Revitalizing, Innovating, Strengthening Education (RISE)

A PROJECT SPONSORED BY THE
UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)-PAKISTAN,
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POST-EARTHQUAKE EDUCATION RECOVERY PROGRAM

Annual Report: Year 2

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A COLLABORATION OF
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Executive Summary

In the second year of the project (August 2007 to July 2008), RISE met most of its targets. It

- Raised the level of management skills of district education officials;
- Recorded an increase in proactive behaviors on the part of officials to improve the education system in the districts (targets met),
- Trained 4,194 teachers, 112% of the target of 3,750 teachers;
- Enhanced the sustainability of changes in teacher behavior through successful follow-up cluster meetings, and 42 cluster-level and 2 district-level Subh-e-Nau competitions (overall target met),
- Formed and trained 1,090 School Management Committees/Parent-Teacher Councils (SMCs/PTCs), 99 percent of the target of 1,100;
- Assured the regular meeting of all operative SMCs/PTCs and assisted in the development of 833 School Improvement Plans (SIPs), 72 percent of the target of 1,160; and
- Facilitated the development of 367 applications for small grants (40% of the target) and disbursed at least the first installment of 91 grants (10% of target).

As can be seen on the chart that constitutes the majority of this annual report, RISE has raised the management skills of Bagh and Mansehra district education staff on 11 of the 12 summary indicators. At the time of baseline measurement, the average scores were generally between 0 (little evidence of awareness and interest in the area) and 1 (awareness and interest but no active measures for implementation); at the end of Year 2, the average had risen to 1.1, showing some evidence of growing skills. In the remaining two years of the project, RISE will work to raise the scores to 3 in each area (officials taking active measures to improve management).

District Steering Committee meetings are being held with regularity in each of our four districts, with strong attendance averaging over 90 percent. These committees are putting forward recommendations, especially on teacher absenteeism and the provision of instructions and guidance to NGOs, making at least one decision each quarter. More than 81 percent of the managers have attended at least 4 days of RISE training in management skills;[1] and many have improved their practices on school visits to be more supportive of teachers and administrators. In addition, managers used data to help make decisions in 89 percent of these meetings, far more often than they did prior to RISE.

RISE teacher training has been very successful in all four districts. Table 1 shows that, thus far in the project, RISE has trained 3,386 primary teachers and 1,163 middle school teachers, for a grand total of 4,549 teachers. Of these, 56 percent are male and 44 percent female. RISE has a goal of training an equal number of male and female teachers, and staff will plan to train a higher number of females in subsequent sessions in the summer of 2008.

Following its initial 12-day training, RISE involves teachers in monthly cluster sessions. Attendance in these sessions has averaged more than 75 percent. And in these sessions, the primary teachers have planned and discussed the Subh-e-Nau events of science fairs. The 42

[1] Please note that turnover in each office is significant; this number would be higher if the offices had the same staff in 2008 as in 2007.

cluster-level events and 2 district-level events attracted 200 schools with multiple children representing most of them.

Table 1: Number of Teachers Trained by RISE in Years 1 & 2

District	Primary School Teachers			Middle School Teachers			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bagh	350	316	666	206	125	331	556	441	**997**
Mansehra	864	716	1,580	196	158	354	1,060	874	**1,934**
Muzaffarabad	367	272	639	177	131	308	544	403	**947**
Poonch	283	218	501	96	74	170	379	292	**671**
Total	**1,864**	**1,522**	**3,386**	**675**	**488**	**1,163**	**2,539**	**2,010**	**4,549**

Table 2 below shows the numbers of SMCs/PTCs formed and trained by RISE through July 2008. Note that the training covers both roles and responsibilities and advocacy skills. With the formation of 1,943 SMCs/PTCs, RISE has clearly exceeded the target of 1,160 groups *formed* but with 1,147 SMCs/PTCs *trained*, RISE is slightly below the target of 1,160. In fact, RISE will aim to form and train all of the remaining 2,300 SMCs/PTCs in the first six months of Year 3, so that all have the opportunity to grow and mature under the program.

Table 2: Number of SMCs/PTCs Formed and Trained by RISE in Years 1 & 2

District	Number of SMCs/PTCs Formed	Number of SMCs/PTCs Trained
Bagh	429	233
Mansehra	491	486
Muzaffarabad	788	342
Poonch	235	86
Total	1,943	1,147

Year 2 saw the beginning of SIP development and a push for SMCs/PTCs to develop proposals for small grants. The completion of SIPs by 833 SMCs/PTCs (72% of the target) represents a significant step forward for many of the parent groups, and the fall of 2008 will see a strong push on the part of community organizers to complete SIPs will all remaining SMCs/PTCs. Similarly, the small grant program is somewhat behind our targets in terms of timing. RISE set a target of 944 grants to be disbursed in Year 2. Although 367 applications were submitted, only 91 grants were disbursed by July 31 (10% of the target). RISE is in the process of streamlining its system of funding and monitoring these small grants and plans to significantly speed up the process in Year 3.

Attached to this Annual Report is one annex: the report on the growth in management effectiveness of education officials in Bagh and Mansehra.

RISE Project Progress for Year 2 (August 2007 to July 2008)

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
IR 8.4: Education System Strengthened					
Student achievement	To be collected in April-May 2008	TBD	Annually	10 % over the baseline	Baseline data collection completed in April/May 2008; report will be attached to July-September 2008 Quarterly Report.
Teacher absenteeism	July-Dec. 2007	Bagh: 1 in 5 teachers absent Mansehra: 1 in 4 teachers absent	Annually	Raise attendance by 15% of the teachers in target schools	Teacher absenteeism data collection completed in April/May 2008; report will be attached to July-September 2008 Quarterly Report.
Component 1: Management Capabilities at the District Level Improved					
Level of effective management: (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 don't take active measure for implementation. 2- There is evidence of some ability in the area; however district officials are not able to use it in an effective manner. 3- There is evidence of some ability in the area and district officials take active measures for implementation 4- There is evidence of strong ability in the area and district	Sep. 07 for Bagh (B) and Mansehra (Mans) July 08 for Muzaffarabad (Muz) and Poonch (P)	**Level of effective management::** 1. Financial management and budgeting: B: 0.5 Mans: 0.5 Muz: 0.7 P: 0.8 2. Personnel management: B: 0.7 Mans: 1.3 Muz: 0.7 P: 0.8 3. Planning and development: B: 0.5 Mans: 0.5 Muz: 1.3	Annually	To achieve a level of 3 in all 6 categories.	**Level of effective management in July 2008:** 1. Financial management and budgeting: B: 1.5 Mans: 1.1 2. Personnel management: B: 1.4 Mans: 1.3 3. Planning and development: B: 0.9 Mans: 0.8 4. School supervision and instructional support: B: 1.5 Mans: 1.2 5. SMC/PTC support: B: 1.1 Mans: 1.0 6. Teacher training:

