

Primary Education Development Program

QUARTERLY REPORT TEN

For the Period 1 April through 30 June 1992

OVERVIEW

This report covers PED activities in both NWFP and Balochistan during the tenth quarter of the contract period. The highlights of activities undertaken or accomplishments achieved during the quarter are listed below in brief. Following the highlights are the Master Work Plans for the two provinces which update the Status of each of the tasks in the Plan.

ADMINISTRATIVE MATTERS

Management and Administration:

Mr. Abbasi, Joint Education Advisor and Joint Secretary of Education for Curriculum, spent three weeks in the United States on invitational travel from USAID. While there, he attended the ASCD convention and visited virtually all the organizations and institutions in the DC area engaged in innovative curriculum development. He also visited ETS and other organizations involved in educational testing anticipating the final approval of setting up a National Educational Testing Service in Pakistan, with PED technical assistance. The Academy arranged the tour, and the Chief of Party accompanied Mr. Abbasi for the last fifteen days it.

A final decision on establishing the NETS was made at a meeting in Islamabad on May 31, chaired by the Federal Minister of Education.

A subcommittee of the NWFP Steering Committee was established to conduct mid-year and end-of-year reviews of program progress and report recommendations on actions to be taken to the full Steering Committee. The sub-committee consists of the Deputy Director of Finance, the Additional Secretary of Education, the Additional Secretary of C&W, the Education Section Head and Deputy of P&D, and the Director of Primary Education.

The sub-committee accepted the end-of-year progress report. In a meeting the next day, the Steering Committee, under the Chairmanship of the Secretary of P&D, approved the Fourth Annual Plan but deferred approval of the establishment of the DCW in the Directorate because the Secretary of Finance was not present, and it was rumored that he had objections which should be heard and discussed before a decision was made.

Barbara O'Grady, AED Project Director, and Sharon Franz, Senior Vice President, visited both provinces. Deanna Dunworth, AED Senior vice-President for Finance, visited the Peshawar office and conducted a brief and satisfactory audit of financial procedures in the office.

In May, the Chief of Party participated in a satisfactory progress review of the PED program conducted by the Program staff and top management of USAID.

Training:

The management training consultants, who had completed a management training needs assessment of the NWFP Primary Directorate headquarters staff, conducted a two-day training session in responsibility allocation with the Director, the additional Directors, and all Deputy and Assistant Directors.

DONOR COORDINATION

Possible PED Program Support from other donors:

In June, a World Bank team, headed by, Mae Chu Chang, visited NWFP to follow up a first quarter '92 visit (reported on in the Ninth Report) to conduct a project appraisal, a second and vital step in preparing to support the continuation of PED under World Bank funding.

Other donor projects:

The GTZ Charsadda Project, a offshoot of the Pak-German Bas-Ed Project, received approval from appropriate officials in the Federal government and will begin the project with a new staff in October '92. Meanwhile, the existing Pak-German Bas-Ed staff will continue the materials development activities while awaiting the arrival of the new staff.

Private Education

The GONFWP made a funding commitment to the Frontier Education Foundation (FEF) of Rs 200M, in anticipation of an equal amount from the Federal Government, a substantial grant from USAID, and additional funding from other donors.

TEACHER SUPPLY, TRAINING, AND SUPERVISION

The data from the Teacher Content Knowledge Study were analyzed and final report preparation begun.

INSTRUCTIONAL MATERIALS

Field testing began in April of the newly developed Kacchi instructional materials in math/science, Urdu and Pashto in districts Bannu and Swat. Results of the first achievement testing of the children, teacher observations, and interviews were analyzed and summarized in a first formative evaluation report. Results were fed back to the participating teachers, their supervisors and other district officials.

With the advent of field testing the new materials, a new activity, labelled the School Improvement Program, (SIP), was introduced to the two districts of Bannu and Swat. In each district, top officials were taught the techniques of "action planning" and developed district plans to begin achieving the three action goals of the PED Program, increasing access and enrollment, increasing equity, and increasing the quality of education.

At the request of the Director, Primary Education, the field testing of newly-developed materials and the SIP will be expanded so that by early September '92, it will include Swat, Chitral, Dir, Lacki, Bannu, Mardan, Manshera, and Kohat.

MASTER WORK PLANS FOR NWFP AND BALOCHISTAN

NWFP

4.0 ADMINISTRATION AND MANAGEMENT

4.1 Developing an action plan for making effective use of available resources, governmental, donor, or private.

a). Design RBase descriptive data files for all existing primary education projects, programs, including major dates (beginning/ending, component Start-up dates), purposes, etc.

Start: 14/9/91 End: 30/9/91

Status: Work began on the design of the system in mid-April.

b) Locate descriptive information, enter into files, authenticate.

Start: 15/9/91 End: 30/9/91

Status: Work began in early May.

c). Design and set up RBase file structure for financial resources management for each project, program, extracted from Financial Management System.

Start: 1/9/91 End: 30/9/91

Status: Design work and file set up began independent of the FMIS because of the delay in developing the financial management system.

d) Secure financial data from each project, program, and their component elements from PC1s.

Start: 1/12/91 End: 31/1/92

Status: Financial data were obtained from the PC1s of each donor supported project. These are planning figures, however, and will have to be authenticated by interviewing project staff.

e) Update financial data (revised versus planned) from project, program directors.

Start: ongoing when system is designed. End: ongoing

Status: Will begin in third quarter of 92/93 fiscal year.

f) Update all files on a regular basis, using information supplied by project update forms, also used for Donor Coordination Meetings.

Start: ongoing

End: Continuing

Status: Deferred

4.2 Strengthen the Directorate of Primary Education by modernizing, streamlining its operations and those of its support and field staffs.

a) Study structures, functions, roles, perform task analyses (as appropriate), of Directorate headquarters staff, field staff, and support services.

Start: 20/9/91

End: 10/10/91

Status: Completed for Directorate headquarters staff and a preliminary study completed for field staff.

b) Develop improved systems, practices, as appropriate, review with management.

Start: 30/9/91

End: 10/10/91

Status: Organization analysis report was completed this quarter. Work on developing improved systems will begin in the first quarter of fiscal year '92.

c) Conduct staff training needs assessment.

Start: 1/10/91

End: 30/10/91

Status: The training needs assessment began with the top staff in the Directorate on 4/11/91 and was completed by quarter end though the final report was not in final form until mid-January.

d) Develop general management training program.

Start: 15/8/91

End: 15/9/91

Status: General design developed. Monthly two-day management training and administrative meetings arranged for all DEOs and SDEOs with top staff.

4.3 REVISION OF THE ADMINISTRATION AND ORGANIZATION OF TEACHER TRAINING

Start: 7/91

End: 10/91, and ongoing

TA staff: Cowell

DPE staff: Lodhi, Zahida Shah

Status:

A report on the status of the curriculum bureau/education extension center has been prepared. This report contains options for the organization of the bureau/center. A report recommending activities to strengthen the ptc degree has also been prepared. The secretary of education, nwfp, has constituted a committee to determine the functions of the curriculum bureau and an organization and staffing pattern which will enable it to accomplish these functions successfully. This committee is chaired by Nasullah Khan, additional Secretary of Education. Progress on this activity depends on the decisions of this committee which has not met in the nine months since it has been constituted. The Secretary of Education, NWFP, has been asked to insure that this committee meets soon and regularly, and he has promised to do this.

a) Assign DPE counterpart(s) and review plan with counterpart(s)

Start: 7/91 End: 7/91

Status: complete

b) Complete data collection

Start: 7/91 End: 7/91

Status: complete

c) Write preliminary report, excluding recommendations

Start: 7/91 End: 7/91

Status: complete, including recommendations

d) Review Foster/Farner and British Council reports

Start: 8/91 End: 8/91

Status: complete

e) Devise draft organizational plan

Start: 8/91 End: 8/91

Status: awaits decisions by committee

f) Have draft plan reviewed by authorities

Start: 9/91 End: 9/91

Status: awaits decisions by committee

g) Add recommendations to plan

Start: 10/91 End: 10/91

Status: original recommendations in plan; new recommendations will be added by committee

h) Distribute plan and set up mechanism to act on recommendations

Start: 10/91 End: upon approval/disapproval of

recommendations

Status: awaits decisions by committee

i) Implement approved recommendations

Start: when approval obtained End: ongoing

Status: awaits decisions by committee

4.4 Developing and implementing an action plan to re-order the relationship among the Textbook Board, the Curriculum Bureau, and the Directorate of Primary Education to make the processes of developing, field testing, disseminating instructional and learning materials more responsive to student and teacher needs.

Staff: M. Habib, S. Lodhi, Z. Shah, Robinson, S.Jehan Khan.

a) develop an analysis of the relationship as it affects the development of instructional materials.

Start: 5/91

End: 5/91

Status: Complete

b) develop a new structural relationship and operating pattern for the development of instructional materials, incorporating the coordination of all donor activities in materials development, as well as the activities of the Bureau and the Textbook Board.

Start: 5/91

End: Ongoing

Status: Complete

c) create a NWFP Committee for the Coordination of the Development of Instructional Materials and hold regular meetings

Start: 5/91
months.

End: Ongoing. Committee to meet every two

Status: Committee has been formed and is operating regularly. Coordinated the planning of the Writers' workshop. Committee also met in October with Joint Secretary of Education (Curriculum Wing/Islamabad) for a review by a specially appointed national review committee of the instructional materials prepared by the PCR Project, the Pak-German Project, the IMDC writers, the PEPII project, and the Asian Development Bank. A result was the decision to field test (for a formative evaluation) the Pak-German materials (in Charsadda), the IMDC materials (in three districts to be selected), the PCR in Malakand.

d) enlarge the Committee's "charter" (it's rights, responsibilities, functions and its operation) to include coordination, review, and decision authority over all evaluation of instructional materials developed for use in primary schools in NWFP, regardless of the source of funding, and secure authorization from the Secretary of Education.

Start: 8/91

End: 10/91

Status: Complete

e) implement Committee's charter.

Start: 6/91

End: Ongoing

Status: With the field test of the newly develop instructional materials mentioned above, the Committee will be exercising its new charter.

4.5 Develop a more efficient management system and set of procedures to streamline processing of administrative policies and procedures, such as the development and approval of PC1s.

Staff: Robinson, S. Lodhi, G. Khan, F. Hussain.

a) develop list for all policies, procedures for which approval should be streamlined and of which positions in which departments are presently involved in their approval.

Start: 1/10/91

End: 15/10/91

Status:Deferred.

b) after problem analysis, prepare list of suggested changes

Start: 16/10

End: 20/10

Status:Deferred

c) meet separately for discussions and to secure tentative approvals of possible changes with concerned department authorities, first in Education, followed by P&D, Finance, and any other department regularly involved.

