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Revitalizing, Innovating, Strengthening Education

Revitalizing, Innovating, Strengthening Education (RISE)

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POST-EARTHQUAKE EDUCATION RECOVERY PROGRAM

Annual Report of RISE Achievements for Year 1 (August 2006 – July 2007)

Submitted by:

RISE

Contact: Dr. Lorelei R. Brush
Tel: 0301-850-5711
E-mail: lbrush@air.org
House 1B, Street 67, G-6/4
Islamabad, Pakistan

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Acronyms

ADO	Assistant District Officer (Mansehra only)
AEO	Assistant Education Officer (Bagh only)
AJK	Azad, Jammu & Kashmir
DDEO	Deputy District Education Officer (Bagh only, equivalent to DO in Mansehra)
DDO	Deputy District Officer (Mansehra only, no equivalent in Bagh)
DEO	District Education Officer (Bagh only, equivalent to EDO in Mansehra)
DO	District Officer (Mansehra only, equivalent to DDEO in Bagh)
EDO	Executive District Officer – Education (Mansehra only; equivalent to DEO in Bagh)
EMIS	Education Management Information System
ESRA	Education Sector Reform Assistance
LTRC	Local Teacher Resource Center
NWFP	North West Frontier Province
PTA	Parent-Teacher Association
RISE	Revitalizing, Innovating, Strengthening Education
SC	Steering Committee
SIP	School Improvement Plan
SMC	School Management Committee
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development

Executive Summary

The *Revitalizing, Innovating, Strengthening Education (RISE)* project, funded by USAID, operates in two earthquake-affected districts of northern Pakistan, the Bagh district of Azad, Jammu & Kashmir (AJK) and the Mansehra district of the North West Frontier Province (NWFP). It completed its first year of operation in July 2007. The focus of the project is the improvement of the quality of education in the districts by building the capacity of education managers, training and supporting 5,000 primary, middle, and high school teachers, and training and supporting community members as they operate 1,000 school management bodies.

In its first year of operation, RISE established steering committees in each district so that managers would have a forum to discuss financial and human resources, review data on education indicators, manage the donors wanting to implement projects in the district, and debate approaches to teacher training. These steering committees met regularly, with more than 90 percent of managers participating, made at least one decision, reviewed EMIS data at multiple meetings, and reviewed data about donors. In Bagh, the committee went forward to make a decision about the geographic area a donor might work, something that district staff had allowed others to do in the past. Following a consultative workshop to determine capacity building needs, RISE designed an 18-month training program and implemented the first series of workshops and on-the-job support regarding school supervision and instructional support. Most district staff participated, and many have changed the way they conduct school visits as a result.

With regard to teacher training, RISE developed materials for training primary teachers in English, mathematics, and science, pilot tested the materials, and trained a total of 300 teachers. In addition, project staff oversaw the development of materials for middle school teachers and trained 55 of them in two pilot sessions. These numbers exceed the target for teacher training of 300 set by USAID. After the initial 12-day training sessions, RISE invites teachers to monthly follow-up sessions to discuss their implementation of the child-centered techniques they learned. Most teachers are attending faithfully (85% in Bagh and 60% in Mansehra), though we had hoped both districts would see at least 75 percent in attendance.

To involve communities in schools, RISE staff organized area opening meetings to introduce the possibilities, village-level meetings to elect representative bodies (school management committees in Bagh and parent-teacher associations in Mansehra), 3-day training sessions for members, and monthly meetings. In Year 1, staff formed 73 SMCs/PTAs (30 in Bagh and 43 in Mansehra) and completed the training of 57 of them in their roles and responsibilities and how they might advocate with authorities to meet the needs of their school.

In short, the project successfully implemented activities in all of its major program areas during the first year. RISE will build on the knowledge and experience gained in the first year to expand its work to a much larger scale during Year 2.

Description of Activities and Accomplishments

1. Introduction

The purpose of this document is to present the accomplishments of the *Revitalizing, Innovating, Strengthening Education (RISE)* project in its first year of operation, from August 2006 through July 2007. Our Quarterly Reports have presented the details of RISE activities; this report will only summarize the activities, with the intention of focusing on the impact of those activities. The indicators of impact were developed in conjunction with USAID to guide the measurement of achievement of each of the objectives of the project. Specific targets were set for two of the indicators: number of teachers trained and number of school management committees (SMCs) or parent-teacher associations (PTAs) trained.¹ These indicators are used for comparison of intended results with actual results.

The USAID intermediate result under which RISE is operating is number 8.4: Education System Strengthened (see top box on Figure 1). All activities in the project are aimed at the long-term result of increasing student learning in English, mathematics, and science and improving the quality of classroom instruction. With a significant number of teachers regularly absent from their classes, a major indicator of increased quality is a *decrease* in teacher absenteeism. The three boxes on the second level in Figure 1 contain the indicators of achievement of the major components of RISE:

- Improving financial and human resource management in district education offices;
- Improving teacher performance in the classroom; and
- Improving community participation in schools and education.

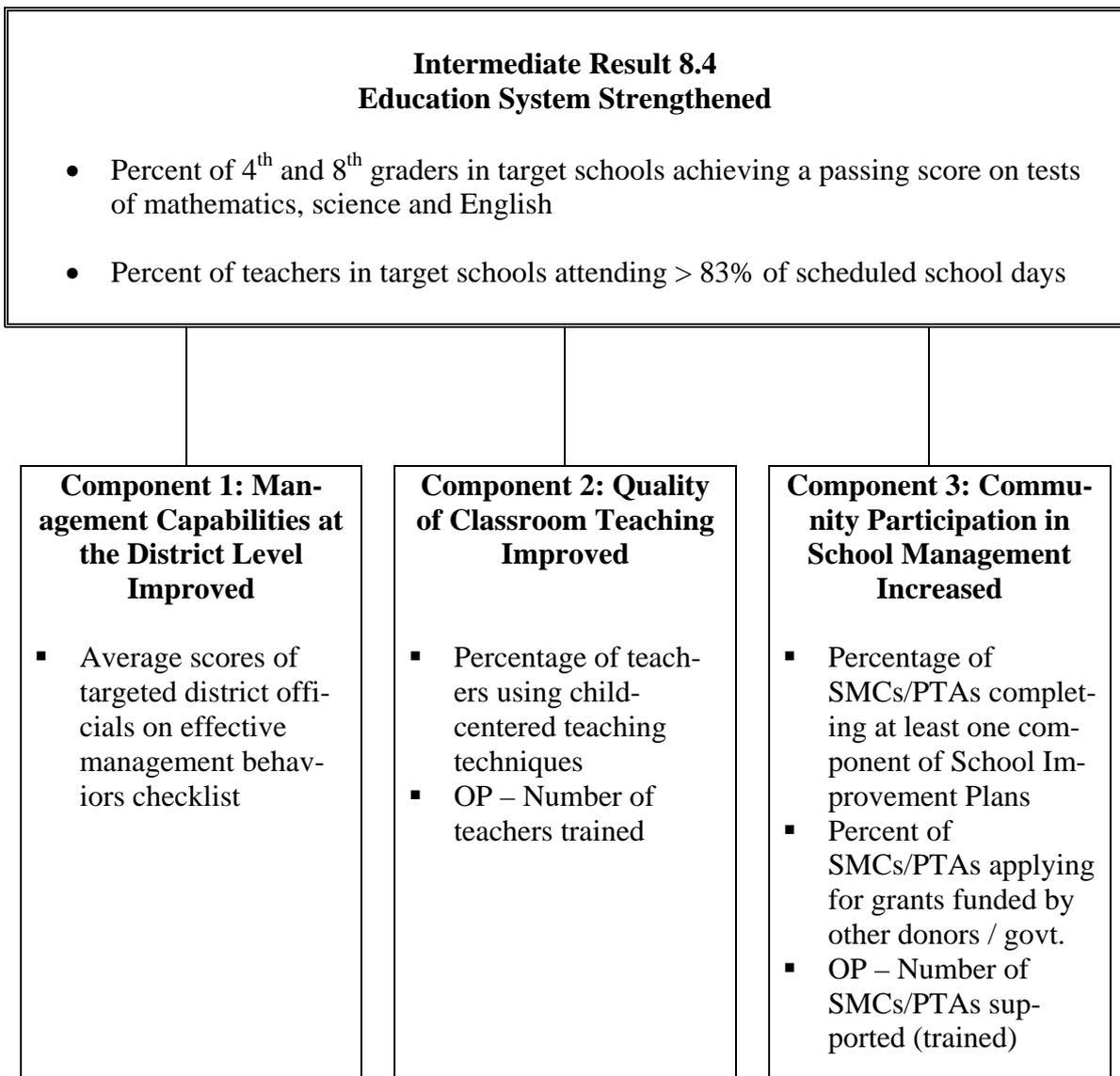
As shown in the component boxes, the major indicator of success for Component 1 is for management capabilities at the district level to improve, which is measured by evaluating the degree to which district education officials engage in effective management practices. Other more detailed indicators of progress or expected outcomes have also been defined in terms of improved financial and human resource management, improved use of education data in decision-making and improved implementation of a coherent in-service training system.

For Component 2, the major indicator is defined as improving the quality of classroom teaching. Two measures will be used to assess improvement: the number of teachers trained by RISE in child-centered, active-learning techniques; and the percent of trained teachers who put those techniques to use in their classrooms. As RISE engages in training and follow-up activities with teachers, it is also looking to establish and implement a sustainable system of teacher instructional support, so indicators of progress in this area are also examined.

For Component 3, the major indicator is described as increasing the participation of community members in school management. Initially, SMCs/PTAs must be trained in their roles and responsibilities, but RISE also intends for these groups to experience successful participation in decision-making around education issues. Specifically, all SMCs/PTAs are encouraged to prepare and implement School Improvement Plans (SIPs), effectively advocate for their children and schools, and apply for grants. RISE will offer small grants,

¹ Mansehra district of NWFP changed the name of its school management group from “Parent-Teacher Association” to “Parent-Teacher Council” in August of 2007, but since this report concerns the 12 months prior to the change, we use the term then in effect – Parent-Teacher Association or PTA.

Figure 1: USAID/Pakistan RISE Program – Results Framework



which will give SMCs/PTAs the chance to produce proposals, undergo a review, and implement a project, and staff will encourage the groups to apply for funds from other donors or the government as well.

The remainder of this report section on activities and accomplishments is organized according to the results framework. We begin with a discussion of progress in building the measures of student achievement and teacher absenteeism. In Year 1, RISE planned and developed these measures but did not use them in the field, so the report summarizes activities and stops short of providing results. In subsequent sections, however, RISE does have results to report: under each component we describe our activities and then present and discuss a table of accomplishments.

