	T	Administration Management	M	PU
0497		Zahida Dost	Mohammad	Education Department	Teacher Training School	Sibi	0.75	T	Administration Management	F	PU
0497		Bushra	Tahseen	Balochistan Text Book Board		Quetta	0.75	T	Curric Devlpmt	F	PU
0497		Rajra	Malik	Education Department	Govt Girls High School, St Town	Quetta	0.75	T	Administration Management	F	PU
0497		Maseem Akhtar	Gilani	Education Department		Loralai	0.75	T	Mgmt Admin	F	PU
0497		Rahat Dildar	Maqvi	Government Girls High School		Mach	0.75	T	Administration Management	F	PU
0497		Wahad	Pervaiz	Education Department	Govt of Balochistan	Quetta	0.75	T	Decentralized Mgmt of Edu	M	PU
0497		Muhammad Usman	Kasi	Education Department	Nosa Khan College, Alandar Road	Quetta	0.75	T	Administration Management	M	PU
0497		Zakia	Durrani	Education Department	Whytte Road, Behind Governor's House	Quetta	0.75	T	Administration Management	F	PU
0497		Sanaullah	Marri	Bureau of Curriculum		Quetta	0.75	T	Curric Devlpmt	M	PU
0497		Ghulam Sarwar	Mengal	Education Department	Govt. of Balochistan	Quetta	0.75	T	Curric Devlpmt	M	PU
0497		Fauzia	Qazalbash	Govt College of Elem Education	Mission Road	Quetta	0.75	T	Curric Devlpmt	F	PU

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0497		Syed Tahir Shah	Bukhari	Education Department	District Education Office	Ziarat	0.75	T	Administration Management	M	PU
0497		Syed Baseem	Kausar	Government Technical Model School		Quetta	0.75	T	Curric/Devlpmt	M	PU
0497		Mahmud Atiq	Khan	Bureau of Curriculum	Govt. of Baluchistan. Education Dep	Quetta	0.75	T	Curric/Devlpmt	M	PU
0497		Rasool Bakhsh	Baloch	Govt College of Elem Education	Makran Division	Panjgur	0.75	T	Curric/Devlpmt	M	PU
0497		Illahi Bakhsh	Baloch	Govt College of Elem Education	Makran Division	Panjgur	0.75	T	Teacher Training	M	PU
0497		Muhammad	Khan	Bureau of Curriculum	Balochistan	Quetta	0.75	T	Teacher Training	M	PU
0497		Zakia	Yousfi	Primary Education Department	New Algilani Road	Quetta	0.75	T	Curric Devlpmt	M	PU
0497		Nasira	Dar	Education Department	Shauk Shah Road	Quetta	0.75	T	Administration Management	M	PU
0497		Zarrine	Margis	Govt Girls Model High School		Loralai	0.75	T	Curric Devlpmt	F	PU
0497		Zobeida	Jalal	Education Department	Girls Model High School, Makran	Mand	0.75	T	Administration Management	F	PU
0497		Ijaz Ahmed	Malik	Primary Education Development Prgm	New Al-Gillani Road	Quetta	0.75	T	Curric Devlpmt	M	PU
0497		Muhammad Moosa Khan	Tareen	Education Department	Divisional Education Office	Ziarat	0.75	T	Administration Management	M	PU
0497		Javed	Iqbal	Government Special High School		Quetta	0.75	T	Curric Devlpmt	M	PU
0497		Abdul	Rashid	Education Department	Balochistan Civil Secretariat	Quetta	0.75	T	Administration Management	M	PU
0497		Naushaba	Mehmood	Bureau of Curriculum		Quetta	0.75	T	Teacher Training	F	PU
0497		Sultana	Baloch	Education Department	Govt College of Elementary Educ (W)	Quetta	24.00	A	Education	F	PU
0497		Saeeda Yasmin	Baloch	Asian Development Bank	PED Prgm, 203 L, B-3 Satellite Town	Quetta	24.00	A	Education	F	PU