Start: 21/10

End: 31/10

Status:Deferred

d) continue meetings, as necessary, to finalize approvals, prepare written procedural manuals to disseminate to concerned authorities,

Start: 1/11

End: 30/11

Status:Deferred

4.6 Develop and implement an administrative procedure and a regular schedule for reviewing appointments and transfers in primary education for compliance with rules and regulations.

Staff: S. Jehan, S. Lodhi, W. Robinson

a) review and list all relevant rules, regulations, and practices governing appointments and transfers.

Start: 12/1

End: 12/30

Status: Previously thought to be complete but a closer examination shows it to be incomplete. Will be revised with new information from new sources in the next quarter.

b) develop procedures for review process, in the Directorate and its field offices, and a reporting structure and schedule.

Start: 1/1/92

End: 30/1/92

Status: Must await completion of the report.

c) secure approvals from authorized officials in the GONWFP for suggested review procedures, policies, schedule and any suggested changes which may be required in rules and regulations.

Start: 1/2/91

End: when approvals are secured.

Status: Deferred until report complete.

4.7 Staff training

4.7.1 design and conduct five job-related training workshops for Directorate top-level staff and eight for field staff (DEOs, DDEOs, ADEOs, SDEOs, and ASDEO's).

Staff: Robinson, S. Jehan, consultants on training needs assessment, organization development, and management training.

a) conduct informal initial broad-scale survey of "felt" job-related training needs of DEOs, et al, through one-day (12 to 14 hour) site visits to their offices for interviews and discussion.

Start: 18/7/91

End: 15/11

Status: Complete in August

b) conduct series of beginning general training sessions in planning and management for DEOs and ASDEOs using their administrative concerns, problems, and job requirements.

Start: 16/9

End: ongoing

Status: Began in September. Temporarily discontinued until Spring '92, when

the **School Improvement Program** training began in Swat and Bannu.

c) conduct analysis of functions, tasks, organization development needs of Directorate headquarters organization and staff.

Start: 15/10 End: 15/11

Status: Activity began in October and was completed by quarter end.
Final report was completed in mid January '92.

d) conduct staff training needs assessment.

Start: 20/10 End: 10/11

Status: Completed

e) develop training plan and schedule to accomplish needed training and further development of the organization.

Start: 30/10 End: 15/11

Status: Training of the Headquarter staff began with "responsibility allocation" training and the actual charting of presumed job responsibilities from the Director through the ranks of the Assistant Directors, using their actual job-related responsibilities, as they perceived them. These sessions will be followed in the next quarter with training to develop job descriptions and job-related skills and knowledge training.

f) develop plan and schedule for assessing impact and utility of training

Start: 10/11 End: 15/11

Status: Will be developed separately from the training plan by others not involved in the training itself.

g) implement training

Start: 1/1/92 End: ongoing as scheduled.

Status: Will be accomplished in first three quarters of calendar year '92

h) conduct continuing assessment of training.

Start: one month after training End: ongoing as scheduled

Status: Has not yet begun because training has not yet begun

4.7.2 Two training of trainers (TOT) workshops to train school heads in school management, administration, and supervision of instruction.

Staff: Robinson, S. Lodhi, Z. Shah, Shah Jehan, consultants in management training.

a) conduct school heads training needs assessment.

Start: 15/10/91 End: 30/10/91

Status: Will be undertaken in summer or early fall of '92

b) design TOT training plan and schedule.

Start: 1/11 End: 15/11

Status: will be accomplished following training needs assessment

c) conduct training of trainers.

Start: 15/1/92 End: 25/1/92

Status: deferred until preparatory work completed

d) develop training plan and schedule for training school heads.

Start: 20/1/92 End: 25/1/92

Status: deferred

e) develop plan and schedule for assessing impact and utility of training.

Start: 20/1/92 End: 25/1/92

Status: deferred

f) implement training plan.

Start: 15/2/92 End: when schedule is completed.

Status: deferred

4.8 Continued development of EMIS

4.8.1 Making operational the school census in all the district offices following the successful Phase I installation in three experimental districts.

Start: 8/1/91 End: 6/30/92 Staff: LeBlanc, Fayyaz, Khattak

Status: In progress but cannot be completed until second set of computers received.

a) Finalize database structure for 1990 school census at provincial level

Start: 8/1/91 End: 9/6/91 Staff: LeBlanc, Fayyaz, Khattak
Status: complete

b) Finish data entry of 1990 school census

Start: 8/1/91 End: 9/5/91 Staff: LeBlanc, Fayyaz, Khattak
Status: complete

c) Clean 1990 school census data

Start: 9/6/91 End: 9/30/91 Staff: LeBlanc, Fayyaz, Khattak
Status: completed

d) Validate 1990 school census data

Start: 9/10/91 End: 9/30/91 Staff: LeBlanc, Fayyaz, Khattak
Status: in progress

e) Develop data output of 1990 school census data

Start: 9/30/91 End: 10/31/91 Staff: LeBlanc, Fayyaz, Khattak
Status: complete

f) Present data to decision makers

Start: 9/30/91 End: 10/31/91 Staff: LeBlanc, Fayyaz, Khattak
Status: Deferred until fall '92.

g) Analyze data and prepare policy memos

Start: 9/30/91 End: 11/30/91 Staff: LeBlanc, Fayyaz, Khattak
Status: Deferred until final data reports prepared and validated

h) Develop baseline and update questionnaires for 1991 school census

Start: 8/7/91 End: 8/15/91 Staff: LeBlanc, Fayyaz, Khattak
Status: complete

i) Develop database structure for data entry for 1991 school census

Start: 10/1/91 End: 10/10/91 Staff: LeBlanc, Fayyaz, Khattak
Status: complete

j) Print 1991 NWFP questionnaires (3,000 baseline; 21,000 update)

Start: 8/18/91 End: 9/12/91 Staff: Jalil

Status: complete

k) Prepare school census questionnaire for distribution

Start: 9/12/91 End: 9/14/91 Staff: Fayyaz, Khattak,
Jalil

Status: complete

l) Distribute 1991 school census questionnaires

Start: 9/15/91 End: 9/25/91 Staff: Fayyaz, Khattak,
Jalil, Siddiqi

Status: complete

m) Retrieve 1991 school census questionnaires

Start: 10/31/91 End: 11/21/91 Staff: Siddiqi

Status: complete

n) Verify 1991 school census questionnaires

Start: 11/15/91 End: 12/31/91 Staff: Ilyas, Zia

Status: Not accomplished

o) Distribute validation questionnaires for 1991 school census data

Start: 9/23/91 End: 11/21/91 Staff: LeBlanc, Fayyaz,
Khattak

Status: deferred until fiscal '92

p) Input 1991 school census data

Start: 11/15/91 End: 12/31/91 Staff: LeBlanc, Fayyaz, Khattak
Status: in progress. Should finish in April '92

q) Clean 1991 school census data

Start: 11/22/91 End: 1/7/92 Staff: LeBlanc, Fayyaz, Khattak
Status: in progress. Cleaning done as data entered. Anticipate
completion by mid-April '92

Status: no action has been taken yet. Will be undertaken in fall '92

ii) Collect data from private schools

Start: 11/1/91 End: 1/31/92 Staff:

Status: see above

4.8.2 Implementing the adaptation of a Financial Management System (FEMIS) at the provincial level and adapting the system to district-level operations in three experimental districts. The system must provide information on both past and current expenditures for primary education. In addition, at the provincial level, the system has to include the ability to do financial tracking of all donor funds in relation to their program purposes.

a) Implement at the provincial level

Start: 1/8/91 End: 31/12/91 Staff: Jalil

Status: Work began in August and continues to develop the system. Initial system developed and under test.

b) Implement in pilot districts

Start: 1/1/92 End: 6/3/92 Staff: Jalil

Status: Must wait until provincial system is complete, debugged, and operational. Expect design work to begin in May '92

4.8.3 Performance and resource monitoring. The TA team and the Directorate will develop a planning, scheduling, monitoring and financial management system that provides the means for quickly and efficiently determining the Status of any primary education project in the province. This information will include information on all activities whatever the funding source. The financial management system is included in the system described in 4.8.2

Start: 1/8/91 End: 31/12/91.

Status: Deferred until FEMIS is complete and useful.

4.8.4 Studying the feasibility of designing and implementing a computerized personnel system for the Primary Directorate.

Start: 1/10/91 End: 31/3/92 Staff: Fayyaz

Status: in progress

4.8.6 The completion of the Human Resource Survey, which identifies the places where and kinds of teachers that are needed, the availability of teachers and the potential for alternative delivery of programs.

a) Complete Phase 1 (semi-urban areas)

Start: 5/4/91 End: 30/9/91 Staff: Siddiqi

Status: complete

b) Complete Phase 2 (rural and far-flung areas)

Start: 1/10/91 End: 1/2/92 Staff: Siddiqi

Status: Data gathering is complete.

4.9 developing and implementing a plan for the promotion of private primary education.

Staff: Shahnaz W. Ali, W. Robinson, Shah Jehan

a) complete development of rules and regulations for the NWFP Private Education Foundation.

Start: 1/7/91 End: 15/10/91

Status: complete

b) Cabinet approval of Foundation and rules and regulations.

Start: 8/91 End: 10/91

Status: Complete

c) seek funds for foundation

Start: 7/91 End: Ongoing

Status: Great interest shown but all donors want to wait until the Foundation is created before making a commitment.

d) Staff foundation and make operational.

Start: When foundation receives first money End: Ongoing

e) develop social marketing plan for foundation

Start: When foundation operational. End: Ongoing
if Board wishes such a plan. Probably dependent on their
attaining sufficient funding to support enhanced requests for funds from
applicants.

f) implement social marketing plan

Start: When plan final and foundation ready to receive proposals. End: Ongoing

g) design, establish, and operate a tracking system for expansion of private primary schools.

Start: 1/6/92 End: ongoing

Status: will begin with fall '92 census which will include private schools

4.10 Implementing a female promotion plan by including females in all administrative, planning, and computer training programs and by providing especially designed programs for females.

Start: 1/6/91 End: Ongoing

Staff: All TA team

Status: English language training program given to all headquarters staff during the quarter. Computers placed in female DEO's offices, their female staff trained along with male staff.

