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An Analysis of the Structure and Functions of the Directorate of Elementary Education

Northwest Frontier Province
USAID/Pakistan

Submitted by:

EDC

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Note: This report is a privileged communication, not to be disclosed except for evaluation purposes.

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PAKISTAN

NORTHWEST FRONTIER PROVINCE

AN ANALYSIS OF THE STRUCTURE AND FUNCTIONS OF THE DIRECTORATE OF ELEMENTARY EDUCATION

Prepared for

USAID, PAKISTAN

by the

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NWFP

ELEMENTARY SCHOOLS ORGANIZATION AND MANAGEMENT

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Section 1

INTRODUCTION

1.1 The Primary Education Development Program (PEDP), agreed to in June 1989 by the Governments of Pakistan and the USA, includes a provision for several studies early in the program. This first study has assessed the current capacity of the Education Department to manage and plan the primary education system. The study includes a proposed administrative and management structure of a Directorate of Primary Education designed to ensure the efficient integration of all functions necessary to carry out program objectives. (Annex 1)

1.2 Two consultants conducted the study for seven weeks during March and April 1990. They worked closely with the Chief of the Primary Education Planning Team and his staff, as well as with the Chief of Party of the technical assistance contractor.

1.3 This report is organized in sequential sections on a description of the present system and structure; a description and analysis of systemic issues and problems; and a proposed administrative structure for elementary education including job descriptions of key personnel and a training plan. The report ends with conclusions and recommendations for implementing the structure proposed.

1.4 The NWFP Education Department has planned and budgeted for a Directorate of Primary Education to be established by June 5, 1990. This work was carried out by a four-man planning cell deputed from various sections of the Department, and a high-level steering committee chaired by the Additional Chief Secretary with membership of the Secretaries of Education, Planning and Development, Communication and Works, and Finance.

1.5 The PEDP planning group completed a first-year Work Plan and Budget (PC-1) which were approved by the Steering Committee in late October 1989 and sent to ECNEC for funding approval in late January 1990.

1.6 NWFP and USAID leaders expect that provincial and GOP funding approvals will be completed promptly and before the PEDP is launched in early June. This report, submitted in mid-April, is intended to rationalize and facilitate the starting of the Program.

Section 2

METHODOLOGY OF STUDY

2.1 The study methodology consisted of four elements:

a. Document review. Documents reviewed (Annex 2) include studies undertaken previously from both Pakistan and foreign sources, project documents prepared for this project and others, NWFP policy statements, rules and regulations, job descriptions (manuals), and statistical data;

b. Semi-structured interview. A representative sample of Divisions and Districts were purposefully selected for field visit and interviews of directorate personnel. The geo-political sample selected included urban, rural, mountain and plain;

c. School visits and observation. During visits to schools, special note was taken of interactions between SDEOs, DEOs, and head teachers, principals and teachers. Despite language difficulties for the observers, patterns of relationships were evident. Additionally, school records were perused and supervisorial observations noted by Learning Coordinators and SDEOs;

d. Critical skills inventory. A list of educational management/administrative competencies was developed. This list of 34 competencies was administered to the PEDP Planning Group for ranking. This list was then related both to the job descriptions and to the interview responses of the educational officers interviewed and observed. Working Note A gives details.

2.2 The results of these elements form the bases for the structure and other recommendations found in this report.

Section 3

THE PRESENT SYSTEM

3.1 At present, primary education in NWFP is managed by the provincial Directorate of Schools and parallel units in the 6 divisions, 15 districts and 34 sub-districts of the province. The Directorate of Schools also manages middle, secondary and higher secondary schools. This system is large: totalling over 15,000 schools, over 1.7 million students and over 55,000 teachers as shown in Table 3.1 below. Complete data of this type by division and district for 1989 is provided in Annex 3.

3.2 As shown in Table 3.1, the system is fully divided by sex for both pupils and teachers. All measures for girls are far below those for boys and this disparity increases in the higher grades of the system. In the primary level the number of girls enrolled is less than one-third of the enrollment of boys (government and mosque schools). At the middle school level, enrollment of girls is only one-fifth of boys enrollment; at the secondary level it is one-sixth; and at the higher secondary level only one-twentieth. Some of the disparity is due to the fact that there are only 2,976 girls schools to cover the province while there are over 10,000 locations for boys (government plus mosque). The teacher pupil ratio for girls at the primary level is slightly more generous at 32:1 compared to over 34:1 for boys so that non-enrollment of girls is not entirely caused by undersupply of teachers. The parental demand for enrollment of daughters, especially in rural areas, is the main cause.

3.3 The low enrollment of girls contributes to a more general problem of low participation rates for both sexes, as shown in the table below:

Primary Level Participation Rates in Percent

	Urban	Rural	Total
Male	78	83	81
Female	49	19	34
Total	64	52	54

It is unusual that the urban rate for boys is below the rural rate. The very low rate for girls in rural areas, attests to the lack of interest of rural parents to send their daughters to primary school or to keep them in school after they enroll as shown in Annex 4.

NWFP: Management Structure Study

Summary Basic Provincial Education Data, 1988/89

	Primary (1-5)	Mosque (1-3)	Middle (1-8)	High (6-10)	Higher Secondary (9-12)	Total
SCHOOLS:						
Male	6,488	3,620	587	759	37	11,491
Female	2,976		138	155	3	3,272
Total	9,464	3,620	725	914	40	14,763
Percent Female	31.4%	0.0%	19.0%	17.0%	7.5%	22.2%
ENROLLMENT:						
Male	718,366	147,454	184,289	286,658	21,505	1,358,272
Female	258,619		36,176	46,749	1,230	342,774
Total	976,985	147,454	220,465	333,407	22,735	1,701,046
Percent Female	26.5%	0.0%	16.4%	14.0%	5.4%	20.2%
TEACHERS:						
Male	19,900	4,217	6,831	12,730	859	44,537
Female	8,042		1,555	2,434	82	12,113
Total	27,942	4,217	8,386	15,164	941	56,650
Percent Female	28.8%	0.0%	18.5%	16.1%	8.7%	21.4%
PLANNING RATIOS:						
Enrollment/School						
Male	111	41	314	378	581	118
Female	87		262	302	410	105
Enrollment/Teacher						
Male	36	35	27	23	25	30
Female	32		23	19	15	28
Teachers/School						
Male	3.1	1.2	11.6	16.8	23.2	3.9
Female	2.7		11.3	15.7	27.3	3.7

Source: MUST, Education Year Book, Session 1988/89

3.4 Provincial Management. Management of the system of education covering primary through higher secondary totalling over 1.7 million students is entrusted to the Directorate of Schools within the Provincial Education Department. It is a large enterprise equalling in scope the largest school districts of the United States. However, the Directorate of Schools has but one of nine units at the first echelon below the Provincial Secretary of Education as shown in Annex 5a. Three of the eight other units may be related to the proposal to establish a separate Directorate for Primary Education:

a. Directorate of Colleges: When a separate Directorate for the lower grades is established, the remainder, that is, secondary and higher secondary, might be included with colleges.

b. The Textbook Board, plays a vital role in primary education and would be affected by the proposed change.

c. Virtually the entire function of the Bureau of Curriculum Development and Extension Services is to serve elementary education. It trains primary teachers and most of the teachers for middle school. Its extension services are to provide in-service teacher training for both primary and secondary teachers.

3.5 The remaining units at the directorate level under the Secretary for Education, manage such fields as higher education, vocational education and a large number of specialized agencies which would be largely unaffected by the creation of a separate directorate for elementary education.

3.6 The Seventh Five-Year Plan includes targets for the universalization of grades 1-8, which the Plan refers to as elementary. Moreover, primary education (1-5) is offered in virtually all middle schools which usually includes grades 1-8. A few high schools comprise grades 1-10 or even 1-12, but most still start with grade 6 or 9. For these reasons, this report hereinafter will concentrate on **elementary** rather than primary; grades 1-8 rather than 1-5.

3.7 The Directorate of Schools is organized as shown in Annex 5b. Immediately below the Director is the deputy director echelon, comprising three officials: Deputy Director (schools), Deputy Director (planning/development), and the Additional Directress. The Deputy Director of Schools serves as the senior officer of the echelon. The Deputy Director (planning and development) manages certain specialized units related to his function. The Directress serves as the senior education manager of the province in a system which separates the sexes throughout all echelons and levels. Immediately below the Deputy Director echelon is a group of 15 assistant directors. They cover such fields as budget, audit, private schools, planning, statistics, and physical facilities. The total professional staff of the Directorate of Schools numbers (about 200). This is not a large number of persons for a system of the scale prevailing in NWFP.

3.8 The Secretary of Education has stated: "Our primary schools are not being supervised." Logistical and personnel matters occupy an inordinate amount of the attention of the enterprise, relegating educational management to a position of lesser importance. Top echelons of a large system typically do not, however, supervise directly. They should provide leadership to echelons closer to schools, teachers and children. Top level educational leadership is usually essential to lower level supervisory services.

3.9 Division and District Management. The province is divided into six divisions and 15 districts as shown in Annex 5c in the form of an organization chart and Annex 3 for data on the numbers of schools, enrollment and teachers. The districts are further divided into varying numbers of sub-districts. The three levels comprise the units for management of education and constitute the most appropriate levels for educational management of the supervisory function. This structure is not at all static. A report dated 1987 shows 1985 data for five instead of six divisions. Two of the present 15 districts, Swabi and Charsadda, are less than three years old and another district is expected to be created in Peshawar Division next year. Creation of more districts is probably a good step so that the management pyramid would be made more logical. At present, the number of districts in a division ranges from 2 to 4 creating a top-heavy pyramid. More districts per division would make a more logical management structure because the principle of span of control would be more closely followed.

3.10 Bureau of Curriculum Planning and Education Extension Services. This provincial agency with headquarters located in Abbottabad is a unit which will be greatly affected by the creation of a separate Directorate of Education. Its functions are in two distinct realms: curriculum development and personnel training. Its curriculum services cover the entire 1-12 range of grades. The basic structure and most of the content of curriculum is decided by the Federal Government's Education Department, Curriculum Wing and passed down to the provinces. Provinces are permitted to, indeed expected to adjust the curriculum in certain fields to local conditions. For example, social studies in NWFP in the elementary grades might emphasize mountains more than oceans, and in science a[pine plants more than tropical flora.

3.11 The curriculum activities of the Bureau cannot be easily divided between elementary and secondary and probably should not be because scope and sequence of educational content should be maintained. Therefore, curriculum would be better placed under the control of the Secretary of Education and kept accessible to both the Elementary and Secondary Directorates. Moreover, the Textbook Board also covers the 1-12 grade span and therefore could not be divided. There are many reasons for a close tie between curriculum and textbooks.

3.12 However, the other main function of the present Curriculum Bureau, teacher training, is another matter. Primary and middle school teachers are trained in a system of GCETs--teacher training colleges which now numbers 17 institutions; 11 for males and 6 for females. Annex 8 shows details of this system for 1988/89. Since the grade level span for the two types of teachers produced by the system is 1-8, placement of the system under the Directorate of Elementary Education is appropriate. High school teachers are produced by the University system. Practically all aspects of the management of the existing teacher training system are inefficient, uneconomic and work counter to the expansion and improvement of elementary education. It is well beyond the TORs of this analysis to recommend a complete set of improvements. However, the new structure needs to make it possible for the improvements to occur. Four principles need to be followed:

a. Teacher training needs to be related to the needs of the users of the output. This suggests that the institutions should be placed under the control of the division or district education management of the institutions catchment area.

b. The purpose of elementary teacher training is to instill skill in how to teach, not to promote more knowledge of subject matter. At present far more attention is placed on subject matter than on the teaching art.

c. The scale (i.e size) of the teacher training institutions must be closely related to the demand for teachers in the catchment area. At present, the system uses a long standing **uniform** size of staff regardless of numbers of trainees and, even worse, demand for trained teachers of the catchment area. For example, the Chitral GCET with an enrollment of 32, has 10 staff members while a PVC with two or three times Chitral's enrollment has the same size staff. There is no recognition of the varying demand for new teachers of the divisions and districts.

d. Staff of elementary teacher training institutions should have had experience in teaching at the elementary level. Throughout the entire nation, a recent ODA study team could find not a single GCET staff member with such experience (Ref. 2, page 40).

3.13 As shown in Annex 5e, the Provincial Director of Schools has direct line authority over the Divisional Directors of Education. The Divisional Directors in turn exercise the same authority relationship over the District Education Officers.

3.14 Division Structure. A organization chart for the Divisions in NWFP is provided in Annex 5d. This level is headed by the Divisional Director of Education (DDE). He is supported by two deputies: a Deputy Director (schools) and a Deputy Directress. The Deputy Director is the senior of the two. There are four officers in the next echelon: Assistant Divisional Directors for Education, Planning/development, and Audit; and a

Budget/accounts officer. The Divisional level resembles the Provincial level in that there is no provision for personnel to visit/supervise schools. The Assistant Division Director, Education General, is the officer clearly responsible for liaison with the schools. This must be done through the District Education Officer structure.

3.15 District Structure. This echelon is headed by the District Education Officer (DEO). He is assisted by a Deputy DEO. At this level there is some provision of personnel for school supervision (Annex 5f). However, in numerical terms the structure features three of the four Assistant Division Education Officer (ADEO) responsible for non-educational tasks: Planning and Development, Budget/accounts, and Physical education/sports. Only the fourth ADEO for Inspection is related to direct contact with schools. The DEO, through his deputy, exercises line control over the Sub-district Education Officers (SDEOs). The number of sub-districts in a district ranges from two to four in the province. The district management is structured for financial, logistical and personnel functions more than it is for educational leadership.

3.16 Sub-Division Management. It is at the sub-division level that direct contact with schools on a regular basis is performed. Sub-division management is headed by the SDEO (always male). He is assisted by multiple Assistant Sub-division Education Officers (ASDEOs). The number varies according to the size of the sub-division. The number of female ASDEOs usually falls short of demand.

3.17 Learning Coordinators. (LCs) About one-third of the province participates in Primary Education Project II (PEPII), supported by the World Bank. LCs are expected to visit schools in much the same way as ASDEOs. LCs are junior to ASDEOs. There is considerable debate among the educational managers of the province about the value of LCs. In any event, it is clear that the relationship between the work of LCs and ASDEOs has not been well formulated.

3.18 Headmasters. Every primary school has a head teacher. His grade and responsibilities vary with the level of the school. In primary schools the headmaster teaches; in middle and high schools the headmaster (principal) either does not teach or teaches a reduced load. Headmasters of elementary schools (primary and middle) are not viewed by division or district officials as a resource for supervision of instruction. Experience in other developing nations and in developed countries is that headmasters can become a major source of instructional improvement.

3.19 FATA. About one-third of the land area of NWFP is Federally administered Tribal Areas (FATA). As shown in Annex 5a, there is a separate major element under the Secretary of Education responsible for schools in these areas. However, it is not part of

the plan to include this part of the education structure in the new plan to form a separate elementary directorate.

3.20 Other Types of Schools. Many elements of the Government operate schools for the children of their employees. Among these are: military services, railway, water board, airline, and others. The enrollment in these schools does not appear in some of the figures used in this report but are included in others. In Table 3.1 and Annex 3 they are not included; in the Primary Education Development Program (PEDP) targets they are included. Private education in NWFP is concentrated in urban areas. In the structure of the Directoratee of Schools, there is an Assistant Director for Private Schools. There appears to be no plan to change this office as a result of the creation of the separate elementary directorate.

Section 4

THE PRESENT SYSTEM IN OPERATION

4.1 The system of educational management described above has many operational problems which cause it to have difficulty in providing adequate management and supervision. As indicated by the Secretary's comment on the lack of supervision of primary schools (para. 3.8), the shortcomings of the system are pronounced in the provision of **instructional** supervision.

4.2 Generic Issues. There are a number of features of the system which are found at all levels:

* Emphasis on personnel management, budget, finance, planning and physical facilities over **instructional supervision.**

* Separation of the female schools and personnel from the males, and discrimination against the female side in promotion, provision of transport, allowances and the like which means that schools for girls are under-provided and when they are provided, under-supervised.

* Emphasis on the **higher grades.** When officials find time to visit schools, they prefer to visit high and middle schools. When they visit a school with a range of grades, they prefer to devote their attention to the higher grades. The result is that grades 1,2 and 3 are neglected.

* **Urban bias.** Because of lack of transport and time, rural schools are not visited nearly as frequently as urban schools.

* **Rank consciousness.** Of course, ranks are important in any civil service and are necessary as a way to reward good service. However, they have become a fetish in the Pakistan educational system. Officials state repeatedly, that an ASDEO at grade 14 cannot offer advice to the principal of a middle school because he is grade 15.

* **Personnel turnover.** A large portion of the time of managers at all levels is devoted to processing incessant requests for transfers of teachers and administrators from school to school, district to district, division to division, rural to urban, primary to middle to high, etc. Annex 6 presents a sample of transfer activity for a recent period. Although the transfer process involves only a minority of the 56,000 employees managed by the Schools Directorate, it virtually monopolizes the time of its managers.