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
official do their utmost to put it in practice).		P: 1 4. School supervision and support: B: 0.7 Mans: 0.7 Muz: 0.7 P: 0.7 5. SMC/PTC support B: 0.3 Mans: 0.3 Muz: 0.5 P: 0.5 6. Teacher training B: 0 Mans: 0 P: 0.5 Muz: 0.5			B: 0.7 Mans: 0.4 (See report in Annex A.)
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	Feb. 07 for B & Mans March 08 for Muz & P	No steering committee	Quarterly	One steering committee meeting per quarter	18 steering committee meetings held in Year 2 (8 in Bagh, 6 in Mansehra, 2 in Muzaffarabad and 2 in Poonch). Target met.
b) Percentage participation in steering committee meetings	April 07 for B and Mans June 08 for Muz and P	No steering committee	Quarterly	80% participation	Attendance in steering committee meetings (on average) 95% in Mansehra, 95% in Bagh, 90% in Muzaffarabad and 90% in Poonch. Target met.
c) Number of recommendations for improved financial or human resources implemented	April/May 07 for B and Mans	No recommendation	Quarterly	At least one recommendation per year	Recommendations on teacher absenteeism and appropriate deployment implemented in Mansehra. In Bagh, allocation of

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
					schools to AEOs on geographical basis implemented in Dhirkot tehsil. Target met in Bagh and Mansehra; likely to be met in new districts by end of first 12 months.
d) Number of decisions to change the implementation of existing financial or human resources policies	May/June 07 for B and Mans	No decisions	Quarterly	At least one decision per quarter	At least one decision per quarter has been taken; target met. Examples: Criteria for volunteer teachers finalized in Bagh and Mansehra. Mobility plans shared by donors for smooth monitoring and supervision visits by education managers in Bagh. In Muzaffarabad, DEOs fixed a day in the first week of every month for disbursement of salaries to teachers. In Poonch, transparent mechanism for recruitment of teachers developed and circular issued.
1.1.2: Improved skill sets of education managers					
a) Percentage of education managers trained in management skills	April 07 for B and Mans	0%	Annually	100%	74 education managers (18 out of 21 in Bagh, 28 out of 30 in Mansehra, 18 out of 24 in Muzaffarabad and 10 out of 16 in Poonch) or 81% trained in management skills, school budgeting and oversight of SMCs/PTCs regarding school improvements. Target not yet met.
b) Percentage of teachers receiving a supportive visit from ADO/AEO	April 07 for B and Mans	0%	Annually	50%	770 schools (144 in Bagh, 507 in Mansehra, 50 in Muzaffarabad and 69 in Poonch) visited with/by

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
					education managers. Target not yet met. Teachers receiving support: Bagh: 11% Mans: 16% Muz: 3% Poonch: 5%
1.1.3: Improved financial management					
a) Percentage of education managers trained in financial planning and management	April 07 for B and Mans	0%	Annually	100%	Financial training moved to Year 3.
b) Budgeted amounts for schools reach the schools	April 07 for B and Mans	0%	Annually	70% of funding intended for schools reaches schools	Target not yet met.
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 for B and Mans	None	Quarterly	1 per year	Action taken on teacher absenteeism and teacher deployment using EMIS data in Mansehra; plan for mobility schedule developed with donors for school visits and review of AEO circles completed in Bagh; salary disbursement method revised in Muzaffarabad; donor management improved (CARE in Mansehra and ROTA in Bagh), and transparent mechanism for recruitment of teachers developed in Poonch. Two meetings held in Mansehra with DTW and DSP (NGOs working on devolution). Target met.
1.1.5: Improved management of donors					

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
a) Donor project data reviewed	May 07 for B and Mans March 08 for Muz and P	None	Quarterly	Yes	Donor project data reviewed in 3 steering committee meetings in Bagh, 4 in Mansehra, 2 in Muzaffarabad and 2 in Poonch). Target met.
b) Donor projects directed to appropriate geographical areas for implementation	May/June 07 for B and Mans March 08 for Muz and P	None	Quarterly	Yes	UNDP, UNICEF, DfID, DTW, CESSD, DTCE, ROTA, DSP, CARE International and NCHD directed. Target met.
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 for B and Mans March 08 for Muz and P	0	Quarterly	Yes	EMIS data reviewed in 8 steering committee meetings in Bagh, 5 in Mansehra; 1 in Muzaffarabad, and 2 in Poonch (89% of meetings). Target nearly met.
b) Education managers use EMIS data in budgetary planning processes	March/April 07 for B and Mans March/April 08 for Muz and P	0	Annually	Yes	To be done in Year 3.
c) Education managers use EMIS data in personnel management	March/April 07 for B and Mans March/April 08 for Muz and P	0	Annually	Yes	In Mansehra out of 235absent teachers, 7 female teachers given last warning for termination, 5 male teachers submitted affidavits not to repeat this irregularity, and 223 cases still in process. In Poonch, salaries of 5 teachers stopped for absenteeism. Target met.
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 for B and Mans	No plan	Annually	Plan developed, approved and in use	RISE training plan approved and in use; no additional district training plan devised. Target partially met.