4.11 Commodities Support for Pre-service and In-service Training institutions)

Start: 7/91 End: 6/92, and ongoing
TA Staff: Cowell DPE Staff: Zahida Shah, Tajdaar
Status:

It has proven difficult to get the survey forms completed, and this has stalled the activity. A new attempt to complete this phase will be made in 1992. A consultant in library management and new library acquisitions advised the Curriculum Bureau in these areas in February, 1992. This consultant's suggestions for new materials are currently being considered.

a) Assign DPE counterpart(s) and review plan with counterpart(s)
Start: 7/91 End: 7/91
Status: complete

- b) Design survey forms
Start: 8/91 End: 8/91
Status: complete
- c) Conduct survey
Start: 9/91 End: 9/91
Status: not accomplished
- d) Write survey report
Start: 10/91 End: 10/91
Status: not accomplished
- e) Obtain and examine catalogues
Start: 11/91 End: 11/91
Status: not accomplished
- f) Draw up specifications
Start: 11/91 End: 11/91
Status: not accomplished
- g) Order items
Start: 12/91 End: 12/91
Status: not accomplished
- h) Specify use and train for use
Start: 4/92 End: 6/92 and ongoing
Start:
- i) Distribute and install items
Start: 4/92 End: 6/92 and ongoing
Status:
- j) Determine maintenance, repair and replacement policies and budget
Start: 5/92 End: 6/92
Status:
- k) Establish inventory procedures
Start: 5/92 End: 6/92
Status:
- l) Check up on use of items and retrain as necessary
Start: 6/92 End: ongoing
Status:
- m) Reorder, as appropriate
Start: 6/92 End: ongoing
Status:

5.0 CONSTRUCTION

BENCH MARK: Primary education facilities will be increased and located more effectively to increase enrollment of targeted populations.

5.1 Contract awarded for **Physical Conditions Survey** of primary schools, GCET's, and related facilities (1990/91 Annual Work Plan Activity 2.5.1.2, continuing).

a) Tender for bids

Start: 20/06/91 End: 30/06/91 Staff: G.Khan, F.Hussain,
M.Jan, S.J.Khan,
Robinson

Status: Tender was sent out on time.

b) Bids received & judged

Start: 7/91 End: 8/91 Staff: F.Hussain, M.Jan
Status: Bids were received along with requests for an extension of the deadline for submitting bids. A new date in August was set and bidders notified. Once the new bids were in, a technical committee reviewed the technical proposals and developed a short list of the three top firms. These were then submitted to the Department Committee, chaired by the Secretary. Upon opening the cost proposals, it was discovered that all bids of the top three exceeded the Committee's level of competence. After long discussion, the Committee deferred action until the bids could be analyzed financially and a decision made as to whether the tender should be re-issued.

c) Negotiate price

Start: 9/91 End: 9/91 Staff: F.Hussain, M.Jan, G.Khan,
S.J.Khan

Status: Deferred until Committee decides whether to re-advertise.

d) Award contract

Start: 10/91 End: 10/91 Staff: F. Hussain, M.Jan,
S. J. Khan

Status: deferred until choice of bid made

e) Physical facilities survey

Start: 01/11/91 End: 31/03/92 Staff: F.Hussain, M.Jan,
Contractor staff

Status: awaits completion of contract award

f) Improve school design

Start: 01/12/91 End: 31/12/91 Staff: F.Hussain, M.Jan,
S.J.Khan,Robinson,G.
Khan, Contractor staff

Status: awaits completion of contract award

g) Review site criteria

Start: 01/12/91 End: 31/01/92 Staff: F.Hussain, M.Jan,
S.J.Khan,Robinson,
G. Khan,Contractor staff

Status: awaits completion of contract award

h) Develop five year repair and rehabilitation schedule

Start: 01/03/92 End: 31/03/92 Staff: F.Hussain, M.Jan,
Contractor staff

Status: awaits completion of survey

5.2 School mapping. A school mapping study will be conducted at the tehsil level in each district showing the need for new institutions. The data will be entered into tehsil level facilities maps prepared by the private A&E firm, along with the location, condition and need for repair and rehabilitation of these facilities, with a five-year repair and rehabilitation schedule provided by the physical Status study. This information will then be entered in the Facilities Component of the EMIS.

a) Develop, design instruments schedule

Start: 01/01/92 End: 30/1/92 Staff: G.Khan, F.Hussain,
S.J.Khan, Robinson

Status: Instrument designed in October '91 when the Minister of Education requested that an immediate survey be taken, not wishing to wait until March'92 when it had been planned following the completion of the Physical Conditions Survey.

b) Training workshop for ADEOs, ASDEOs/development

Start: 01/02/92

End: 15/02/92

Staff: F.Hussain, M.Jan,
Robinson

Status: Workshop deferred. Officials felt it was not needed.

c) Conducting mapping survey

Start: 01/03/92

End: 31/03/92

Staff: F.Hussain, M.Jan,
DEO/SDEO staff

Status: Work began in Oct.and will be complete sometime in Jan or Feb '92

d) Add result to school maps

Start: 01/04/92

End: 30/04/92

Staff: F.Hussain, M.Jan,
PED Staff

Status: Not possible until Physical Conditions Survey completed

e) Enter data into school facilities file, EMIS

Start: 01/04/92

End: 31/05/92

Staff: F.Hussain, Fayyaz,
EMIS staff,
LeBlanc

Status: See above

5.3 Construction Targets. Twelve construction targets for 1991/92, including already planned construction as well as additional construction to support the ten year programme, are set at:

5.3.1 684 Primary Schools 684 schools will be constructed in locations where there is assurance by the responsible District Education Officer that there are at least 80 girls or boys in the age group 5-9 who have no access to schools and that the location meets other site criteria. At least 60% of the new construction will be girls schools.

Status of Construction as of June 30, 1992

		ADP	OTHER	
1.	New primary schools			
TOTAL				
	Target	384	100	486
	Sites handed over	372	98	470
	Work in progress	240	65	305
	Completed	123	33	156
2.	Reconstruction			
	Target	166	-	166
	Sites handed over	165	-	165
	Work in progress	93	-	93
	Completed	64	-	64
3.	Additional rooms (not including PEPII)			
	Target	684	-	684
	Sites handed over	682	-	682
	Work in progress	353	-	353
	Completed	323	-	323
4.	Upgrade prim to middle			
	Target	240	20	20
	Sites handed over	239	20	20
	Work in progress	222	15	15
	Completed	24	5	5
	Disputed	-	-	-
5.	Construction of additional Hostel spaces in existing Female GCETs			
	Target	400	400	800
	Work in progress	200	200	
	Completed	-	-	400
			(50%	
complete)				
6.	Construction of new GCETs			
	Target	2	4	6
	Sites handed over	2	3	5
	Work in progress	2	3	5
	Completed	0	0	0

7. Construction of Headquarters Building for Directorate of Primary Education.
Tenders issued for design
Bids received and short list prepared
Decision delayed until P&D has reviewed bids
Decision delayed because P&D wanted architectural drawing submitted
Architectural firms and their associations objected because the original tender had not asked for drawings and by law only architectural firms can submit drawings models, etc and no one had bid.

8. Construction of six DEOs' offices

PC-1 for two offices has been submitted to Govt.

9. Construction of warehouse for Textbook Board

Construction has begun and should be completed by year end, 1993

10. Construction of Staff Quarters at female GCET, Dabgari, Peshawar.

Work in progress; should be complete by June 30, '93

11. 1000 Mosque Schools for males and females opened

Completed Schools opened in April, 1992

12. Decision to establish a small DCW in Primary Directorate and hire private sector A&E firms to plan, manage, and supervise all primary directorate construction.

Decision taken in principle in August meeting of Steering Committee
Secretary of Education decides to have a final study made to lay out all the management, service rules, costs, other details of setting up the DCW.

That study completed, reviewed, accepted, and a PC1 prepared and accepted for the DCW.

Secretary decides to refer final decision back to Steering Committee

Rather than report on the Status of construction by the task levels laid out, which consist of the linear steps required to go from site selection to completed construction, it was felt that preparing tables like the following which consolidate the information would be easier for the reader to follow and more informative. Therefore the separate tasks involved in completing each activity have been deleted from the remainder of the Construction section, since they add nothing to the readers understanding.

6.1 Teacher Supply and Training Master Plan

Start: 7/91

End: 10/91 and ongoing

TA staff: Cowell, Bhattacharjea DPE staff: Lodhi, Zahida Shah, Jamshed

Status:

Progress on this activity has been dependent on availability of complete school census results. These results will be available in September, 1992. This activity will be completed as soon after that date as possible. Forms to provide data not available in the school census have been sent to deos. Meanwhile, an interim plan using must statistics and analyzing data at the provincial level only has been produced and distributed.

a) Redesign description of data needs

Start: 3/91

End: 4/91

Status: complete

b) Identify data sources

Start: 4/91

End: 4/91

Status: complete

c) Assign DPE counterpart(s) and review plan with counterpart(s)

Start: 7/91

End: 7/91

Status: complete

d) Analyze Human Resource Survey for data needed

Start: 9/91

End: 9/91

Status: complete

e) Analyze School Census for data needed

Start: 9/91

End: 9/91

Status: census data not yet available

f) Analyze Incentives Study for data needed

Start: 9/91

End: 9/91

Status: complete

g) Investigate Balochistan's mobile teacher training program for relevance to NWFP needs

Start: 8/91

End: 8/91

Status: no longer relevant

h) Create plan

Start: 10/91

End: 11/91

Status: preliminary plan at provincial level completed

i) Implement plan

Start: 12/91

End: ongoing, with yearly updates

Status: not accomplished

6.2 Regulations / Practices / Incentives Study for Female Teachers

Start: 7/91

End: Phase I 7/91; Phase II 10/91

TA staff: Cowell, Rugh,
J. Khan

and ongoing
DPE staff: Tajdaar

Status:

Both long and short versions of the report have been completed and circulated, as has an adjunct report on the use of residences built for female teachers. The report has prompted the secretary of education, NWFP, to appoint a committee to gather all documents related to this topic and to implement those recommendations which can be put in place quickly. The additional director of primary education for curriculum and training is the chair of this committee. The committee has begun its deliberations and has begun revising and approving recommendations. The services of a consultant to collect all relevant rules and regulations into a handbook has been secured.

a) Revise data collection documents

Start: 4/91

End: 4/91

Status: complete

b) Design report format

Start: 5/91

End: 5/91

Status: complete

c) Collect data for Phase I (descriptive report on key regulations)

Start: 5/91

End: 6/91

Status: complete

d) Write Phase I report

Start: 7/91

End: 7/91

Status: complete

e) Assign DPE counterpart(s) and review plan with counterpart(s)

Start: 7/91

End: 7/91

Status: complete

f) Collect data for Phase II (field verification and additional regulations, precedents, usual procedures, common practices)

Start: 7/91

End: 8/91

Status: complete

g) Write final report and draft recommendations

Start: 9/91

End: 9/91

Status: complete

h) Circulate draft recommendations to authorities for comment

Start: 9/91

End: 9/91

Status: complete

d) Select villages and girls, select teachers
Start: 7/91 End: 7/91
Status: complete

e) Design monitoring system
Start: 8/91 End: 8/91
Status: complete

f) Devise contract/bond system to insure that girls receiving stipends enter primary teaching
Start: 8/91 End: 8/91
Status: bond designed and approved

g) Conduct programs
Start: 9/91 End: ongoing
Status: PTC program in full swing, Matric program postponed

h) Monitor program and review performance and effectiveness of AIOU
Start: 1/92 End: 6/92
Status: program is being monitored

i) Write reports with recommendations for revision and extension
Start: 6/92 End: 6/92
Status:

6.3.3 Expanded Allowances for Rural Female PTC Students

Start: 7/91 End: 6/92
TA staff: Cowell DPE staff: Lodhi, Zahida Shah
Status:

All necessary elements are ready to distribute the expanded allowances on schedule at the end of the 1991-1992 academic year. Promotional materials were developed by means of which graduating female matric students would be informed of the expanded allowance. However, several problems arose which stalled the activity: it was impossible to identify who was rural as almost all students can claim a village or rural connection, those who cannot felt prejudiced against, it is not yet clear exactly which rural areas need more teachers, and the hiring ban has created an unequally distributed backlog of teachers in rural areas.

a) Assign DPE counterpart(s) and review plan with counterpart(s)
Start: 7/91 End: 7/91
Status: complete

b) Determine amount of stipends and delivery and monitoring system for stipends
Start: 8/91 End: 8/91
Status: complete

- c) Create budget
Start: 28/91 End: 8/91
Status: complete
- d) Conduct program
Start: 9/91 End: 5/92
Status: in abeyance
- e) Monitor and evaluate program
Start: 9/91 End: 6/92
Status: not begun because allowances not yet distributed
- f) Write report with recommendations for revision and extension
Start: 6/92 End: 6/92
Status:

6.4 Alternate Delivery Systems for Female Primary Education

- Start: 7/91 End: 6/92
- TA staff: Cowell DPE staff: Zahida Shah
- Status:

This activity will be attached to the new sip project. Places which are politically and educationally suitable will be sought where trial testing can take place.