* **Political intervention.** Managers throughout the system complain that the level of political intervention in the management of education is on the increase. Members of the National and Provincial Assemblies (MNAs and MPAs) intervene in the appointment, promotion and transfer process throughout the school year as part of their assumed political prerogatives.

* **Compromised examinations.** Throughout the system nearly all examination results are suspect. Admission to teacher training institutions is based on invalid examination scores as well as widespread political interference. Examinations at the end of teacher training are badly compromised so that placement of graduates is ineffective. Students demand the right to cheat on all examinations at nearly all levels of the system.

4.3 The characteristics described above affect the entire Directorate of Schools, the primary, middle, high and higher secondary schools and their personnel. The College Directorate and the various support units are also affected. The result is that the system does not operate efficiently or economically. Such a large portion of the time of managers at all levels is absorbed by logistical, personnel development, and planning and budget tasks that instructional leadership is severely neglected. This led to the recent statement of the Secretary for Education that the "primary schools are not being supervised".

4.4 Expressed in quantitative terms, the shortfall in supervision appears to be as follows. Regulations state that officers at the District and Sub-division levels are expected to devote 20 days per month to the task of visiting schools. In actual practice the officers do not have the time or transport to meet this standard and the prevailing proportion of time for school visits is closer to 5-6 days than the 20 days specified.

4.5 There are two types of school visits: annual inspections and surprise visits. The more senior officers such as the DDE and the DEO make both types of visits. Annual inspections of prestigious schools, usually high schools, are important events to which the senior officers would naturally gravitate for political reasons. Also for political reasons, senior officers make surprise visits occasionally to selected schools. DDEs and DEOs delight in telling that they give master lessons during their visits.

4.6 The junior officers at the district and sub-division levels, ADEOs and ASDEOs, are expected to do nearly all of the routine visitation of schools. They submit a monthly touring plan to their senior officer (the DEO or the SDEO). This plan is often not approved by the first day of the month. It is often not approved in its submitted form because of lack of transport, fuel for the transport, or because their leader has other duties for them. The plans as submitted are deficient in that there is often no systematic effort to maintain coverage of all schools. Remote schools often do not appear on touring plans. These

problems are not frequent and are more severe on the female side of the system because female officers are often denied transport. In fact, they are more dependent upon transport because the culture does not permit females to use bicycles or motorbikes.

4.7 When these obstacles are overcome and a school visit actually occurs, the visitor often does not look at the correct things. Whole-class questioning for facts memorized from the textbooks are favorite devices. Counting teachers and pupils is another preferred activity. Critiquing methods used by teachers are seldom made. There is often no time for the visitor to have a discussion with the headmaster or the teachers at the end of a visit as a good supervision system requires.

4.8 There is another matter related to international assistance which compounds the matter of instructional supervision of schools. The Primary Education Project assisted by the World Bank operates in six of the fifteen districts of NWFP. In these areas there are 71 **Learning Coordinators** supported by the Project with the assignment to visit schools. Within districts with this system there is a surprising amount of discontent among senior officers (DDEs, DEOs, and ADEOs) on the effectiveness of Learning Coordinators. They are viewed as outsiders by many officers since they do not report directly to the regular structure but instead to a Provincial Project Director in Peshawar. While copies of the reports that Learning Coordinators are required to compile after a school visit are sent for information to the DEO's office, they are not considered useful or beneficial. There is a feeling that Learning Coordinators do not offer correct advice to the schools they visit. Learning Coordinators are viewed by the establishment as too young and too inexperienced. There may some envy in these feelings since the Learning Coordinators receive special pay, allowances and transport. Some of the districts not covered by the PEPII also have a few Learning Coordinators but this practice has not spread as quickly as was expected. This situation accentuates the need for a restructuring for all personnel in the system to be part of the regular governmental establishment, all reporting to the same senior authority.

Section 5

INTRODUCTION TO THE PROPOSED NEW STRUCTURE

A. Governing Documents and Policy

5.1 Three documents control the initiation and implementation of the Primary Education Development Program (PEDP) for which the present report has been developed:

a. The **Program Grant Agreement** between the President of the Islamic Republic of Pakistan and the United States of America dated 6 June 1989;

b. The **PC-1** developed by the Government of the Northwest Frontier Province for the PEDP for the period July 1989 to June 1990, dated October 1989; and

c. The **Annual Workplan** for Primary Education for NWFP for Fiscal Year 1989/1990, dated 25 October 1989.

5.2 The documents list above outline the goals and objectives of PEDP and set forth benchmarks essential to measuring achievement. There are two overarching program goals covering policy reform and improvement of access, equity and quality. The program benchmarks related to the policy reform goal include three which are directly relevant to this study as described in paras. 5.3 to 5.5.

5.3 Enrollment targets. Minimum targets for 1999 are set in the legal agreement (Item a above) as follows for grades 1-5:

	Benchmark 1989-90 (Millions)	Target 1999
Boys	1.185	1.571
Girls	.389	1.084
Total	1.574	2.655

The target figures shown in the preceding table are called estimates despite the fact that they are expressed in units of 1,000. The enrollment targets are expressed as enrollment ratios in Annex 4 of the Agreement (Ref. No. 1) as follows: for the benchmark year 1989:

Boys- 81%, Girls-34% and for the target year 1999: Boys-94%, Girls-70%. The projected doubling of the ratio for girls in the forthcoming decade is particularly challenging.

5.4 Budget Support. The second overall policy goal is to increase total funds budgeted and expended for primary education in NWFP by at least **5% annually** adjusted for inflation. This target may be even more demanding than the enrollment target. In the benchmark year of 1988-89 the recurrent budget for primary education was about 950 million rupees and the development budget was another 194 million for a total of over 1.143 billion rupees ($526 million). An increase of 5% per year means that the Government will need to find 60 to 90 million more rupees each year of the decade, depending on the rate of inflation.

5.5 Directorate. The final major policy goal of the Program is that NWFP must establish a separate Directorate for Primary Education. The target date in 5 June 1990, one year after the agreement was signed in Washington. For the reasons cited earlier (para.3.8), this report is using the elementary grades 1-8 in lieu of the primary grades 1-5. Establishment of the directorate requires consideration of the **structure** for the new unit, listing the **functions** and personnel required, and an assessment of the **training** of personnel needed. The three word highlighted above constitute the content of Chapters 6-8 of this report.

B. Principles and Considerations for the Proposed Structure

5.6 General Principles of Organization and Management. In approaching the setting up of the new Directorate of Elementary Education, the Government of NWFP should remain aware of appropriate principles of organization and management, among which are the following:

* **Grouping Similar Functions.** When possible, related functions should be placed under the same management unit. For example, in the present system the Directorate of Schools is placed with such functions as budget and accounting in the organization of the Section Officers under the Secretary for Education. Even the grouping of curriculum and teacher training under the present Bureau of Curriculum and Extension Services may be a violation of this principle.

* **Emphasis on Essential Functions.** In the case of elementary education management the most essential function is instructional supervision. Accordingly, it should be consistently recognized in the organizational structure.

* **Placement of Responsibility at the Lowest Possible Level.** In the development of the Directorate of Elementary Education supervision of instruction should be the dominant purpose of the organization, in keeping with the statement of the Secretary for Education (para. 3.8) It is not feasible to place the direct responsibility for instructional supervision at the provincial level, and perhaps not even at the divisional level. For this reason, the new structure should emphasize instructional supervision at the district and sub-division levels.

* **Distinction Between Line and Staff Authority.** Especially in the Pakistan context where the grade level of officers is so important, this principle must be consistently followed. Leaders should report to leaders, not to staff at the next higher level.

* **Span of Control.** The number of subordinates reporting to a manager at any level should be in the range of 6-12. The province-division-district-sub-division pyramid existing in NWFP is now in the ratio of 1-6-15-34, which is marginally within the appropriate levels for span of control. The number of districts in a division ranges from 2-4 at present, which is less than ideal. However, there is evidence that new districts will be formed which will bring the ratio more in line with this principle. The span of control principle also applies to the numbers of schools which a supervisor at the sub-division level can handle effectively.

* **Management Scope Related to Service Demand.** This principle is being violated in several parts of the existing system. For example, the uniform size of PTCs is not related to enrollment of the institutions, nor to demand for newly trained teachers in their catchment areas. This results in over-staffing in some places and under-staffing in others. This principle requires that the system base staffing levels on **ratios to demand** rather than on flat numbers of staff per unit. Examples are: numbers of supervisors to schools; personnel files to personnel officers; numbers and complexity of budgets to numbers of budget officers; numbers to teachers to numbers of students.

5.7 Management Considerations Applicable Especially to Pakistan. Another principle which has been followed in the structure to be proposed in the next chapter of this report is of special importance to the society of Pakistan -- separation of males and females throughout most of the system of elementary education. Organization of education by sex is a violation of the principle of grouping like functions together and so it is not listed in the paragraph above. Separation of the sexes for education also violates the goals of efficiency economy which governments should seek to achieve in all organizational structures. Having two primary schools in a village increases cost and administrative complexity. Having both a male and a female manager at each level, and a complete system of separate female school similarly increases costs and complexity, as well as reducing efficiency. Despite these shortcomings, in order to protect the female side of the system, nearly complete separation will be recommended. Only at the apex level of the

Director of Elementary Education will there be found a single officer at that echelon. Another feature of the recommendations which follow is that the officers in charge of the separated male and female structures are equal in grade and in scope of responsibility. This is designed to overcome the current situation in which females responsible for management are usually subordinate to their male counterparts.

5.8 Full Enrollment. Another important consideration in the development of the proposed structure is provision in the proposal for the achievement of the enrollment targets. Only about half of the present population age cohort for elementary education is enrolled. The population will continue to grow at the rate of about 3.5% per year and the elementary school age cohort can be expected to grow slightly faster. Moreover, the enrollment targets of the Program require that the enrollment ratio to increase markedly; in fact, doubling for girls in the next decade. This geometric increase will have an effect on the scope of the management structure. This is related to both the span of control and the management scope general principles listed in para. 5.6. While span of control on the girls side of the structure may fully justify provision of staff at the beginning of the decade, if enrollment targets are met, and it must be assumed they will be under the PEDP, levels will be fully justifiable at the end. Annex 6 presents estimates of enrollment, enrollment ratio and numbers of schools and teachers for the beginning, mid-point and end of the project.

5.9 Enrolled and Non-Enrolled Children. In addition to consideration of the target enrollment mentioned above, there will be a need for educational management to work with parents, community leaders and the children themselves to encourage all children to enroll. The non-enrolled child of today is, potentially, an enrolled child of tomorrow. Part of the job of an ASDEEO in supervision of existing and future schools will be an assessment of the number of children living within the catchment area who are not enrolled. Most of these children will need to be attracted to enroll if the PEDP enrollment targets are to be met.

5.10 Numbers of Schools. In order to project the size of the Directorate of Elementary Education **at all levels** it is necessary to project the numbers of schools in addition to the enrollment targets for 1999 shown above (Annex 6).

5.11 Population Growth. Finally, this section should also mention an overriding problem which greatly compounds the nation's ability to provide and manage an effective educational system--incessant high rate of population growth. The current rate increase, 3.5% means that the population will double within twenty years. This is the highest rate in Asia. To increase the **enrollment ratio**, as called for in the PEDP Agreement when this rate of population prevails, is nearly impossible and requires that budgets increase even more. Nearly all of the 5% annual budget increase is consumed by the population increase. Improved elementary education can contribute to lowering the rate of population increase

by making young adults more aware of the negative social and economic effects of overly large families. However, the effects of education come slowly and other ways must be tried if relief from this intolerable burden is to be felt before the year 2020. Every lead should be explored which would reduce the number of children born.

5.12 Many nations have achieved good results from such measures as: higher age for marriage, subsidized family planning services and contraceptive devices, sterilization campaigns, improved spacing between children, etc. This is not to advocate draconian measures which have backfired in two neighboring nations, but to advocate that the Government be more aware of the problem and its effects on the education budget. Reduction of the population growth rate from the high rate of 3.5% to, say, 2.5% would reduce the annual education budget **more** than the ten-year grant provided by USAID for the PEDP in just two provinces.

Section 6

PROPOSED MANAGEMENT SYSTEM FOR ELEMENTARY EDUCATION

A. Introduction

6.1 Overview. The intent of Pakistan's educational system since 1947 has been to provide universal elementary education. This goal has not been remotely realized. While the goals of education changed from providing limited educational opportunity to prepare mid-level civil servants to mass education and nation building, the organization and structure did not. The structure for administering the schools remains a provincially centralized system with some delegation to division, district, and sub-division geographic areas. The system continues another Colonial legacy -- that teachers with only limited education and training can educate the nation's children. The historical "inspection" system of school organization is based on the assumption that elementary teachers are sub-standard, recalcitrant and irresponsible. The new Primary Education Development Program (PEDP), however, reflects Pakistan's intent to rationalize the system by reformulating the management structure consistent with the equity, access and quality improvement goals of the Program. Recognizing that change is difficult, particularly when the change agents are those who have been promoted by the existing structure, most NWFP educational officers have expressed a willingness and desire for change. This section presents an administrative and management structure that, when implemented, will enable the goals of the Program to be achieved.

6.2 Highlights of the new system include:

a. Separating administrative support services from line educational program management;

b. Placing instructional services management as close to the "client" as possible, whereby the entire system will deliver quality educational services to pupils and families;

c. Establishing an elementary schools cadre that includes a "single salary schedule" in which elementary level teachers, supervisors, teacher trainers and managers are paid on the basis of preparation and experience, as well as assignment;

d. A geographic area teacher training sub-system in which there is a close relationship between locally trained teacher candidates and local needs for teachers;

e. Delegation of authority under which responsibility is accompanied by both the authority and the resources to carry out the activities assigned;

f. An intensive training program and reformulation of teacher training, including faculty, curriculum and relationships with geographic areas, schools and teachers;

g. Introduction of new categories of elementary teachers, such as "master teacher" as well as increased leadership, training and responsibility for principals and head teachers;

h. Improving research and development to include line coordination of experimental and foreign-funded programs;

i. Strengthening and professionalizing elementary education inputs to both curriculum development and textbook production; and

j. Professionalizing examinations, recruitment, selection, appointment, transfer, and promotion and other aspects of personnel management and career development.

6.3 Operational Assumptions which should be followed in order to make the proposed new system to function effectively:

* Elementary education is a discrete professional specialty and includes preparation at both the baccalaureate and graduate levels;

* Restructuring is a reformulation of functions which requires new definitions for "supervision," BPS stereotypes, delegation of authority, and the likes;

* Motivation is achieved by providing rewards: proper pay, recognition and resources (facilities, training, materials and supplies);

* Motivation and dedicated performance of teachers is possibly only if merit criteria prevail for appointment, transfer and promotion;

* Restructuring requires a package that includes provision for retraining, orientation, career development and new policies, practices and regulations;

* Decentralization, a theme found throughout these recommendations, is needed to improve direct services of educational management to schools, teachers, pupils and the community;

* Instructional services, those activities directly related to the quality of instruction and learning, are differentiated from administrative services, which must support and not preempt them; and

* Gender separation for this report, is considered a cultural issue, a "given", and not an educational issue.

B. Organizational Structure (Annex 7)

6.4 The proposed new system for the organization and management of elementary education covers grades 1-8. This will clarify some of the ambiguity caused by the present practice of designating a school by its highest grade taught. Choice of grades 1-8 rather than 1-5 is also consistent with the present budget system categories. Moreover, teacher training institutions produce teachers for grades 1-8

6.5 Management personnel with direct responsibilities in schools, ADEEOS, ASDEEO's, head teachers of primary schools and principals of middle schools will be (re) trained to provide instructional services to teachers and pupils. Administrative services will be at the district level and above. Inspection, ADP, personnel matters, and the like must be simplified, depoliticized and organized to support instructional services rather than pervade them.

6.6 Provincial Level. The Director of Elementary Education will report directly to the Secretary for Education. The section officers for elementary schools and for curriculum will provide support but not line functions. The differences between administrative support functions as they relate to line management functions is described further in Section 7.

6.7 The Director will have five Additional Directors: (1) Management; (2) Planning and Development; (3) Female Schools; (4) Male Schools; and (5) Staff Development. As shown in Annex 7, four of the five Additional Directors have two Deputy Directors and one has three. Line responsibility is indicated only by connected lines and coordination or collaborative responsibility by a dotted line. Deputy Directors have support functions, report to their respective Additional Directors, but do not have functional line authority over other officers at District level. The Director would have two Additional Directors with line responsibility to District level, one for female schools and teacher training colleges and a parallel structure for males.

6.8 The parallel male-female tracks for schools management is meant to strengthen and reformulate functions within an existing structure rather than merging them and creating resistance to change for other than educational reasons. Not is the structure intended to inhabit the ad hoc coeducation already existing in some schools. It may be expected that future structural changes and adjustments will include more coeducation, particularly where there are few schools and teachers available for the primary grades.

6.9 The Female and Male Schools Additional Directors each have two Assistant Directors, one for Instruction and one for Administration. The Assistant Director-Administration will have a liaison relationship with other Administrative Deputy Directors, especially with those for Budgets and Planning.