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
b) Donor support found for in-service training	March/April 07 for B and Mans	No Declaration of Support	Annually (start in 2008)	Declaration of Support renewed each year	ADB training in AJ&K; DfID expanding training in AJ&K and CARE in Mansehra. Target partially met.
c) In-service training linked to pre-service training program	March/April 07 for B and Mans	No link between pre-service and in-service training program	Annually	Link between pre-service and in-service training programs	Not yet discussed.
Component 2: Quality of Classroom Teaching Improved					
Percentage of trained teachers using child-centered techniques	April 07 for B and Mans April 08 for Muz and P	6% of teachers use class discussion, group work, and role play in Bagh and Mansehra	Annually	40%	Classroom observations conducted prior to summer 2008 and winter 2009 teacher training completed in Mansehra, Bagh and Muzaffarabad. Report to be attached to July-September 2008 Quarterly Report.
Expected outcome 2.1: Train 10,000 teachers					
a) Number of teachers trained	Oct. 06 for B and Mans	0	Following completion of each initial training	**Total 10,000 teachers** (2,000 in B., 3,000 in Mans., 3,000 in Muz. and 2,000 in P.) **Year 1** = 300 teachers (100 in B. and 200 in Mans.) **Year 2** = 3,750 (500 in B., 1,500 in Mans., 1,000 in Muz. and 750 in P.) **Year 3** = 4,500 (1,000 in B., 1,000 in Mans., 1,500 in Muz. and 1,000 in P.) **Year 4** = 1,450 (400 in B., 300 in Mans., 500 in Muz. and 250 in P.)	**Year 1**= 355 teachers trained (110 in Bagh and 245 in Mansehra). **Year 2** = 4,194 teachers trained (887 teachers in Bagh, 1,689 in Mansehra, 947 in Muzaffarabad and 671 in Poonch). Targets met in Bagh and Mansehra; will be met in other districts by end of August 2008.

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
Expected outcome 2.2: Establish and implement a sustainable system of teacher instructional support					
a) Percentage of teachers attending cluster meetings	Oct. 06 for B and Mans	0%	Quarterly	75%	78% of primary teachers are attending monthly cluster follow-up meetings; 75% of middle school teachers are attending. Target met.
b) Number of schools providing peer engagement activities after completion of RISE involvement	Oct. 06 for B and Mans	0	Quarterly	10%	Starting in Year 3
c) Number of schools participating in the Subh-e-Nau initiative	Oct. 06 for B and Mans	0	Annually	160 schools will participate in Subh-e-Nau activities every year (60 in B. and 100 in Mans.)	In 42 cluster-level events (5 in Bagh and 37 Mansehra) and 2 district-level events (1 in Bagh and 1 in Mansehra), 200 schools participated (49 in Bagh and 151 in Mansehra). Overall and Mansehra targets met.
d) Number of improved Learning Resource Centers (LRCs)	Oct. 06 for B and Mans	0	Annually	85 LRCs will be established or improved [15 in B. (6 by RISE and 9 joint with DfID), 20 in Mans., 41 in Muz. and 9 in P.]	Progress planned in next quarter.
e) Number of teachers who have visited their LRC at least once in a quarter	Oct. 06 for B and Mans	0	Annually	25%	LRCs not yet functional.
Component 3: Community Participation in School Management Increased					
a) Number of SMCs/PTCs trained in SMC/PTC management and the development of school improvement plans (SIPs)	April/May 07 for B and Mans	0	Post-training	**2,300 SMCs/PTCs** (500 in B., 700 in Mans., 600 in Muz. and 500 in P.) **Year 1** = 60 (20 in B. and 40 in Mans.) **Year 2** = 1,100 (200 in B., 450 in Mans., 250 in Muz. and 200 in P.)	**Year 1**: 57 SMCs/PTCs (26 in Bagh and 31 in Mansehra) trained. **Year 2**: 1,090 SMCs/PTCs (207 in Bagh, 455 in Mansehra, 342 in Muzaffarabad and 86 in Poonch) trained.

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
				Year 3 = 860 (200 in B., 210 in Mans., 250 in Muz. and 200 in P.) **Year 4** = 280 (80 in B., 100 in Muz. and 100 in P.)	99% of Year 1 & 2 targets met.
b) Percentage of SMCs/PTCs implementing at least one component of their school improvement plan (SIP)	April/May 07 for B and Mans	0	Bi-annually	**90 % of SMCs/PTCs** (2,070 SMCs/PTCs) **Year 2** = 1,044 SMCs/PTCs (198 in B., 441 in Mans., 225 in Muz. and 180 in P.) **Year 3** = 774 SMCs/PTCs (180 in B., 189 in Mans., 225 in Muz. and 180 in P.) **Year 4** = 252 SMCs/PTCs (72 in B., 90 in Muz. and 90 in P.)	91 small grants (36 in Bagh and 55 in Mansehra) disbursed; no projects yet complete. Some SMCs/PTCs completed one or more components of SIP on their own; results will be reported in the July-September Quarterly Report.
c) Percentage of SMCs/PTCs applying for other non-project grants	April/May 07 for B and Mans	0	Bi-annually	**25%** (575) of the SMCs/PTCs receiving and implementing other non-project grants successfully **Year 2** = 261 (50 in B., 110 in Mans., 56 in Muz. and 45 in P.) **Year 3** = 193 (45 in B., 47 in Mans., 56 in Muz. and 45 in P.) **Year 4** = 63 (18 in B., 23 in Muz. and 12 in P.)	Will start in Year 3.
Expected outcome 3.1: Increased capacity of community to participate in educational decisions					

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
a) Number of SMCs/PTCs established/strengthened	April/May 07 for B and Mans	0	Post-training	**2,300 SMCs/PTCs** (500 in B., 700 in Mans., 600 in Muz. and 500 in P.) **Year 1** = 60 (20 in B. and 40 in Mans.) **Year 2** = 1,100 (200 in B., 450 in Mans., 250 in Muz. and 200 in P.) **Year 3** = 860 (200 in B., 210 in Mans., 250 in Muz. and 200 in P.) **Year 4** = 280 (80 in B., 100 in Muz. and 100 in P.)	**Year 1**: 73 SMCs/PTCs formed (30 in Bagh, 43 in Mansehra). **Year 2**: 1,870 SMCs/PTCs formed (399 in Bagh, 448 in Mansehra, 788 in Muzaffarabad and 235 in Poonch). Overall target of 1,160 exceeded; all districts targets met.
b) Percentage of SMCs/PTCs that have developed SIPs	April/May 07 for B and Mans	0	Quarterly	**2,300 SMCs/PTCs** will develop SIPs **Year 2** = 1,160 (220 in B., 490 in Mans., 250 in Muz. and 200 in P.) **Year 3** = 860 (200 in B., 210 in Mans., 250 in Muz. and 200 in P.) **Year 4** = 280 (80 in B., 100 in Muz. and 100 in P.)	833 SIPs developed (213 in Bagh, 366 in Mansehra, 152 in Muzaffarabad and 102 in Poonch). 72% of overall target met; no district targets met.
c) Percentage of SMCs/PTCs holding required meetings	April/May 07 for B and Mans	0	Quarterly	80% hold at least 5 monthly meetings in one year	More than 80% of SMCs/PTCs holding their follow-up meetings; target met.
d) Number of education officials trained in importance of community participation	April 07 for B and Mans	0%	Post-training	100%	In Bagh, 18 out of 21 education managers trained (16 male and 2 female); in Mansehra, 28 of 30 (19 male and 9 female); in Muzaffarabad, 18 of 24 (16 male and 2 female); and in Poonch, 10 of 16 (9 male and 1