- a) Assign DPE counterpart(s) and review plan with counterpart(s)
Start: 7/91 End: 7/91
Status: complete
- b) Specify details of each innovation
Start: 2/92 End: 2/92
Status: in process
- c) Analyze Human Resource Survey results for appropriate locations for each innovation
Start: 3/92 End: 3/92
Status: in process
- d) Implement each innovation
Start: 5/92 End: 6/92, and ongoing
Status:
- e) Write report with recommendations for expansion and improvement
Start: 7/93 End: 7/93
Status:

6.5.1 PCR P TEACHER TRAINING COURSE

Start: 7/91

End: dependent on PCR P progress

TA staff: Cowell, Habib

DPE staff: Lodhi, Jamshed

Status:

This activity is dependent on the development of PCR P materials, which is proceeding on schedule. Initial training has taken place in three districts under the leadership of the IMDC personnel. The evaluation report of materials tested contains recommendations for further teacher training.

a) Assign DPE counterpart(s) and review plan with counterpart(s)

Start: 7/91

End: 7/91

Status: complete

b) Examine PCR P curriculum design and materials for implications for teacher training

Start: dependent on

End: same

PCR P progress

Status:

c) Design training course

Start: same

End: same

Status: first training course designed

d) Select samples

Start: same

End: same

Status: first samples selected

e) Train experimental group

Start: same

End: same

Status: complete

f) Conduct trial

Start: same

End: same

Status: complete

g) Evaluate trial

Start: same

End: same

Status: complete

h) Write report with recommendations

Start: same

End: same

Status: complete

6.5.2 Teacher Content Knowledge

Start: 7/91

End: 12/91

TA staff: Cowell

DPE staff: Zahida Shah, Abdur Rashid

Status:

Pre-service students have been tested (phase I) and the data analyzed, after encountering problems with data entry into the emis system. Pre-service students were re-tested in April, 1992 (phase II) and in-service teachers were tested in May, 1992, (phase III). Phase II data is analyzed and analysis of phase III data has begun. The final report will be written in september upon the return of the consultant in charge of the activity.

a) Assign DPE counterpart(s) and review plan with counterpart(s)

Start: 7/91

End: 7/91

Status: complete

b) Review study design and materials, and update as necessary

Start: 8/91

End: 8/91

Status: complete

c) Complete logistical arrangements for study

Start: 8/91

End: 8/91

Status: complete

d) Test pre-service students and analyze results

Start: 9/91

End: 10/91

Status: testing complete, data entered, data analysis complete

e) Test in-service teachers and analyze results

Start: 12/91

End: 12/91

Status: testing completed, analysis of data in progress

f) Plan strategy to fill gaps in in-service teachers' knowledge

Start: 1/92

End: 1/92

Status: delayed

g) Retest pre-service students at end of year and analyze results

Start: 5/92

End: 6/92

Status: testing complete and data analyzed

h) Plan strategy to remedy deficiencies in pre-service content coverage

Start: 7/92

End: 8/92

Status:

i) Write report with recommendations

Start: 9/92

End: 9/92

Status: draft of Phase I report completed

6.5.3 Study Tours

Start: 7/91

End: 6/92

TA staff: Cowell

DPE staff: F. Hussein

Status:

Study tours in school mapping and EMIS have been canceled. They can be rescheduled for a later year, if desirable. A tour on construction has been added. Plans for the unicef tour of the BRAC project and the multi-grade tour through the northwest regional educational laboratory are proceeding. Names and papers for principal and alternate nominees for all tours are proceeding through government channels for approval. However, the approval process was delayed when it was discovered that inappropriate participants had been nominated in some cases and when senior officials asked to join tours. Possibilities for sending educators on short "tailor made" courses and for M.A. Degrees are now proceeding. 120 Educators took the TOEFL test, 12 educators attended the CIELS English language training course, and 7 educators took the GRE exams. From this group, four educators were selected for masters degree programs in the US.

a) Assign DPE counterpart(s) and review plan with counterpart(s)

Start: 7/91

End: 7/91

Status: complete

b) Determine needs and objectives for study tours

Start: 4/91

End: 7/91

Status: complete

c) Choose participants and complete procedures

Start: 8/91

End: dependent on procedures

Status: participants chosen, procedures in process

d) Organize tours

Start: 4/91

End: dependent on procedures

Status: in process

e) Assign responsibility for tour monitoring and reports

Start: dependent on procedures

End: same

Status:

f) Conduct tours

Start: dependent on procedures

End: same

Status:

g) write tour reports

Start: at end of each tour

End: same month

Status:

1. COMPUTERIZING SELECTED CB/EEC DATA

All CB/EEC data are now compiled and stored by hand. PED has installed the CB/EEC computer and has begun training one Bureau staff member. We will recommend further improvements to the computer room and discuss with the Director and Chief Instructor computerization possibilities and needs. We will jointly agree on a plan for computer use, on CB/EEC staff members to be trained, on the type of training each member needs, on how and where this training is best obtained, and on other future actions and activities.

2. DEVELOPMENT OF PTC CONDENSED COURSE

The three-month PTC "condensed course" is not effective and needs to be redesigned. Two staff members of the CB, two staff members of the EEC, and eight GCET instructors attended a "condensed course" development workshop in Quetta in February. The course has been designed by the TA team working with the Balochistan Curriculum Bureau.

During this PED workshop final lesson plans for all 360 hours of the condensed course curriculum were developed, teaching aids to go with some of the lessons were created, tests to be given at the end of the fourth and eleventh weeks of the PTC course were constructed, PEP II Modules were examined for their relevance as an instructional material in the course, and selected supplementary instructional materials for the use of PTC instructors were planned.

Training for trainers of this condensed course is also a major need. For the first time, in the fall of 1991 the secondary school teachers who are instructors in the condensed course were given training. This training was a positive step but needs to be improved further. An expanded and improved version of this training was developed, and the training took place in May, 1992. Condensed course training for in-service PTC candidates has begun.

3. IN-SERVICE TRAINING FOR GCET INSTRUCTORS

At present, GCET instructors do not have a well planned and organized program of in-service training based on an analysis of their needs. A specific strategy for accomplishing this activity will be developed. Three components of needed training are already identified. These are Effective Teaching Practices training which has already been developed by the TA team, training in the use of supplementary instructional materials (see #4 below), and training in generic teaching skills necessary for the successful use of the new IMDC materials.

4. SUPPLEMENTARY MATERIALS FOR GCET INSTRUCTORS

The Bureau has a budget of 3 lakhs rupees (approximately US\$ 12,000) for the purpose of providing supplementary teaching materials for use by the GCET instructors. A strategy was developed during the PED condensed PTC course workshop in Quetta for creating materials suitable for use in training colleges in NWFP. These materials were created during a workshop for GCET instructors held at the Bureau in April.

5. IN-SERVICE TRAINING FOR CB, EEC, AND PCRFP STAFF

At present CB, EEC, and PCRFP staff do not have a well planned and organized program of in-service training based on an analysis of their needs. A specific strategy for accomplishing this activity will be developed by the TA team working with the Bureau staff. The first training was given in Effective Teaching Practices in March. The workshop in Quetta on the development of the PTC Condensed Course has provided in-service training to selected CB and EEC staff.

7.0 INSTRUCTIONAL MATERIALS

7.1 Instructional Materials Development Cell

a) Form an Instructional Materials Development Cell (IMDC)

Start: 6/91 End: 6/91 Staff: Habib, Robinson,
S. J. Khan

Status: complete

b) Conduct workshop on curriculum analysis

Start: 8/91 End: 9/91 Staff: Habib, Mangloori,
Jamshed, Pak- German staff.

Status: complete

c) Develop tests of basic skills that are related to instructional objectives.

Start: 8/91 End: ongoing Staff: Habib, IMDC staff

Status: test of skills are imbedded in the text materials developed by the IMDC

d) Conduct workshop on field testing

Start: 11/91 End: 11/91 Staff: Robinson, Habib Jamshed,
Mongloori, Pak German staff

Status: Completed

c) Input data collected

Start: When study End: Staff: LeBlanc, PDE Pak-conducted
German staff.

Status: deferred

d) Discuss implications of study with IMDC

Start: During '92 End: Staff: Bashir, Pak-German staff.

Status: deferred

7.1.2 Contrastive analysis Study

a) compile data and report findings

Start: 8/91 End: 8/91 Staff: Bashir.

Status: completed

b) review findings of the study

Start: 9/91 End: 9/91 Staff: Habib, Robinson.

Status: completed

c) discuss implications of study with IMDC

Start: 9/91 End: ongoing Staff: Bashir.

Status: ongoing

d) publish and distribute study

Start: 10/91 End: 11/91 Staff: Riaz ud Din

Status: study reports published. Will be distributed in next quarter.

7.1.3 Kachi and Multi-Grade Studies

a) develop questionnaires for the Kachi and Multi-Grade Studies

Start: 4/91 End: 4/91 Staff: Rugh, Habib.

Status: completed

b) Orient administration to the use of research as a tool for decision making

Start: 5/91 End: 5/91 Staff: Rugh, Habib, Jamsheeda, Lodhi.

Status: ongoing process

c) Field test the questionnaires

Start: 5/91 End: 6/91 Staff: Rugh, Habib, Jamsheeda, PDE
Lodhi and Dist., Ed. staff

Status: completed

d) Conduct Kachi and Multi-Grade Studies

Start: 9/91 End: 9/91 Staff: Jamsheeda, Habib,
Lodhi, Z. Shah Dist. Ed. staff

Status: completed

e) Input data

Start: 10/91 End: 10/91 Staff: LeBlanc, EMIS
staff.