6.10 The Division would be omitted from the proposed structure. With 6 divisions and only 15 or 16 districts for the divisions to control, there is simply not sufficient work to justify a redundant divisional echelon. In the cost estimates a Zonal arrangement is suggested for the end of the PEDP decade. Three or four zones might be appropriate at that time. This would also make it feasible to create more districts.

6.11 The District Elementary Education Officer (DEEO) has three officers reporting to her/him: an ADEO for Administration, an ADEO for instruction, and the Principal of the Teacher Training College located in the District. Consistent with other levels these officers do not have line authority to the sub-district levels, but very important collaborative ones.

6.12 The Female and Male Sub-Divisional Elementary Education Officers (SDEEO) have Assistant Sub-Divisional Elementary Education Officers reporting directly to her/him based upon a school to ASDEEO ratio of 1:20 for female schools and 1:30 for male schools (Annex 5g). Transport, security and the need to spend more time in the community encouraging girls' enrollment and retention are the rationale for the lesser number of schools assigned to female ASDEEOs. Their functions as teaching/learning resource master teachers differ greatly from present SDEO assignments. The new ASDEEO would be granted line authority over the Head Teachers of primary schools which is a departure from the principle applying to higher levels. The counterparts to the study team suggested that unless ASDEEOs had such line authority, they could not work effectively with Head Teachers. The principle would have called for the ASDEEO to report observations to their SDEEO who would exercise the line function in keeping with the usual practice that only heads of an echelon should exercise line authority over the next lower echelon. This is only a minor deviation from good principles of management. The SDEEO would, however, retain line authority over Headmasters / Headmistresses of middle schools. The question of Learning Coordinators is not resolved in this proposal. If they are to

become part of the regular management structure of NWFPA they should either replace the ASDEEOs or work under them. If they are to work under the ASDEEOs, the ratio of schools to ASDEEOs would need to be revised upwards. The Learning Coordinators are not now a part of the regular system in that they do not report directly to the DEO or the SDEO but to the Director of PEPII. The Secretary of Education should take steps to rationalize this situation.

6.13 School Level. The Primary School Head Teacher and the Middle School Headmasters / Headmistresses will be gradually empowered with more responsibility and authority for his/her school program. In the long run the system should transfer most of the responsibility for the quality of education to the school-based administrator as is done in most advance nations. In the interim quality will be in the hands of visitors to the school. One step which will promote the emergence of more responsibility in the hands of head teachers and principals would be to develop larger schools. Pakistan is very unusual in its adherence to the Colonial practice of a standard school of two rooms. As a result NWFP already has over 10,000 locations for primary schools which only serve half of the primary age cohort. At this rate the province would have over as many as 18,000 primary schools: double the total for Sri Lanka and half of the total for Thailand.

6.14 It is expected that appointment and transfer of staff which consumes so much time of managers will occur only at the end and beginning of each school year. The transfer problem should be handled by the administrative side of the structure in order to keep the instruction side free to perform its more important task of instructional supervision. It is in keeping with good practice, however, to keep the instruction side involved in personnel matters lest decisions be made which would effect negatively the quality of schools. The career development and salary schedule accompanying this plan provides incentives for both continuity and performance at these school levels. The focus upon the schools can then be directed to providing educational services to pupils rather than the convenience of the bureaucracy. With this strategy of more local control, it is expected there will be more sense of local "ownership" of an proprietary interest in the school program.

6.15 Training Institutions. A major change is recommended in the teacher training system. The seventeen existing GCETs which now deliver pre- and in-service training to teachers for primary and middle schools should be removed from the control of the Curriculum Bureau and placed directly within the control of the Directorate of Elementary Education. Moreover, it is recommended that the GCETs be placed under the DEEO of the District in which they are located the province plans to establish more GCETs to reach a target of one per district per sex which would mean, on the basis of the present number of districts (16) a system of 32. But since Peshawar has several now, the system may grow to more than 32. The present system of 11 male and 6 female GCETs uses districts as the unit to form catchment areas for each GCET (Annex 8a). Some sparsely populated districts (such as Kohistan, for example) may not really qualify for a separate GCET for each sex

in the next decade, but political realism probably justifies the two- per- district approach. In the long run, in general, however, institution of this type should not be planned for an enrollment less than 80. Overly small enrollment in pre-service primary teacher training institutions results in under-utilization of staff, equipment and facilities.

6.16 One of the five Additional Directors of the Directorate is charged with the responsibility to develop training curricula and training materials, training of instructors and setting guidelines for admission, etc. The Additional Director for Staff Development would be assisted by two Deputy Directors one for each gender. They should be viewed as coordinators with a staff relationship to the Principals of the GCETs, while the line authority of the Principals would be to the DEEOs. The reason for this is to give the DEEO direct control over the supply of teachers for his district. At first, when catchment areas are bigger than districts, ad hoc arrangements would be needed so that the DEO of the district where the GCET is physically located would establish working relationships with the DEEOs of the other districts of the catchment area. The need to involve the users of the personnel in the management of the GCETs is so important that this recommendation is made at this time this recommendation would require that the province use a " coordination" model in addition to the command system to which it is far more accustomed. If this feature is too much of a change for 1990 the GCETs could be temporarily placed under the Deputy Directors for Teacher Training and transfer to the DEEOs later in the program. The principle of the user of personnel controlling the supply of personnel is an important change and must be retained as a goal.

6.17 Another feature of the Staff Development portion of the system is to add management training to the functions. At least two GCETs, one for each gender, should be expanded to provide training for school-line managers, i.e. Head teachers of primary schools and Headmasters and Headmistresses of middle schools. Perhaps, instead of adding this function to two GCETs it would be possible to convert two of the multiple GCETs in Peshawar to this function entirely in order to serve the whole province. This would help also to resolve a probable political issue created by the capital district having more than one GCET for each gender when other districts do not yet have any.

6.18 The training plan described in Section 8 will show how these managements GCETs could be used to help school managers play a more useful role in instructional improvement. World wide experience reported by the World Bank and other organizations indicates that training of school managers may be more important, or at least as important, as training of teachers.

6.19 One of the most damaging features of the existing system is the salary schedule which freezes primary teachers in BPS 7. More than 2/3 of all personnel of the present schools director are in BPS 7 (Annex 8c). Although some what out side the scope

of this study, the need is so great to reform this feature that a start is proposed for further consideration throughout the PEDP period, 1990-2000. Untrained teachers should not start at the same salary as the trained teachers. In Annex 8b there are shown to start at 90 percent of trained teachers. Teachers with more training should start above those with only minimal training. Teachers should be encouraged to move diagonally on the schedule, starting in the upper-left quadrant and moving towards the lower-right quadrant. Adoption of this principle of teacher recognition would do as much for institutional improvement as any other step.

C. Operational Considerations for the New Structure

6.20 The new structure will work only if certain changes are made in the operational patterns under which the structure is used. These changes would be needed even under the present structure.

6.21 Transfers and Other Personnel Actions. To address the many problems associated with the matter of incessant transfers of personnel, often caused by intemperate interference by political figures, the educational establishment needs to follow more closely existing personnel policies and introduce new ones. The principal policy to resurrect is the existing guideline that officers and teachers are expected to remain in their post for three years (two years in "difficult areas"). Enforcement of this would greatly reduce the drain on the educational management staff entailed in the transfer process. Even more it would improve the delivery of education which is severely damaged by moving teachers away from their pupils so frequently. Information about the scale of the transfer problem was elusive, but it was the most prominent problem cited by division and district officers in the field interviews conducted by the study team. The education system appears to be more affected by this problem than other sectors of the Government--politicians do not ask for transfers of health, police, military and other sector personnel as frequently as they do for teachers and educational administrators. High level support must be found to assist a new resolve by senior educational managers to reassert rational management.

6.22 A second personnel policy to reaffirm would be to require that transfers be made only between and not during school years. This would have two beneficial effects: (a) educational managers would not be asked to interrupt their supervision of instruction to handle personnel matters, and (b) pupils would not have their studies interrupted by losing their teacher. Personnel vacancies are reported to occur often during the school year. They should not be merely automatically filled. If a vacancy occurs early in the school year causing pupils to be without a teacher for many months, the vacancy should be filled. If, on the other hand, the vacancy is created by the transfer, if it occurs late in the school year, it should not be filled until the end of the year. Managers must use reasonable judgement on this matter.

6.23 High authority must resolve to depoliticize the elementary education Directorate. A merit based personnel management sub-system must be implemented if the system is to expand and improve. The bases for such a system relating to job vacancy announcements, application procedures and deadlines, selection processes and by whom are listed in each of the 21 job description found in Annex 9.

6.24 Instructional Supervision Procedures. Although there is a USAID-assisted effort to improve management reporting in education now underway (Bridges) there is a critical need to improve internal reporting practices in educational administration. The monthly touring report for those who perform supervision of schools (ASDEEOs in the new structure) is the most important place to start. First, the new structure calls for a greatly improved ratios of ASDEEOs to schools; 30:1 for boys schools and 20:1 for girls schools. These ratios should be viewed by ASDEOs as a **guideline only** and the areas determined by map study and recognition of the factors which make schools easy or difficult to visit. An ASDEEO who uses a simple numerical ratio to lay out areas for the ASDEEOs is not doing his job.

The schools supervised by an ASDEEO should remain unchanged for not less than two school years and preferably three or four school years. If the area of these schools is reasonably close to the sub-division headquarters, the ASDEEO should retain his office at headquarters. If the supervisory area is so far from the headquarters that excessive time would be consumed getting to the area, the ASDEEO's office should be moved to the area. The decision to move the base of an ASDEEO from headquarters is far more likely for male than female ASDEEOs. In some cases females could be stationed away from headquarters if proper living arrangements with a family could be set up. ASDEEOs should make weekly or fortnightly trips to headquarters to maintain contact with their SDEEOs lest they be isolated from communications with their superior.

6.25 When the area to be served by an ASDEEO is established for at least two years as recommended above, monthly approval of plans to visit these schools is surely not needed. The SDEEO should agree with ASDEEOs that all schools within the area of the ASDEEO are to be visited as frequently as possible throughout the school year. The monthly touring plan procedure should be eliminated. During weekly or fortnightly visits of ASDEEOs to the SDEEO headquarters, ASDEEOs should report, after the fact, on what they have learned from their school visits since their last visit to headquarters. The regular report used for supervision visits could be used with revisions to bring it more up-to-date. The ASDEEO should be free to visit some schools more than others according to need.

6.26 The ASDEEO should be held **accountable** to the SDEEO for the quality of the educational program of schools in his/her area. This will be an important change from the present system in which blame for bad quality is usually moved to the lowest echelon--the pupils, or the teachers or the headmasters. ASDEEOs should earn promotions on the

quality of education offered by the schools they supervise. In this way they will have a stake in the performance of teachers and heads of their area. They should have a role in transfer of teachers into and out of their area between school years. They should establish rapport with the parents and community leaders of each of their schools. They should be responsible for attracting to the school children who are not enrolled. They should monitor the drop-out situation; encourage incipient drop-outs to remain in school, pursue and encourage children who have left school to reenter, etc.

6.27 For male ASDEEOs the number of schools for which these services would be offered would be 30, about 100 teachers and about 3,500 enrolled pupils and about the same number of non-enrolled children. For female ASDEEOs the number of schools, teachers and enrolled children would be about 2/3 of the numbers shown above for male ASDEEOs but the number of unenrolled children would be about double for their male counterparts. These numbers are about the maximum number which a single ASDEEO could be expected to handle. The 30:1 and 20:1 ratios are only guidelines and actual numbers should vary plus or minus 5%.

6.28 **Transport** for ASDEEOs will be an important factor in their success in carrying out their work. Male ASDEEOs should use motorbikes in almost all cases. Some schools can only be reached by walking. Present practices indicate that transport of male ASDEEOs is a solvable problem. Transport for female ASDEEOs is another matter. In field visits for the study various approaches were suggested: use of the vehicles supplied to DEOs or ASDEOs some of the time. In urban and suburban areas taxis would be the best approach. Sometimes buses could be used. In the Kohat area use of mini-buses (covered pickup trucks) was offered as a choice. Some female ASDEEOs would need to walk to some schools and for some schools horses and wagons could be the answer. The matter is not simple and imagination will be needed to find the right solution for each area. The simple solution must not be simply not to visit schools. It is in this area that the practice of separate schools for the sexes displays its greatest disadvantage. Many of the girls schools that are so hard for female ASDEEOs to reach are passed often by the male ASDEEOs on their motor bikes. Perhaps sometime Pakistan's female educational administrators will be permitted to take up use of motorbikes as they do in neighboring nations.

6.29 One of the most difficult issues related to ASDEEOs is the matter of the Learning Coordinators (LCs). Some officials consider the LCs worthless, others say they are valuable. If they are to be continued, the nature of their work should be very closely related to the work of ASDEEOs and they must be brought into the new system. Some officials, usually those who believe the LCs are of little value, consider the LCs to be less qualified than they should be. The reason, they say, is because the LCs are drawn from the primary teaching force and usually do not have education beyond PTC, while most ASDEEOs have a Bachelors degree. Education officials equate qualifications with degrees.

Most ASDEEOs have secondary teaching experience but few, almost none, have taught in primary schools. This is a classic impasse in educational management. LCs need opportunities to seek degrees and ASDEEOs need training in elementary education. Probably the best middle road solution is to continue the services of each group but improve articulation of their work.

6.30 The most important first step to accomplish this is to bring the LCs under the direct control of the new Directorate of Elementary Education. Now they are under the PEPII PIU which was created to implement the World Bank Project. The Director of the PIU does report to the Secretary of Education but not to the Directorate of Schools in the existing structure (Annex 5a). The PIU should be merged into the proposed directorate when it is formed in June 1990. The traditional posture of the World Bank is that projects should be part of the regular structure of the Government, so no opposition from the Bank should be anticipated. LCs are usually provided better transport than ASDEEOs and receive some special pay and allowances. These logistical matters would have to be settled at the time of the merger of the PIU into the Directorate. The approach of the PEDP is to avoid having a separate PIU and this is in keeping with the most recent doctrine of the World Bank (and ADB also). Major resistance can be expected from the Director of the PIU and his senior staff but surely the Secretary for Education has enough power to do the right thing on this matter.

6.31 Teacher Salary and Rewards. An underlying defect of the overall system is that primary and most middle school teachers are locked into a career-long dead-end salary structure. This study has as its main purpose the development of new management structure. However, matters of teacher salary structure and career ladder are so closely related to success of the new management structure that they must be considered. As shown in Annex 8c, over 35,000 of the 56,000 persons working as primary grades teachers in the existing Directorate of Schools are Grade 7. This means that they are permanently frozen in this grade and have little chance for advancement or for salary increases other than occasional cost of living increases given to all government employees.

6.32 When a separate Directorate for Elementary Education is created, it must take steps to reach parity with secondary education by the establishment of a "single salary schedule" which would assure that persons working in elementary education (grades 1-8) would receive the same salary as persons with the **same education** serving in secondary education. Only by this action can a professional cadre for elementary education be created. The position of ASDEEO is a perfect example of how this new system could improve operations. The grade level of ASDEEOs is grade 14. At present only persons trained as high school teachers have the necessary education to qualify for Grade 14, so only former high school teachers can become ASDEEOs. The system needs former primary teachers who have a degree **and experience** to become ASDEEOs. A sample format for a

single salary schedule is presented in Annex 8b. More discussion of this important matter is provided in Section 7 with presentation of the job descriptions of personnel in the proposed directorate.

6.33 Bifurcation of the Structure. The proposed structure for the Directorate of Elementary Education features three distinct forms of bifurcation:

a. Separation of elementary education from secondary education as called for in the Program Agreement;

b. Separation of the sexes at all levels except the very apex, and

c. Separation of instruction from administration, again at all levels below the apex.

The rationale for separations b and c above is described in the paragraphs with follow.

6.34 Separation of the Sexes. The present system which places the female side of elementary education under dominance of males inhibits development of strong female managers. This, in turn, contributes to slower development of schools for girls than for boys. Male points of view are prominent in discussions of female concerns. For example, during the field visits of this study it was consistently impossible to elicit information from the females who attended the meetings because the males dominated discussions and answered for the women. Questions such as "Why do young women go into teaching?" and "Why do parents resist sending their daughters to school?" invariably were answered by men. The PEDP is designed to reduce the gap between male and female in elementary education in Pakistan. This can only come about if the female side is managed by females.

6.35 Separation of Instruction from Administration. The other consistent way in which the proposed new structure is bifurcated is to separate instruction from administration. Perhaps the most serious defect in the existing system is that at all levels instruction takes second place to administration. Officers who should be visiting schools are bogged down in offices handling paper on such topics as personnel transfers, budgets, planning, etc. This contributes to the weak showing of the system in supervision of instruction which led to the statement by the Secretary of Education that "Primary schools are not being supervised." In order to correct this long-standing condition, the new structure calls for two officers at the second echelon of each level. The time of the person responsible for education should not be invaded by administrative tasks. The purpose of administration is to serve the improvement of instruction. **Delivery of instruction** should be the emphasis of the instruction side of the structure. The bottom line is the improvement of teaching. ASDEEOs are the key element since they are the direct contact

between management and teachers. At the district level ADEEO for Instruction should work to improve the performance of ASDEEOs by designing recurrent in-service training. The instruction side of the structure should be constantly vigilant to prevent erosion of their function by administrative demands.