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
					female) on oversight of SMCs/PTCs. 81% trained: target not yet met.
e) Percentage of target SMCs/PTCs receiving school "report cards"	April/May 07	0	Bi-annually	**80% SMCs/PTCs** (1840) Year 2 = 928 (176 in B., 408 in Mans., 200 in Muz. and 160 in P.) Year 3 = 688 (160 in B., 168 in Mans., 200 in Muz. and 160 in P.) Year 4 = 224 (64 in B., 80 in Muz. and 80 in P.)	Appreciative Enquiry Tool to be used extensively in Year 3.
Expected outcome 3.2: Help school management committees/parent-teachers councils to acquire effective advocacy skills					
a) Number of SMCs/PTCs trained on advocacy skills	April/May 07	0	Following completion of each training	**2,300 SMCs/PTCs** (500 in B., 700 in Mans., 600 in Muz. and 500 in P.) 2,300 SMCs/PTCs will be trained **Year 1** = 60 (20 in B. and 40 in Mans.) **Year 2** = 1,100 (200 in B., 450 in Mans., 250 in Muz. and 200 in P.) **Year 3** = 860 (200 in B., 210 in Mans., 250 in Muz. and 200 in P.) **Year 4** = 280 (80 in B., 100 in Muz. and 100 in P.)	**Year 1**: 57 SMCs/PTCs trained (26 in Bagh and 31 in Mansehra). **Year 2**: 1,090 SMCs/PTCs trained (207 in Bagh, 455 in Mansehra, 342 in Muzaffarabad and 86 in Poonch). 99% of Year 1 & 2 targets met.
b) Percentage of target SMCs/PTCs advocating to government officials on behalf of their schools	Oct. 06	0	Annually	50%	42 meetings organized with education officials (10 in Bagh and 32 in Mansehra) in which 62 SMCs/PTCs participated (19 SMCs in Bagh and 43 PTCs in Mansehra); target not yet met.

Indicators	Baseline Date	Baseline Results	Follow-up	Project Goal	Status
Expected outcome 3.3: Establish and implement small grant program to support SMCs/PTCs					
a) Number of SMCs/PTCs submitting applications for RISE small grants	July 07 for B. and Mans.	0	Quarterly	**80% SMCs/PTCs** (1840) **Year 2** = 944 (176 in B., 408 in Mansehra, 200 in Muz. and 160 in P.) **Year 3** = 672 (160 in B., 152 in Mansehra, 200 in Muz. and 160 in P.) **Year 4** = 224 (64 in B., 80 in Muz. and 80 in P.)	**Year 2**: 367 applications submitted (107 from Bagh, 243 from Mansehra and 17 from Muzaffarabad); 40% of target for Year 2.
b) Number of RISE small grants issued	July 07 for B. and Mans.	0	Bi-annually	**80% SMCs/PTCs** (1840) **Year 2** = 944 (176 in B., 408 in Mansehra, 200 in Muz. and 160 in P.) **Year 3** = 672 (160 in B., 152 in Mansehra, 200 in Muz. and 160 in P.) **Year 4** = 224 (64 in B., 80 in Muz. and 80 in P.)	91 small grants disbursed (36 in Bagh and 55 in Mansehra); no projects yet complete. Target not met.
c) Number of SMCs/PTCs that have successfully implemented RISE small grants	July 07 for B. and Mans.	0	Bi-annually	**80% SMCs/PTCs** (1840) **Year 2** = 944 (176 in B., 408 in Mansehra, 200 in Muz. and 160 in P.) **Year 3** = 672 (160 in B., 152 in Mansehra, 200 in Muz. and 160 in P.) **Year 4** = 224 (64 in B., 80 in Muz. and 80 in P.)	Starting in Year 3.

Annex A

Performance Evaluation Report on the Management Skills of District Officials in Bagh and Mansehra

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Performance Evaluation Report on the Management Skills of District Officials in Bagh and Mansehra

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Introduction

The improvement of district education management is one of RISE's key goals. The project has embedded two staff members in each district office, and they are working closely with education managers to enhance their capacity, so that each manager has the knowledge and skills to perform his day-to-day tasks in an effective way. Also, RISE has arranged a number of training workshops for managers and provided intensive on-the-job support to enhance skills.

At the end of Year 1 of the project (the summer of 2007), RISE staff assessed the level of effectiveness of districts managers' skills using the checklist provided in Annex A. At the end of Year 2, RISE staff repeated their assessment to judge the impact of project activities. As will be discussed in the following sections, RISE has been able to increase management effectiveness in every aspect of the education managers' jobs. Most of the education managers are aware of all parts of their job and are showing evidence of accomplishing the tasks in effective ways.

Methodology

In Year 1, RISE brought together district education officials from Mansehra in NWFP and Bagh in AJ&K to review their job descriptions and identify 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 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 manner across the 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, get them approved by district officials, and then implement them.

- *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 the checklist attached as Annex I. 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, each official is judged on his effectiveness by RISE staff using a scale from 0 (no evidence of this management skill) to 4 (very good application of management skill). Scores are then averaged across all officials in a district.

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 performance evaluation ratings of officials in Bagh and Mansehra, RISE's education management staff (a) observed management practices during on-the-job support, (b) talked with individuals and groups of officials, and (c) discussed practices in workshops on school supervision & instructional support, education leadership & personal efficacy, oversight of SMCs/PTCs and the School Improvement Plan (SIP) development process, and the data collection & compilation processes. Initial baseline scores were given each official toward the end of Year 1 (the spring of 2007); a second round of measurement was conducted in the spring of 2008 to judge the growth of skills in Year 2.