Status: completed

f) Analyze data and report findings

Start: 10/91 End: 10/91 Staff: Rugh, Habib

Status: completed

g) Review Report

Start: 11/91 End: 11/91 Staff: Habib, Robinson.

Status: completed.

h) Discuss implications of study for the development of instructional materials
with IMDC

Start: 11/91 End: ongoing Staff: Habib, Rugh, IMDC

Status: ongoing

7.2 Annotated Teachers' Editions

a) Develop instructional units for the Kachi class

Start: 10/91 End:ongoing Staff: Habib, IMDC

Status: completed

b) Develop annotated teachers' editions for use with prepared instructional units.

Start: 10/91 End:ongoing Staff: Habib, IMDC

Status: completed

c) Try the annotated teachers' editions with the prepared instructional units in experimental settings.

Start: 9/91 End:ongoing Staff: PCRFP Field staff

Status: completed.

d) Revise the annotated teachers' editions based on feedback from field testing.

Start: 10/91 End:ongoing Staff: IMDC

Status: Revisions made after limited trial use in Hayatabad. More extensive revisions will be made as needed after the results of the first six-weeks evaluation are known.

7.3 Supplementary Instructional Materials

a) Design a plan of action to provide supplementary instructional materials to selected experimental sites: Malakand, Dir, and Karak

Start: 8/91 End: 9/91 Staff: Habib, Robinson TRC, Lodhi, Z.Shah

Status: A plan is devised, and will be implemented during the academic year Starting in April 1992.

b) Implement plan of action in experimental sites

Start: 11/91 End: ongoing Staff: Habib, TRC, PED
staff and Dist. Ed. staff of
Malakand, Dir & Karak

Status: The plan will be implemented in the Winter of 1992.

c) Conduct assessment of action undertaken

Start: 1/92 End: 2/92 Staff: Habib, PED staff Dist. Ed. staff of
Malakand, Dir and Karak

Status: Plan to assess action will be devised Fall of 1992.

d) Design a plan of action to prepare supplementary instructional materials such as workbooks.

Start: 2/92 End: ongoing Staff: Habib, Mangloori,
IMDC staff.

Status: The instructional materials prepared by the IMDC staff have incorporated practice workbooks.

e) Implement plan of action

Start: 2/92 End: ongoing Staff: Habib, IMDC

Status: ongoing

7.4 Supplementary student learning materials developed by the Instructional Materials Cell and the Textbook Board

Start: End: Staff:

Status: Designs to prepare supplementary reading materials after the completion of each level is planned. The IMDC staff is to develop the ideas and the Textbook Board to publish them. A decision was made by the Textbook Board to delay publishing until 1993, so all planning was deferred until that time.

7.5 Teacher Support Materials

a) Design a plan of action to provide Teachers' support materials to selected experimental sites in Malakand, Dir, and Karak

Start: 8/91 End: 9/91 Staff: Habib, Robinson
TRC, Lodhi, Z. Shah

Status: Decision was made by PCRP they would reserve exclusive rights to Malakand. Dir will be included in the field test of instructional materials developed by the IMDC and will therefore also test these materials.

The NORAD Project on the other hand, is providing technical assistance to the National Textbook Boards to meet different needs that have been identified such as illustration, design, layout, and testing. The Textbook Board plans to use PED technical assistance in other areas such as conducting evaluation workshops, workshops for the preparation of Annotated Teachers' Editions. Therefore the Textbook Board's association with PED is limited to having the TA provide technical assistance in the limited areas mentioned above and is collaborating on the preparation of instructional materials, teacher support materials, and supplementary materials for children.

b) Devise a plan for training in computer uses for business, sales, inventory control and text book production.

Start: 5/91 End 5/91 Staff: Mumtaz Akbar,
Robinson Computer
Center Pes. Univ.

Status: Textbook Board prefers having Peshawar University do the training.

c) Purchase and install computers

Start: 3/92 End: 3/92 Staff: Akbar, PED

Status: Deferred

d) Implement training program

Start: 6/92 End: 9/92 Staff: TBB staff. Consultant from Pesh.
University

Status: Canceled

e) Conduct workshop on annotated teachers' editions of Textbooks for Board Staff

Start: 11/91 End: 12/91 Staff: Habib, Consultant

Status: Deferred until 1993.

f) Conduct workshop on field testing and evaluating textbooks

Start: 12/91 End: 1/92 Staff: Robinson, Consultant

Status: Completed

7.6.1 Training of editorial staff in editorial, design, and techniques for evaluating textbooks; of administrative and management staff in modern management practices, procedures and skills; of business, sales, editing, production, inventory, and distribution staff in computer applications for their functions.

Start: End: Staff:

Status: Textbook Board not interested in this sort of training

7.6.2 Experimenting with the Provision of Free Textbooks.

a) Devise a plan for experimenting.

Start: 1/92 End: 1/92 Staff: Robinson, Habib,
PED & TBB staff.

Status: deferred until prepared instructional materials are ready for dissemination.

b) Discuss implication of plan

Start: 2/92 End 2/92 Staff: Shah Jehan, Akbar,
and Robinson.

Status: Deferred

c) Implement plan

Start: 3/92 End: 4/92 Staff: PED & TBB Staff

Status: deferred

7.6.3 Providing Teachers with Annotated Editions of Textbooks and Other Teacher Support Materials.

a) Devise a plan for providing teacher support materials

Start: 1/92 End: 1/92 Staff: PED, TBB, Robinson, Habib

Status: Teachers in field test schools are provided Annotated Editions of the instructional materials. Providing them to all teachers in the districts awaits a decision by the Curriculum Wing to allow the province to adopt the IMDC produced materials, following their evaluation. Providing Student Supplementary Materials and Teacher Support Materials is planned for academic year 1992-93.

b) Implement the plan

Start: 3/92 End: 4/92 Staff: TBB, & PED Staff

Status: Deferred

7.7 Implementation of the Recommendations of the Organizational Study of the Curriculum Bureau

a) Discuss with the Chairman of the Curriculum Bureau, Miss Bhatti the recommendations proposed in the study.

Start: 8/91 End: 8/91 Staff: Bhatti, Habib, Robinson

Status: completed.

b) Submit the study to the concerned authorities for action.

Start: 10/91 End: 10/91 Staff: Habib, Robinson

Status: completed

c) Devise a plan to train new staff, once authorities take action.

Start: when action End: ongoing Staff: Habib, Bhatti

Status: deferred until authorities take action.

d) Implement the training plan.

Start: when ready End: ongoing Staff: Habib, Bhatti.

Status: deferred.

7.7.1 Training in curriculum analysis, the preparation of measurable learning objectives, development of criterion referenced tests, field testing procedures and methods, and analysis of field test data

Start: End: Staff:

Status: Training in curriculum analysis, the preparation of measurable learning objectives, and the development of referenced tests has already been conducted with officials in different organizations involved with curriculum development. Training the IMDC staff is an ongoing process. Field testing procedures and methods, and analysis of field test data was completed in February 1992.

7.8 Facilitate the evaluation of the effectiveness of the PEP 11 Modules.

a) Participate in devising a plan to evaluate the effectiveness of the PEP 11 Modules.

Start: when staff End: within plan Staff: Habib, PED
on board framework staff

Status: Decision made to avoid any participation so as to avoid any appearance of a conflict of interest or views.

b) Facilitate the implementation of the devised plan of evaluation.

Start: when staff End: within plan Staff: Habib, PED
on board framework staff

Status: No requests yet made to help in any manner.

ANNEXURE

END OF YEAR PROGRESS REPORT

THIRD ANNUAL WORK PLAN

PRIMARY EDUCATION

NORTH WEST FRONTIER PROVINCE

FISCAL YEAR 1991/1992

DIRECTORATE OF PRIMARY EDUCATION

NORTH WEST FRONTIER PROVINCE

INTRODUCTION

The Third Annual Work Plan contains the activities the Education Department was to accomplish during the 1991/92 fiscal year to meet the year's targets for the ten-year programme. Included are a brief background statement of the rationale for the programme, the benchmarks for 1991/92, the specific activities required to meet these benchmarks, and the status of each activity at the end of the 1991/92 Annual Plan Year.

BACKGROUND

Programme Goals. The first (1989/90) annual work plan for the North West Frontier Province stated the goals and the initial year's supporting activities for an intensive ten-year effort to improve primary education. The broad sector goal of the PED Programme is to strengthen the institutional capacity of the Northwest Frontier Province to formulate and implement policy that improves access, equity and quality of primary education.

The programme is expected to bring about a substantial increase in literacy over the next ten years. This is known to contribute significantly to increased and more widely distributed incomes, enhanced agricultural production, better health, lower fertility, and general social and economic development.

Specific Objectives. The specific objectives of the programme are to increase access to primary education and to improve the equity, quality and efficiency of the schools. It is expected that primary school enrollment will almost double over ten years, increasing from 1.193 million in 1989 to 2.373 million in 1999.

Targets for the ten-year programme for primary education, for NWFP including private schools, are set at:

Boys' enrollment	1.422 million
Girls' enrollment	0.951 million
TOTAL	2.373 million

Girls' enrollment is expected to almost triple (179%), reducing considerably current gender inequities in this province. Boys' enrollment will increase by 33% during this time, and the quality of education will be raised for all of the 2.373 million students.

BENCH MARKS

The benchmarks and enabling activities below were developed to indicate progress in 1991/92 toward the ten-year provincial programme goals. Below are six major areas where progress was to have been made in 1991/92.

1. ENROLLMENT

BENCH MARK: For 1991/92 minimum enrollment targets for private, and government primary schools, classes 1-5, have been set at:

Boys' enrollment	1,282,041
Girls' enrollment	441,195

These bench marks were set at an annual 5% increase in boys' and a 15% increase in girls' enrollment.

Minimum kacchi enrollment targets for 1991/92 in public, private, and government schools have been set at:

Boys' kacchi enrollment	272,850
Girls' kacchi enrollment	113,204

These bench marks were set at an annual 5% increase in boys' and a 15% increase in girls' enrollment.

2. BUDGET SUPPORT

BENCH MARK: Budget allocation for primary education for fiscal year 1991/1992, both development and recurrent, will comprise an increase of 5% in real terms over the previous year.

Status: The combined development and recurrent budget allocation for 1991/92 represents an increase of 23.7% in real terms.

3. PROGRAM COORDINATION

BENCH MARK: All new programs and activities serving primary education, both ADP and donor supported, will be designed in consultation with and will be coordinated through the office of the Director of Primary Education.

Status: The only new project currently operational is the Girls' Education Project, funded by the ADB. The Project is coordinated through the office of the Director of Primary Education, to whom the Project Director reports and to whom she is responsible. Conversations about close coordination in construction, teacher training, and the development of instructional materials have also been held with those in GTZ planning the new Charsadda project. Their PC1 has now been approved by ECNIC and staff are being recruited. When the new project director is appointed he/she will meet with the Director of Primary Education to plan activities and coordinate project programming.