6.36 This is not to say that the instruction side has no interest in matters of the administrative side. For example, ASDEEOs need budget and transport to perform their duties; better school buildings contribute to improved instruction; and the instructional side has a vital stake in personnel transfer decisions. The principal duty of the senior officer at each level for each sex is to assure that the administration side **serves** the instruction side.

6.37 The bifurcation by sex contributes to an unusual feature of the new structure. Only at the Provincial level is there a single officer at the apex. The Director's Additional Director for female schools continues a gender management structure throughout the system to the school level. The study team designed this feature so that the female schools, their management, expansion and improvement can occur without the pervasive inhibitions of female-male professional interaction.

Section 7

INTRODUCTION TO PERSONNEL

7.1 The recommendations for staff in the development and operation of the Directorate of Elementary Education are based upon several management principles accepted generally as basic for effective organizational performance. These assume that each worker has:

* only one boss, but may work cooperatively with a wide variety of other persons. Line authority is indicated on the organization chart (Annex 7) with a solid line; and other working interactions may be shown on the chart by a dotted line;

* a known and published area of primary responsibility delegated from line authority;

* a major role in selecting subordinates within her/his span of control;

* a written and understood criteria for her/his performance review;

* the obligation to express his/her professional views, the right to have views seriously considered, and understands that his/her view may not always prevail;

* a responsibility to give to subordinates the same rights of delegations of authority and of expression expected from his/her superiors;

* the right to be selected, appointed, retained, transferred, and promoted based solely upon merit, including performance reviews, promotional examinations, and training; and

* an understanding that task responsibility will not be separated from both the authority and the resources to do the job. Resources are facilities, training, equipment, staff, supplies and budget.

7.2 This report does not include the placement of Section Officers and other support staff required. The Planning Group should undertake this task early in its transition to Operational group status. Moreover, as the Directorate evolves, a major management team effort will be to develop job manuals for positions in the cadre. The job manuals should not be contracted outside the Directorate as have been done previously. These are not in use partly because they come out of standard supervision textbooks designed for other systems.

7.3 The organization structure is based upon a management team model whereby each level (Provincial, District, Sub-Division) is organized as a team with only one line of authority to the next layer. Within each level there are also teams related to their distinct responsibilities, such as Instruction, Budgets and Accounts, Administrative Services, Statistics, Planning and Staff Development. The structure also is based upon manageable "spans of control". For example the Director will have only five Additional Directors reporting directly, while each Additional Director will have two to three Deputies and in the case of the schools Additional Directors fifteen DEEOs. In most cases the span of control between SDEEOs and ASDEEOs is appropriate. However, in certain Sub-Divisions in Abbottabad and Manserha Districts it is beyond acceptable limits.

7.4 Job Descriptions. Based upon the principles noted above, the job descriptions for key posts in the new Directorate of Elementary Education can be found in Annex 9. These job descriptions are in a simplified format designed to include basic information and requirements of eligibility, by whom supervised, staff assistants, job location, pay range and application procedures. Detailed job manuals will have to be written after the new Directorate and Elementary Schools Cadre are formed. The job descriptions include qualifications for experience and training that exceed the numbers of people available now in the system and who will be required as the program goals are reached and the system expands. Particularly needed will be specialists in elementary education, multi-grade teaching and research and development. In addition, there are sub-specialties not now found in the Schools Cadre such as Educational Facilities Planning and primary teacher trainers with primary grades teaching experience. An interim phase for staffing will be required, therefore, until staff have received training to qualify them fully for the new Directorate posts. Special arrangements will be necessary to launch the new Directorate whereby existing leaders are selected and supported with an ambitious staff training program. This is common practice when starting or expanding a new professional specialty. The new category of "master teacher" is in this same category. This rank will be a career development incentive for those teachers who have successfully taught for 5 years, as well as a basic preparation for other specialties in administration, teacher training and curriculum (Annex 8c).

7.5 Twenty-one job descriptions have been prepared covering management positions in the new Directorate for 1990. A Zonal arrangement is recommended to be added by the year 2000. In addition, the numbers of persons in the positions at the Sub-division and schools levels will increase by 2000, as shown in Table 7.1.

Table 7.1. Job Titles of Management Positions in the Directorate of Elementary Education, by Categories and Number of Positions, 1990 and 2000.

Line No.	Job Title	Number of Positions 1990	2000
1	Director of Elementary Education	1	1
2	Additional Director of Elementary Education, Management	1	1
3	Additional Director of Elementary Education, Planning and	1	1
4	Additional Director of Elementary Education, Female and	2	2
5	Additional Director of Elementary Education, Staff Develop	1	1
6	Deputy Director of Elementary Education, Statistics and MI	1	1
7	Deputy Director of Elementary Education, Finance	1	1
8	Deputy Director of Elementary Education, Budgets and Acc	1	1
9	Deputy Director of Elementary Education, Planning	1	1
10	Deputy Director of Elementary Education, Educational Faci	1	1
11	Deputy Director of Elementary Education, Administration	2	2
12	Deputy Director of Elementary Education, Instruction	2	2
	Deputy Director of Elementary Education, Teacher Trainin	2	2
13	Sub-Total Provincial Level	17	17
14	Zonal Director of Elementary Education, Female and Male	0	3
15	Deputy Zonal Director of Elementary Education	0	6
	Sub-Total Zonal Level	0	9
16	District Elementary Education Officer, Female and Male Sc	32	32
17	GCET Principals, Female and Male	17	32
18	Deputy District Elementary Education Officer, Administrati	32	32
19	Deputy District Elementary Education Officer, Instruction	32	32
	Sub-Total District Level	113	128
20	Sub-Division Elementary Education Officer, Female and M	57	80
21	Assistant Sub-Division Elementary Education Officer, Fema	156	300
22	Assistant Sub-Division Elementary Education Officer, Male	335	350
	Sub-Total Sub-Division Level	548	730
23	Headmistresses, Middle Schools	138	325
24	Headmasters, Middle Schools	587	775
25	Head Teacher, Primary Schools, Female	2,976	6,000
26	Head Teacher, Primary Schools, Male	6,488	6,700
	Sub-Total Schools Level	10,189	13,800
	GRAND TOTAL, ALL LEVELS	10,867	14,684

Section 8

MANAGEMENT TRAINING FOR THE PROPOSED SYSTEM

8.1 The proposed system for elementary education depends upon managers and administrators exercising professional judgement and initiative within their discrete areas of responsibility , which in turn requires them to know and practice skills which are not commonly known or have eroded over time from non-use. The present system has failed to produce the results expected in enrollments. Improved instruction has not resulted from extraordinary implementation units established to bypass the existing bureaucratic structure and provide access to the top. The proposed system changes must be accompanied by extensive and comprehensive training if program target are to be achieved.

8.2 Interviews and observation at the Divisional, District and Sub-Divisional levels indicate that most Officers are "reactive" and must spend an inordinate amount of time transmitting orders from above to their subordinates, who, in turn transmit those orders or requests down the line . Results from these request are responses that then travel up the line to higher authority. An array of management and administrative skills need not be practiced for orders transmission. The present system results in improvement of instruction. DEOS, SDEOS, and ASDEOs in the existing system repeatedly stated they could not supervision visits. Annual inspections and occasional "surprise visits" frequently are all administrators are able to give to the instructional program. Actually, inspections of either type, annual or surprise may, in fact, have a negative influence. an annual inspection is very likely to interrupt the study programs of the pupils for the extensive preparations required. Once a surprise visit is over, probability is that there will not be another for a year or more resulting in relaxed efforts by teachers. A far more effective way to improve instruction is to adopt a structure which makes it possible for a qualified person to visit schools on a regular basis for constructive collegial exchange. Visits which require deficits, therefore, have kept the schools, teachers, subject content, and pupils from receiving the attention needed to promote the equity , access and expansion goals of the PEDP.

8.3 The management team and delegation of authority model proposed for the PEDP must include management and administrative training in areas not now commonly practiced. these include:

* management and organizational development:
  - assigns tasks to work teams
  - sets priority for objectives and effort
  - designs flexible organizational sub-structures

- identifies issues and problems
- analyzes issues for problem solving
- develops fiscal plans and budgets
- manages personnel selection procedures
- designs and interprets procedural regulations
- develops master schedules and schedules

* organizational performance evaluation:
  - designs and conducts needs assessments
  - conducts short, mid and long term planning
  - evaluates program achievements
  - reports program information
  - designs and conducts research for program reform
  - monitors new advances and research
  - promotes innovation

* leadership of program teams:
  - builds management teams
  - conducts effective meetings
  - motivates staff
  - demonstrates effective leadership style
  - plans and conducts staff development training
  - demonstrates effective conflict management

* administration of support services:
  - finance, budgets and accounts
  - data collection, treatment and reporting
  - facilities, procurement, distribution
  - personnel system, legal agreements

* public contact and participation:
  - communicates accurate program information
  - identifies potential conflict issues
  - builds coalitions for intergroup cooperation
  - participates in community activities
  - promotes cooperative program planning

8.4 The above management and administrative competencies all are predicated upon elementary education as a professional specialty; and the fact that the managers and administrators must have preparation and experience in the delivery of services before they can manage instructional services. This means the ability to teach elementary school children, including content mastery, teaching methodology, and multi-grade teaching. Necessary also is experience in curriculum development, teacher training, instructional materials and school facilities planning. Management training, therefore, should be

elementary education-based, whereby each topic relates directly to specific aspects of the educational program.

8.5 Four types of management training are required:

a. Orientation training provided throughout the entire system after initial leadership posts have been filled and trainers trained for this specific purpose;

b. Program Initiation training for personnel in leadership positions and for trainers needed in the Program;

c. System Development and Maintenance training to develop a cadre of future educational leaders for the elementary level for the province.

8.6 Orientation. This training should commence shortly after the key leadership posts are filled and trainers of this specific purpose trained. Instructional materials will be needed that portray objectives, structural relationships and new regulations and procedures. The format for this training will be workshops of about two days duration for groups of about 20-25 participants. This suggests that groups would be formed on a district basis. This means 15 or 16 repetitions. This training should be completed in the first four months of the Program. Location of training should be centralized so that the district persons could meet the newly appointed elementary directorate leadership in conjunction with the workshop. The leaders should not, however, conduct the training, lest it become over-burdened with lecture presentation.

8.7 Initiation This training should be conducted in three phases:

a. A structured study tour for newly appointed Directorate Staff which should include at least some of the staff of the Planning Unit created under the PC-1.

b. A workshop for study tour participants that results in:
   (1) a workshop design that they will carry out with district level staff, and

   (2) a training of trainers component (TOT) to assure their proficiency as trainers;

c. Training carried out by the Provincial Directorate staff to counterpart staff at the district and sub-divisional levels.

This training activity should take place in the first year of the Program since so much of the later success will depend upon it.

8.8 The study tour should be visit at least two and not more than three American states chosen for what they can contribute to Pakistani understanding. One state should be in the American South where the county unit prevails, so the participants can see a system where a unit as large as a county operates schools directly. the other state should be one where intermediate units. The study tour should also include a visit to the state capital to learn about the relationship of the state to counties. If required for protocol purposes, the study tour could also include a stop in Washington, DC. However, this is not essential since the US federal role in school management is insignificant, just as it should be in Pakistan. This study tour would require a 40-day absence from Pakistan. It should be led by the senior advisor to PEPD so that he will know what the participants have seen and learned.

8.9 Exposure training for key Pakistani educational managers would constitute one of the major training activities of the Program. Approximately 120 managers should receive a four-month program. Approximately 120 managers should receive a four-month program, combining. academic and internship training in the relationship between state, county and school district management and effective operation of school. The prime candidates for this type of training would b the Sub-division Elementary Education Officers (SDEEOs). At present there are about 60 (34 male and 23 female). As new sub-divisions are created as recommended above in certain districts and parity for the female side is reached, the number could grow to 80 by the end of the Program. However, a maximum age of 45 should be enforced to assure that the candidates would have sufficient career time remaining to make use of the training. Probably about 60 SDEEOs would qualify. Most of the remainder of the total of 120 candidates should be drawn from the corps of Assistant District Elementary Education Officers (ADEEOs) for Instruction. ADEEOs for Administration should not be included in order to reaffirm that instruction is more important that administration. These two groups constitute a key link in the structure between higher level management and instructional supervision in schools. The same maximum age limit of 45 should be used.

8.10 A few Assistant Sub-Division Elementary Education Officers (ASDEEOs) could be included but they should not be the prime group for two reasons: (a) there are too many of them (almost 500 in 1990 and over 750 in 2000); and (b) They may be a bit junior to benefit from this type of overseas training. Another group which could benefit from this type of training is staff of the two GCETs in Peshawar which are to be converted or expanded into management training centers. A few leaders of both sexes who are to become management trainers should have the exposure training experience.

8.11 Training groups should be about 15 persons so that there would be eight groups in all. Arrangements should be made with two universities in the United STates for the academic part of the training. Universities considered for participation should not be distinguished research institutions but instead be former teachers colleges which have attained university status but which retain good relations with local school districts and

nearby county offices. One should be a state which uses counties as the local school district (i.e. all southern states) and the other should be in a sate with school districts as the operating unit for schools. The arrangements with the two universities should include the following:

a. Designation of a faculty member to take charge of the program for two to three years. These two faculty (one at each university) should, if possible, have had experience in training educational administrations from developing nations as well as have faculty experience in either or both elementary education and educational administration. If possible, it might be valuable to seek an advisor with experience in Pakistan education, specifically in NWFP, to assist the university faculty member.

b. Provision of one or two graduate students at each university in elementary education or educational administration to assist the faculty person, especially on the internship part of the program;

c. Each of the universities should have made formal arrangements with nearby counties and school districts to receive the trainees as interns for about 8 weeks;

d. Ideally, the universities and the cooperating counties and school districts should work together to arrange home-stay arrangements for the trainees during their internship period. Insofar as possible, all these arrangements should be made in predominantly rural, not urban, settings; and

e. The university should be committed to offer a weekly seminar for the trainee group, perhaps meeting on Saturdays, in which trainees, their faculty leader and their graduate assistants would share internship experiences and discuss common issues. Thee should be at least a week of concentrated daily seminars before the participants start their internships.

Similarly there should be a week of daily seminars at the end of the program. Somewhere in the middle of the 12-13 week total period there should be a chance for the participants to visit the State Education Department. This should be a tailor-made seminar. It might be possible to open the seminar to a few other students with international interests.

8.12 The internship should focus on the role of the county and district in working with their schools. The counties and districts should have a variety of sizes of schools from less than 5 room to over 12. The trainees should shadow county and district officers who visit schools on a regular basis. This might involve some special arrangements for transport. The trainees should also receive an opportunity to observe what is done in the offices of the county/districts. The internship should consume four days per week (Monday-Thursday) for about 8-9 weeks. Every effort should be made to keep the participants very busy and to fully immerse them in American public school life. Events such as parent-teacher conferences, PTA meetings, school teachers meetings, principal-teacher conferences should

be attended as observers whenever possible. If the home-stay could be arranged with the family of an educator it would be best.

8.13 This program should be scheduled over about two years, years 2 and 3 of PEDP. The total of 120 participants would require eight groups of 15 for two sessions at each cooperating university each year, preferably September-mid-December and late January to end of April so that the participants could have their experience in the heart of the American school year. This major training program could be organized by the prime contractor for technical assistance to PEPD.

8.14 System Development Training. In order to bring into the NWFP Province a group of younger educators who will be able to improve the system in the 21st Century, about 30 American graduate degree programs should be arranged. Emphasis should be placed again on the two disciplines of **elementary education** and **educational administration.** Perhaps one or two fellows should specialize in school facilities planning.

8.15 In keeping with the training described above, the degree programs should be pursued at universities which were once teacher's colleges because such institutions usually remember their origins and retain good contacts with the day-to-day operations of schools, school districts and county units. Development of advanced research skills should not be an objective of the degree programs. A MEd degree is preferable to an MA; an EdD preferable to a PhD degree. Candidates for the degree training should be in the age range of 28-35. Preferably they should have had some years as a primary teacher. However, the situation in NWFP primary schools is such that persons who could secure graduate admission to American state colleges and universities of the type recommended will not have had primary teaching experience. The solution would be to **require** candidates to spend a year as a primary teacher in NWFP (preferably in a rural location) as a pre-requisite to candidacy. One of the advantages of a ten-year program is that there would be time for this type of detailed planning. These persons would become the nucleus of the recommended elementary education cadre for the province. Means must be taken to assure that returned degree holders continue to serve in important positions in elementary education. At least 40%, and preferably 50% and more, candidates should be female since the current status is so short of qualified women. The planning group, senior administrators and especially the technical assistance advisor should exercise extremely close control over the selection of candidates, selection of institution, and choice of programs, courses and thesis and dissertation topics.