2. Student Assessment

In Year 1, RISE developed curriculum-based, criterion-referenced tests for children in grades 4 and 8 in English, mathematics, and science by working in collaboration with education officials from the following agencies:

- National Education Assessment System, Islamabad;
- Provincial Education Assessment Centre, NWFP;
- Textbook Board, NWFP;
- Directorate of Curriculum, Research and Development, AJK;
- Provincial Institute for Teacher Education, NWFP;
- Multiple Regional Institutes for Teacher Education, NWFP;
- Kashmir Education Assessment Centre; AJK;
- Directorate of Education Extension, AJK;
- Directorate of Curriculum and Teacher Education; NWFP; and
- Elementary colleges in AJK.

These tests will be pilot tested in August and September of Year 2; baseline data will be gathered in the fall; and the level of student progress measured in the spring. As is the case for tests of this sort, students will be considered proficient if they score at or above a predetermined level. The project goal for this indicator is set at students scoring 10 percent over the baseline for children in their grade. The plan for development and implementation is attached to this report as Annex 1.

3. Teacher Absenteeism

RISE's formal baseline study of teacher absenteeism is scheduled for August to November of Year 2. In that study, we will carefully examine the presence or absence of primary, middle, and high school teachers three times, once on a Monday or Tuesday, once on a Wednesday or Thursday, and once on a Friday or Saturday. The target set for this indicator, the percentage of teachers attending more than 83 percent of school days, is meant to capture the number of teachers who are in school at least 5 days out of the 6 scheduled each week, which is the reason for visiting each teacher multiple times on different days of the week.

In Year 1, we collected some attendance data as a part of our training needs assessments of teachers and our baseline study of teachers' classroom behavior. It is evident from this latter (most recent) study, conducted in April 2007, that teacher absenteeism is a major issue in RISE-targeted areas, especially in district Mansehra: we set out to observe all the primary school teachers who were scheduled for training in the summer of 2007 but were not able to complete many observations due to a high level of teacher absenteeism. Specifically, 275 teachers were posted in the 105 schools in the study that were accessible to data collectors, but many teachers were absent on the day of the visit.

District Mansehra was particularly strongly affected, with 19 of 79 schools having no teachers present (24%). Of these, 2 were boys' schools and 17 girls' schools. Out of the total of 45 girls' schools in the Mansehra sample, 38 percent had no teachers! Across all Mansehra schools, a total of 45 percent of our intended sample of teachers

was absent on the day of our visit. Among female teachers in this district, more than half (57%) were absent, though the 30 percent of male teachers absent is also very high.

In district Bagh, the problem of absenteeism was less significant, though 17 percent of male teachers and 8 percent of female teachers were absent on the day of our visit. In 2 schools (1 male and 1 female), the data collection team did not find any teacher in the school on the day of a first visit, but when they returned for a second visit, teachers were present in both schools. The complete baseline report of teacher behavior is attached as Annex 2.

4. Component 1: Management Capabilities at the District Level

The purpose of Component 1 is to build the capacity of district education officials so that each has the knowledge, skills and procedures to address the challenges of providing quality education in earthquake-affected areas. To establish a baseline measure of the effectiveness of district management practices, RISE developed a checklist of the practices identified by education managers as critical for their jobs. The six major categories are:

- Financial management and budgeting,
- Personnel management,
- Planning and development,
- School supervision and support,
- Community participation, and
- Teacher training.

Each major category contains two to four sub-items describing specific behaviors, and each item is scored as follows:

0. District officials show no evidence or interest in the area.
 1. There is evidence of awareness and interest in the area, but district officials do not take active measures for implementation.
 2. There is evidence of some ability in the area; however, district officials are not able to use their ability or knowledge in an effective manner.
 3. There is evidence of some ability in the area, and district officials implement some effective measures.
 4. There is evidence of strong ability in the area, and district officials do their utmost to implement effective practices.

For the baseline measurement of management skills, two RISE staff members working in education management scored the effectiveness of the team in Mansehra and the team in Bagh through initiating group discussions of how they manage each category and checking written documents after the discussion. A total of 47 of the 52 education managers in the two districts participated in the discussions or 90 percent.

The average scores for each district across the sub-items in each category are shown in Figure 2. Management scores ranged from 0 (teacher training) to 1.3 (personnel management in Mansehra), suggesting that there is evidence of awareness of respon-

sibilities in most of these six areas but little active attention to addressing the challenges. In general, there is little difference between Bagh and Mansehra.

To improve management skills, RISE has taken a two-pronged approach. The first is to establish district steering committees to provide a forum for discussion of prevailing issues, with the hope that these committees will directly address some issues, and, where a policy is not effective, will forward recommendations for changes to provincial or state authorities. Over time, they may even advocate for policy changes or more effective procedures for implementing existing policies. The second prong is an extensive training program in management practices. Following an assessment of the training needs of the 21 district officials in Bagh and 31 in Mansehra; RISE designed a 16-month program consisting of initial workshops, follow-up workshops, and on-the-job support. In Year 1, staff delivered training in the category of school supervision and instructional support.

Figure 2: Average Level of Effective Management for Major Categories

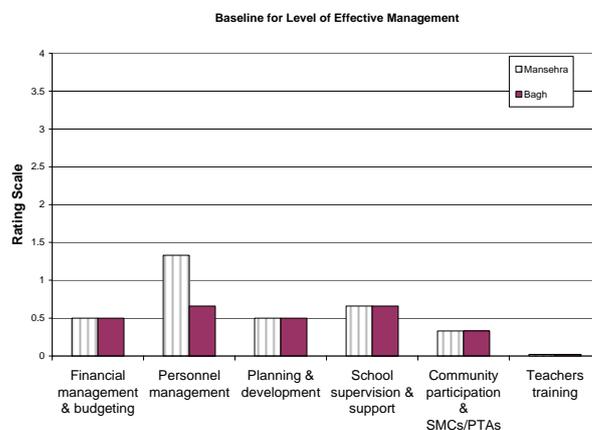


Table 2 shows the achievements of RISE, beginning with overall management effectiveness, and continuing with measures of the behavior of the steering committees and the effects of management training, the improved use of education data, and the improved implementation of an in-service teacher training system. All indicators that will be used during the project appear on this table, but many will not be used until Year 2. These are marked in the “Status” column as “Starting in Year 2” and will not be discussed in this report.

Before the start of the RISE project in Mansehra and Bagh, there were no steering committees or equivalent groups at the district level to coordinate and discuss education issues. By April of 2007, all major stakeholders directly concerned with education-related activities are members of the steering committees, and the groups are reviewing progress and providing feedback to education staff, NGOs and international organizations engaged in post-earthquake education rehabilitation programs.

As shown on Table 2, the three measurable indicators of success regarding steering committees have all been achieved in Year 1. Three steering committee meetings were held in district Mansehra and four in district Bagh from February to July 2007. The level of participation of district officials in these meetings was very high: 95 percent in district Bagh and 90 percent in district Mansehra. From a detailed review of the minutes of each meeting, it is clear that each of the steering committees has made one decision: to revitalize and improve their school monitoring mechanism through

adopting a school visit protocol designed in a series of RISE workshops. Though this is definitely an achievement, RISE staff are working to ensure that the scope of these decisions will broaden over the next year to encompass policies and activities not so directly influenced by the project.

Table 2: Achievements under Component 1 for Year 1

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
Level of effective management	Feb./ March, 2007	Average scores between 0 (no awareness or interest in management of item) and 1.3 (evidence of awareness or interest but ineffective practice) on 6 categories	Annually	To achieve a level of 3 in all 6 categories (evidence of some ability and implementation of some effective measures) on a scale from 0 to 4	Results regarding improvement of management skills will be reported in Years 2, 3, and 4
Expected outcome 1.1: Improved financial and human resource management at district level					
1.1.1: Established district-level steering committees					
a) Steering committee meetings held	February 2007	No steering committee	Quarterly	One steering committee meeting per quarter	Achieved: 4 meetings in Bagh, and 3 meetings in Mansehra were conducted between February and July 2007
b) Percentage participation in steering committee meetings	April 2007	No steering committee	Quarterly	80 % participation	Achieved: On average, 95% participation in Bagh, and 90% participation in Mansehra
c) Number of recommendations for improved financial or human resources implemented	April/ May 07	No recommendation	Quarterly	At least one recommendation per year	[Starting in Year 2]
d) Number of decisions to change the implementation of existing financial or human resources policies	May/ June 07	No decisions	Quarterly	At least one decision per quarter	Achieved: 1 decision in Bagh, and 1 in Mansehra: to revitalize and improve monitoring and school supervision mechanism
1.1.2: Improved skill sets of education managers					
a) Percentage of education managers trained in management skills	April 07	0 %	Annually	100 %	Partially achieved: <ul style="list-style-type: none"> • 73 % AEOs trained (received 4 days of training) • 58 % ADOs trained (received 4 days of training)
b) Percentage of teachers receiving a supportive visit from ADO/AEO	April 07	0 %	Annually	50 %	[Starting in Year 2]

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
1.1.3: Improved financial management					
a) Percentage of education managers trained in financial planning and management	April 07	0 %	Annually	100 %	[Starting in Year 2]
b) Budgeted amounts for schools reach the schools	April 07	0 %	Annually	70 % of funding intended for schools reaches schools	[Starting in Year2]
1.1.4: Improved implementation of human resource policies					
Number of district-level changes to effect more efficient implementation of human resource policies	April 07	None	Quarterly	1 per year	Not achieved: Postponed until Year 2
1.1.5: Improved management of donors					
a) Donor project data reviewed	May 07	None	Quarterly	Yes	Achieved: Donor project data reviewed in 3 steering committee meetings in Bagh and in 2 meetings in Mansehra
b) Donor projects directed to appropriate geographical areas for implementation	May/ June 07	None	Quarterly	Yes	Partially achieved: Some donors were directed to specific geographical areas in Bagh but not in Mansehra
Expected outcome 1.2: Improved use of education data in decision making					
a) District steering committees review EMIS data on schools at each meeting	April 07	0	Quarterly	Yes	Partially achieved: Existing EMIS data reviewed in 3 steering committee meetings in Bagh and in 2 meetings in Mansehra
b) Education managers use EMIS data in budgetary planning processes	March/ April 07	0	Annually	Yes	[Starting in Year 2]
c) Education managers use EMIS data in personnel management	March/ April 07	0	Annually	Yes	[Starting in Year 2]
Expected outcome 1.3: Improved implementation of coherent in-service teacher training system					
a) Approved plan for in-service teacher training system in use	March/ April 07	No plan	Annually	Plan developed, approved and in use	[Starting in Year 2]
b) Donor support found for in-service training	March/ April 07	No Declaration of Support	Annually (start in 2008)	Declaration of Support renewed each	[Starting in Year 2]

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
				year	
c) In-service training linked to pre-service training program	March/ April 07	No link between pre-service and in-service training program	Annually	Link between pre-service and in-service training programs	[Starting in Year 2]

In Year 1, RISE conducted a series of training events for district officials on their area of highest priority – school monitoring and instructional support:

- Separate 3-day workshops for Bagh’s and Mansehra’s assistant district education officers were held in May to discuss the process and content of school visits. A major outcome was a new checklist of the items to be accomplished during a school visit, with prominence given to supplying technical assistance and support, as opposed to the traditional inspection approach. District staff tried out and refined the checklist and then each promised to visit 5 schools in the next month and report on its use.
- A 3-day workshop in June for the senior managers of both districts to discuss the new approach to school monitoring designed by their assistant district education officers. The senior managers applauded the new approach and were particularly pleased at the commitment of staff to making visits.
- A 2-day workshop in July for each district to bring back the assistant district education officers to discuss the use of their new procedures for school visiting. Though all were enthusiastic about the process, none had done the five visits they had committed to doing. Nonetheless, they voted to extend their time frame for visits and made arrangements with RISE’s education management facilitator for specific dates.
- On-the-job support from the Education Management Facilitator in Bagh, who picked up the assistant education officers, drove them to and from schools, and provided technical assistance during the visit.²

Three comments from participants show the changes in attitude fostered in these workshops:

We have never focused on situations in a school like this. Even when I visited a classroom where I really wanted to help the teacher to deliver his lesson appropriately, I usually started by asking questions of students and if they did not respond, I would ask the teacher some pinching questions about why the students could not respond. These were really not helpful for the teacher to improve. For the first time, in this training, I came to know about the ethics of observation of classroom activities and the amount of patience which is required to do so.