4. ADMINISTRATION AND MANAGEMENT

The organization of the Primary School Directorate will be completed and its capacity to plan and manage improved by:

4.1 Developing and implementing an action plan for making effective use of all the resources available for primary education, whether governmental, donor, or private contributions.

Completion date: Development September 30, 1991.
Implementation ~~will be ongoing from then.~~

Status: The detailed action planning involved in this activity requires that a Resource Monitoring System (see Activity 4.83), be completed and operational. Work is going forward on this activity and on the further development and completion of the Financial Management System, that will provide financial record-keeping and management services to the Resource Monitoring System.

4.2 Further organizational development to strengthen the organization of the Primary Education Directorate by modernizing and streamlining its operations and the operations of its related support services and field offices.

Completion date: A study of the functions, roles, task analyses, and structures of the Directorate, its field staff, and its related support services will begin in August and end in October. Following the study, action plans to implement the findings will be ongoing throughout the year.

Status: This study began in October 1991 and included an organizational development study (completed in December '91), a training needs assessment for top staff in Directorate headquarters and DEOs' offices (completed in March '92), and a training plan for Directorate headquarters staff (also completed in March).

Four administrative and PED-component awareness training seminars of one day each have also been conducted for DEOs, SDEOs, and one for ADEOs Academic, during September, October, November, and December 91.

Training for Directorate headquarters staff conducted by the management training consultants who conducted the studies began on June 7. The remaining training workshops will take place in the next fiscal year, beginning in July. A further more detailed study of SDEOs/ASDEOs' offices and the training needs of their staff will be undertaken in the first quarter of the next fiscal year. (See Activity 4.7.1).

4.3 Developing and implementing an action plan to review and revise the administration of teacher training programs to carry out the Directorate's school improvement programs.

Completion date: October 30, 1991.

Status: As a result of an organizational study of the Curriculum Bureau, a set of recommendations and an action plan to strengthen the administration of teacher training programmes in the province was prepared. The report has been circulated to the Director, Bureau of Curriculum, the Director of Primary Education, the Secretary of Education, and copies have been supplied to a committee appointed by the Secretary of Education to determine ways of strengthening the Curriculum Bureau.

It is presumed that the Committee will meet and will consider the recommendations in its deliberation on the best organization and administrative structure for teacher training programs in NWFP.

4.4 Developing and implementing an action plan to re-order the relationship among the support and service organizations responsible for the development, field testing, publication, and dissemination of instructional and learning materials and the Directorate of Primary Education, with the purpose of making the process more responsive to teaching and student-learning needs.

Completion date: November 30, 1991.

Status: A major step has been taken on the development of this activity. An NWFP Committee to Coordinate the Development of Instructional Materials was constituted in early June 1991 with the further mandate to set standards for the evaluation and validation of newly developed materials before they are widely disseminated to schools.

The Committee was charged by the Secretary to convene panels of experts from time to time, as necessary, to assist the various projects develop quality, tested materials.

Members of the Committee are the Curriculum Bureau, the Textbook Board, the Primary Education Directorate, UNICEF, the Pak-German Bas Ed Project, the Primary Curriculum Reform Project (PCR?), the Asia Development Bank (ADB)-funded Primary Education Girls' Project, and the PED TA team.

To date, the Committee coordinated the two-week Workshop on the Development of Instructional Materials, which had an attendance of 80 trainees, 48 of whom were NWFP primary-school teachers. Staff from the member organizations attended, helped plan the Workshop and some led the training of subject-matter sub-groups, as did members of the PCR? staffs from Punjab, Sind, AJ Kashmir,

and the Northern Territories.

Once the Workshop was completed, an Instructional Materials Development Cell was formed in the Primary Directorate with the technical assistance and training supplied by the resident advisor in curriculum and instructional materials. The best one-third of the primary teacher workshop attendees were then employed as instructional materials developers on deputation from their schools.

They have written, tested, and revised instructional materials for children and teachers' editions for ~~beginning~~ science, math, reading and writing in Urdu and Pashto. The instructional materials are designed to teach the national objectives determined by the Curriculum Wing of the Federal Ministry. A field test and formative evaluation of the materials is now underway in schools in Bannu, Swat, and Chitral.

A one-week workshop has been conducted on formative evaluation (how to field test materials in schools) for curriculum developers, textbook authors and subject specialists from the four textbook boards, and a representative of the Curriculum Wing.

A educational assessment program is under development. Criterion-referenced test items in math, science, Urdu, and Pashto (reflecting the actual content of instruction) for grades three and five are being prepared, tested with children, and will be pooled. Once completed, tested, and revised, these items will then be used to draw parallel forms of tests that are to be used to assess how well the schools are teaching these subjects.

This province-wide testing program, the Northwest Educational Assessment Program (NEAP), will enable the Directorate and District staff to identify those schools in which there are teaching-learning weaknesses in these subjects so that measures can be taken to strengthen the teaching in these schools and increase their students' achievement scores.

4.5 Developing a more efficient management system and set of procedures to streamline the processing of administrative policies and procedures, such as the development and approval of PCIs.

Completion date: December 31, 1991.

Status: After thoughtful deliberation, it was decided that before attempting to deal with procedural matters in the other departments of the province, as would be required to implement this activity fully, an efficient management system and set of procedures to streamline the processing of administrative policies and procedures should be developed within the Primary

Directorate. That effort is currently underway.

4.6 With the office of the Chief Minister and the Secretary of Education, develop and implement an administrative procedure and schedule for the regular review of appointments and transfers in primary education to ensure that all these personnel actions are in compliance with the GONWFP rules and regulations governing these matters.

Completion date: July 30, 1991.

Status: ~~No formal, concerted, and official action has been undertaken on this activity within the Primary Directorate or by the Technical Assistance Team.~~

4.7 Staff Training.

4.7.1 Five job-related management training workshops will be designed and conducted for Directorate top level staff (Additional Directors, Deputy Directors, and Assistant Directors) and eight for District Education Office staff (DEO's, DDEO's, ADEO's, SDEO's, and ASDEO's).

Completion date: To be conducted throughout the year beginning in August with Directorate staff.

Status: This activity was deferred until the organizational study and training needs assessment were completed (See Activity 4.2). The workshops have begun and will continue in the next fiscal year.

4.7.2 Two training of trainers (TOT) workshops to train school heads in school management, administration, and supervision of classroom instruction.

Completion date: The first TOT workshop will be conducted in October. The training of school heads will continue throughout the year beginning in November.

Status: This activity has not been accomplished. It will be accomplished in the next fiscal year.

4.8 Continued development of EMIS by:

4.8.1 Making operational the school census in all the district offices following the successful Phase I installation in three experimental districts.

Completion date: June 30, 1992.

Status: The school census procedures was fully operational in three pilot district education offices (both male and female) in Charsadda, D.I.Khan, and Mansehra in February, 1992. Each district office is responsible for collecting and processing their own census data with computers provided by USAID. Data entry began in November, 1991. Data cleaning and output was carried out in January, 1992. An assessment of the impact of installing computers in the pilot districts will take place in July, 1992.

Two computers and related equipment were installed in Bannu in June. Expansion to the remaining districts will depend on the availability from USAID of additional computers and related equipment.

4.8.2 Implementing the adaptation of a Financial Management System at the provincial level and adapting the system to district-level operations in three experimental districts. The system must provide information on both past and current expenditures for primary education. In addition, at the provincial level, the system has to include the ability to do financial tracking of all donor funds in relation to their program purposes.

Completion date: Implementation at provincial level by December 31, 1991. Adaptation and use in three districts by June 30, 1992.

Status: Development of the Financial Management System at the provincial level is underway. Progress has been slow. Additional consultants have been hired and it now expected that initial implementation at the province level will occur in July and August 1992. Implementation of a partial system adapted for District level use is expected to begin in three experimental districts by September 30, 1992

4.8.3 Performance and resource monitoring. The TA team and the Directorate will develop a financial management system that provided the means for quickly and efficiently determining the status of any primary education project in the province. This information will include information on all activities whatever the funding source. The financial information will be drawn from the Financial Management System described in 4.8.2

Completion date: December 30, 1991. Implementation will then be ongoing.

Status: The completion date was unrealistic and was not met. In addition to the work being done to complete the development of the Financial Management System, work to develop the data base for this Performance and Resource Monitoring System is underway.

The system should be operational within the first quarter of the next fiscal year.

4.8.4 Studying the feasibility of designing and implementing a computerized personnel system for the Primary Directorate.

Completion date: March 31, 1992.

Status: Initial design of a personnel system has been undertaken by the EMIS staff. The completed study has been delayed and will be completed in the next fiscal year by hiring additional consultants.

4.8.5 Developing and making operational a school facilities component in the EMIS by computerizing the results of the physical status survey of all existing primary schools, GCET's, and related structures in NWFP, by district, and eventually by tehsil.

Completion date: Development by Jan.31, 1992.
Operational at provincial level by June 30, 1992.

Status: As yet, no work has been undertaken on this component by the EMIS staff. Work will commence in time to phase the development of the component with the results of the Physical Status Survey.

4.8.6 The completion of the Human Resource Survey, which identifies the places where teachers are needed and kinds of teachers that are needed, the availability of teachers and the potential for alternative delivery of programs.

Completion date: October 30, 1991.

Status: All the villages in NWFP have been surveyed and data entered for all but a few. A report has been prepared and widely distributed for the first 4630 villages surveyed (Phase I, semi-urban villages within one hour's drive from an urban area). A final report for the entire province is under preparation.

4.9 Developing and implementing a plan for the promotion of Private Primary Education.

Completion date: June 30, 1992.

Status: Legislation has been passed authorizing the creation of the Frontier Education Foundation, which has the mandate to support the further expansion and improvement of private education in the province. A PCI has been prepared and approved, the Board of Directors appointed, and the Secretary of Education

has been appointed Acting Managing Director. Fund raising efforts, particularly to attract funding from donor agencies interested in promoting quality private education, will now commence.

4.10 Implementing a female promotion plan by including females in all administrative, planning, and computer training programs and by providing specially designed programs for females.

Completion date: Ongoing throughout the year.

Status: Females are included in all training programs, including all computer training programs for the district EMIS cells. A special program to improve the English report and memo drafting (writing) skills of female staff members of the Directorate headquarters began in September 1991 and continued through February 1992. It will be extended throughout the new year, along with special training workshops in management skills.

A short term consultant will be engaged in September 1992 to help design a longer term female training program, which may include job re-design to make some of the positions more accessible to females and to allow them to discharge their duties within the time and family constraints they have.

4.11 Commodities: Conducting a survey of needed materials, equipment, and vehicles for GCETs and Resource Centers to be attached to GCETs, for the Curriculum Bureau, the Directorate headquarters, for female SDEOs, and for the Textbook Board; developing equipment and materials specifications from the surveys and procuring the necessary commodities.