8.16 Cost Estimates. Based on standards of the World Bank for training of a similar nature, it is possible to develop cost estimates for the four types of training.

a. Orientation workshops: Duration-3 days; number of groups-15; participants per group-30. Total participant-days 2,250. Local cost/participant/day = Rs. 300. Total local cost: Rs.675,000. Allowance for trainers costs and instructional materials and travel of trainees would bring the total to at least Rs. 1 million.

b. Initiation training. Study tour: 6 participants, one leader, 40 days duration, destination both US coasts. International travel: $3,500 per participant x 7 = $24,500. Subsistence: $150/day x 7 persons x 40 days = $42,000. Domestic travel in the US and other costs would bring the grand total to about $80,000, or an estimate of $100,000.

c. Exposure Training. 120 participants, duration 120 days. International travel-$3,500 per participant x 120 = $420,000. Participant's subsistence-$125/day while traveling and $75/day while in home stay, average $100/day. Total subsistence days (120 x 120) = 14,400 x $100 = $1,440,000. Training costs to the universities- $4,000 per participants x 120 = $480,000. Training costs to US counties and school districts- $3,000 per participant x 120 = $360,000. US transportation: $400/participant = $48,000. The above totals to $2,748,000 and all factors have been figured on the somewhat high side. An allocation of $3 million should cover this program adequately. It will be the most productive $3,000,000 of the entire PEDP.

d. System Development. Number of fellows-30, half for masters, half for doctorates. Duration: 2 years for masters, 4 years for doctorate. Cost per fellowship year-$25,000. Total fellowship years (15 masters x 2 years + 15 doctorates x 4 years) = 90 fellowship years x @25,000 = $2,250,000. International travel, one trip per masters, two per doctorate = 45 trips. Cost per trip-$3,500. Total international travel-$157,500. The preceding totals to $2,407,000. An allocation of $2.5 million should cover it since some doctoral programs may be completed in less than four years. This will be the second most productive expenditure of the PEDP. Total for the four training programs recommended above is $5,650,000, or for estimate purposes $6 million.

8.17 There will be other training needs in PEDP. After the initiating study tour returns they will need to train hundreds of persons in the system. Training of head teachers and headmaster/headmistresses in the management training centers to be established will be an important feature of the second half of the PEDP decade. It is conceivable that the total expenditure for all forms of training could approach $20 million, or about 10% of the total grant for NWFP. However, there will be heavy local pressure to use the USAID grant for school construction rather than for training. This study has illustrated clearly that the real problem is the performance of people, not lack of facilities. Every effort should be made to devote as much of the grant as possible to human resource development.

Section 9

COST IMPLICATIONS OF THE PROPOSED STRUCTURE

9.1 Annex 9 contains tables showing the basic salary cost of the personnel in the existing and proposed structure for both the beginning and the end of the Program. These tables include only the key management personnel. Under the proposed and the existing structures there would be nearly the same number of supporting staff so the cost comparisons would not be affected by omission or inclusion. The proposed structure emphasizes the delivery of school supervision more than the existing system, and for this reason the costs are not strictly comparable.

9.2 Table 9.1 summarizes the detailed cost runs in Annex 9.

Table 9.1: Summary of Comparative Costs of Existing and Proposed Structures, 1989 and 2000.

Annex	Description	Number of Persons	Annual Salary Costs (Mil. Rs.)
10a	Proposed Structure, 1990	10,887	173
10b	Existing Structure, 1989	10,560	151
10c	Proposed Structure, 2000	14,743	243
10d	Hypothetical Secondary Structure	1.073	41

The cost comparison includes salary costs of all personnel from the apex of the structure through primary school head teachers. The proposed structure for 1990 would provide ASDEEOs to schools ratio of 20:1 and 30:1 as described in Section 6. The new structure is designed to provide better coverage of the essential function of school level **instructional supervision**. In specific terms the proposed elementary directorate provides for nearly 500 ASDEEOs compared to only 101 in the existing structure (Annex 11a vs Annex 11b). This difference accounts for nearly all of the somewhat higher cost. Moreover, the proposed structure brings the function of teacher training under a schools directorate in a way that the existing function fails to do. In both of these ways, the slightly higher costs provides far better efficiency and economy.

9.3 The comparative cost tables do not include various extra payments beyond BPS levels (a table of BPS salary ranges has been added to Annex 10 for convenience of the reader). The intent is to compare costs, not to estimate the amounts required in

Rupees. Absolute amounts will change over time and also vary on the basis of the age and seniority of staff chosen to fill management posts.

9.4 In considering the figures above and those in Annex 10 it is important to keep management costs in the perspective of total salary cost of the system. This means that teacher salary costs should be considered. Teacher salaries are above 95% of total **recurrent** cost (see the World Bank SAR for Primary III [Ref. 11] which in its Annex 3 shows percentages of 97% and 98% for Punjab for a recent year).

9.5 In 1989 there were slightly over 32,000 teachers at the primary level (Annex 3). They were virtually all in the very low BPS Grade 7 (Annex 8b) which has a mid-point of only Rp. 12,700 basic annual salary, about $600 (Annex 11e). Therefore the basic salary costs for primary teachers totals only about Rp.410 million. Middle school teachers numbered in 1989 about 8,400 and most of them are in BPS salary levels 9-11 which are also on the low side. Salaries at grade 9 average about Rp 14,500 annually, but this figure needs to be increased somewhat to compensate for the approximately 15% of middle school teachers who are in salary grades above BPS Grade 9. A good figure for a mean salary for middle school teachers is Rp, 16,000. On this basis, the total salary bill for middle school teachers in 1989 would be about Rp.135 million. The combined primary and middle school teacher salary bill is, therefore, about Rp.550 million.

9.6 In order to relate teacher salaries to management recurrent costs it is necessary to exclude from the management costs a large portion of the salaries of primary school head teachers since they spend most of their time as teachers. Reference to Annex 10a and 10b, discloses that Rp, 120 million of the Rp. 150 or 170 million of total management costs (about 75%) is the salaries of primary head teachers. Middle school headmasters and headmistresses are expected to teach about 50% of their time. Adjusting for this further reduces the management costs by another Rp. 12 million. By this process the management costs **above the head teacher and head master levels** is about Rp. 25-30 million, or about 5% of the Rp.550 million total teacher salary bill. This is within the acceptable range for this relationship in both developing and developed nations. There may be convincing reasons why the relationship is more appropriate than the 5% share would indicate:

* First, teacher salaries are unusually low in relation to manager's salaries in Pakistan. Teacher' salaries are markedly lower than those of managers--grade 7 and 9 compared to grades 16-19. In the BPS salary scale, intervals between grades increases as the grade increases. The result is that teachers are paid less than one-third of the pay of managers--a lower percentage than would be found in most nations. Although all salaries are low, the teacher salaries are especially low in comparison with the salaries of managers throughout the Government;

* Second, primary teacher basic salaries at about $600 per year are less than two times GNP/capita (GNP/capita is roughly $380). This is a low ratio for developing nations where multiples of 3, 4 and 5 are common. Even in the US where the base is far higher, the multiple is about 3:1, above that of Pakistan (US GNP/capita is about $11,000 and mean teacher salaries of elementary and junior high school teachers are about $30,000);

* Third, two important unusual features of the Pakistan setting contribute to a need for higher management costs. The separation of the sexes among both pupils and teachers as well as managers raises management costs. The practice of using two-rooms as the standard size of primary schools also raises costs. For NWFP to have more schools than the entire nation of Sri Lanka now and with projections to have even more as a result the PEPD targets is very remarkable. The proposed system costs could be reduced as much as 20% if these two important factors (separation of the sexes and very small school size) did not exist;

* Fourth, Pakistan, along with most of its neighbors, has let itself fall into a trap of having many untrained teachers in its primary schools. In 1988/89 nearly 13,000 of the 35,000 teacher primary teachers (BPS grade 7) were listed as untrained (Annex 8b). The percentage of untrained teachers is lower than some neighboring nations but still far above prevailing figures in most other developing nations. When teachers are untrained, instructional supervision costs must be higher; and

* Fifth, Pakistan and NWFP do not make as much use as they should of the Head Teacher and the Headmaster/Headmistress for instructional supervision. This adds to the cost of higher paid managers above the school level. An important feature of the PEDP should be to train school managers in instructional and other types of leadership and thereby reduce dependence on above-school-level leadership. This will reduce the need for higher cost above-the-school level management.

9.7 The five points presented above, support the contention made earlier in Section 9, that management costs under the existing or the proposed structure are **not** high and that teacher salaries in primary and middle schools are abnormally **low**. There is a tendency to place the top of management of the proposed new directorate one title higher than necessary which adds to the management side of this equation.

9.8 In the consideration of the proposed structure for the Elementary Education Directorate, the Government will need to give careful consideration to the structure of the Secondary Education Directorate as well as to related directorates and the structure of other elements of the system which do not fall under any directorate. These fall into two categories: Externally financed programs and elements of the system which are wholly or totally financed by the Government. Among the former are MUST, PEPII, the Pak-

German program and others. Costs of these programs are not the main problem because they are picked up (temporarily!) by the external agency. There are parts of some of these programs which could be absorbed into the PEDP to make the structure more rational. Resistance to the folding these into PEDP surfaced during the period of the present study. The TORs for the study did not require a definitive solution so a frontal approach was not made. However, if the intent of the PEDP to have the entire Program **part of the regular system** is to be realized, it would not be fitting to have a myriad of other programs outside the system. Surely programs such as MUST or PEPII with its Learning Coordinators would be likely candidates for assimilation.

9.9 The other type of related structure is a bigger problem. The secondary structure will have a tendency to enlarge in scope and scale to include all the services not included in the elementary structure. The Curriculum Bureau, which under the proposed structure would be shorn of its teacher training function for very good reason, will seek to retain all of its staff for a reduced responsibility. The sample scope of the Secondary Directorate shown in Annex 10d is deliberately limited in scope. It, like the proposed elementary directorate, does not include the divisional level at the beginning. The Divisional level is largely redundant now for the elementary level, and it would be far more redundant at the secondary level in view of small number of schools to be served and the greater capacity of secondary principals to supervise instruction. It will be essential that the higher reaches of the Government remain vigilant to assure that gains in efficiency and economy achieved in the elementary level are not lost at the secondary level.

Section 10

RECOMMENDED ACTIVITIES FOR INITIAL IMPLEMENTATION

10.1 Section 10 focusses upon the organization and management of the proposed Directorate of Elementary Education, as does the entire study, and the implementation activities described below are to supplement and not replace the nineteen activities found already in the ANNUAL WORKPLAN prepared by NWFP for 1989/90.

10.2 Many elements of the Education Department of the Province will be affected by the establishment of the new Directorate of Elementary Education. It is fortunate that a good planning group has been established under the leadership of the Secretary, and with the assistance of the planning group, activities listed below should be started. The list is in partial chronological order but many activities will need to be undertaken simultaneously.

10.3 The time period for these initial implementation steps is estimated to be one year, but it may become one and one-half years in the PEDP calendar. The provision in the Agreement (Ref. 1) between the two Governments that the new Directorate would be established by June 5, 1990 is a good Program target. If challenging targets are not set, movement toward reform takes longer to happen. However, for this study to be delivered in mid-April, only six weeks before the establishment date may be asking that the process of deliberation be compressed too much. A more realistic time frame for deliberate consideration of the many ramifications of this study and agreement on the new structure in the light of practical politics as well as sound management principles may well require more than six weeks. A new target date for establishment of a functioning new Directorate may be desirable -- September 5 (3 months) or December 5 (6 months) might be good choices. This judgment should not inhibit the legal establishment of the new Directorate by the June deadline, with key personnel in place but without the infrastructure required to become fully operational. The activities which are listed below are suggested as an agenda for action for the period June 1990 to about December 1991.

* Documentation for DEE formation
* Documentation for Elementary Schools Cadre formation
* Start working groups on revised job manuals
* Complete study tour
  - performance objectives and products
  - inquiry performance
  - individual and group reports
  - design for orientation training and TOT

* Carry out orientation training and evaluate

* Plan system implementation training
  - identify key competencies needed
  - identify institution or trainers

* Carry out management training needs assessment
  - job responsibilities task analysis
  - existing job task analysis
  - job performance evaluation
  - identify knowledge and skills required
  - design performance learning objectives
  - identify teaching/learning method for each knowledge and skill (lecture/demonstration, case study, simulation, observe and describe, supervised practice, independent practice with review and consultation; (including required instructional materials)
  - decide training mode for acquisition of skills, such as workshop, institutional course training local (job site - provincial center other Pakistan location, such as NIPA or AEPEM regional center, Bangkok, Singapore, Manila or USA)
  - design instruction
  - design follow-up procedures for relating performance to training

* Plan system development and maintenance master plan

* Begin implementation of master training plan

* Continue Provincial, District and sub-divisional management team building; monitor and study systemic problems

* Process and product review of first years activities

* Design Second Annual Action Plan

10.4 Specific implementation activities will be dependent upon at least general agreement on the scope, scale and structure of the new Directorate. Fundamental questions will need to be covered. This study makes definite recommendations.

10.5 A Blue Ribbon Advisory Committee should be formed including recognized Pakistan experts in elementary education, management and organization development, personnel system, research and development, teacher training and curriculum.

10.6 NWFP Schools Directorate administrators conscientiously spend an inordinate amount of time trying to "do things right". The school teachers and children will be much

better served when they can begin to concentrate more on "doing the right things!". This paraphrase from the Dean of all management experts, Peter Drucker, has been the focus for this study. The consultants of this study believe firmly that government elementary schools can be managed by "doing the right things" when:

* the organization structure is designed consistent with the nation's goals for universal education;

* staff are trained and given not only the responsibility but also the authority and the resources to do their job; and

* the administrative structure concentrates on instructional excellence rather than responding to bureaucratic or political matters.

Examples of excellent elementary schools exist in the private sector and military schools throughout Pakistan; the children of Pakistan deserve no less.

STATEMENT OF WORK

I. Goal

The Primary Education Development Program (PED) is a ten-year, province-based joint effort of the provincial governments of Balochistan and the Northwest Frontier, the Pakistan federal government and USAID. It is designed to increase access the primary education (grades 1-5) and to improve the equity, quality and efficiency in the primary education sector. The efforts of the program will be limited to the provinces of Balochistan and the Northwest Frontier (NWFP), Pakistan. Programs objectives include program reform, enrollment increases, budget support, new and refurbished schools, better trained teachers in significantly increased numbers, and improved and more widely available instructional materials.

In order to realize the objectives of the program, the administrative and management unit within the provincial Education Department that is responsible for primary education activities must be organizationally restructured and strengthened. As a first major and interim step in this effort, the Balochistan Education Department will establish a post of Additional Director for Primary Education and the NWFP Education Department will establish a Directorate for Primary Education before June 5, 1990. Assisted by the appropriate support staff, the respective Director or Additional Director will be responsible for planning, management and expansion of the Primary Education Development Program. He/she will manage a large number of coordinated activities in the areas of administration and management, teacher supply and training, instruction and materials, and construction.

At the appropriate time (second or third year of Program), the Education Department in Balochistan will establish an administratively separate Directorate of Primary Education which will be responsible for policy analysis, planning, management, monitoring, and evaluation for all components of the provincial primary education system.

The new Directorates in both provinces will initiate intensive ten-year programs to improve primary education by enhancing the quality of education, improving the support services for the educational system, and dramatically increasing the number of available school places, especially for girls in rural areas. Technical assistance in required by the USAID Mission and the provincial departments of education to plan and design efficient and responsive directorates.

II. Scope of Work

The technical services of two teams, each consisting of an education planner and an organizational development specialist id required, beginning on/about February 22, 1990. One team will have two months of field work in Balochistan Province, working primarily out of Quetta, and the second team will have three months of field work in the NWFP working primarily out of Peshawar. Both teams will have some work time in Islamabad. Additionally, the level of effort of each team will include three days of pre-departure preparation and travel time. Each team will liaison will appropriate GOP and provincial government officials, education officers, USAID officials and others in the design of a Directorate of Primary Education. Although each team will work independently, they may choose to meet occasionally to share information to facilitate their efforts.

Each team will work with the Director/Additional Director for Primary Education of the respective province; one member from each team will serve as team leader. Work will be conducted under the general supervision of the Chief of the Office of Human Resources Development, USAID, Pakistan, or his designee and the specific direction of the Director/Additional Director of Primary Education. The team will conduct a study of the structure and functions of the Directorate of primary Education (male and female sections) and will include an assessment of the current capacity of the Education Department and planned Directorate to manage and plan the primary education system of the province. The outcome of the study will be a design for an appropriate administrative and management structure to ensure the efficient integration of all the relevant functions in the Directorate. The study will develop a draft set of descriptions of the specific roles, functions and recruitment requirements for positions in the Directorate, staff development plans, an incentive structure for meritorious performance and an assessment of whether a research and development (R & D) unit should be established in the Directorate.

The team will provide a final report which will include, at a minimum, the following points:

a. an analysis of the Directorate's mission into specific objectives;

b. a description of the professional, technical and administrative skills required to administer the primary education system;

c. recommendations for the organizational structure of the Directorate based on the above elements and including an assessment of the need for a research and development unit;

d. staffing requirements, including training recommendations;

e. basic job descriptions and scopes of work for key positions within the Directorate, including identification of required academic and professional backgrounds;

f. a specification of responsibilities for units and individuals;

g. an estimate of annual capital needs and recurrent costs; and,

h. a description of the relationships between the Directorate and the rest of the administrative structure in the divisions and districts.