Please note that a similar process is being followed in Muzaffarabad and Poonch, where the baseline measures were taken in the summer of 2008 and impact will be judged toward the end of Years 3 and 4 of the project. The report on baseline management effectiveness in these districts was appended to the April-June 2008 Quarterly Report.

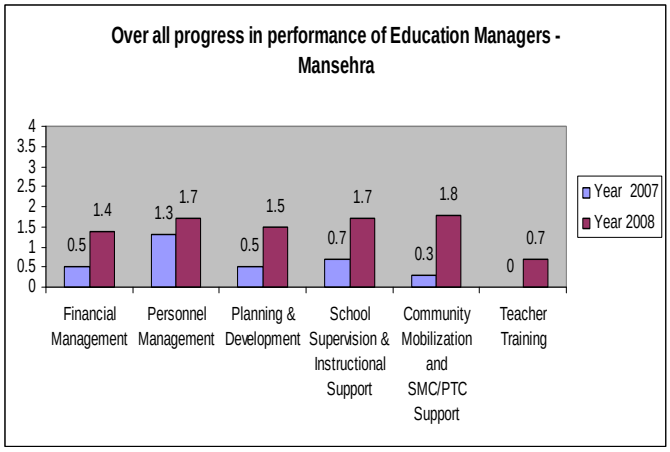
Findings

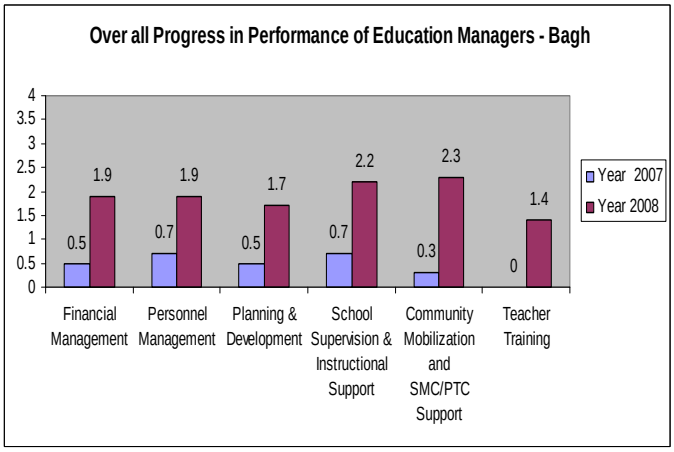
The findings are described below in two sections, first working with only those officials who have been in the district offices since the baseline measurements were taken in the summer of 2007 and second considering all officials. There are 22 people in Mansehra (of the 30 in the office) who were measured at both baseline and the end of Year 2 and only 10 (of 21 officials) in Bagh. As can be seen in these numbers, staff turnover in these offices is significant.

The average scores of district officials across the sub-items in each category are shown in Figure 1. In each pair of numbers, the bar on the left represents the score at baseline and the bar on the right at the end of Year 2. For example, in the left-hand box describing progress in performance in Mansehra, the left-most pair of bars shows the average scores of officials on the financial management items. At baseline, the average was 0.5; at the end of Year 2, it was 1.4. Thus, managers have increased in their effectiveness in management from a baseline that suggested little interest and no active measures to implement their financial responsibilities effectively to a

clear awareness of the importance of financial management and some evidence of an ability to attend to financial matters.

Figure 1: Average Level of Effective Management for Major Categories





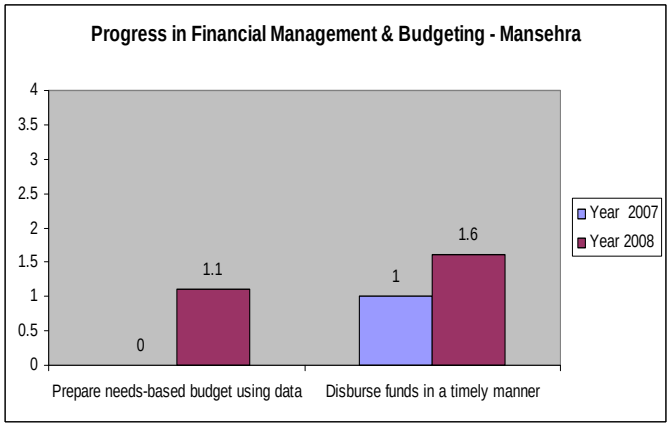
In all the cases shown, officials have improved in their management skills from baseline measurement to Year 2's measurement. That is, the work that RISE is doing is having a positive impact on these individuals' approach to management. At the end of an intensive year of work with managers, the effective management scores ranged from 0.7 (teacher training in Mansehra) to 2.3 (community mobilization and SMC/PTC support in Bagh). Thus, most managers are aware that all of these six areas are within their scope of responsibility, and are on the way to active and effective management of the challenges they face in each area.

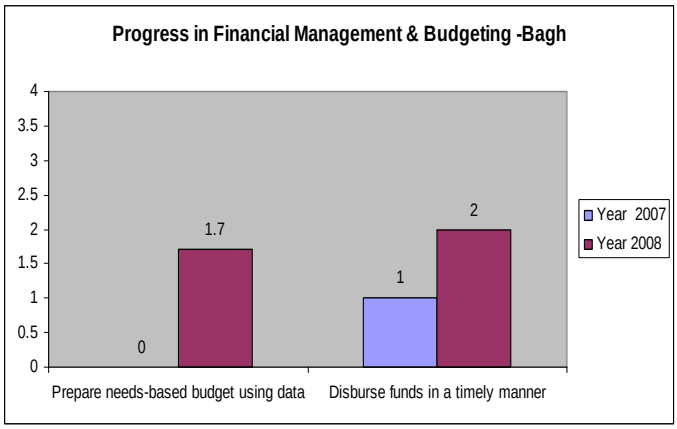
In the following sections, we present specific information on the growth in management skills for the items in each management area, with figures for Mansehra on the left and Bagh on the right. Please note that, in general, officials in Bagh have made more progress than those in Mansehra: the average score at the end of Year 2 for Mansehra officials is 1.5 while the average for Bagh is 1.9.