Completion date: June 30, 1992

Status: A survey form to determine the present status of buildings, materials, equipment and supplies for GCETs has been developed and the process of surveying these institution has begun. A survey of library holdings in the Curriculum Bureau and GCETs has been conducted, and a list of recommended purchases has been drawn up. Progress on Resource Centers will wait until the committee on strengthening the Curriculum Bureau (see Activity 4.3) has made its decisions - one of which may be the establishment of such centers. Procurement will follow standard GONWFP procedures, once the specifications for commodities have been drawn up and agreed upon.

5.0 CONSTRUCTION

BENCH MARK: Primary education facilities will be increased and located more effectively to increase enrollment of targeted

populations.

5.1 Contract awarded for Physical Conditions Survey of primary schools, GCET's, and related facilities (1990/91 Annual Work Plan Activity 2.5.1.2, continuing).

Completion date: July 30, 1991 for award of contract.

Status: A short list of three firms was selected from the technical review of the bids received. The Departmental Committee opened the cost proposals of the three firms in order to make a decision on which firm with which to negotiate but discovered all the bids to be above the competence level of the Committee.

The Secretary then appointed a sub-committee to make a close analysis of the bids and submit its recommendations to the full Committee. The analyses was made and the subcommittee met with the Secretary. Two important members of the subcommittee felt the tenders should be re-advertised --others did not, feeling that the Secretary could ask for last and final offers

At that point, negotiations could begin with the lowest bidder. After long discussion, the Secretary decided to refer the matter to the P&D Department for a ruling. The ruling was to ask for the last and final from the three firms. Their offers have been submitted and await a meeting of the Departmental Committee to open and evaluate them, at which point, negotiations may be possible with the lowest and best bidder, if the cost figures come in below the Committee's competence level.

5.2 School mapping. A school mapping study will be conducted at the tehsil level in each district showing the need for new institutions. The data will be entered into tehsil level facilities maps prepared by a private A&E firm, along with the location, condition and need for repair and rehabilitation of these facilities, with a five-year repair and rehabilitation schedule provided by the physical status study and a five-year school construction schedule. This information will then be entered in the Facilities Component of the EMIS.

Completion date: March 1992.

Status: Preliminary plans were made to conduct the school mapping study at the same time as the Physical Status Survey in each district was underway. The delay of one year in processing the bids for the Physical Condition Survey has also resulted in a delay in the school mapping study.

If the Survey gets underway during the first month or so of the next fiscal year, it will still be best to conduct the school mapping study at the same time in each district. Each DEO's

office will be responsible for conducting the study. Training in school mapping will be given to the responsible officials.

A sub-district based school mapping study was undertaken in October and November of 1991 by the Primary Education P&D Department. Those data along with the information from the Human Resource Survey (of each village in NWFP) and the School Census already provide an enormous amount of information upon which decisions for school construction can be made. Therefore, the delay in this more precise school mapping study need not delay school construction and site selection decisions.

5.3 Construction targets. Twelve construction targets for 1991/92, including already planned construction as well as additional construction to support the ten year programme, are set at:

5.3.1 684 primary schools. 684 schools will be constructed in locations where there is assurance by the responsible District Education Officer that there are at least 80 girls or boys in the age group 5-9 who have no access to schools and that the location meets other site criteria. At least 60% of the new construction will be for female schools.

Completion date: 484 by June 1992. 200 will have been started but will be completed in 1992/93.

Status: As of June 30, 1992, 364 new schools will have been completed. Construction delays are the result of site selection problems.

Normally sites are to be identified, estimates received, and PCIs written for submission by the end of the first quarter of the fiscal year. This timing is dependent, however, on the DDAC Committees. As of Nov. 1, for example, no sites had been finalized in Mansehra, Karak, or D.I.Khan districts.

5.3.2 128 girls' primary schools upgraded to middle schools in areas where middle school opportunities do not exist for girls and where grade 5 enrollment is enough to justify the higher level.

Completion date: 80 will be completed by June 30, 1992. 20 will have been started but will be completed in 92/93.

Status: Sites for 80 upgrades were finalized by the Directorate of Secondary Education, in October/November '91. 40 are under construction.

5.3.3 400 additional hostel places at existing female GCETs. 100 in each of 4 locations where GCET enrollments are constrained by too little residential capacity.

Completion date: June 1993.

Status: All additional hostel spaces are under construction and should be completed on schedule.

5.3.4 4 additional GCETs (2 male and 2 female) in districts where training capacity is not available.

Completion date: June 1993.

Status: There should be no problem in completing three of the four on schedule. Work was delayed on the fourth because lengthy negotiations were required to acquire the land.

5.3.5 184 existing primary schools reconstructed.

Completion date: June 1992

Status: 132 of these will have been completed by June 30, 1992.

5.3.6 2554 additional classrooms in primary schools constructed.

Completion date: 1150 by December 1991; 720 by June 1992.

Status: 1870 of these additional rooms will be complete by June 30, 1992. Delays in finalizing sites by the DDAC Committees is responsible for some of the delay. As late as mid November, 326 sites were still in the process of being finalized.

5.3.7 Construction of office building for the Directorate of Primary Education NWFP in Hayatabad.

Completion date: June, 1994.

Status: As has been reported, land has been acquired, a tender has been floated for a private firm to design the building, bids have been received, the technical review of the bids complete, and a working paper prepared and sent to the Secretariat for submission to the Provincial Consultation Selection Board. The Board decided to perform its own technical review, extending the short list from the three firms selected by the Directorate Committee to six firms. Cost proposals of the six short listed firms have been received and await decision by the Provincial Consultation Board.

5.3.8 6 office buildings for DEOs/SDEOs in NWFP constructed.

Completion date: June 1992

Status: Work is underway on three. The remainder will be constructed in 92/93.

5.3.9 Warehouse for NWFP Textbook Board constructed in Hayatabad.

Completion date: December 1992

Status: Construction is proceeding satisfactorily. The warehouse will be completed in July or August '92.

5.3.10 Construction of staff quarters at female GCET, Dabgari, Peshawar.

Completion date: June 1992.

Status: The Department Sub Committee did not approve this activity until 4/3/92. Estimates have been received and work has begun. The construction will be completed in 1992/93.

5.3.11 1000 mosque schools for males and females opened.

Completion date: March 1992.

Status: The schools are in operation. Posts were sanctioned in January '92.

5.3.12 Review of Construction Management Study by GONWFP, discussion and decision by Steering Committee, and arrangements made for long term management of construction, either through a contract with a private firm or through C&W.

Completion date: GONWFP Review by August 15; decision by Steering Committee, September 31; if decision is to use private firm, contract by November 30; 1991 if decision made to use C&W, arrangements made by October 15, 1991.

Status: After the completion of a final feasibility and organizational design study in early January '92, the Departmental Committee met. After due deliberation, a tentative decision was made, subject to the approval of the Steering Committee, to go forward with the appointment of a small DCW staff and the hiring of private A&E firm(s) to help in the planning, design, and management of all construction and repairs

for the Primary Directorate. The final decision awaits a meeting of the Steering Committee.

6. TEACHER SUPPLY, TRAINING, AND SUPERVISION

TEACHER SUPPLY 1991/1992 - TABLE 1
PRE-SERVICE NEEDS

	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
<u>New Teachers Needed</u>			
- new primary schools	610	915	1525
- new mosque schools	1000	--	1000
<u>TOTAL</u>	<u>1610</u>	<u>915</u>	<u>2525</u>
<u>PRE-SERVICE CAPACITY</u>			
- GCET PTC graduates (1990/1991)	1710	745	2455
- GCET PTC graduates (1989/1990)	1710	745	2455*
<u>TOTAL AVAILABLE</u>	<u>3420</u>	<u>1490</u>	<u>4910</u>
<u>(OVERSUPPLY)</u>	<u>(1810)</u>	<u>(575)</u>	<u>(2385)</u>

* PTC graduates in the class of 1989/1990 were not appointed to teaching positions, thus creating this "once only" extra supply of trained teachers.

TEACHER IN-SERVICE 1991/1992 - TABLE 2

IN-SERVICE NEEDS

	Male	Female	Total
<u>Untrained Teachers Needing PTC</u>	7003	2893	9896
<u>PTC In-Service Capacity</u>			
- AIOU distance training	750	1500*	
- Curriculum Bureau short course	2005	633	2638
<u>TOTAL AVAILABLE</u>	<u>2755</u>	<u>1383</u>	<u>4138</u>
<u>(UNDERSUPPLY)</u>	<u>(4248)</u>	<u>(1510)</u>	<u>(5758)</u>

* This is the number of teachers for whom PTC training had been contracted through AIOU. The actual capacity for such training may be larger.

6. BENCH MARK: The supply of teachers will be expanded and their training improved by:

6.1 The completion of a master teacher supply and training action plan which lays out the numbers of teachers needed and the training required to meet target enrollments.

Completion date: October 31, 1991.

Status: A preliminary plan at the provincial level using MUST data has been completed. Early in the next fiscal year this plan will be improved and expanded by using PED/EMIS data and by presenting the analysis at the tehsil level.

6.2 Making changes in the policies affecting teacher supply by completing an action plan to effect necessary changes in rules, procedures, and/or practices affecting teacher supply and distribution to make posting in rural areas more attractive to female teachers.

Completion date: Phase I July 31, 1991; Phase II October 31, 1991

Status: A report titled "Primary Teachers in NWFP: Regulations and Practices which Govern their Recruitment and Distribution" has been prepared and distributed. A committee of key planners has been convened to consider its recommendations and to make appropriate decisions concerning these recommendations. This committee has begun to meet regularly.

6.3 Increasing the long-term supply of qualified female candidates by:

6.3.1 Implementing an action plan and pilot study to provide 200 stipends of Rs. 500 per year to poor rural girls studying at middle level and 200 stipends of Rs. 1000 per year for poor girls studying at secondary level in rural areas where teachers are needed.

Completion date: Initiating programme August 31, 1991. Completing pilot study June 30, 1996.

Status: Informal surveys of selected DEOs indicate that the pattern of need for new teachers, both male and female, is irregular, with great variation among tehsils. Many of those needing teachers the most have few girls' middle and secondary schools. Hence there is some doubt whether this activity will meet the need until more girls' middle and secondary schools are in existence in the worst off districts.

Therefore, this activity has been postponed until the up-dated Master Plan for Teacher Supply and Training (Activity 6.1) with analysis at the tehsil level is prepared. The portion of the activity designed to provide stipends to middle school girls has been canceled,

6.3.2 AIOU Matric Distance Programme contracted for 600 females and PTC Programme for 1500 candidates or an action plan developed and implemented to use

alternative means of satisfying these training needs.

Completion date: August 30 if contracted with AIOU. If alternatives are required, September 30.