III. Qualifications

Each of the two teams will consist of an educational specialist and an organization development specialist. The education specialist should have a doctoral degree in education planning and management; the organization development specialist should have a doctoral degree in organization development or management. Equivalent experience may be substituted for the doctoral degree. Other qualification for each team member include 1) at least five years experience working with educational systems in developing countries; 2) familiarity with all aspects of primary education, including administration and management, curriculum, instructional materials, teacher training and related areas; 3) proven capabilities in report preparation and successful team leadership, and 4) knowledge of Pakistan's educational structure. Familiarity with USAID project design and implementation requirements desirable.

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3.	Educational **Year Book**, Session: 1988-89, Management Unit for Study and Training (MUST), Peshawar, September, 1989.
4.	Important District-Wise Socio Economic **Indicators**, NWFP, 1988. Bureau of Statistics, Planning and Development Department, Government of NWFP, 1988.
5.	Primary Education Development Programme (**PC1**), North West Frontier Province, July 1989--June 1999, Government of N.W.F. Province, Education Department, Peshawar, October 1989.
6.	Annual **Workplan** for Primary Education, North West Frontier Province, Pakistan, Fiscal Year 1989/1990, October 25, 1989.
7.	Basic **Education for All** Statistical Profile, 1981--1990--2000 by Sarfraz Khawaja, Islamabad, 1989.
8.	**Project Identification Document**, (PID), November 28, 1988
9.	**Working Papers**, Primary Education Development Program, Pakistan, Institute for International Research; Creative Associates International, Inc., April 1989.

10. **Program Assistance Document (PAAD),** Pakistan Primary Education Development (PED) Program, Department of State Agency for International Development, Washington, DC, June 1989.

11. Staff Appraisal Report, **Third Primary Project**, The World Bank, May 28, 1987.

12. Staff Appraisal Report, **Sind Primary Education Development Program** (FY91-95) The World Bank, December 14, 1989.

13. **Pakistan Education Sector Strategy Review**, (White Cover Draft) World Bank, December 1987.

14. **Primary Education in Pakistan**, Prepared for USAID/Pakistan and the Government of Pakistan by Development Associates, Inc., July 1986.

15. Report of the Pakistan on the **Status of Women,** Pakistan Commission on the Status of Women, c. 1985.

16. **Job Manual** for Divisional Directorate, District Education Office and Sub-Division Education Office, NWF Province, Education Department, Management Unit for Study and Training, 1980 and later years.

NWFP: Directorate of Elementary Education
Basic Data by Division and District. 1989

	SCHOOLS					
	Primary	Mosque	Middle	High	HSS	Total
HAZARA						
Abbottabad						
Male	716	389	76	101	4	1,286
Female	360		23	20		403
Total	1,076	389	99	121	4	1,689
						0
Mansehra						
Male	807	378	74	62	4	1,325
Female	314		22	11		347
Total	1,121	378	96	73	4	1,672
						0
Kohistan						
Male	132	171	2	5		310
Female	17					17
Total	149	171	2	5	0	327
Division Totals						
Male	1,655	938	152	168	8	2,921
Female	691	0	45	31	0	767
Total	2,346	938	197	199	8	3,688
						0
MALAKAND						0
Chitral						
Male	176	115	30	25		346
Female	69		2	3		74
Total	245	115	32	28	0	420
						0
Dir						
Male	611	272	51	61	2	997
Female	196		8	7		211
Total	807	272	59	68	2	1,208
						0
Malakand						
Male	153	123	15	30	1	322
Female	79		3	5		87
Total	232	123	18	35	1	409
						0
Swat						
Male	618	320	76	83	4	1,101
Female	241		8	8		257
Total	859	320	84	91	4	1,358
						0
Division Totals						
Male	1,558	830	172	199	7	2,766
Female	585	0	21	23	0	629
Total	2,143	830	193	222	7	3,395
						0
MARDAN						0
Mardan						
Male	416	279	35	46	2	778
Female	234		5	13		252
Total	650	279	40	59	2	1,030
						0
Swabi						
Male	301	197	26	46		570
Female	196		3	11		210
Total	497	197	29	57	0	780
Division Totals						
Male	717	476	61	92	2	1,348
Female	430	0	8	24	0	462
Total	1,147	476	69	116	2	1,810
						0

PESHAWAR						0
Peshawar						0
Male	580	387	56	84	8	1,115
Female	318		21	25	2	366
Total	898	387	77	109	10	1,481
Charsadda						0
Male	308	207	22	31	3	571
Female	135		3	9		147
Total	443	207	25	40	3	718
Division Totals						
Male	888	594	78	115	11	1,686
Female	453	0	24	34	2	513
Total	1,341	594	102	149	13	2,199
KOHAT						0
Kohat						0
Male	329	192	26	41	2	590
Female	126		5	11		142
Total	455	192	31	52	2	732
Karak						0
Male	269	124	13	36	1	443
Female	123		8	5	1	137
Total	392	124	21	41	2	580
Division Totals						
Male	598	316	39	77	3	1,033
Female	249	0	13	16	1	279
Total	847	316	52	93	4	1,312
D.I. KHAN						
Bannu						
Male	543	232	51	49	4	879
Female	299		17	10		326
Total	842	232	68	59	4	1,205
D.I. Khan						
Male	529	234	34	59	2	858
Female	269		10	17		296
Total	798	234	44	76	2	1,154
Division Totals						0
Male	1,072	466	85	108	6	1,737
Female	568	0	27	27	0	622
Total	1,640	466	112	135	6	2,359
						0
PROVINCIAL TOTALS						0
Male	6,488	3,620	587	759	37	11,491
Female	2,976	0	138	155	3	3,272
Total	9,464	3,620	725	914	40	14,763

NWFP: Directorate of Elementary Education
Basic Data by Division and District, 1989

	ENROLLMENT					
	Primary	Mosque	Middle	High	HSS	Total
HAZARA						
Abbottabad						
Male	93,065	21,148	20,237	36,416	2,461	173,327
Female	44,150		6,758	9,534		60,442
Total	137,215	21,148	26,995	45,950	2,461	233,769
Mansehra						
Male	66,438	14,944	19,920	20,577	1,115	122,994
Female	22,563		4,226	2,732		29,521
Total	89,001	14,944	24,146	23,309	1,115	152,515
Kohistan						
Male	5,124	3,592	415	945		10,076
Female	331					331
Total	5,455	3,592	415	945	0	10,407
Division Totals						
Male	164,627	39,684	40,572	57,938	3,576	306,397
Female	67,044	0	10,984	12,266	0	90,294
Total	231,671	39,684	51,556	70,204	3,576	396,691
MALAKAND						
Chitral						
Male	12,170	3,171	4,826	6,356		26,523
Female	3,735		213	867		4,815
Total	15,905	3,171	5,039	7,223	0	31,338
Dir						
Male	51,090	10,885	12,123	18,640	1,071	93,809
Female	12,074		1,360	802		14,236
Total	63,164	10,885	13,483	19,442	1,071	108,045
Malakand						
Male	18,807	4,575	5,055	11,750		40,187
Female	8,695		1,416	1,237		11,348
Total	27,502	4,575	6,471	12,987	0	51,535
Swat						
Male	90,018	14,773	28,576	33,352	2,166	168,885
Female	22,626		2,693	2,698		28,017
Total	112,644	14,773	31,269	36,050	2,166	196,902
Division Totals						
Male	172,085	33,404	50,580	70,098	3,237	329,404
Female	47,130	0	5,682	5,604	0	58,416
Total	219,215	33,404	56,262	75,702	3,237	387,820
MARDAN						
Mardan						
Male	54,171	12,718	13,419	27,344	1,772	109,424
Female	23,158		1,650	4,467		29,275
Total	77,329	12,718	15,069	31,811	1,772	138,699
Swabi						
Male	41,965	9,453	10,599	22,871		84,888
Female	20,241		539	3,286		24,066
Total	62,206	9,453	11,138	26,157	0	108,954
Division Totals						
Male	96,136	22,171	24,018	50,215	1,772	194,312
Female	43,399	0	2,189	7,753	0	53,341
Total	139,535	22,171	26,207	57,968	1,772	247,653

PESHAWAR						
Peshawar						
Male	103,445	16,748	30,018	34,470	5,921	190,602
Female	42,878		8,718	9,557	1,049	62,202
Total	146,323	16,748	38,736	44,027	6,970	252,804
Charsadda						
Male	44,460	9,553	8,659	14,132	2,020	78,824
Female	11,183		1,055	2,329		14,567
Total	55,643	9,553	9,714	16,461	2,020	93,391
Division Totals						
Male	147,905	26,301	38,677	48,602	7,941	269,426
Female	54,061	0	9,773	11,886	1,049	76,769
Total	201,966	26,301	48,450	60,488	8,990	346,195
KOHAT						
Kohat						
Male	38,540	8,670	7,919	16,889	794	72,812
Female	13,617		2,595	2,756		18,968
Total	52,157	8,670	10,514	19,645	794	91,780
Karak						
Male	26,237	3,788	4,136	11,583	977	46,721
Female	7,211		1,450	650	181	9,492
Total	33,448	3,788	5,586	12,233	1,158	56,213
Division Totals						
Male	64,777	12,458	12,055	28,472	1,771	119,533
Female	20,828	0	4,045	3,406	181	28,460
Total	85,605	12,458	16,100	31,878	1,952	147,993
D.I. KHAN						
Bannu						
Male	38,477	7,190	11,587	17,036	2,282	76,572
Female	10,618		2,416	1,529		14,563
Total	49,095	7,190	14,003	18,565	2,282	91,135
D.I. Khan						
Male	34,359	6,246	6,800	14,297	926	62,628
Female	15,539		1,087	4,305		20,931
Total	49,898	6,246	7,887	18,602	926	83,559
Division Totals						
Male	72,836	13,436	18,387	31,333	3,208	139,200
Female	26,157	0	3,503	5,834	0	35,494
Total	98,993	13,436	21,890	37,167	3,208	174,694
PROVINCIAL TOTALS						
Male	718,366	147,454	184,289	286,658	21,505	1,358,272
Female	258,619	0	36,176	46,749	1,230	342,774
Total	976,985	147,454	220,465	333,407	22,735	1,701,046

NWFP: Directorate of Elementary Education
Basic Data by Division and District, 1989

	TEACHERS					
	Primary	Mosque	Middle	High	HSS	Total
HAZARA						
Abbottabad						
Male	2,094	461	807	1,550	99	5,011
Female	1,068		238	364		1,670
Total	3,162	461	1,045	1,914	99	6,681
Mansehra						
Male	1,976	426	789	988	64	4,243
Female	809		190	171		1,170
Total	2,785	426	979	1,159	64	5,413
Kohistan						
Male	315	174	16	49		554
Female	33					33
Total	348	174	16	49	0	587
Division Totals						
Male	4,385	1,061	1,612	2,587	163	9,808
Female	1,910	0	428	535	0	2,873
Total	6,295	1,061	2,040	3,122	163	12,681
MALAKAND						
Chitral						
Male	465	120	276	402		1,263
Female	145		16	49		210
Total	610	120	292	451	0	1,473
Dir						
Male	1,759	333	557	894	45	3,588
Female	424		77	79		580
Total	2,183	333	634	973	45	4,168
Malakand						
Male	520	159	194	547		1,420
Female	254		40	90		384
Total	774	159	234	637	0	1,804
Swat						
Male	2,469	426	1,078	1,466	85	5,524
Female	636		100	100		836
Total	3,105	426	1,178	1,566	85	6,360
Division Totals						
Male	5,213	1,038	2,105	3,309	130	11,795
Female	1,459	0	233	318	0	2,010
Total	6,672	1,038	2,338	3,627	130	13,805
MARDAN						
Mardan						
Male	1,340	318	375	957	68	3,058
Female	640		59	202		901
Total	1,980	318	434	1,159	68	3,959
Swabi						
Male	1,020	243	315	879		2,457
Female	538		29	146		713
Total	1,558	243	344	1,025	0	3,170
Division Totals						
Male	2,360	561	690	1,836	68	5,515
Female	1,178	0	88	348	0	1,614
Total	3,538	561	778	2,184	68	7,129

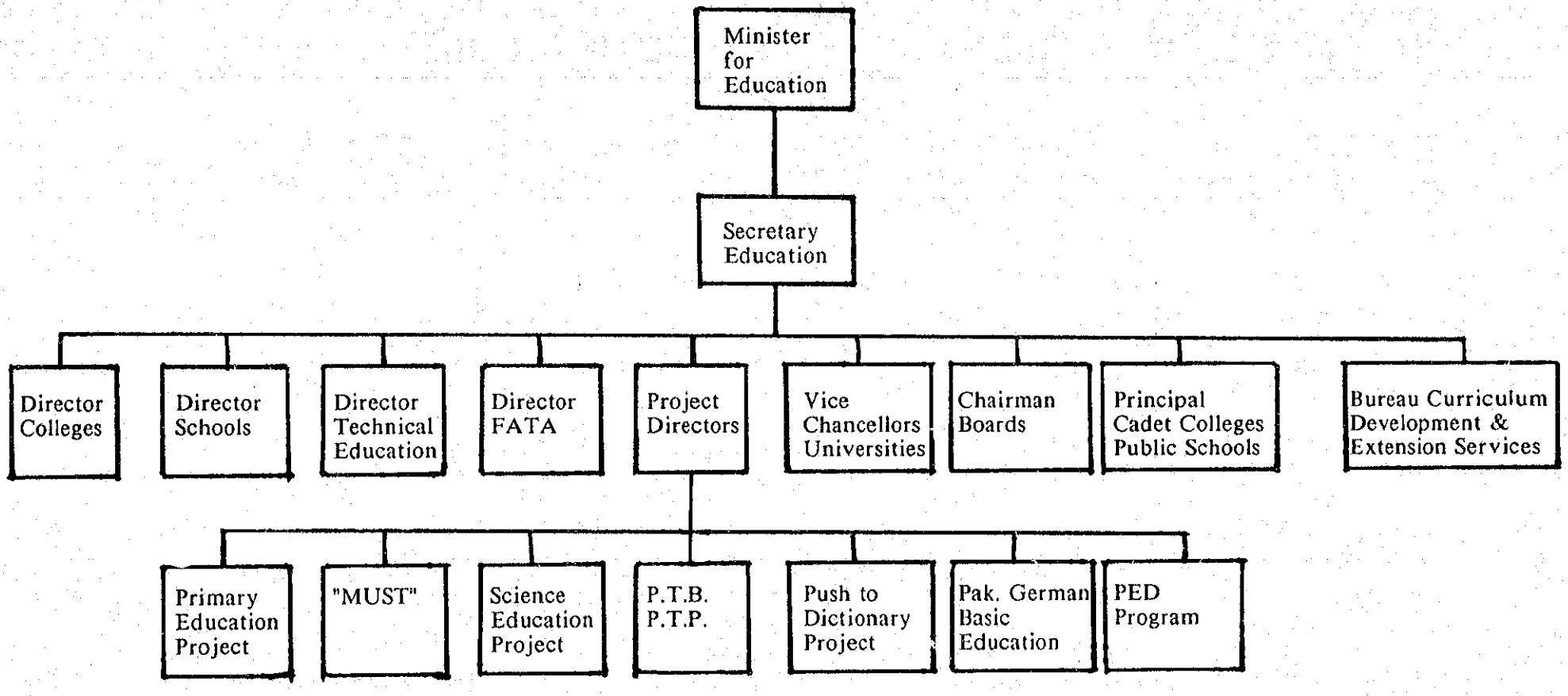
PESHAWAR						
Peshawar						
Male	2,274	427	826	1,357	230	5,114
Female	1,145		327	448	64	1,984
Total	3,419	427	1,153	1,805	294	7,098
Charsadda						
Male	1,235	243	326	560	77	2,441
Female	398		45	122		565
Total	1,633	243	371	682	77	3,006
Division Totals						
Male	3,509	670	1,152	1,917	307	7,555
Female	1,543	0	372	570	64	2,549
Total	5,052	670	1,524	2,487	371	10,104
KOHAT						
Kohat						
Male	936	236	245	689	31	2,137
Female	390		80	187		657
Total	1,326	236	325	876	31	2,794
Karak						
Male	745	128	141	565	35	1,614
Female	282		62	64	18	426
Total	1,027	128	203	629	53	2,040
Division Totals						
Male	1,681	364	386	1,254	66	3,751
Female	672	0	142	251	18	1,083
Total	2,353	364	528	1,505	84	4,834
D.I. KHAN						
Bannu						
Male	1,372	265	522	884	88	3,131
Female	595		187	140		922
Total	1,967	265	709	1,024	88	4,053
D.I. Khan						
Male	1,353	258	364	943	37	2,955
Female	685		105	268		1,058
Total	2,038	258	469	1,211	37	4,013
Division Totals						
Male	2,725	523	886	1,827	125	6,086
Female	1,280	0	292	408	0	1,980
Total	4,005	523	1,178	2,235	125	8,066
PROVINCIAL TOTALS						
Male	19,873	4,217	6,831	12,730	859	44,510
Female	8,042	0	1,555	2,430	82	12,109
Total	27,915	4,217	8,386	15,160	941	56,619