In **financial management and budgeting,** two specific items were rated: "Prepare a needs-based budget using data" and "Disburse funds in a timely manner" (see Figure 2). In both districts, scores have increased from baseline to Year 2 on both items. This change suggests that officials both understand the importance of these aspects of financial management and are working to establish better systems to complete the tasks. With regard to the Year 2 measure of budget preparation, the score is 1.1 in Mansehra and 1.7 in Bagh: there is now some evidence that officials use the available data on needs when they prepare the budget. On many occasions, for example, education managers have discussed budget needs with stakeholders. Before RISE's intervention, the district education budget was 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; so there is clear progress in the inclusion of school needs and ground realities in the budget development process.

With regard to the item on disbursement of funds, the Year 2 scores are 1.6 in Mansehra and 2 in Bagh as against a score of 1 last year for both districts. Staff salaries are usually disbursed on a monthly basis in both districts; attention has been paid to the efficiency of disbursement; however, the non-personnel monies are not generally released in a timely manner.

Figure 2: Level of Effective Financial Management and Budgeting

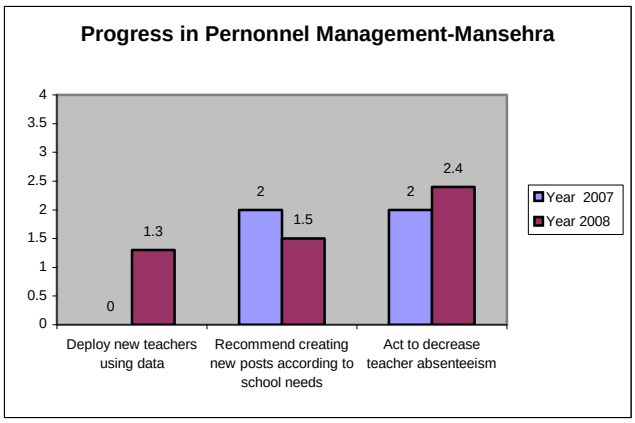


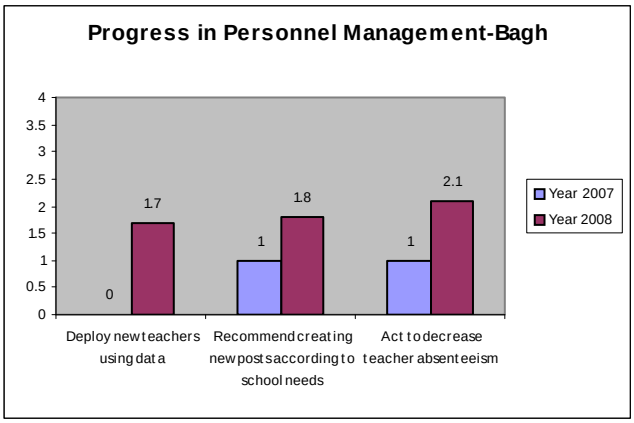


In **personnel management,** three items are scored: "Assign/deploy new teachers using data," "Recommend creating new posts according to school needs," and "Act to decrease teacher absenteeism" (see Figure 3). In this management area, Bagh follows the same pattern as was true for financial management in both districts: officials have increased in their effectiveness from baseline to Year 2 on all three items, reaching or slightly exceeding the score of 2. They have begun to use data, to look at school needs for personnel, and acted to reduce absenteeism. But in Mansehra, there has been an increase in the first and third items but a decrease in the second. Specifically, managers are now *less* effective in "Recommend creating new posts according to school needs."

The explanation of a decrease in management effectiveness in Mansehra has, we believe, much to do with the change of Executive District Officer – Education (EDO) in Mansehra. The new EDO has a different set of priorities from the former, is much more aware of the political pressures on him, and responds more to the desires of the political hierarchy than to the needs of schools, teachers and children.

Figure 3: Level of Effective Management of Personnel



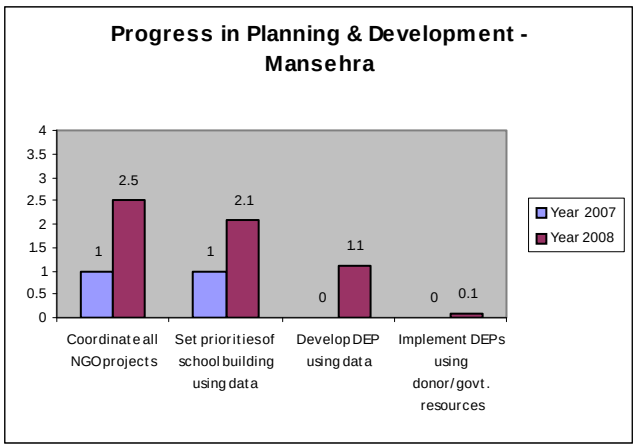


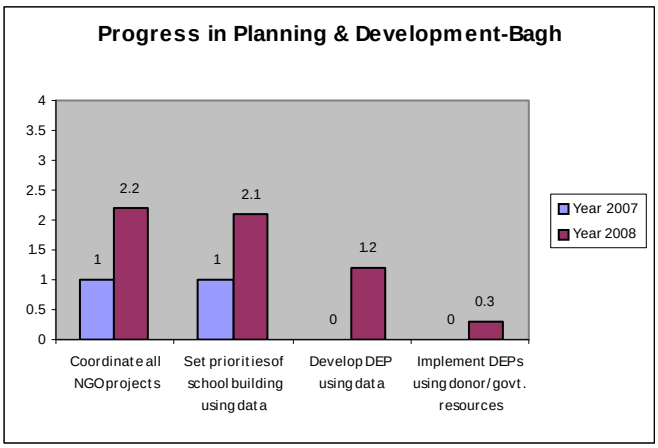
Four items were scored in the area of **planning and development**: "Coordinate all NGO projects," "Set priorities of school building using data," "Develop District Education Plan (DEP) using data," and "Implement DEPs using donor/government resources" (see Figure 4). Good progress has occurred with regard to the first two items, dealing with NGOs and setting priorities of school building. Both Mansehra and Bagh scored over 2 in Year 2 on these two

items, up from 1 at baseline, showing evidence of their developing skill on these items. Managers have begun suggesting geographic areas for NGOs to work in, defining priorities for NGO projects, and directing NGOs to work together. The efforts do not yet constitute a "system," but are clearly moving in that direction. Furthermore, they are showing evidence of setting their own priorities for building schools or working to influence the decisions of ERRA or the NGOs about which schools to build in what order.