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0497	Pamela	Sequera	US Agency for Intl Development	PED, C-II Railway Housing Society	Quetta	24.00	A	Education	F	PR
0497	Uzma	Anzar	Society for Comm Supp for PE in Bal	S4-C, Railway Housing Society	Quetta	24.00	A	Business Administration	F	PR
0497	Fatimah	Ihsan	Primary Education Development Prgm	C-II Railway Housing Society	Quetta	24.00	A	Education Development	F	PR
0497	Shirley	Franklin	Primary Education Development Prgm	C-II, Railway Housing Society	Quetta	24.00	A	Business Management	F	PR
0497	Iqbal	Rashid	Education Department	Girls Primary Educ Prj,203-L S.Town	Quetta	12.00	T	Educational Research	F	PU
0497	Shahida	Aziz	Education Department	Govt Girls High School Railway Coly	Quetta	24.00	A	Educ. Planning & Research	F	PU
0497	Farzana	Raquiab	Govt College of Elem Education	Mission Road	Quetta	12.00	T	Education Research	F	PU
0497	Fida	Mussain	Directorate of Primary Education	Sector B-1/25, Phase V, Hayatabad	Peshawar	1.25	T	School Management	M	PU
0497	Nazakat	Shaheen	Directorate of Primary Education	Sector B-1/25, Phase V, Hayatabad	Peshawar	1.25	T	School Management	F	PU
0497	Shad	Begum	Primary Education Department	Malakand Agency	Swat	1.00	T	Expanding Access/Enrolmen	F	PU
0497	Jamila	Malik	Primary Education Department	Government of NWFP	Moushera	1.00	T	Expanding Access/Enrolmen	F	PU
0497	Mumlikat	Tajdar	Directorate of Primary Education	Hayatabad	Peshawar	1.00	T	Expanding Access/Enrolmen	F	PU
0497	Maroon	Jan	Primary Education Department	Government of NWFP	Swat	1.00	T	Expanding Access/Enrolmen	F	PU
0497	Tahira Masreen	Qureshi	Primary Education Department	Government of NWFP	D I Khan	1.00	T	Expanding Access/Enrolmen	F	PU
0497	Saeeda	Lodhi	Directorate of Primary Education	Sector B-1/25 Phase V, Hayatabad	Peshawar	1.25	T	Teaching Methodologies	F	PU
0497	Abdur	Rashid	Primary Education Department	Government of NWFP	Abbottabad	1.25	T	Teaching Methodologies	M	PU
0497	Masrullah	Jan	Education Department	Govt. of NWFP	Peshawar	1.25	T	Education Management	M	PU

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0497		Fazli	Manan	Directorate of Primary Education	Sector B-1/25, Phase-5, Hayatabad	Peshawar	24.00	A	Edu Mgmt/Administration	M	PU
0497		Abdur	Rashid	Directorate of Primary Education	Government of NWFP	Kohistan	24.00	A	Education Management	M	PU
0497		Saba Masud	Rizvi	Directorate of Primary Education	Govt of NWFP, Phase-5 Hayatabad	Peshawar	28.00	A	Ed. Managment & Info. Sys	F	PU
0497		Muhammad Parvaiz	Khan	Directorate of Primary Education	Hazara Division	Abbottabad	0.50	T	Community Involmnt Tour	M	PU
0497		Afsari	Shah	Primary Education Department	Canal Road, Power House	Mardan	0.50	T	Community Involmnt Tour	F	PU
0497		Inamullah	Khan	Education Department	O/D Sub-Division, (Male) G.T. Road	Peshawar	0.50	T	Community Involmnt Tour	M	PU
0497		Ismat Ara	Khattak	Primary Education Department	District Karak	Kohat	0.50	T	Community Involmnt Tour	F	PU
0497		Sher Ahmed	Akhtar	Directorate of Education	(Secondary)	D I Khan	1.25	T	Small School Management	M	PU
0497		Habib	Khan	Primary Education Department		Moushera	1.25	T	Small School Management	M	PU
0497		Abdur	Rehman	Primary Education Department		Dir	1.25	T	Small Schools Management	M	PU
0497		Shah Jehan	Khan	Directorate of Primary Education	Sector B-1/25, Phase V, Hayatabad	Peshawar	1.25	T	School Management	M	PU
0497		Saeeda	Shama	Education Department	Bangalow No. 1, Bashir Lane	Peshawar	1.00	T	Expanding Access/Enrol	F	PU
0497		Ramide	Rashid	Education Department	SDEO (F) Bannu	Bannu	1.25	T	Teaching Methodologies	F	PU
0497		Ehsan	Ahmed	Govt College of Elem Education		Quetta	0.75	T	Teacher Training	M	PU
0497		Rifzur	Rehman	Education Department	Government of NWFP	Peshawar	1.25	T	Education Management	M	PU
0497		Mumtaz	Anwar	College of Elementary Education	Mission Road	Quetta	0.75	T	Teachers Training	F	PU
0497		Sarwar	Shaheen	College of Elementary Education		Pishin	0.75	T	Teachers Training	F	PU