NWFP: Management Structure Study
Graded Enrollment, Grades 0-12, 1988/89

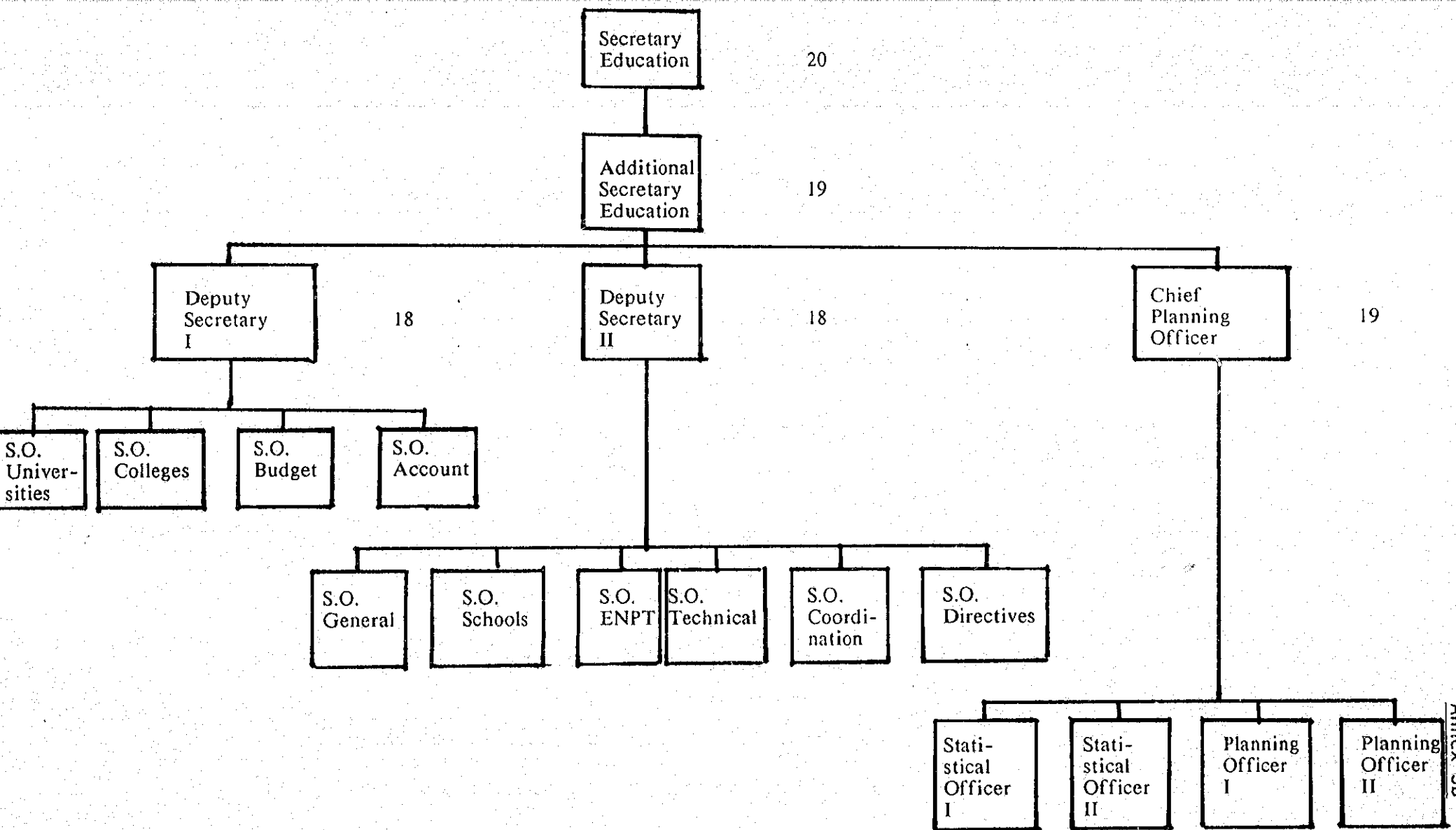
Grade	Enrollment by Grade Male	Female	Total	Percent Female	Grade as a Percent of Previous Year Male	Female	Total
0	248,888	84,899	333,787	25.4%			
1	210,030	62,873	272,903	23.0%	84.4%	74.1%	81.8%
2	177,700	48,973	226,673	21.6%	84.6%	77.9%	83.1%
3	152,738	38,789	191,527	20.3%	86.0%	79.2%	84.5%
4	133,965	30,650	164,615	18.6%	87.7%	79.0%	85.9%
5	116,855	24,216	141,071	17.2%	87.2%	79.0%	85.7%
6	93,479	17,656	111,135	15.9%	80.0%	72.9%	78.8%
7	76,816	13,140	89,956	14.6%	82.2%	74.4%	80.9%
8	67,140	9,402	76,542	12.3%	87.4%	71.6%	85.1%
9	43,985	6,995	50,980	13.7%	65.5%	74.4%	66.6%
10	33,608	4,955	38,563	12.8%	76.4%	70.8%	75.6%
11	2,055	178	2,233	8.0%	6.1%	3.6%	5.8%
12	1,013	48	1,061	4.5%	49.3%	27.0%	47.5%
Totals:							
0-5	1,040,176	290,400	1,330,576	21.8%			
6-8	237,435	40,198	277,633	14.5%			
0-8	1,277,611	330,598	1,608,209	20.6%			
0-12	1,358,272	342,774	1,701,046	20.2%			

Annex 5a

ORGANIZATION OF EDUCATION DEPARTMENT (NWFP)

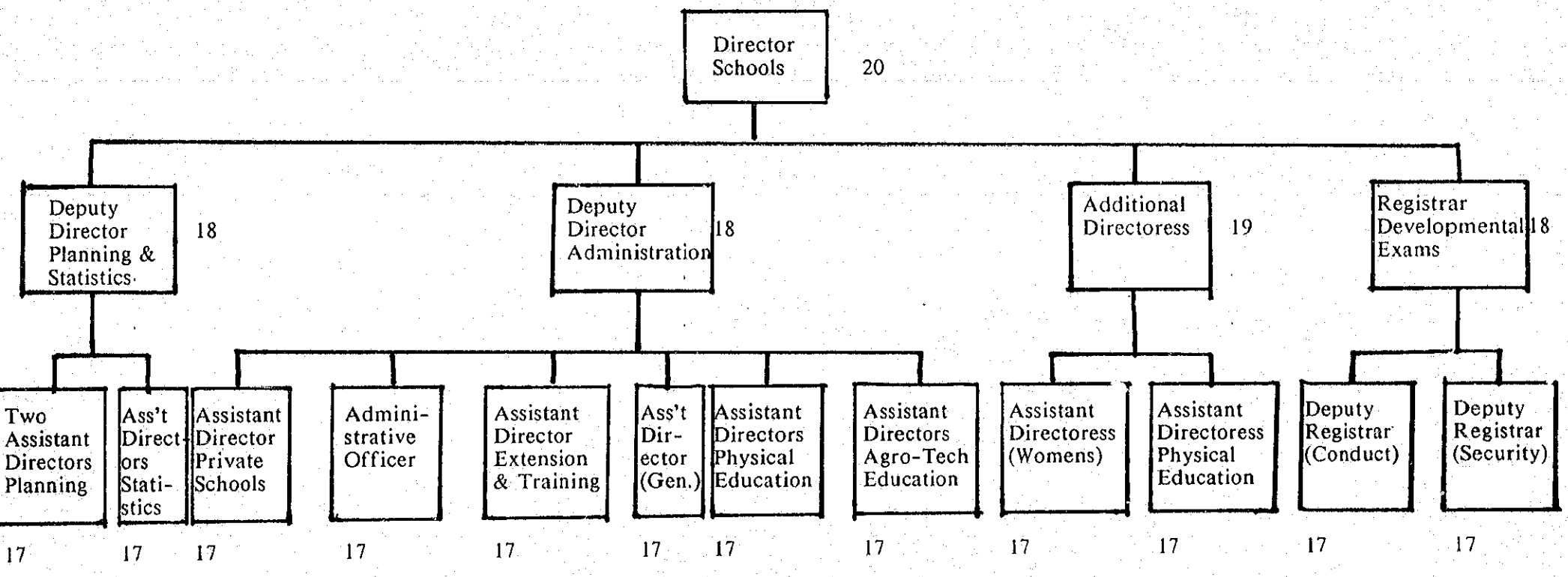


ADMINISTRATIVE STRUCTURE OF EDUCATION SECRETARIAT (NWFP)



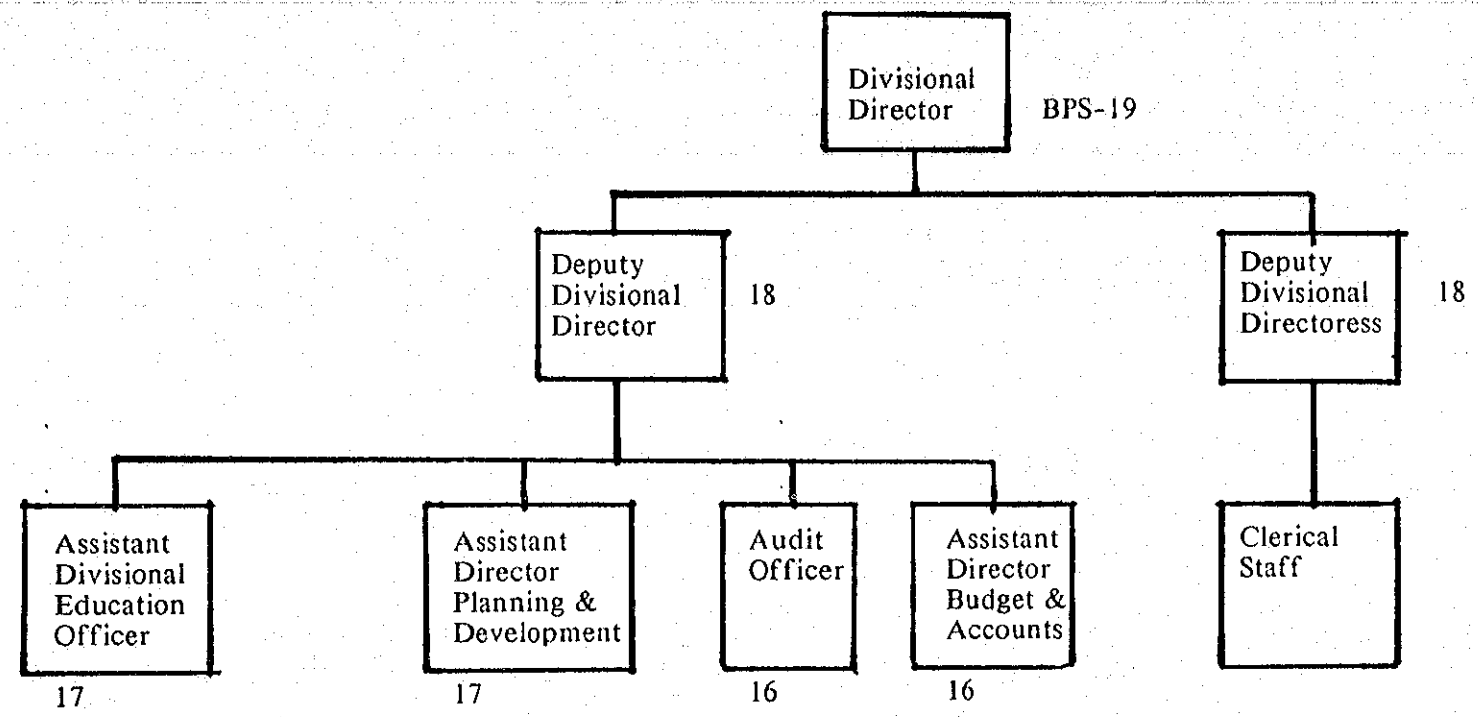
Annex 5b

ORGANIGRAM FOR DIRECTORATE OF SCHOOL EDUCATION
(Excluding Field Offices)



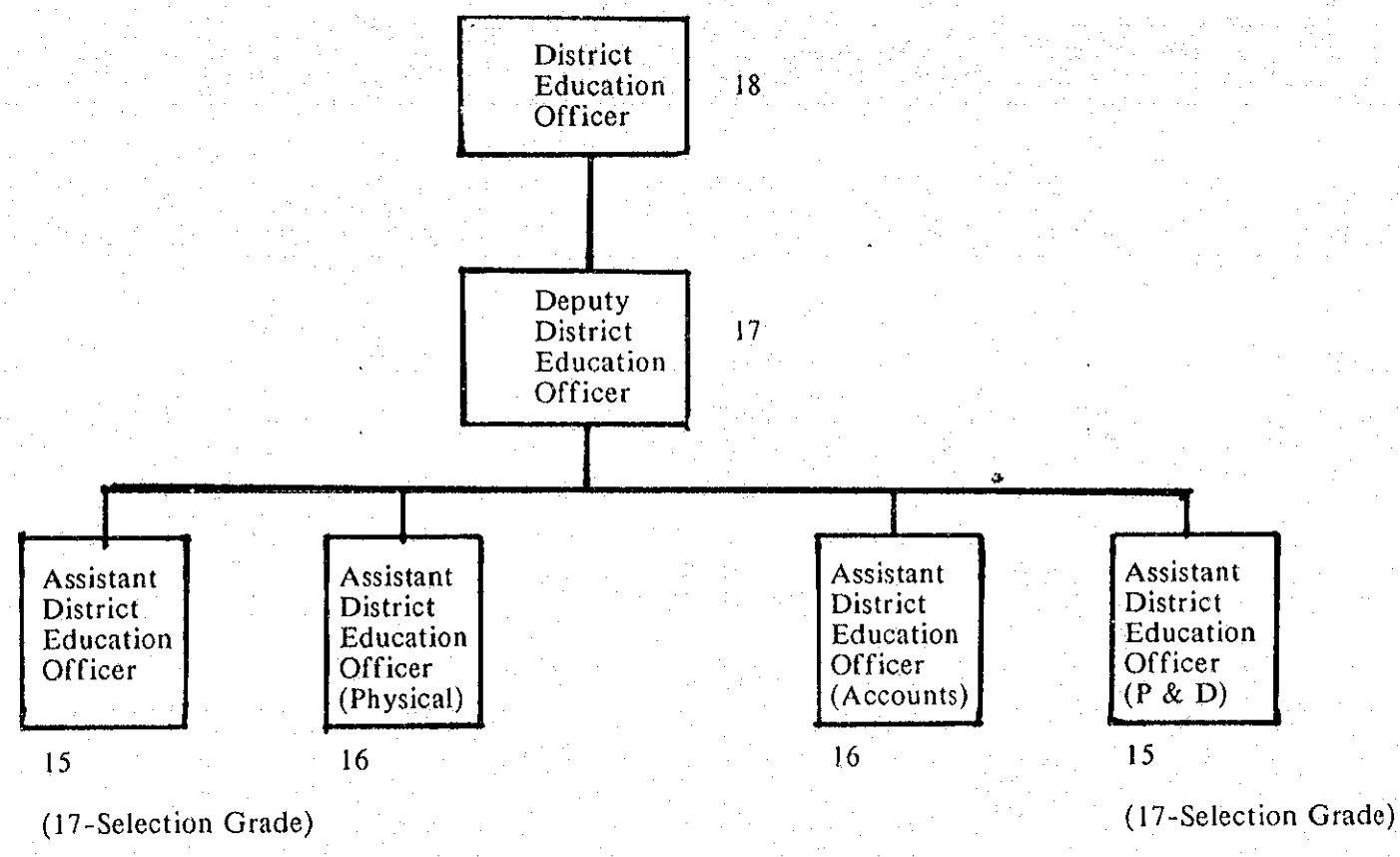
Annex 5c

ORGANIGRAM FOR DIVISIONAL DIRECTORATE



Annex 5d

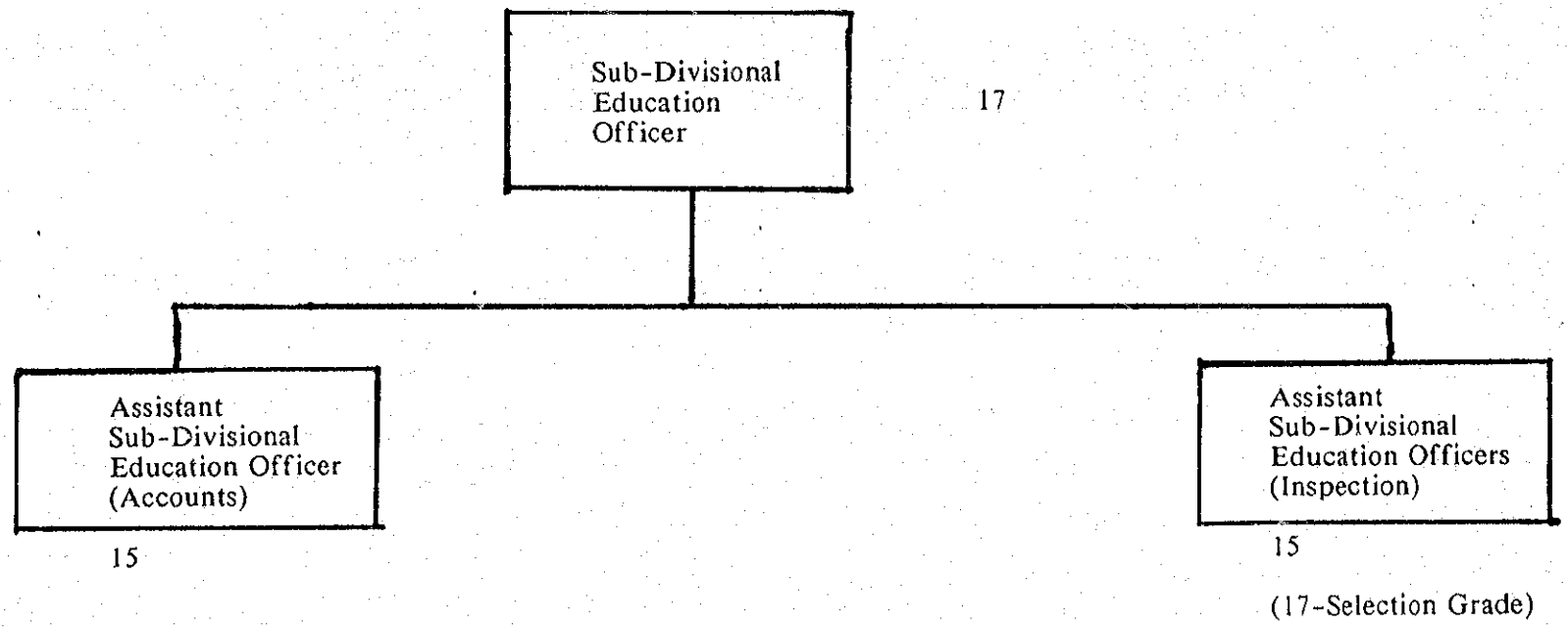
ORGANIGRAM FOR DISTRICT EDUCATION OFFICE