With regard to the development of District Education Plans (DEPs), managers are taking some control. Their awareness level was 0 last year and is over 1 this year: both districts are thinking about developing DEPs. The awareness for this need is growing, and more and more officials are assuring RISE staff that the development of a district education plan is important. As expected in the absence of DEPs, there is no evidence of implementation of such a plan.

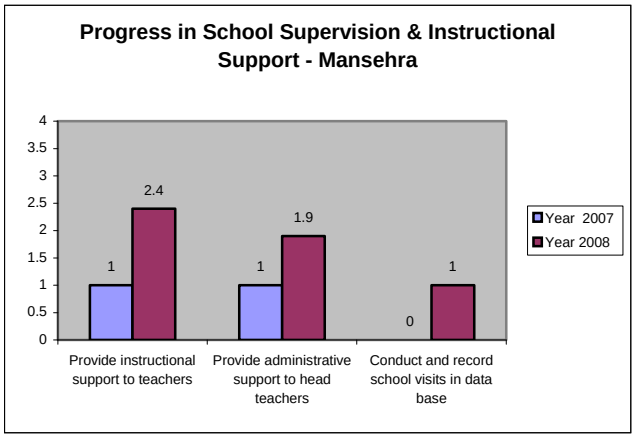
Figure 4: Level of Effective Management of Planning and Development

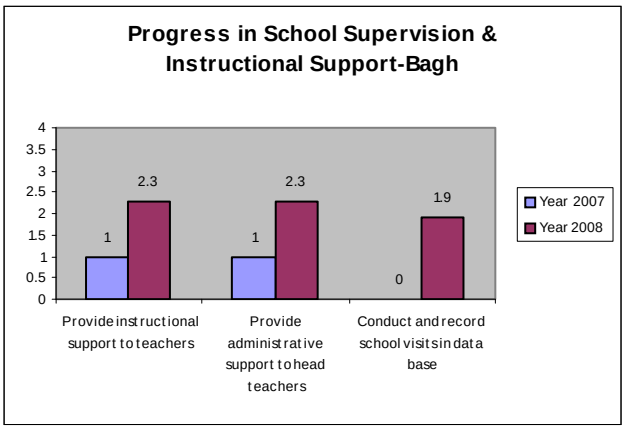




In **school supervision and support,** three items were rated: "Provide instructional support to teachers," "Provide administrative support to head teachers," and "Conduct and record school visits in data base" (see Figure 5). In most of the items in this management area, the score is nearing or exceeding 2 in Year 2. District officials have changed their routine during school visits to give instructional support to teachers and administrative support to head teachers rather than just "inspecting" performance. Education managers are now trying to identify and solve teachers' and administrators' issues using the concept of "participatory supervision." And they have either recorded their visits in a data base or given assurances they will do so.

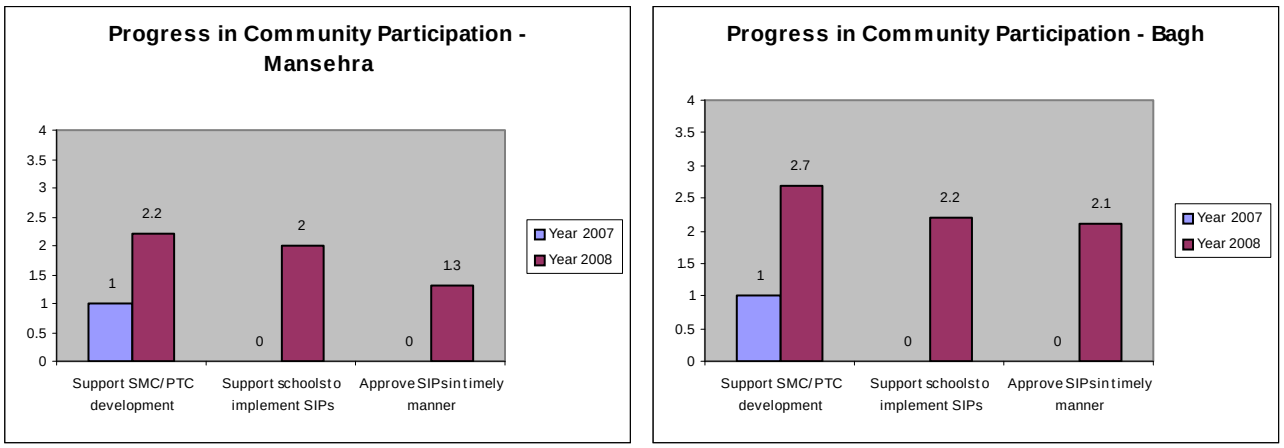
Figure 5: Level of Effective Management of School Supervision and Support





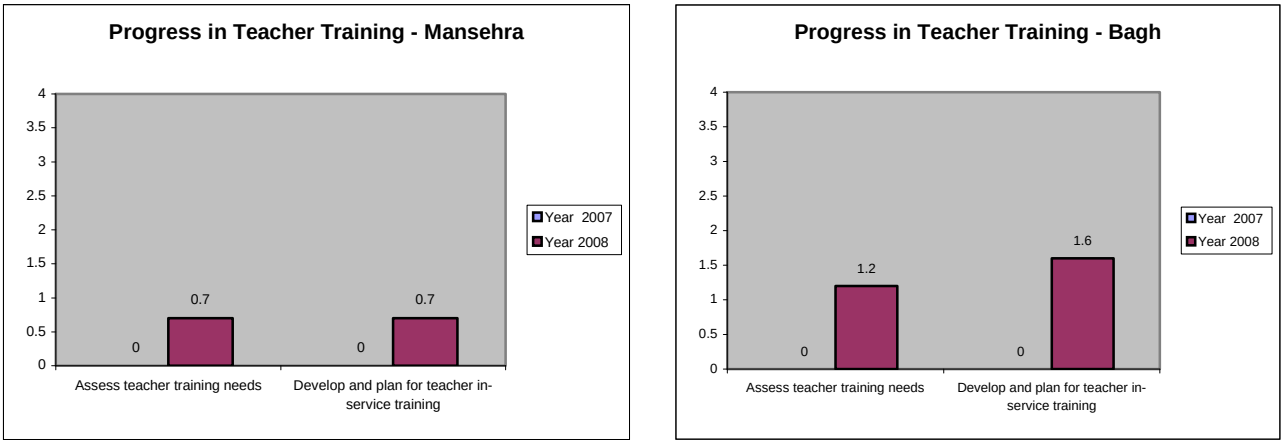
SMC/PTC support is reflected in three items: "Support SMC/PTC development," "Support schools to implement School Improvement Plans (SIPs)" and "Approve SIPs in a timely manner" (see Figure 6). Mansehra received scores of 2.2, 2.0 and 1.3 on these three items, and Bagh received 2.7, 2.2 and 2.1, showing that good progress has occurred on all three items. The education officers are not only showing willingness to establish/develop SMCs/PTCs in their jurisdiction, but are also increasingly seen to facilitate subordinates and school communities in establishing and developing them. Similarly, there has been a substantial improvement in the "Support of schools to implement SIPs." Previously, education managers had shown no evidence of having any concept of SIPs. After RISE's intervention, they understand the need to develop SIPs and have a system in place to help SMCs/PTCs do so, but their pace of approvals is slow. They argue that significant financial issues are involved, and they want to be sure the SIPs are done properly and correctly.