² Unfortunately, the Education Management Facilitator hired for Mansehra did not appear for work as scheduled, so Mansehra ADOs were not provided with this support.

Now I realize that “telling off” may not be a good approach to bring improvement into teaching-learning situations. We need to be knowledgeable and skilled if we want to give productive feedback.

This checklist can be very useful to us in collecting all the information needed about situations in the school. It can lead to a good analytical report, which is what we need to bring changes in our traditional monotonous reporting system, which does not specify the areas where rewards can be suggested and feedback can be provided for improvement.



ADOs planning for role play – Mansehra



AEOs during classroom observation - Bagh

As shown on Table 2, the goal of training all of the education managers was only partially achieved. To be considered trained on our indicator “Percentage of education managers trained in management skills,” an individual had to attend at least 4 days of RISE training. Since only 3 days were offered to the senior managers, none of them is considered to be officially trained in Year 1 (though 100% of them attended all 3 days). Among the assistant education managers in Bagh, 73 percent met the criteria: 11 out of the 15 AEOs (all male) attended at least 4 days. In Mansehra, 58 percent may be considered “trained” as 15 (9 male and 6 female) out of the 26 ADOs (19 male and 7 female) attended at least 4 days.

The next indicator on Table 1 discusses changes in human resource policies. Because this fell lower on district officials’ priority list for training, RISE did not directly address such policies in Year 1. Thus, the table shows this item as “not achieved.”

With regard to the management of donors, district officials took some actions, beginning with reviews of data on donor activities. In Bagh, data was reviewed in 3 steering committee meetings, and in Mansehra, in 2 meetings, thus achieving RISE’s goal. In addition, the steering committee in Bagh took the action of directing UNICEF to work in Haveli tehsil for the implementation of a specific education project.

The final indicator measured in Year 1 deals with steering committees making use of EMIS data. The goal was to have some EMIS data reviewed at each meeting, and this goal was “partially achieved.” Specifically, Bagh officials reviewed EMIS data at 3 of their 4 meetings, and Mansehra officials reviewed it at 2 of their 3 meetings. Officials definitely noted extensive problems with the EMIS data and offered suggestions to improve it through additional training of education managers. RISE EMIS Specialists

agreed to begin by training education managers in basic computer skills, so that later they could use EMIS themselves for budget preparation, teacher training and personnel management.

5. Component 2: Quality of Classroom Teaching

To improve the quality of classroom teaching in Bagh and Mansehra, RISE is committed to training 5,000 primary, middle and high school teachers during its 4-year project and to establishing and implementing a sustainable system of teacher instructional support. In April of Year 1, RISE staff conducted a baseline study of teacher use of child-centered techniques in the classroom (i.e., class discussion, group work, or role play) by observing 163 primary school teachers who were to be trained by the project in the summer of 2007 (111 in Mansehra and 52 in Bagh). Only 6 teachers from Mansehra and 3 teachers from Bagh used the child-centered techniques of class discussion, group work or role play – not quite 6 % of the total. Most relied solely on lecture, writing on the blackboard, and asking one-right-answer questions of students.³ A follow-up study planned for the fall of Year 2 will tell us if we have achieved the goal of raising that percentage to 40 (see Table 3).

Table 3: Achievements under Component 2 for Year 1

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
Percentage of trained teachers using child-centered techniques	April 07	6 % of teachers use class discussion, group work, and role play	Annually	40 %	[Starting in Year 2]
Expected outcome 2.1: Train 5,000 teachers					
a) Number of teachers trained	Oct. 06	0	Following completion of each initial training	Total 5,000 teachers (2,000 in Bagh and 3,000 in Mansehra) Year 1 = 300 teachers (100 in Bagh and 200 in Mansehra) Year 2 = 1,500 (500 in Bagh and 1,000 in Mansehra)	Achieved: 355 teachers trained (110 in Bagh and 245 in Mansehra)

³ The entire baseline report of teacher behavior is contained in Annex 2.

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
				Year 3 = 2,000 (,1000 in Bagh and 1,000 in Mansehra) Year 4 = 1,200 (400 in Bagh and 800 in Mansehra)	
Expected outcome 2.2: Establish and implement a sustainable system of teacher instructional support					
a) Percentage of teachers attending cluster meetings	Oct. 06	0 %	Quarterly	75 %	Partially Achieved: 85 % in Bagh and 60 % in Mansehra attended monthly cluster meetings
b) Number of schools providing peer engagement activities after completion of RISE involvement	Oct. 06	0	Quarterly	10 %	[Starting in Year 2]
c) Number of schools participating in the Subh-e-Nau ⁴ initiative	Oct. 06	0	Annually	160 schools ⁵ will participate in Subh-e-Nau activities every year (60 in Bagh and 100 in Mansehra)	[Starting in Year 2]
d) Number of improved Learning and Teaching Resource Centers (LTRCs)	Oct. 06	0	Annually	23 LTRCs will be established or improved (3 in Bagh and 20 in Mansehra)	[Starting in Year 2]
e) Number of teachers who have visited their LTRC at least once in a quarter	Oct. 06	0	Annually	25 %	[Starting in Year 2]

⁴ The Subh-e-Nau initiative is a “competition” among children in different schools. Teachers will decide the topic (e.g., a science project on the earth, recitation of English poetry, a team competition in math), organize a competition within the school, and take the winners of each grade to a convention of schools.

⁵Note the change from the M&E Plan which asked for 160 “activities” in one year. Involving 160 “schools” in activities makes much more sense.

Two indicators acted as measures of RISE success in Year 1: number of teachers trained; and percentage of teachers attending the follow-up cluster training sessions held each month. As shown on Table 3, RISE trained 355 teachers (300 primary school teachers and 55 middle school teachers) in Year1, significantly above the target of 300 teachers. We also met the separate targets for each district, having trained 110 in Bagh, where the target was 100, and 245 in Mansehra, where the target was 200. Note that, to be considered “trained,” a teacher must meet the following criteria: either (a) attend at least 10 days of the initial 12-day training program; or (b) attend fewer than 10 days of the initial training and make up the absent days by attending 3 follow-up training sessions for each day below 10 in the initial training. Thus, a teacher who attended only 9 days of the initial training but attended the cluster workshops in March, April, and May would qualify as “trained.”⁶ Table 4 shows the numbers trained in more detail.

Table 4: Total Number of Teachers Trained in Year 1

Teachers Trained in Year 1 (July 2006 - July 2007)							
District	Primary			Middle			Grand Total
	Male	Female	Total	Male	Female	Total	
Bagh	42	43	85	9	16	25	110
Mansehra	133	82	215	0	30	30	245
Total	175	125	300	9	46	55	355



Teachers doing an experiment in Bagh



Teachers studying the digestive system in Mansehra

In terms of attendance at the monthly follow-up cluster workshops, RISE has partially achieved its target of 75 percent attendance. That is, in Bagh 85 per cent of teachers have attended the follow-up cluster meetings, but in Mansehra, only 60 per cent have attended. Several reasons have contributed to the relatively low percentage attendance in Mansehra: teachers objected to Sungi social organizers running the sessions as they were not sufficiently educated or trained; at least one of the teachers trained does not actually work in his assigned school, at least 4 teachers were transferred in the spring months and were no longer in walking distance of the venue for the follow-up train-

⁶ In Year 2, when we conduct a 6-day follow-up workshop for teachers initially trained in Year 1, we will also count each day of the follow-up training in calculating who is “trained.”

ing. This movement of teachers presents a considerable challenge for consistent training and follow-up!

6. Component 3: Community Participation in School Management

In order to increase community participation in school management, RISE must establish/reactivate and train 1,000 School Management Committees – SMCs (the name given these entities in Bagh) or Parent-Teacher Associations – PTAs (the name used in Mansehra in Year 1). The three primary indicators of success in this component are:

- Number of SMCs/PTAs trained;
- Percent of SMCs/PTAs completing at least one component of their School Improvement Plan (SIP); and
- Percent of SMCs/PTAs applying for grants funded by non-RISE donors or a government agency.

RISE partially achieved its target on the first indicator (see Table 5) and could not measure the other two in Year 1. In particular, staff trained a total of 57 SMCs/PTAs in their roles and responsibilities and in advocacy (a separate indicator), slightly less than the target of 60. In Bagh, 26 SMCs completed the training program, more than the target of 20, but in Mansehra, only 31 PTAs were trained out of the target 40. Note that, to be trained, a majority of the members of each SMC/PTA must attend all 3 days of the initial training session. Table 6 shows the breakdown of SMCs/PTAs trained by district, level of school (primary, middle or high) and gender of students.