Status: A contract was signed with AIOU to train 1500 in-service primary teachers in their distance PTC program in 1991-1992, and this effort is now proceeding smoothly. Costs for the distance Matric degree proved to be too high to permit signing a contract with AIOU for this purpose. However, if costs can be reduced and if the PTC contract produces the expected results, a modified matric contract will be signed also. Otherwise, alternate means of providing this degree will have to be developed.

6.3.3 Increasing female PTC candidates by increasing allowance for females from rural areas studying for PTC degrees from Rs. 45 per month to Rs.100 per month.

Completion date: Will begin with the fall 1991 enrollment in PTC programmes.

Status: The need for teachers varies among tehsils. Until the up-dated Master Plan for Teacher Supply and Training is developed at the tehsil level, areas where teacher needs are greatest will not be known. Currently, there are many more applicants for admission to GCETs than there are places for them, so attracting more candidates may not be helpful.

The decision to offer increase allowances for "rural" females needs to be re-thought. Except for a few cities, almost all areas can be considered as "rural." Further, it is felt by some educators that much ill feeling will be created when some females are given increased stipends and others are not. For these reasons, this activity has been delayed until these factors have been sorted out and appropriate policies formulated.

6.4 Developing an action plan to use alternative delivery systems for girls' education by opening mixed schools where no female teachers are available and parents accept the idea; using male teachers acceptable to a community; and/or using under-qualified teachers where qualified teachers are not available.

Completion date: September 30, 1992.

Status: Head teachers of boys' schools have been authorized to open enrollment to girls and have been urged to actively seek the enrollment of girls if space is available in the school.

6.5 Teacher and supervisor training will be developed and improved by:

6.5.1 Preparing, trying, and evaluating a teacher training programme to support the new PCRCP curriculum design and materials.

Completion date: April 30, 1992

Status: Successful trials of a "product specific" teacher training program are currently underway as part of the field testing of the instructional materials prepared by the IMDC cell for beginning students in Urdu, Pashto, math/science. Technical assistance has also been provided to the PCRCP staff to help them in the design of their in-service teacher training program for the PCRCP materials.

6.5.2 Testing Urdu, math, and science knowledge of teachers and of teacher trainees to assess their ability to teach the primary programme.

Completion date: Phase I (for teachers in service) December 31, 1991. Phase II (for teacher trainees) June 30, 1992.

Status: Data for all three phases of the study (PTC and CT students at the beginning and end of their training and in-service teachers with various amounts of service) have been collected, and analysis of this data is currently nearing completion. A report of this study will be available early in the next fiscal year.

6.5.3 Alternative methods of pre-service, in-service, and supervisor training identified through review of the literature, and study tours to countries where experiments have proved successful, (eg. Bangladesh) or where the latest methods have been developed (eg. Northwest Regional Educational Laboratory, USA).

Completion date: June 30, 1992.

Status: A program of six study tours is being arranged with the help of AED. Nominations for Principal and Alternate candidates for all tours have been made, nominees have completed, AFT forms, and the lengthy process of obtaining GONWFP approval and of arranging for the tours is now underway. All materials have been sent to EAD for their processing.

Candidates for Masters Degree programs have taken TOEFL and GRE tests, have now completed the CIELS intensive English language course. The final selection is now in process. Once complete, the list will be forwarded to EAD.

6.5.4 With the cooperation of UNICEF, evaluating and revising a Learning Coordinator's training course and

evaluating the Learning Coordinator effectiveness with a view to making a policy decision as to whether to continue using them or not. If the decision is to continue, the evaluation will provide the information needed to refine their roles and responsibilities so as to make them more effective.

Status: The formative evaluation of the Learning Coordinator training given in 1991 has been conducted, and the evaluation report prepared and distributed. Further training will be conducted (partially funded by UNICEF) when the Directorate succeeds in closing the financial books for last year, in appointing new female learning coordinators, and in providing agreed upon drivers and POL funds.

NEW ACTIVITIES

(Not in the plan originally)

o Development of PTC Three Month Condensed Course.

Status: Materials and procedures for both the three month PTC condensed course and for the master trainer's seminar for this condensed course have been developed. Master Trainers have been trained and PTC training has begun.

o Training for Curriculum Bureau/Education Extension Center and GCET Staffs

Status: Training in the eleven effective teaching practices as identified by the BRIDGES study has been given to all members of the Curriculum Bureau and Education Extension Center staffs.

o Materials for GCET Instructors

Status: A workshop for the creation of innovative materials to be used by GCET instructors has been conducted and pilot materials have been produced.

o Computerization of Educational Data

Status: Initial steps have been taken to computerize the large amount of data collected each year by the CB/EEC and GCETs. A training program for selected CB/EEC staff has been started.

7. INSTRUCTIONAL MATERIALS

BENCH MARK: New instructional materials will be ready for dissemination to Kachhi and Pakki classes. The materials will be developed and improved through the following activities:

7.1 Instructional materials, annotations for teachers' use, and criterion referenced test items for instruction in

language, mathematics, and science prepared, tested, and revised by a working group. These materials will be field tested in schools of the Malakand District and their results feedback to writers for revision.

Completion date: ongoing throughout the year.

Status: An Instructional Materials Development Cell, the (IMDC) has been formed. A Workshop on Development of Curriculum Materials was conducted on August 24 to September 5, 1991. Among the attendees were 48 Primary school teachers who participated on the basis of possibly being selected to serve as instructional materials developers (writers) in the IMDC. The 16 PTC teachers were selected to serve in the IMDC. 13 accepted detailment from their schools. An SNE has been prepared for these posts and is under consideration by the Finance Department. A facility has been rented and equipment purchased to accommodate the Cell's activities.

One year's instructional materials in Pashto, Urdu, math/science has been prepared, revised, and is now being field tested in Bannu, Swat, and Chitral. The first achievement test shows promise.

7.1.1 A graded vocabulary in Pushto prepared in coordination with the Pak-German Basic Education Programme.

Completion date: First phase by September 30, 1991.

Status: This activity is on hold until the staff for the Pak-German Charsadda Education Programme has been selected and is ready to begin.

7.1.2 A contrastive analysis of Urdu, Pushto, Brahui, and Baluch completed and findings used in developing materials that minimize the learning difficulties of children who have one of these languages as a mother tongue and another as the medium of instruction.

Completion date: August 30, 1991.

Status: The Study on Contrastive Analysis of Urdu, and Pashto has been completed. The consultant shared some of her work in the Curriculum and Materials Development Workshop. She will work with the IMDC to explain the implications of the Study for the preparation of instructional materials.

7.1.3 Kachhi and multi-grade teaching studies completed and the findings incorporated into learning materials

Completion date: Kacchi study completed July 30, 1991. Multi-grade completed November 30, 1991. Integration

into materials development beginning August 1991.

Status: The Kachi and the Multi-Grade Studies have been completed and final reports prepared and distributed. Data from the two studies have been used by the IMDC staff in the design of the new Kacchi materials and will continue to be of use in materials development.

7.2 Annotated teachers' editions of the newly developed and tested learning materials to be used by teachers in classroom instruction, learning coordinators, supervisors, and head teachers in supervising classroom instruction prepared by the Instructional Materials Cell.

Completion date: ongoing throughout the year

Status: The IMDC has teachers' annotated editions of the now instructional materials, which are now being used by the teachers, learning coordinators, and ASDEOs in the experimental schools in Bannu, Swat, and Chitral.

7.3 Instructional materials, annotations for teachers' use, and criterion referenced test items for instruction in Pashto and mathematics prepared, tested and revised in cooperation with the Pak-German Bas-Ed Project. These materials will be field tested in the Charsadda District and the results fed back to writers for incorporation in revisions.

Completion date: ongoing throughout the year

Status: Coordination with the Pak-German Bas-Ed Project in ongoing. The Pak-German Instructional Materials Team attended the Workshop on Curriculum and Materials Development. The manner and the degree of further collaboration awaits the appointment of the new staff for the Charsadda Project.

7.4 Supplementary student learning materials developed by the Instructional Materials Cell and the Textbook Board.

Completion date: ongoing throughout the year.

Status: No supplementary student learning materials have yet been developed by the IMDC. The completion of this activity will occur in 1992/93.

7.5 Teacher support and auxiliary learning materials (such as political and topographical maps, charts, illustrated diagrams of science processes, alphabet strips, alphabet cards, number cards, number lines, children's dictionaries, atlases, children's magazine) purchased from indigenous private sector suppliers for free distribution to schools.

Completion date: First phase August 30, 1991.

Status: Large alphabet cards for Pashto and Urdu have been developed and tested. They will be used as a frieze around the walls of classrooms. Similar math number lines and charts have been prepared. They now await printing by the Textbook Board. When printing is complete, they will be distributed to all primary schools in NWFP.

7.6 Implementation of the recommendations from the organizational study of the Textbook Board:

~~7.6.1~~ Training of editorial staff in editorial design, and techniques for evaluating textbooks; of administrative and management staff in modern management practices, procedures and skills; of business, sales, editing, production, inventory, and distribution staff in computer applications for their functions.

Completion date: ongoing throughout the year

Status: The Chairman of the Textbook Board plans to use the University of Peshawar for training needs identified in the Textbook Board Study. However, he has requested the PED Programme to equip the Board with computers and other commodities. A first list is under consideration.

7.6.2 Experimenting with the provision of free textbooks and learning materials to students living in disadvantaged areas and with provision of a small supply of textbooks to all rural schools for teachers to loan to pupils on a short-term basis.

Completion date: June 30, 1992.

Status: This activity will be conducted in 1991/83,

7.6.3 Providing teachers with annotated editions of textbooks and other auxiliary teaching and learning materials.

Completion date: ongoing throughout the year.

Status: Providing teachers with annotated editions of textbooks has been coupled with providing newly developed instructional materials to students. The annotations are tools that the teachers will use with the new materials.

7.7 Implementation of the recommendations of the organizational study of the Curriculum Bureau:

7.7.1 Training in curriculum analysis, the preparation of measurable learning objectives, development of criterion-referenced tests, field testing procedures and methods, and analysis of field test data.

Completion date: ongoing through out the year.

Status: The Curriculum Bureau Organizational Study has been submitted to a Committee appointed by the Secretary of Education in early fall 1991. The Committee has not yet met. Once the committee has taken some decisions about how to strengthen the Bureau, the TA staff will design and implement a training program to develop Bureau staff capabilities to perform functions assigned to them.

Meanwhile, the staff of the Bureau were invited to participate in the training workshop on Curriculum and Materials Development and on how to design and conduct formative evaluations of instructional materials. Only two attended.

7.8 In cooperation with the World Bank, facilitate the evaluation of the effectiveness of the PEP II modules in terms of their ability to increase student performance and achievement.

Completion date: ongoing for the duration of the evaluation.

Status: The evaluation is now scheduled to begin in September 1992. Every effort will be made to meet such requests as may be made to facilitate the evaluators' work.