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



The ratings on both of the **teacher training** items were "0" for both Bagh and Mansehra in the baseline report: education managers did not believe that assessing or meeting teacher training needs was their job. In Year 2, their minds have changed (see Figure 7). Most of the managers in Mansehra see the importance of assessing and trying to meet training needs but feel that NGOs can take care of the issue. Managers in Bagh have gone further to try to do something about teacher training. First, they are discussing teacher training needs. Second, they support NGOs who are engaged in teacher training and sometimes actively participate in the development and implementation of the training in partnership with the NGOs.

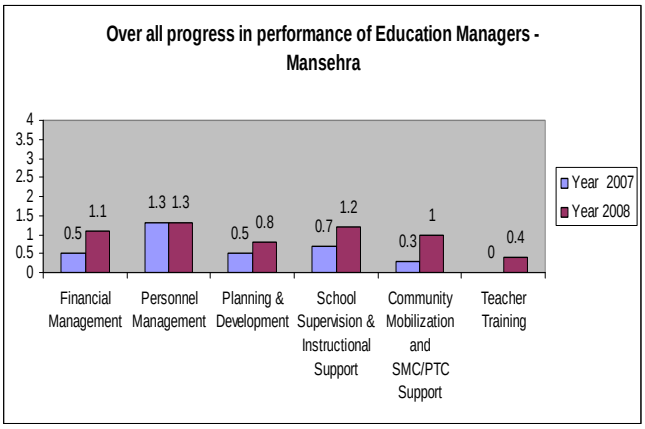
Figure 7: Level of Effective Management of Teacher Training

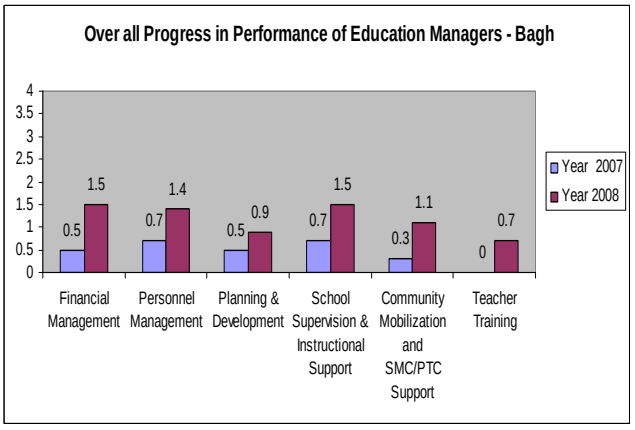


During Year 2, both Bagh and Mansehra experienced a high level of turnover of district education staff. In Bagh, 11 out of 21 officials (52%) were transferred to other positions in Year 2 while in Mansehra, 8 out of 30 officials (27%) were transferred. All of these transfers have had the effect of slowing down the work of the offices as new staff need to learn their jobs. Of course, these new people have also not experienced any of the RISE training. The previous figures in this report include only those district staff who have been in the office from the baseline measurement of effectiveness through the end of RISE's Year 2, since these people should reflect the impact of the program. To see, overall, how effective district management is, we present the average levels of effectiveness of all managers in the offices in Figure 8. These numbers can then be compared to the numbers presented in Figure 1.

In every case, the averages shown in Figure 8 for management effectiveness at the end of Year 2 are below those shown in Figure 1, generally by at least .5: the new managers are often not aware of the range of their responsibilities or of effective ways of carrying out their duties. Though RISE is currently present to assist in their training (and will do so), it is important for the hierarchy of education management to understand the significance of this high level of turnover and put in place its own regular training program for new district staff.

Figure 8: Average Level of Effective Management for Major Categories Including the Transferred District Officials





Summary

Across most of the management items rated by RISE staff, district officials in Mansehra and Bagh who have been in the office for a year or more are operating at a level between 1.5 and 2. They are now aware of the full range of their responsibilities and are figuring out actions that will make them more effective in their multiple roles. Thus, RISE has been able to improve managers in their administrative responsibilities by about 1 point in a year.

The major issue RISE is facing has to do with the high turnover of officials. With the change in government in February 2008, many assistant district officers have been promoted to the role of principal in a high school or higher secondary school, roles which have a higher grade in the education system though perhaps less prestige. Though we hope these individuals will take what they have learned about management effectiveness with them into their new roles, they are no longer a part of the district office and RISE staff have a new group of officials to train from square one. Our goal is to bring these new hires quickly into the evolving systems created by district staff and take all officials to a higher level of effectiveness.

There is a great deal of potential for the professional development of officials in all areas, and RISE will continue to address each and every one in its next two years of operation, using workshops, review sessions and on-the-job support in all the six management areas. Special attention will be given to the following areas, where the performance level score is below 1.5:

- Preparing needs-based budget using data,
- Using data in decision making (e.g., deployment of teachers),
- Developing and implementing district education plans,
- Recording school visits in a data base,
- Approving SIPs in a timely manner, and
- Assessing and meeting teacher training needs.

At the end of Year 3, this report will cover all four districts, as we examine the project's impact again and push toward the goal of all areas having a score of at least 3, showing much greater effectiveness in managing the quality of education in Mansehra, Bagh, Muzaffarabad, and Poonch.

ANNEX I: 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					

* Descriptions of the levels for each Education Management area are given below.

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

Rating Scale	Explanation/Definition
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