Table 5: Achievements under Component 3 for Year 1

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
Component 3: Community Participation in School Management Increased					
Number of SMCs/PTAs trained in SMC/PTA management and the development of school improvement plans (SIPs)	April/ May 07	0	Post-training	1,000 Year 1 = 60 (20 in Bagh and 40 in Mansehra) Year 2 = 400 (150 in Bagh and 250 in Mansehra) Year 3 = 200 (100 in Bagh and 100 in Mansehra) Year 4 = 240 (120 in Bagh and 120 in Mansehra)	Partially achieved: 57 SMCs/PTAs trained (26 in Bagh and 31 in Mansehra)
Percentage of SMCs/PTAs implementing at least one component of their school improvement plan (SIP)	April/ May 07	0	Bi-annually	90 % of SMCs/PTAs who have developed SIPs Year 2 = 270 SMCs/PTAs (105 in Bagh and 165 in Mansehra) Year 3 = 270 SMCs/PTAs (105 in Bagh and 165 in Mansehra)	[Starting in Year 2]

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
				Year 4 = 180 (70 in Bagh and 110 in Mansehra)	
Percentage of SMCs/PTAs applying for other non-project grants	April/ May 07	0	Bi-annually	25 % of the SMCs/ PTAs receiving RISE grants successfully. Year 2 = 68 (26 in Bagh and 42 in Mansehra) Year 3 = 68 (26 in Bagh and 42 in Mansehra) Year 4 = 45 (18 in Bagh and 27 in Mansehra)	[Starting in Year 2]
Expected outcome 3.1: Increased capacity of community to participate in educational decisions					
a) Number of SMCs/PTAs established/strengthened	April/ May 07	0	Post-training	1,000 SMCs/PTAs (390 in Bagh and 610 in Mansehra) Year 1 = 60 (20 in Bagh and 40 in Mansehra) Year 2 = 400 (150 in Bagh and 250 in Mansehra) Year 3 = 200 (100 in Bagh and 100 in Mansehra) Year 4 = 240 (120 in Bagh and 120 in Mansehra)	Achieved: 73 SMCs/PTAs established/strengthened (30 in Bagh and 43 in Mansehra)
b) Percentage of SMCs/PTAs that have developed SIPs	April/ May 07	0	Quarterly	Year 1 = 0 Year 2 = 300 (117 in Bagh and 183 in Mansehra) Year 3 = 300 (117 in Bagh and 183 in Mansehra) Year 4 = 200 (78 in Bagh and 122 in Mansehra)	[Starting in Year 2]
c) Percentage of SMCs/PTAs holding required meetings	April/ May 07	0	Quarterly	80 % hold at least 5 monthly meetings in one year	Achieved: 100 % in Bagh, but Mansehra PTAs could not be registered and so could not hold monthly meetings
d) Number of education officials trained in importance of community participation	April 07	0	Post-training	100 %	[Starting in Year 2]
e) Percentage of target SMCs/PTAs receiving school "report cards"	April/ May 07	0	Bi-annually	80 % of SMCs/ PTAs holding required meetings (640)	[Starting in Year 2]
Expected outcome 3.2: Help School Management Committees/Parent-Teachers Councils to acquire effective advocacy skills					
a) Number of SMCs/PTAs trained on	April/ May 07	0	Following completion	1,000: Year 1 = 60 (20 in Bagh	Partially achieved: 57 SMCs/PTAs

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
advocacy skills			of each training	and 40 in Mansehra) Year 2 = 400 (150 in Bagh and 250 in Mansehra) Year 3 = 200 (100 in Bagh and 100 in Mansehra) Year 4 = 240 (120 in Bagh and 120 in Mansehra)	trained (26 in Bagh and 31 in Mansehra)
b) Percentage of target SMCs/PTAs advocating to government officials on behalf of their schools	Oct. 06	0	Annually	50 %	[Starting in Year 2]
Expected outcome 3.3: Establish and implement small grant program to support SMCs/PTAs					
a) Number of SMCs/PTAs submitting applications for RISE's small grants	July 07	0	Quarterly	800 Year 2 = 300 (117 in Bagh and 183 in Mansehra) Year 3 = 300 (117 in Bagh and 183 in Mansehra) Year 4 = 200 (78 in Bagh and 122 in Mansehra)	[Starting in Year 2]
b) Number of RISE small grants issued	July 07	0	Bi-annually	800 Year 2 = 300 (117 in Bagh and 183 in Mansehra) Year 3 = 300 (117 in Bagh and 183 in Mansehra) Year 4 = 200 (78 in Bagh and 122 in Mansehra)	[Starting in Year 2]
c) Number of SMCs/PTAs that have successfully implemented RISE small grants	July 07	0	Bi-annually	800 Year 2 = 300 (117 in Bagh and 183 in Mansehra) Year 3 = 300 (117 in Bagh and 183 in Mansehra) Year 4 = 200 (78 in Bagh and 122 in Mansehra)	[Starting in Year 2]

Table 6: SMCs/PTAs Trained in Management, Advocacy and Preparation of School Improvement Plans

District	Gender	Training received by the SMCs/PTAs (till July 2007)			
		Primary Schools	Middle Schools	High Schools	Total
Bagh	Male	9	2	1	12
	Female	10	2	2	14
	Total	19	4	3	26
Mansehra	Male	14	2	3	19
	Female	8	3	1	12
	Total	22	5	4	31
Grand Total		41	9	7	57

One of the topics introduced in the training is the development of school improvement plans (SIPs). This process generally takes some months, as the management committee debates its priorities for the school, and none of RISE’s trained SMCs/PTAs had completed a plan by the end of Year 1. Thus, this indicator will not be measured until Year 2. Since governments and donors granting monies to SMCs/PTAs ask to see the SIP as part of the granting process, RISE has also deferred the measurement of that indicator to Year 2.



Practical demonstration in SMC training in Bagh



Area opening meeting in Mansehra

The general process of activating and working with an SMC/PTA begins with an area opening meeting, when all community members are invited to find out what these entities are about and to express any concerns. Such a meeting is followed by a “formation session” in a village where community members elect their representatives. RISE succeeded in forming 73 SMCs/PTAs through such meetings: 30 in Bagh and 43 in Mansehra. These numbers exceed the target of 60 (20 in Bagh and 40 in Mansehra). At this point in the development process, the group generally notifies the district education office of its membership so that it can become officially recognized as the representative body. Twenty-one SMCs have been successfully registered with the education department in Bagh. Unfortunately, the district office in Mansehra would not register PTAs because the province was changing its rules for PTAs and did not want to recognize any committees using the old rules. This meant that Mansehra’s PTAs

could not officially begin meeting. However, as discussed at the start of this section of the report, RISE could move forward to train the SMCs/PTAs in both districts.

Following the training, the Bagh SMCs began regular meetings, with 100 percent holding at least 5 monthly meetings in Year 1. This shows great commitment to the school management process, and we look forward to their production of SIPs early in Year 2.

Summary

In total, RISE fully achieved seven of its targets, partially achieved six and did not achieve one (which was postponed to Year 2). Those targets that were fully achieved are an impressive group:

- Under Component 1, RISE has established education Steering Committees in each district that are meeting regularly, tackling difficult issues within the district, and beginning to make serious decisions that can influence the quality of education in their areas, including the management of donors to help accomplish the district's goals.
- Under Component 2, RISE trained 355 teachers or 118 percent of its target. To accomplish this, staff had to develop 12 days of training materials in English, mathematics, and science for both primary and middle school teachers, pilot test the materials, and then for the primary teacher training, locate and train Master Trainers, and supervise them to ensure high quality implementation.
- In working with SMCs/PTAs under Component 3, RISE established or reactivated 73 management groups. In Bagh, all 26 were trained and all met at least 5 times in regular sessions.

These Year 1 outcomes indicate that the project is well under way in all of its components, pushing for increased quality in the delivery of all education services in the districts of Bagh and Mansehra.

There have certainly been challenges, especially in Mansehra. Among the partially achieved targets, four of the six were achieved in Bagh and not in Mansehra (district staff giving directions to donors, teachers attending follow-up cluster sessions, and PTAs trained in their roles and in advocacy). Several reasons may account for our lesser success in that locale. A larger number of district staff, more political interference in the operation of the district; and a "corporate culture" of making one's own choice about whether to attend training sessions may all contribute to lower involvement on the part of district education staff. Sungi was very slow in starting its work with PTAs, had to be removed from conducting the teacher follow-up sessions, and was caught in the change-over of rules for PTAs, so they could not register them or begin regular meetings.

The other two partially achieved targets (use of EMIS data by the steering committees and completing 4 days of training for all managers) have somewhat different explanations. In neither of the districts have officials believed that EMIS can work for them; rather, they feel the data are collected for higher-ups in Muzaffarabad and Peshawar,

and they have largely ignored it. UNICEF and Save the Children have partially supported the system, but not sufficiently so that it produces “good” data for managers. RISE can help, but the lion’s share of EMIS is under the control of these other organizations. In Year 2, RISE will push for computer literacy on the part of managers, for review of data at each steering committee meeting, and will support EMIS staff, as needed.

Partially achieving the target of 4 days of training of managers is purely the fault of RISE. We decided on this path of workshops followed by on-the-job support to be able to ensure that managers actually implemented what they learned in training. Having only covered one topic, we did not offer sufficient days of training to meet the target for Year 1, but with a series of training topics and sessions planned for Year 2, we should have no problem meeting the targets in the future.

The only target not achieved at all is the Component 1 indicator of changes made to improve the implementation of human resources policies. Again, the reason for non-achievement is following the priorities of the district managers for the subjects to be brought up in training. This one will be addressed in Year 2, but was postponed so that the officials’ first priority – school monitoring and instructional support – could be fully addressed early on.

Student Assessment Plan for 2007

No.	Activity	1-07	2-07	3-07	4-07	5-07	6-07	7-07	8-07	9-07	10-07	11-07	12-07
1.1	Meet with NEAS/Islamabad												
1.2	Meet with PEACE/NWFP and KEACE/AJK												
2.1	Develop evaluation and assessment design												
2.2	Plan and budget activities												
3.1	Obtain frameworks and other materials												
3.2	Recruit assessment specialist (Ruman Ijaz)												
3.3	Analyze frameworks and materials												
3.4	Develop/revise test specifications												
4.1	Recruit item developers												
4.2	Orient item developers (workshops)												
4.3	Develop items (workshops)												
4.4	Review items (workshops)												
4.5	Construct pilot tests (workshops)												
4.6	Develop pilot test maps												
5.1	Conduct pilot sampling												
5.2	Write pilot test administration manuals (TAMs)												
5.3	Print test booklets and TAMs												
5.4	Recruit pilot test administrators												
5.5	Orient and train pilot test administrators												
5.6	Arrange pilot logistics												
5.7	Administer pilot tests												
6.1	Develop pilot data entry templates												
6.2	Recruit data entry agents												
6.3	Enter pilot data												
7.1	Analyze pilot data (workshop)												
7.2	Review pilot data (workshop)												
7.3	Construct baseline tests (workshop)												
7.4	Develop baseline test maps (workshop)												
7.5	Conduct baseline sampling (workshop)												
8.1	Write baseline administration manuals												
8.2	Print test booklets and administration manuals												
8.3	Recruit test administrators												
8.4	Orient test administrators												
8.5	Arrange logistics												
8.6	Administer baseline tests												
9.1	Develop baseline data entry templates												
9.2	Recruit data entry agents												
9.3	Enter baseline data												
10.1	Analyze baseline data												
10.2	Write technical and other reports												
10.3	Disseminate baseline test results												



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A PROJECT SPONSORED BY THE
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PAKISTAN
COOPERATIVE AGREEMENT NO. 391-A-00-06-01080-00
POST-EARTHQUAKE EDUCATION RECOVERY PROGRAM

Baseline Study of Primary School Teachers from Districts Bagh and Mansehra (April 23 – May 5, 2007)



Submitted by:

RISE

Contact: Dr. Lorelei R. Brush
Tel: 0301-850-5711
E-mail: lbrush@air.org
House 1B, Street 67, G-6/4
Islamabad, Pakistan

A COLLABORATION OF

- American Institutes for Research
- International Rescue Committee
- Sungi Development Foundation
- National Rural Support Program

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Executive Summary

The purpose of this study was to observe classroom pedagogy employed by primary teachers before they were trained by the RISE program in the summer of 2007. It was carried out from April 23 – May 5, 2007 in both the Bagh district of AJK and the Mansehra district of NWFP. A post-test of the trained teachers is planned for the fall of 2007 to study the impact of the training on their teaching practices. Data collectors set out to observe 225 teachers (114 male and 111 female) from 85 primary schools (36 male and 49 female) in Mansehra and 64 primary teachers (24 male and 40 female) from 26 primary schools (10 male and 16 female) in Bagh. Of the 85 primary schools targeted in Mansehra, 6 schools (7%) were inaccessible due to landslides or their long distance from a road, so the final sample held 79 schools in Mansehra and 26 in Bagh.