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0497		Surriya	Shabbir	Govt College of Elem Educ for Girls		Quetta	0.75	T	Teachers Training	F	PU
0497		Shahnaz	Akhtar	College of Elementary Education		Pishin	0.75	T	Teachers Training	F	PU
0497			Mehrunisa	College of Elementary Education		Quetta	0.75	T	Teachers Training	F	PU
0497		Bushra	Tehseen	Balochistan Text Book Board		Quetta	3.00	T	Instructional Materials D	F	PU
0497		Zafar	Iqbal	Balochistan Text Book Board		Quetta	3.00	T	Instructional Materials D	M	PU
0497		Aosaf	Latif	Balochistan Text Book Board		Quetta	3.00	T	Instructional Materials D	F	PU
0497		Fakhra	Ramzan	Primary Education Development Prgm	C-11 Railway Housing Society	Quetta	3.00	T	Instructional Materials D	F	PU
0497		Muzhat	Gulzar	Elementary College for Girls	C-11 Railway Housing Society	Quetta	3.00	T	Instructional Materials D	F	PU
0497		Tahira	Qazalbash	Directorate of Primary Education	New Gilani Road	Quetta	3.00	T	Instructional Materials D	F	PU
0497		Muhammed Sarfraz	Khan	Education Department	Government of Balochistan	Quetta	1.25	T	Education, General	M	PU
0497		Ghulam Farid	Malik	Planning & Development Division	Block-P, Pak Secretariat	Islamabad	1.25	T	Education, General	M	PU
0497		Mohammed	Fayyaz	Directorate of Primary Education	B-1/25, Phase V, Hayatabad	Peshawar	1.25	T	Education, General	M	PU
0497		Gazi Abdul	Jalil	Directorate of Primary Education	MWFP, Hayatabad,	Peshawar	1.25	T	Education, General	M	PU
0497		Mohammed Rafique	Khattak	Directorate of Primary Education	Hayatabad	Peshawar	1.25	T	General Education	M	PU
0497		Muhammed Naseem	Khan	Directorate of Education	Department Building # 8, Khyber Rd	Peshawar	1.25	T	Education, General	M	PU
0497		Rafi Ullah	Jan	Govt College of Elem Education	Ghoriwala	Bannu	1.00	T	Teachers Training College	M	PU
0497		Zareena	Mohsin	Govt College of Elem Education	Dabgari	Peshawar	1.00	T	Teacher Training Colleges	F	PU

Fields Listing
Participants Training Database System (PTDS)
Academy for Educational Development, Islamabad