Although the study did not focus on teacher absenteeism, it did note the presence and absence of teachers in all of the schools visited. Of the 79 schools visited in Mansehra, data collectors did not find any teacher in 19 schools (2 male and 17 female). That is, 24 percent of the schools (and 35% of the girls' schools) in Mansehra were closed on the day of our visit due to lack of teachers. Across all accessible Mansehra schools, 43 percent of teachers were absent on the day we gathered data. Of the 26 schools in Bagh, data collectors found no teachers in 2 schools (1 male and 1 female) on a first visit (8%), but both schools had teachers present on the second visit.

In general, the findings showed that the primary teachers in these earthquake-affected areas use traditional methods of teaching. In most cases, they lecture to students, read from a book or the blackboard, and write on the blackboard. Observers rated the majority of teachers as less than satisfactory in even these fundamental skills. Most teachers do not plan their lessons before delivering them, introduce the lessons clearly and thoroughly, or involve students in an active way. Most did not appear to allocate time effectively, implement the lesson plan properly, or assess the students' learning. Less than half were rated as having a satisfactory command over the subject matter.

Thus, there is considerable room for the RISE training aimed at improving teachers' command over the subjects of English, mathematics, and science and at introducing and reinforcing the use of a variety of pedagogical methods.

Introduction

This baseline study of primary school teachers serves as a pre-test of teacher behavior prior to RISE training. It was carried out from April 23 to May 5, 2007, just prior to the June/July training scheduled by RISE. The objective was to observe the pedagogy used by teachers through the Teacher Quality Index, and then in the fall to see how pedagogy changes after the training.

The selection of teachers for the summer training was conducted with senior staff from the district education offices. Data were collected by qualified people from the anthropology department of Quaid-e-Azam University and the sociology department of Punjab University. Data collectors were given a two-day orientation on the tools, including in-class observations in primary schools to ensure inter-rater reliability.



Orientation training in progress for baseline data collection in Mansehra

Sample

A total of 289 teachers were scheduled for summer training, 225 in Mansehra and 64 in Bagh (see Table 1). These teachers were posted to 85 different primary schools (36 male and 49 female) in district Mansehra and to 26 primary schools (10 male and 16 female) in district Bagh (see Annexes I and II for lists of schools). Data collectors attempted to visit all schools, but were unable to reach 6 schools in Mansehra because of landslides blocking the road (4 schools) or long distances from the road to the school (2 schools). In this latter case, data collectors walked for as much as 4 hours and were then told by residents that they would not make it to the school while it was still in session. (Annex III shows a list of these schools.) So, a total of 79 schools were visited in Mansehra and 26 in Bagh.

Descriptor	Mansehra		Bagh		Total
	M	F	M	F	
Planned number of schools to visit	36	49	10	16	111
Number of inaccessible schools	2 (6%)	4 (8%)	0 (0%)	0 (0%)	6
Number of schools visited	34 (94%)	45 (92%)	10 (100%)	16 (100%)	105
Number of visited schools without teachers	2 (6%)	17 (38%)	0 (0%)	0 (0%)	19
Number of visited schools with teacher observations	32 (94%)	28 (62%)	10 (100%)	16 (100%)	86
Planned number of teachers to observe	114	111	24	40	289
Number of teachers posted in inaccessible schools	6 (5%)	8 (7%)	0 (0%)	0 (0%)	14
Number of teachers posted in accessible schools	108 (95%)	103 (93%)	24 (100%)	40 (100%)	275
Number of teachers absent from accessible schools	32 (30%)	59 (57%)	4 (17%)	3 (7%)	98
Number of teachers present but not observed	9 (8%)	0 (0%)	1 (4%)	4 (10%)	14
Number of teachers observed	67(62%)	44 (43%)	19 (79%)	33 (83%)	163

Table 1: Description of Number and Percentage of Schools and Teachers in the Sample

Lesson planning, introduction, student involvement and use of teaching aids

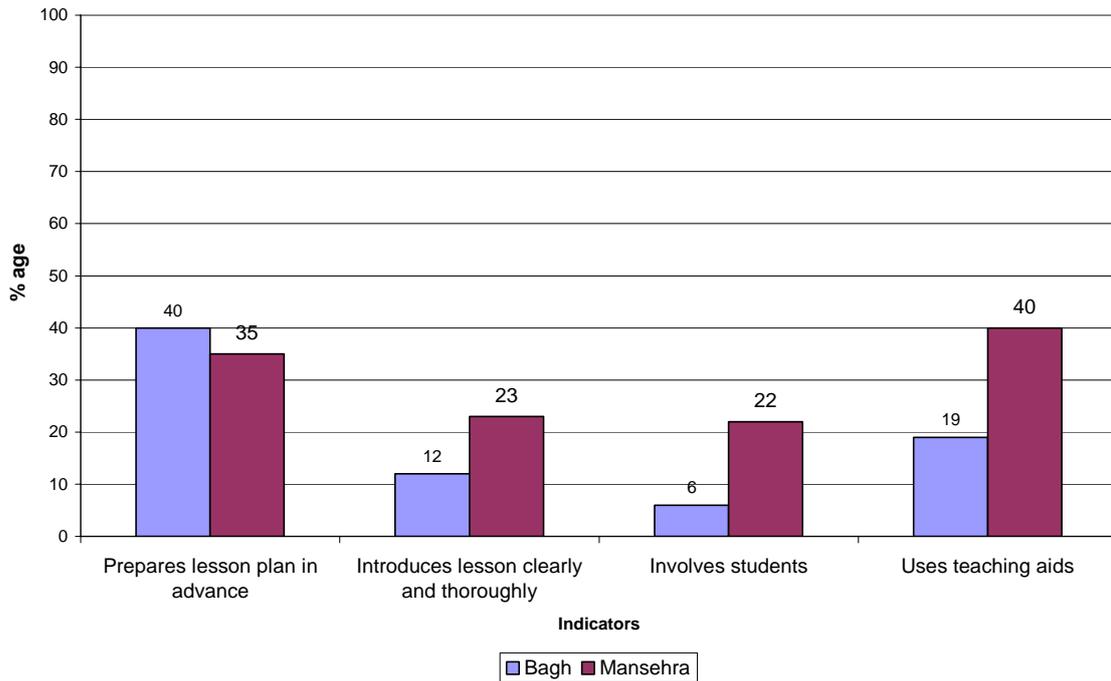


Figure 2: Lesson planning, introduction, student involvement and use of teaching aids

In the majority of schools observed, teachers are only using the conventional teaching methods of lecture, reading from a book or blackboard, and writing on the blackboard. As shown in Figure 3, less than half of the teachers use these methods in a satisfactory manner. In district Bagh, only 15 percent of teachers delivered satisfactory lectures and 36 percent read from a book or blackboard satisfactorily. In Mansehra district, 44 percent met at least the satisfactory category for lecturing and 43 percent for reading from a book/blackboard. Satisfactory use of all other teaching methods was negligible.



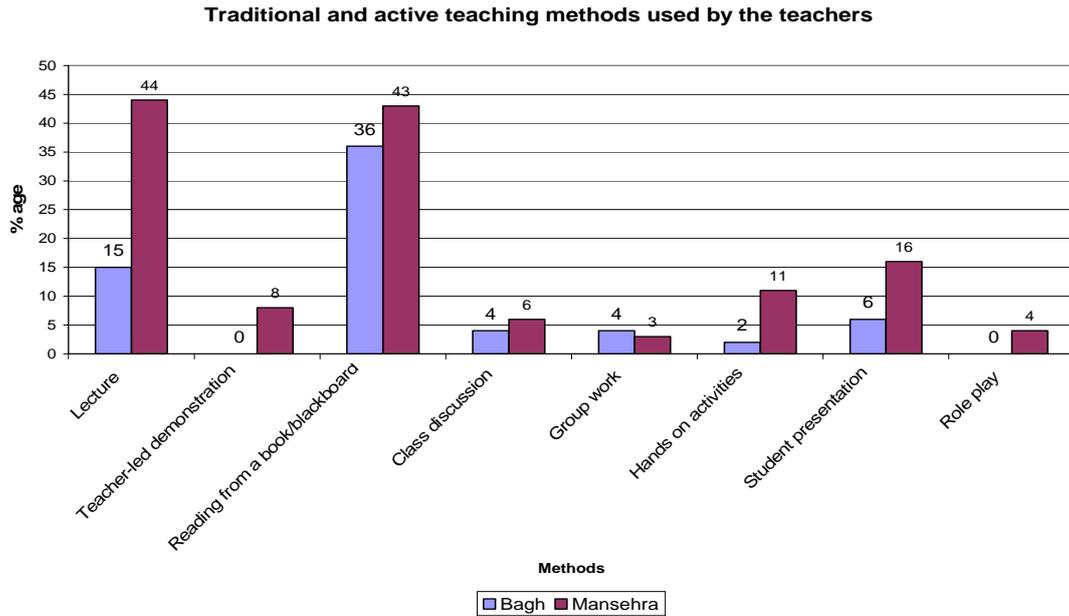


Figure 3: Teaching methods used in the classroom

There is room for improvement as well in all of the other aspects of teaching measured by the TQI. Less than half of teachers in both districts allocated time effectively, had command of the subject matter, implemented the lesson well, and assessed student learning (see Figure 4). In district Bagh, 46 per cent of the teachers used their allocated time in a satisfactory manner, 35 percent had command of the subject matter, 4 percent implemented the lesson plan properly, and 12 percent assessed student understanding. In Mansehra, only 15 percent used time well. 40 percent had a satisfactory command over the subject matter, 18 percent implemented the lesson plan well, and no one assessed student learning. Some Mansehra teachers tried to assess students during the lesson but did not meet the criterion of “satisfactory.”

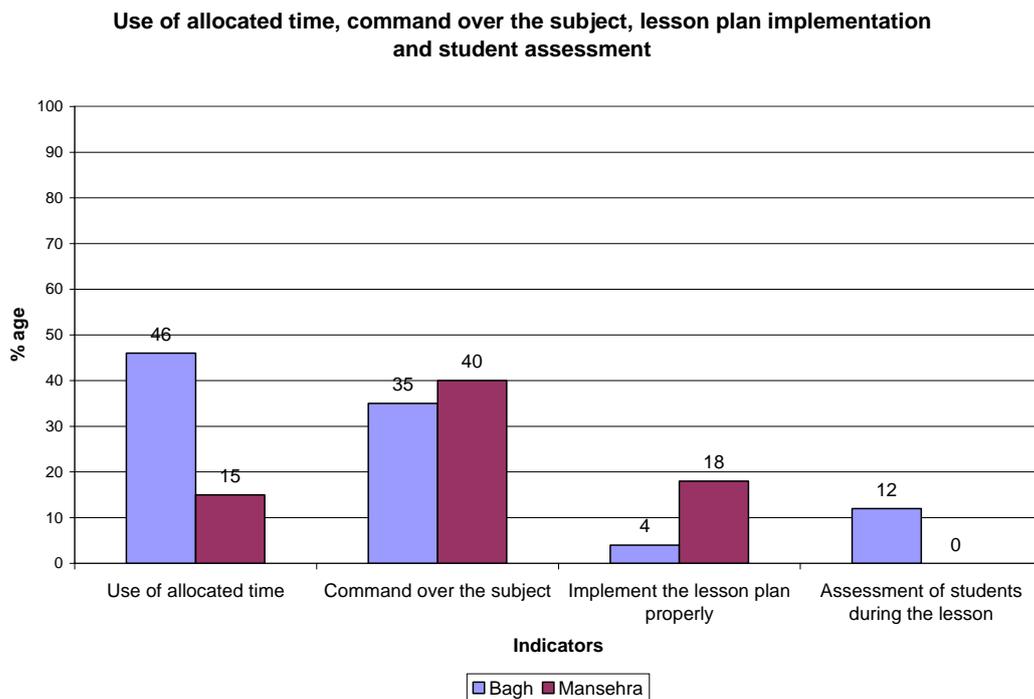


Figure 4: Use of allocated time, command over the subject, lesson plan implementation and student assessment

Conclusions

A total of 163 teachers were observed for this study, 111 in Mansehra and 52 in Bagh. As a group, they favor teaching through lecture, with some reading from a book or the blackboard, and writing on the blackboard. Observers rated a majority less than satisfactory in these methods and clearly did not see attempts at other pedagogical approaches. Specifically, observers did not see demonstrations, class discussion, group work, hands-on activities, student presentations, or role play. Few teachers appeared to prepare their lessons in advance, introduce the lesson clearly and thoroughly, or use teaching aids other than the blackboard. Few of them use the allocated time well, have a good command of the subject matter, implement the lesson well, or assess how much students



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POST-EARTHQUAKE EDUCATION RECOVERY PROGRAM

Baseline Report on the Management Skills of District Officials

RISE

Contact: Dr. Lorelei R. Brush
Tel: 0301-850-5711
e-mail: lbrush@air.org
House 1B, Street 67, G-6/4
Islamabad, Pakistan

A COLLABORATION OF

- ❖ AMERICAN INSTITUTES FOR RESEARCH
- ❖ INTERNATIONAL RESCUE COMMITTEE
- ❖ SUNGI DEVELOPMENT FOUNDATION
- ❖ NATIONAL RURAL SUPPORT PROGRAM

September 20, 2007

Introduction

One major baseline measurement for RISE is the level of effective management of district education staff. Since the intent of the project is to improve district education officials' managerial, supervisory and coordination skills, it is critical to know at the beginning of the project the level at which these skills are being implemented in the field, and then to measure the change in skills over time.

Methodology

To develop a tool for the measurement of management skills, RISE involved district education officials from both the target districts of Mansehra in NWFP and Bagh in AJK. The officials reviewed their job descriptions in a consultative workshop and identified the core areas crucial for effective district education management. The following six areas were seen as key:

- *Financial management and budgeting:* the processes of establishing the budget for the district and the disbursing the allocated funds. Specifically, do officials evaluate the needs of teachers and schools in developing the budget? Do they release funds in a timely way across the entire year?
- *Personnel management:* The procedures used in the determination of the number of teachers needed, the deployment of new teachers, and the monitoring of teacher attendance. Effective management practices include the use of good data (preferably from the district EMIS) in deciding on numbers of teachers needed and the deployment of new staff, and careful monitoring and follow-up actions so that absenteeism is not a problem.
- *Planning and development:* Actions to (a) set a plan and direction for education in the district and (b) to coordinate efforts across international agencies and non-governmental organizations regarding education. In these regards, effective practices may be specifically evaluated in terms of developing and implementing a District Education Plan and coordinating the rebuilding of schools.
- *School supervision and support:* Practices in place to regularly monitor and report on schools in their jurisdiction and provide technical support to teachers and school heads.
- *School Management Committee/Parent-Teacher Council (SMC/PTC) support:* Procedures in place to monitor and support parent-teacher committees as they conduct their work for the schools. In particular, these committees need to develop School Improvement Plans, to be approved by district officials and then implemented by the committees.
- *Teacher training.* The processes of assessing the needs of teachers for training and of developing and implementing a plan to meet those needs.

RISE staff summarized the identified needs in a checklist attached as Annex. A. For each of the six identified areas, staff wrote specific items of importance for good

management. For example, financial management and budgeting has two items: (a) prepare needs-based budget using data; and (b) disburse funds in a timely manner. Each time the checklist is used, the officials are judged, as a group, on their effectiveness by RISE staff using a scale from 0 (no evidence of this management skill) to 4 (very good application of management skill).

The general definitions of these ratings are as follows:

- 0) District officials show no evidence or interest in the area.
- 1) There is evidence of awareness and interest in the area, but district officials do not take active measures for implementation.
- 2) There is evidence of some ability in the area; however, district officials are not able to use their ability or knowledge in an effective manner.
- 3) There is evidence of some ability in the area, and district officials implement some effective measures.
- 4) There is evidence of strong ability in the area, and district officials do their utmost to implement effective practices.

To ascertain the baseline ratings of officials in Bagh and Mansehra, two of RISE’s education management staff organized group discussions with the officials, observed management practices, and came to agreement on the scores for each item on the checklist. Table 1 shows the group of district officials participating in the group discussions. As is clear from the table, nearly all officials were a part of the discussions.

District	District Officials			Percentage
	Total number of working officials	No. participating in the discussion		
Mansehra	Title	#		
	Executive District Officer Education (EDOE)	1 (M)	1	100%
	District Officer Education (DOE)	2 (1 M & 1 F)	2	100%
	Deputy District Officer Education (DDOE)	2 (1 M & 1 F)	2	100%
	Assistant District Officer Education	26 (19 M & 7 F)	22 (15 M & 7 F)	84%
Bagh	District Education Officer (DEO)	3 (2 M & 1 F)	3	100%
	Deputy District Education Officer (DDEO)	3 (all M)	3	100%
	Assistant Education Officer (AEO)	15 (all M)	14	93%

Male – M & Female – F

Table 1: District Education Officials Participating in Management Discussions

Findings

The average scores of the district officials across the sub-items in each category are shown in Figure 1. Effective management scores ranged from 0 (teacher training) to 1.3 (personnel management in Mansehra), suggesting that there is evidence of aware-

ness of responsibilities in most of these six areas but little active attention to addressing the challenges. In general, there is little difference between Bagh and Mansehra.

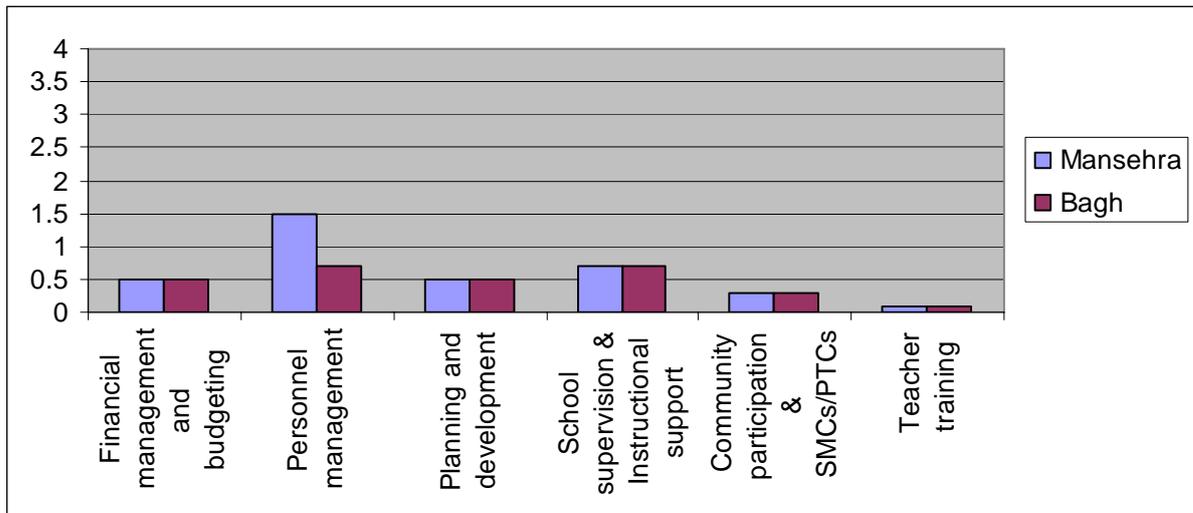


Figure 1: Average Level of Effective Management for Major Categories

In **financial management and budgeting**, two specific items were rated: “Prepare a needs-based budget using data” and “Disburse funds in a timely manner.” With regard to budget preparation, the score is 0 in both districts: there is no evidence that officials use data in the process (see Figure 2). Rather, the district education budget is prepared by office assistants and accountants (in consultation with senior district officials) by adding a percent increase to the previous year’s budget to accommodate inflation; school needs and ground realities are not taken into account. With regard to the disbursement of funds, the score is 1 for both districts. Staff salaries are usually disbursed on a monthly basis, but non-personnel monies tend to be held until the last month of the fiscal year.