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<u>nom</u>	<u>proj</u>	<u>firstname</u>	<u>lastname</u>	<u>employer</u>	<u>emp adrs</u>	<u>emp city</u>	<u>duration</u>	<u>trg type</u>	<u>wfos</u>	<u>sex</u>	<u>sector</u>
0497		Sikander	Ali	Govt College of Elem Education		Thana	1.00	T	Teachers Training College	M	PU
0497		Fareed Khan	Jadoon	Bureau of Curriculum		Abbottabad	1.00	T	Teacher Training Colleges	M	PU
0497		Irshad	Ahmed	Govt College of Elem Education		Peshawar	1.00	T	Teacher Training Colleges	M	PU
0497		Syedul	Islam	Govt College of Elem Education	Thana (Malakand Agency)	Thana	1.00	T	Teacher Training Colleges	M	PU
0497		Munir	Ahmed	Govt College of Elem Education		D I Khan	1.00	T	In-Service Teachers' Trng	M	PU
0497		Bano	Iqbal	Govt College of Elem Educ for Women	Charsada Road	Peshawar	1.00	T	In-Service Teacher Traini	F	PU
0497		Mohammed Jamshed	Khan	Bureau of Curriculum		Abbottabad	1.50	T	Educational Materials Dev	M	PU
0497		Shobana	Tabassum	Primary Education Department	Hayatabad	Peshawar	1.50	T	Educational Material Dev	F	PU
0497		Mohammad	Alam	Directorate of Primary Education	Hayatabad	Peshawar	1.50	T	Educational Material Dev	M	PU
0497		Niaz	Mohammad	Directorate of Primary Education	Hayatabad	Peshawar	1.50	T	Educational Material Dev.	M	PU
0497		Siraj	Mohammad	Directorate of Primary Education	Hayatabad	Peshawar	1.50	T	Educational Material Dev.	M	PU
0497		Mohammad	Haroon	Directorate of Primary Education	Hayatabad	Peshawar	1.50	T	Educational Material Dev	M	PU
0497		Ayaz	Khan	Directorate of Primary Education	Hayatabad	Peshawar	1.50	T	Educational Material Dev	M	PU
0497		Syed Mukammel	Shah	Directorate of Primary Education	Hayatabad	Peshawar	1.50	T	Educational Material Dev	M	PU
0497		Farhad	Qazi	Education Department	Government of NWFP	Peshawar	0.75	T	Education Planning & Mgmt	M	PU
0497		Mohammad	Ashraf	Education Department	Civil Secretariat NWFP	Peshawar	0.75	T	Educ Planning & Mgmt	M	PU
0497		Muhammad Rafique	Khattak	Directorate of Primary Education	Govt of NWFP, Phase-5 Hayatabad	Peshawar	12.00	A	Education Planning (EMIS)	M	PU

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Fields Listing
Participants Training Database System (PTDS)
Academy for Educational Development, Islamabad

<u>no</u>	<u>proj</u>	<u>firstname</u>	<u>lastname</u>	<u>employer</u>	<u>emp_adrs</u>	<u>emp_city</u>	<u>duration</u>	<u>trg_type</u>	<u>wfos</u>	<u>sex</u>	<u>sector</u>
0497		Shahana	Gulzar	Government Girls High School	Lady Sandeman	Quetta	0.75	T	Decentralized Mgmt of Edu	F	PU
0497		Zakia	Hassan	Government Girls High School	Lady Sandeman	Quetta	0.75	T	Decentralized Mgmt of Edu	F	PU
0497		Fehmina	Amin	Government Girls High School	Mohammad Shahi	Mastung	0.75	T	Decentralized Mgmt of Edu	F	PU
0497		Muhammad Azam	Kasi	Planning & Development Department	Balochistan Secretariat	Quetta	0.75	T	Decentralized Mgmt of Edu	M	PU
0497		Manzoor Ali	Gambree	Primary Education Development Prgm	C-11 Railway Housing Society	Quetta	0.75	T	Decentralized Mgmt of Edu	M	PU
0497		Bilquis	Jaffari	Directorate of Primary Education	Mullakhel St, New Al-Gilani Road	Quetta	3.00	T	Decentralized Mgmt of Edu	F	PU
0497		Samina	Hamid	Directorate of Primary Education	D.E.O. Female	Quetta	1.00	T	Educational Policy Analys	F	PU
0497		Malik Ijaz	Ahmed	Directorate of Primary Education	New Al-Gilani Road	Quetta	1.50	T	Educational Policy Analys	M	PU
0497		Ismat	Salahuddin	Govt College of Elem Educ for Girls	Jinnah Town	Quetta	0.75	T	Teachers Training	F	PU
0497		Shahnaz	Ghazala	Govt College of Elem Educ for Girls		Pishin	0.75	T	Teacher Training	F	PU
0497		Farzana	Jabeen	Govt College of Elem Educ for Girls		Pishin	0.75	T	Teachers Training	F	PU
0497		Surriya	Talat	Govt College of Elem Educ for Girls		Pishin	0.75	T	Teachers Training	F	PU
0497		Muhammad Mushtaq	Bajwa	Govt College of Elem Education		Mastung	0.75	T	Teachers Training	M	PU
0497		Muhammad Mahmood	Atiq	Education Department	Bureau of Curriculum	Quetta	0.75	T	Teachers Training	M	PU
0497		Bakht	Khan	Govt Teachers Training School		Loralai	0.75	T	Teacher Training	M	PU
0497		Din Mohammad	Channa	Education Department	Dera Allah Yar, District Jaffarabad	Jaffarabad	0.75	T	Teachers Training	M	PU
0497		Anis	Iqbal	Education Department	Bureau of Curriculum	Quetta	2.00	T	Teacher Training	M	PU