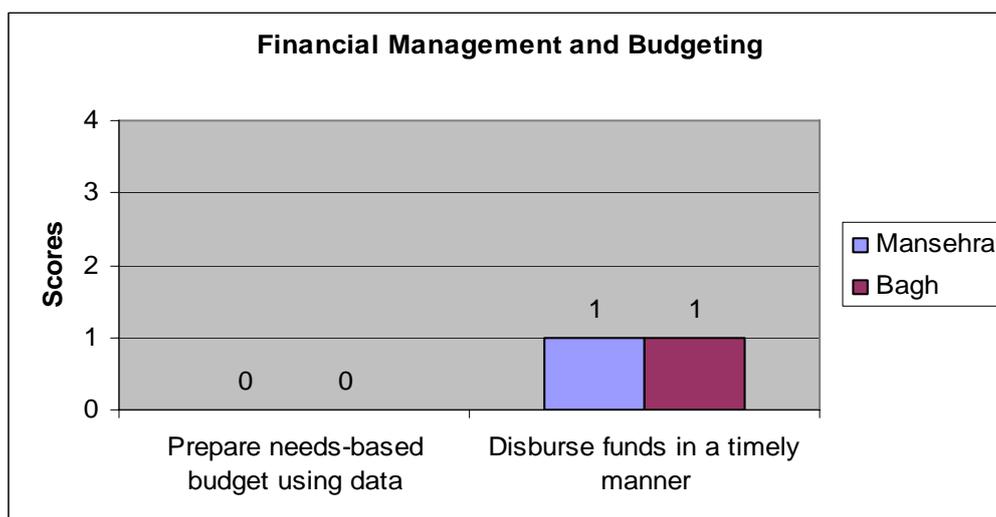


Figure 2: Level of Effective Financial Management and Budgeting

In **personnel management**, three items are scored: “Assign/deploy new teachers using data,” “Recommend creating new posts according to school needs,” and “Act to decrease teacher absenteeism” (see Figure 3). Both districts received a “0” rating in the deployment of new teachers: neither uses data for this purpose. However, on the

other two items Bagh officials scored a “1” and Mansehra a “2.” In Bagh, officials are aware of problems in creating new posts for teachers and a need to address absenteeism, but they have not taken new, effective action on these points. In Mansehra, however, the district has a recently posted Executive District Officer – Education, who is very concerned about such issues as ghost schools, teachers who have made arrangements for others to teach in their places, and the degree of teacher absenteeism. He has been visiting schools personally to counter teacher absenteeism and also pushing other district education managers to make more frequent visits. He has made all the officials well aware of his findings, has taken initial actions, but the actions have not yet made much change in the situation (i.e., they have not been “effective”).

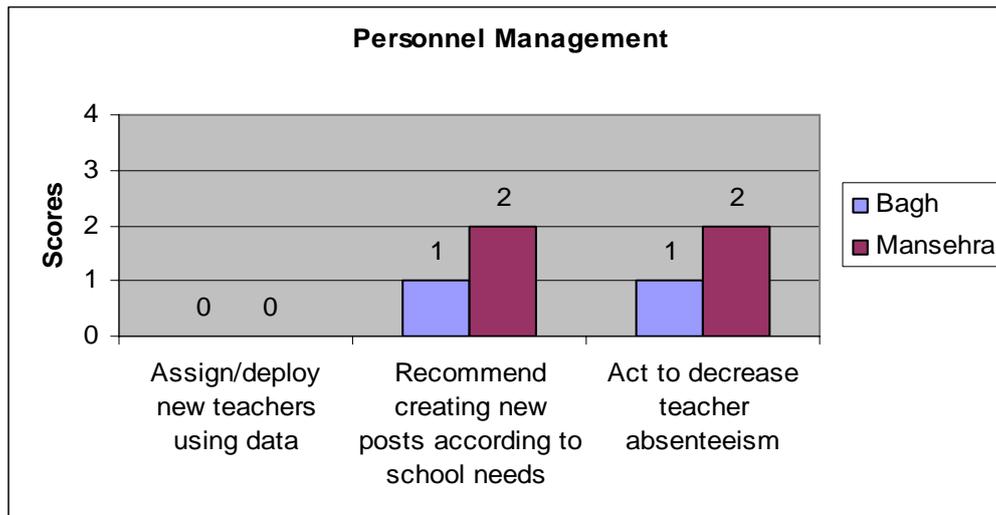


Figure 3: Level of Effective Management of Personnel

Four items were scored in the area of **planning and development**, with both districts scoring a “0” on two of the items and a “1” on the other two items. As shown on Figure 4, neither district has thought about developing a District Education Plan, let alone implemented one. Although district officials do attend coordination meetings of NGOs run by ERRA’s District Rehabilitation Unit, showing an awareness of the need for coordination and a desire for schools to be built as soon as possible, neither has actively set its own priorities for building schools or worked to influence the decisions of ERRA or the NGOs.

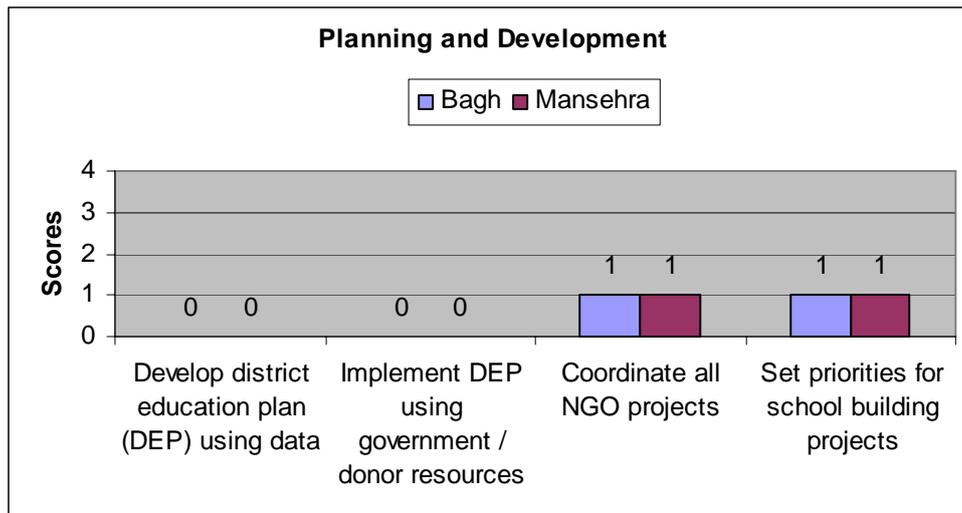


Figure 4: Level of Effective Management of Planning and Development

In **school supervision and support**, three items were rated (see Figure 5), Both districts received a score of “0” on “Conduct and record school visits in a database” and a “1” on the other items, “Provide instructional support to teachers” and “Provide administrative support to head teachers.” District officials do visit schools occasionally, but these visits tend to be “inspections” and rarely involve instructional support to teachers or administrative support to head teachers. There is no evidence that officials record the fact of their visits or the findings in a database.

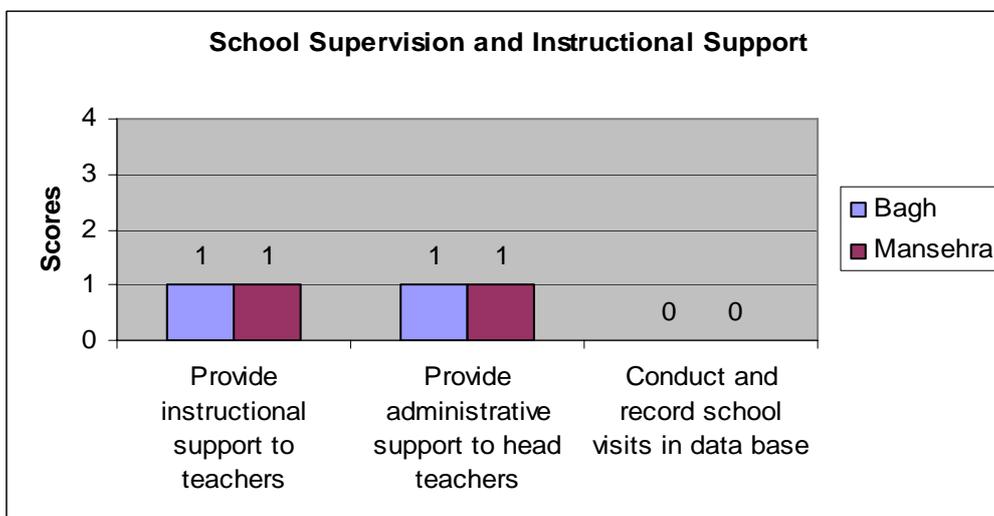


Figure 5: Level of Effective Management of School Supervision and Support

SMC/PTC support is reflected in three items: “Support SMC/PTC development,” “Approve School Improvement Plans (SIPs) in a timely manner,” and “Support schools to implement SIPs.” As shown in Figure 6, district officials understand the importance of community participation in ensuring quality education and believe in the idea of SMCs or PTCs (thus receiving a score of “1”), but they lack the necessary skills to form, train, and support these groups as they do their jobs of developing and implementing SIPs. Officials have not discussed the question of a SIP approval process, perhaps because so few of the community groups, to date, have actually produced a SIP.

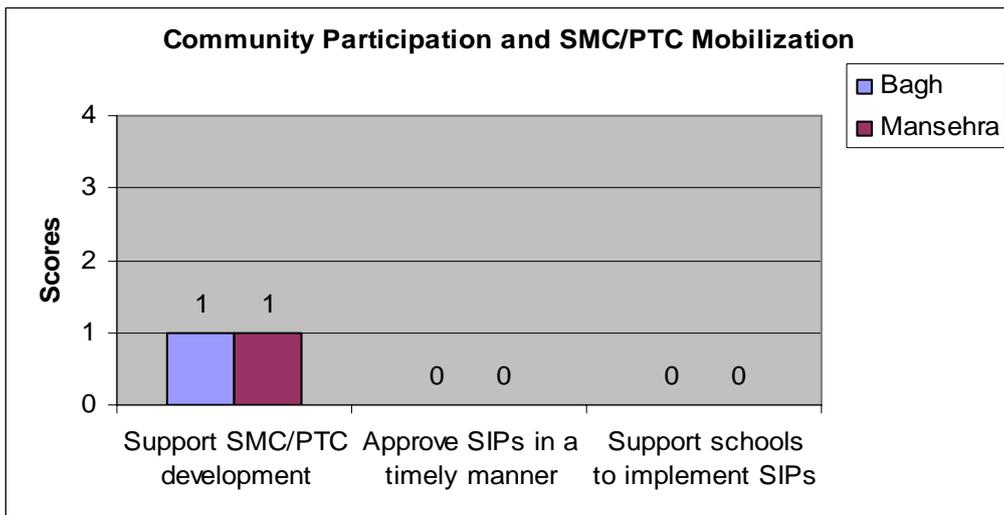


Figure 6: Level of Effective Management of SMC/PTC Support

The ratings on both of the **teacher training** items are “0” for both Bagh and Mansehra. As shown on Figure 7, officials neither assess teachers’ training needs nor feel it is their job to plan to meet these needs. Rather, they believe that teacher training is a provincial or state responsibility.