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Fields Listing
Participants Training Database System (PTDS)
Academy for Educational Development, Islamabad

<u>nom_proj</u>	<u>firstname</u>	<u>lastname</u>	<u>employer</u>	<u>emp_adrs</u>	<u>emp_city</u>	<u>duration</u>	<u>trng_type</u>	<u>wfos</u>	<u>sex</u>	<u>sector</u>
0497	Shamsul	Islam	Bureau of Curriculum	Education Dir. Shawak Shaw Road	Quetta	2.00	T	Education Management	M	PU
0497	Muhammad	Mawaz	Education Department		Quetta	0.75	T	Decentralized Management	M	PU
0497	Ali Begum	Khan	Finance Department	Government of NWFP	Peshawar	0.75	T	Financial Mgmt in Educati	F	PU
0497	Ataullah	Khan	Govt College of Elew Education	Gul Bahar # 2	Peshawar	1.00	T	In-service Teachers Trng	M	PU
0497	Ghulam Sarwar	Mengal	Education Department	Govt of Balochistan	Quetta	3.00	T	Educational Policy Analys	M	PU
0497	Muhammad	Ishaque	Primary Education Development Prgm	Government of Balochistan	Quetta	2.00	T	Educational Policy Analys	M	PU
0497	Arshad Ali	Khan	Directorate of Primary Education	Hayatabad	Peshawar	1.50	T	Educational Materials Dev	M	PU
0497	Nisar	Mohammad	Directorate of Primary Education	Hayatabad	Peshawar	1.50	T	Educational Materials Dev	M	PU
0497	Gulshan	Ara	Directorate of Primary Education	Hayatabad	Peshawar	1.50	T	Educational Materials Dev	F	PU
0497	Muhammad	Tariq	Directorate of Primary Education	Hayatabad, Phase V	Peshawar	1.50	T	Educational Materials Dev	M	PU
0497	Rahim Dad	Khan	Directorate of Primary Education		Peshawar	1.50	T	Educational Materials Dev	M	PU
0497	Muhammad Nashim	Abbasi	Ministry of Education	Curriculum Wing, H-9 Sector	Islamabad	3.00	T	Educational Policy Analys	M	PU
0497	Ijaz	Ahmad	University of Balochistan	Department of Education	Quetta	3.00	T	Educational Policy Analys	M	PU
0497	Syed Majid Reza	Jaffrey	Govt Degree College	Mastung	Kalat	2.75	T	Educational Mngt/Admin	M	PU
0497	Syed Atta	Abbas	Messrs Brinks (Pvt) Ltd	5 Sariab Road	Quetta	24.00	A	Business Administration	M	PR

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REPORT SUMMARY

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Rec Found : 134

DE-CODING

1. trg_type = Type of training

A = Academic Training

I = Short Term Training

2. Sector

PU = Public Sector

PR = Private Sector

3. mfos = Major field of study

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