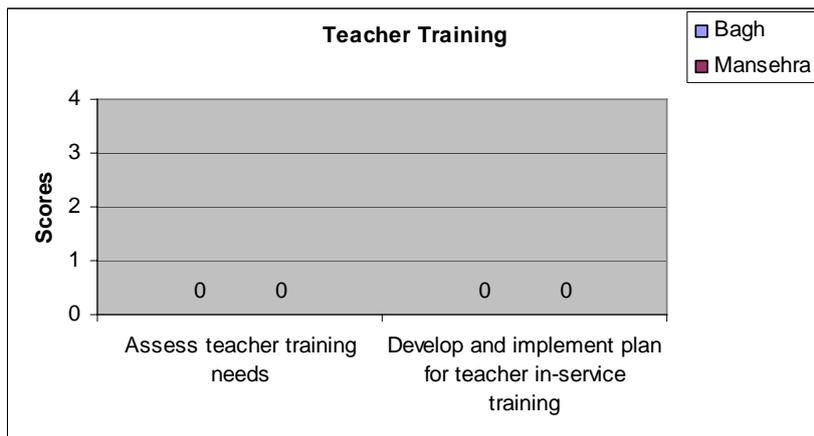


Figure 7: Level of Effective Management of Teacher Training

Summary

Across all of the management items rated by RISE staff, district officials in Mansehra and Bagh are considered to be operating at baseline levels of “0” to “2.” On nine of the 17 individual items, officials do not yet see the importance of managing an area:

- Preparing needs-based budgets,
- Using data to deploy teachers,
- Developing District Education Plans,
- Implementing District Education Plans,
- Conducting and recording school visits in a database,
- Supporting schools in the development of School Improvement Plans,
- Approving School Improvement Plans,
- Assessing teacher training needs, and

- Meeting teacher training needs.

Training of officials is needed to build their awareness, engage their interest, and encourage them to build realistic and effective management practices.

On the remaining eight items, officials see the need for good management but still have a distance to go to effectively manage the practices:

- Disburse funds in a timely manner,
- Recommend creating new posts according to school needs,
- Act to decrease teacher absenteeism,
- Coordinate all NGO projects,
- Set priorities for school building projects,
- Provide instructional support to teachers,
- Provide administrative support to head teachers, and
- Support SMC/PTC development.

There is a great deal of potential for the professional development of officials in all areas, and RISE will address each and every one in its four years of operation.

Annex 3A: Checklist of Effective Management Practices of District Officials

No.	Item	High ----- Low				
		4	3	2	1	0
1	Financial management & budgeting					
1.a	- Prepare needs-based budget using data					
1.b	- Disburse funds in a timely manner					
2	Personnel management					
2.a	- Assign/deploy new teachers using data					
2.b	- Recommend creating new post(s) according to school needs					
2.c	- Act to decrease teacher absenteeism					
3	Planning & development					
3.a	- Coordinate all NGO projects					
3.b	- Set priorities for school building projects using data					
3.c	- Develop district education plan (DEP) using data					
3.d	- Implement DEP using government/donor resources					
4	School supervision & support					
4.a	- Provide instructional support to teachers					
4.b	- Provide administrative support to head teachers					
4.c	- Conduct and record school visits in database					
5	Community participation & SMC/PTC Mobilization					
5.a	- Support SMC/PTC development					
5.b	- Support schools to implement SIPs					
5.c	- Approve SIPs in a timely manner					
6	Teacher training					
6.a	- Assess teacher training needs					
6.b	- Develop and implement plan for teacher in-service training					

1 Financial management & budgeting

1.a Prepare needs-based budget using data

Rating Scale	Explanation/Definition
0	Shows no evidence of preparing or helping the concerned official (DDEO) to prepare school/circle budget based on the needs of teachers and schools
1	Uses the available data, collects/provides the needs of teachers and schools focused on preparing budget
2	Shows some evidence of collecting teachers/schools needs and preparing or helping the concerned official to prepare the budget while using the available data
3	Collects/stresses on collecting the teachers/schools needs and preparing/helping to prepare the budget using the available data
4	Collects/stresses on collecting the teachers/schools needs and preparing/helping to prepare the budget and advocates the matter to higher authorities for approval

1.b Disburse funds in a timely manner

Rating Scale	Explanation/Definition
0	Shows no interest in timely disbursement of budgeted funds to schools
1	Disburses funds to schools in a routine fashion
2	Talks about taking personal interest in timely disbursement of budget but practices as per routine
3	Takes personal initiative for timely disbursement of funds to the schools
4	Pushes the concerned offices/officials for timely release of school funds and takes personal initiative for timely disbursement of funds to the schools

2 Personnel Management

2.a Assign/deploy new teachers using data

Rating Scale	Explanation/Definition
0	Shows no evidence of using data in assigning/deploying new teachers
1	Talks about using data in assigning/deploying new teachers but actually acts in a routine fashion
2	Talks about taking personal interest in assigning/deploying teachers according to school requirements
3	Takes personal initiative in assigning/deploying teachers according to school requirements using the available data
4	Takes personal initiatives and pushes concerned offices/officials in assigning/deploying teachers according to school requirements using the available data

2.b Recommend creating new post(s) according to school needs

Rating Scale	Explanation/Definition
0	Shows no evidence of recommending the creation of new posts according to school needs
1	Suggests verbally creating new posts according to school needs
2	Takes initiative in writing for creating new posts according to school needs
3	Takes initiative in writing with follow-up for creating new posts according to school needs based on EMIS data
4	Takes additional actions to ensure the creation of new posts according to school needs, based on EMIS data

2.c Act to decrease teacher absenteeism

Rating Scale	Explanation/Definition
0	Shows no evidence of action taken to address teacher absenteeism
1	Does not highlight teacher absenteeism in reports/meetings despite evidence of absenteeism
2	Takes casual steps to address teacher absenteeism
3	Takes active measures to minimize teacher absenteeism
4	Takes punitive actions against teacher absenteeism based on results of school visits

3 Planning & development

3.a Coordinate all NGO projects

Rating Scale	Explanation/Definition
0	Shows no evidence of NGO coordination
1	Responds reactively to NGO coordination
2	Responds proactively to NGO coordination
3	Coordinates NGO efforts as per requirements of districts
4	Coordinates NGO efforts as per requirements of district using EMIS data

3.b Set priorities for school building projects using data

Rating Scale	Explanation/Definition
0	Shows no evidence of setting priorities for school building projects using data
1	Shows evidence of setting priorities for school building projects without using data
2	Shows evidence in writing of setting priorities for school building projects using available data
3	Takes initiative in consultation with SMC/PTC in setting priorities for school building projects
4	Takes initiative in consultation with SMC/PTC in setting priorities for school building projects using EMIS data

3.c Develop District Education Plan (DEP) using data

Rating Scale	Explanation/Definition
0	Shows no evidence of developing district education plan using data
1	Assures verbally development of district education plan using data
2	Shows written evidence of developing district education plan
3	Provides evidence of follow-up of district education planning
4	Develops district education plan using EMIS data

3.d Implement DEP using government/donor resources

Rating Scale	Explanation/Definition
0	Shows no evidence of implementing DEP using government/donor resources
1	Verbally assures implementation of DEP using government/donor resources
2	In writing shows evidence of supporting implementation of DEP using government/donor resources
3	Follows-up on implementation of DEP using government/donor resources
4	Ensures implementation of DEP using government/donor resources based on EMIS data

4 School Supervision and Support

4.a Provide instructional support to teachers

Rating Scale	Explanation/Definition
0	Shows no evidence of providing instructional support to teachers
1	Shows some evidence of school visits but no evidence of instructional support to teachers
2	Shows evidence of school visits and classroom observation along with some written instructions on log book about school affairs (observation notes and filled-in checklists)
3	Visits reasonable number of school, provides guidance in a number of school/classroom management areas along with detailed and specified instructional guidance to teachers
4	Visits reasonable number of schools, provides guidance in every school/classroom management area along with detailed and specified instructional guidance to teachers with clarity of follow-up strategy

4.b Provide administrative support to head teachers

Rating Scale	Explanation/Definition
0	Shows no evidence of any meetings/correspondence with head teachers for administrative support
1	Shows evidence of arranging meetings to appreciate school successes and resolving any administrative challenges at the school
2	Shows evidence of arranging meetings and corresponding with head teachers regarding appreciating the school successes and resolving any administrative challenges at the school
3	Promptly responds to head teachers' correspondence, takes interest in school affairs and helps school staff in resolving their challenges
4	Rectifies the complaints of head teachers if these are genuine, helps them in resolving their challenges, and provides them professional support in improving management skills

4.c Conduct and record school visits in data base

Rating Scale	Explanation/Definition
0	Shows no evidence of conducting and recording school visits in data base
1	Gives verbal assurance of conducting and recording school visits in data base
2	Provides written evidence of conducting and recording school visits in data base but irregularly
3	Conducts follow-up and records school visits in data base on regular basis
4	Takes actions to ensure school follow-up visits occur and are recorded in data base

5 Community participation & SMC/PTC mobilization

5.a Support SMC/PTC development

Rating Scale	Explanation/Definition
0	Shows no evidence of taking interest in SMC/PTC establishment/development
1	Shows willingness in establishing/developing SMCs/PTCs in his/her jurisdiction
2	Facilitates the subordinates and school communities in establishing/developing SMCs/PTCs
3	Monitors, enquires and convinces the subordinates and school communities to establish/develop and functionalize the SMC/PTC
4	Personally takes initiatives in establishing/developing and regularizing SMCs/PTCs to ensure they become functional

5.b Support schools to implement School Improvement Plans (SIPs)

Rating Scale	Explanation/Definition
0	Shows no evidence of having any concept of SIPs
1	Knows and talks about introducing and developing SIPs in his/her jurisdiction
2	Directs subordinates regarding SIPs and follows-up on their performance
3	Gives guidance and support to subordinates in developing and implementing SIPs
4	Guides, monitors and establishes a system to assist in developing and implementing SIPs

5.c Approves School Improvement Plans in a timely manner

Rating Scale	Explanation/Definition
0	Shows no interest in approving SIPs or organizing concerned officials to do so
1	Talks about approving SIPs or setting up a process to do so
2	Approves SIPs or sets up process for concerned officials to do so
3	Takes tangible actions to implement a SIP approval process or ensure that the concerned officials do so
4	Ensures SIPs are approved by making tangible efforts within the given time frame and follows up on SIP implementation

6 Teacher training

6.a Assess training needs of teachers

Rating Scale	Explanation/Definition
0	Shows no evidence of assessing teacher training needs to improve the teaching/learning process
1	Comments on teacher training needs in general terms in reports and meetings
2	Assesses teacher training needs with particular reference to subject areas and presents results in reports and meetings
3	Assesses teacher training needs with particular reference to subject areas and pedagogical skills and presents in reports and meetings
4	Assesses teacher training needs with particular reference to subject areas, pedagogical skills and proposes tangible remedial plan(s)

6.b Develop and implement plan for teacher in-service training

Rating Scale	Explanation/Definition
0	Shows no evidence of assessing teacher training needs to improve the teaching/learning process
1	Supports other institutions/NGOs to plan for in-service teacher training but does not plan by him/herself
2	Participates in the development and implementation planning for teacher in-service training with the partnership of any institution/NGO
3	Develops and implements plan for teacher in-service training utilizing government/NGO resources
4	Develops and implements teacher in-service training using different methods and resources from others and available within his/her jurisdiction or generates resources