Annex 5e

Annex 5f

ORGANIGRAM FOR SUB-DIVISIONAL EDUCATION OFFICE



NWFP: Management Structure Study

Sub-Divisions: Number, Location, Numbers of Schools and ASDEEOs

District	Sub-Division Name Male	Sub-Division Name Female	Numbers of Elementary Schools: Primary Male	Primary Female	Mosqu	Middle Male	Middle Female	Total Schools Male	Total Schools Female	Total	Numbers of ASDEEOs: Male (1:30)	Female (1:20)
Abbottabad	A. Abad	A. Abad	444	246	236	46	15	736	261	987	25	13
	Haripur	Haripur	272	114	153	30	8	416	122	577	14	6
Mansehra	Mansehra	Mansehra	579	254	302	60	21	893	275	1,216	30	14
	Battagram	Battagram	228	60	76	14	1	302	61	379	10	3
Kohistan	Dassu	Dassu	55	4	70	1	0	60	4	130	2	1
	Pattan		77	13	101	1	0	91	13	192	3	1
Malakand	Swat Ranizai	at Batkhela	102	44	92	8	2	154	46	248	5	2
	Sama Ranizai		51	35	31	7	1	93	36	125	3	2
Swat	Babuzai	at Saidu	302	144	184	42	5	488	149	677	16	7
	Daggar		149	53	78	18	2	220	55	300	7	3
	Alpurai		167	44	58	16	1	227	45	286	8	2
Dir	Timergara	Timergara	247	118	106	26	5	391	123	502	13	6
	Dir		167	38	89	10	0	215	38	304	7	2
	Wari		122	24	44	8	0	154	24	198	5	1
	Samar Bagh		75	16	33	7	3	98	19	134	3	1
Chitral	Chitral	Chitral	86	37	67	19	1	142	38	210	5	2
	Mastuj		90	32	48	11	1	133	33	182	4	2
Mardan	Mardan	Mardan	306	226	192	23	5	555	231	752	19	12
	Takht Bai	Takht Bai	110	8	87	12	0	130	8	217	4	1
Swabi	Swabi	Swabi	192	129	132	18	2	339	131	473	11	7
	Laher	Laher	109	67	65	8	1	184	68	250	6	3
Peshawar	Peshawar	Peshawar	329	183	220	32	10	544	193	774	18	10
	Nowshera	Nowshera	251	135	167	24	11	410	146	588	14	7
Charsadda	Charsadda	Charsadda	241	116	159	19	3	376	119	538	13	6
	Tangi	Tangi	67	19	48	3	0	89	19	137	3	1
Kohat	Kohat	Kohat	198	91	13	17	4	306	95	323	10	5
	Hangu		131	35	56	9	1	175	36	232	6	2
Karak	Karak	Karak	208	110	103	11	6	329	116	438	11	6
	B.D.Shah		61	13	21	2	2	76	15	99	3	1
D.I.Khan	D.I.Khan	D.I.Khan	313	171	147	19	7	503	178	657	17	9
	Kulachi		95	33	32	8	2	136	35	170	5	2
	Tank	Tank	121	65	55	7	1	193	66	249	6	3
Bannu	Bannu	Bannu	295	197	145	22	11	514	208	670	17	10
	Lakki	Lakki	248	102	87	29	6	379	108	472	13	5
		NWFP Tot	6,488	2,976	3,497	587	138	10,051	3,114	13,686	335	156

NWFP: Management Structure Study

Projections of Key Variables, 1989 to 1999

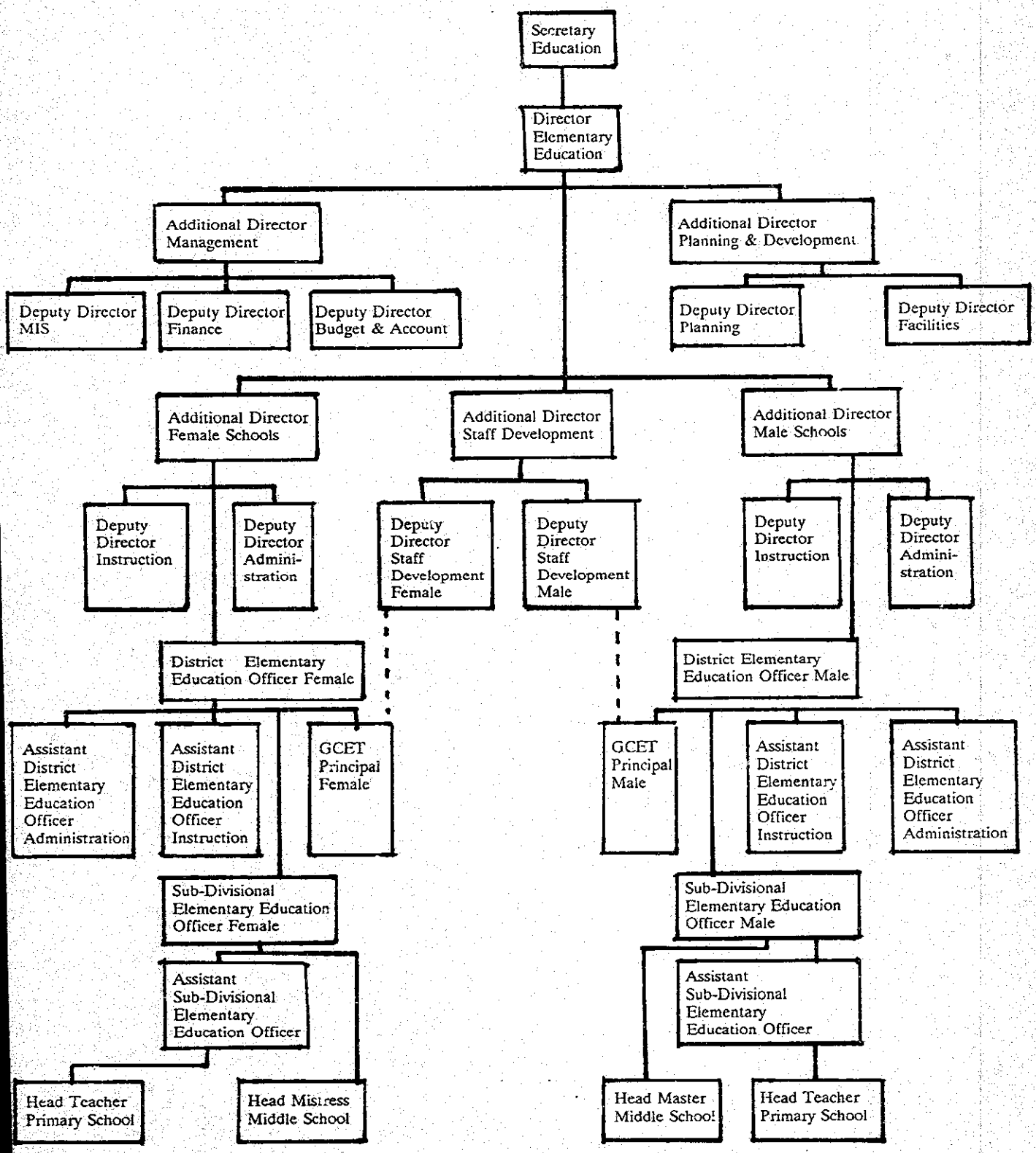
	Baseline Year 1988/89	Baseline Year 1989/90	Target Year 1999/00 Detail	Target Year 1999/00 Rounded
PROJECTION BASES:				
Population, Derived, Age 5-9				
Male	1,073,201		1,512,766	
Female	970,414		1,356,633	
Total	2,043,615		2,869,399	
Population, Age 5-14, Educ/All				
Male		2,300,000	2,863,000	
Female		2,000,000	2,484,000	
Total		4,300,000	5,348,000	
Enrollment: MUST				
Primary Grades 1-5				
Male, Primary	718,366		1,371,000	
Male, Mosque	147,454		200,000	
Male, Total	865,820		1,571,000	
Female, Primary	258,619		1,084,000	
Total, Primary	976,985		2,655,000	
Enrollment: Agreeement Annex 1				
Primary Grades 1-5				
Male, Primary		718,366	1,222,000	
Male, Mosque		147,454	200,000	
Male, Total		865,000	1,422,000	
Female, Primary		328,000	951,000	
Total, Primary		1,193,000	2,373,000	
Enrollment: From MUST "GRADEN"				
Primary Grades 0-5				
Male, Govt.& Mosque	1,040,176			
Female	290,400			
Total	1,330,576			
Enrollment: Grades 6-8				
MUST				
Male	184,289		302,958	
Female	36,176		104,888	
Total	220,465		407,847	
MUST "GRADEN"				
Male	237,435		390,327	
Female	40,198		116,550	
Total	277,633		552,241	
Enrollment Ratio: Primary, Agreement				
Male		80.6%	94.0%	
Female		33.8%	70.1%	
Total		58.4%	82.7%	
Mean School Size: MUST				
Male, Govt.	111		160	
Male, Mosque	41		50	
Female, Primary	87		150	
Male, Middle	314		400	
Female, Middle	262		350	
PROJECTIONS:				
Number of Schools: MUST/Agreement				
Unadjusted for Pri. in Middle				
Male, Govt.	6,488		7,638	7,600
Male, Mosque	3,620		4,000	4,000
Female, Primary	2,976		6,340	6,500
Total, Primary	13,084		17,978	18,100
Male, Middle	587		757	750
Female, Middle	138		300	300
Total, Middle	725		1,057	1,050
Adjusted for Pri.in Middle Schools				
Male, Govt.	6,488		6,700	6,700
Male, Mosque	3,620		3,800	3,800
Female, Primary	2,976		5,900	6,000
Total, Primary	13,084		16,400	16,500
Male, Middle	587		760	775
Female, Middle	138		325	325
Total, Middle	725		1,085	1,100
Numbers of Teachers:				
Male, Govt.	19,900		30,629	30,600
Male, Mosque	4,217		5,429	5,200
Female, Primary	8,042		25,286	25,000
Total, Primary	32,159		61,343	60,800
Male, Middle	6,831		10,133	10,000
[illegible]	[illegible]		8,847	8,800

Section 2. Five Year Interval Projections From Key Projections Above

Projected Item	Baseline 1988/89	First Year 1989/90	Mid-Program 1994/95	Target 1999/00	Annual Growth Rate	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00
Enrollment: Agreement Annex I															
Primary Grades 1-5															
Male, Primary		718,366	936,933	1,222,000	0.054563033	757,562	798,897	842,487	888,456	936,933	988,055	1,041,966	1,098,819	1,158,774	1,222,000
Male, Mosque		147,454	171,729	200,000	0.030949384	152,018	156,722	161,573	166,574	171,729	177,044	182,523	188,172	193,996	200,000
Male, Total		865,000	1,108,662	1,422,000											
Female, Primary		328,000	558,505	951,000	0.112322359	364,842	405,822	451,404	502,107	558,505	621,238	691,017	768,633	854,968	951,000
Total, Primary		1,193,000	1,667,167	2,373,000											
Enrollment: Grades 6-8															
MUST															
Male	184,289	192,808	241,687	302,958	0.046226529	201,721	211,046	220,802	231,009	241,687	252,860	264,548	276,778	289,572	302,958
Female	36,176	37,848	47,443	104,888	0.046226529	39,598	41,428	43,343	45,347	47,443	49,636	51,931	54,332	56,843	59,471
Total	220,465	230,656	289,131	407,846	0.046226529	241,319	252,474	264,145	276,356	289,131	302,496	316,479	331,109	346,415	362,429
Enrollment Ratio: Primary, Agreement															
Male		80.6%	87.0%	94.0%	0.015498488	81.8%	83.1%	84.4%	85.7%	87.0%	88.4%	89.8%	91.2%	92.6%	94.0%
Female		33.8%	48.7%	70.1%	0.075672663	36.4%	39.1%	42.1%	45.3%	48.7%	52.4%	56.3%	60.6%	65.2%	70.1%
Numbers of Schools:															
(Adjusted for Pri.in Middle Schools)															
Male, Govt.	6,488	6,507	6,603	6,700	0.002927295	6,526	6,545	6,564	6,584	6,603	6,622	6,642	6,661	6,680	6,700
Male, Mosque	3,620	3,636	3,717	3,800	0.004421294	3,652	3,668	3,684	3,701	3,717	3,734	3,750	3,767	3,783	3,800
Female, Primary	2,976	3,172	4,362	6,000	0.065819063	3,381	3,603	3,840	4,093	4,362	4,650	4,956	5,282	5,629	6,000
Male, Middle	587	602	683	775	0.025579705	617	633	649	666	683	701	718	737	756	775
Female, Middle	138	149	220	325	0.080982269	161	174	188	204	220	238	257	278	301	325
Numbers of Teachers:															
Male, Govt.	19,900	20,694	25,164	30,600	0.039891508	21,519	22,378	23,270	24,199	25,164	26,168	27,212	28,297	29,426	30,600 31820.69
Male, Mosque	4,217	4,298	4,728	5,200	0.019231186	4,381	4,465	4,551	4,638	4,728	4,819	4,911	5,006	5,102	5,200 5300.00
Female, Primary	8,042	8,915	14,929	25,000	0.108612142	9,884	10,957	12,147	13,467	14,929	16,551	18,349	20,341	22,551	25,000 27715.3
Total, Primary	32,159	32,159	44,821	60,800		35,784	37,800	39,969	42,304	44,821	47,537	50,472	53,644	57,079	60,800
Male, Middle	6,831	7,072	8,409	10,000	0.035253918	7,321	7,579	7,846	8,123	8,409	8,706	9,013	9,331	9,659	10,000 10352.5
Female, Middle	1,555	1,820	4,002	8,800	0.170663358	2,131	2,495	2,921	3,419	4,002	4,685	5,485	6,421	7,517	8,800 10301.9
Total, Middle	8,386	8,892	12,411	18,800		9,452	10,074	10,767	11,542	12,412	13,391	14,498	15,752	17,177	18,800

Annex 00

PROPOSED STRUCTURE FOR A DIRECTORATE OF ELEMENTARY EDUCATION



INFORMATION ABOUT GCETS, ITS ENROLLMENT AND CATCHMENT AREA

S. No.	Name of College	Intake Capacity	Category	Enrollment	Cathchment Area
1.	GCET (M) Haripur	200	PTCs	143	Abbottabad, Mansehra, Kohistan Distts
			CTs(G)	50	-do-
2.	GCET (M) Thana	250	PTCs	123	Dir & Malakand Distts:
			CTs(G)	57	All of the Province
3.	GCET (M) Barikot (Swat).	200	PTCs	121	Swat District.
			CTs(G)	50	Makaland, Swat & Dir Dist
4.	GCET (M) Ghoriwala	110	PTCs	120	Bannu District
5.	GCET (M) D.I. Khan	200	PTCs	150	D.I. Khan Dist:
			CTs(G)	75	Kohat, Karak, Bannu and D.I. Khan Dist.
6.	GCET (M) Peshawar	200	PTCs	85	Peshawar District.
			CTs	50	Peshawar Dist:
7.	GCET (M) Kohat	120	PTCs	150	Kohat District.
8.	GCET (M) Mathra Peshawar	100	PTCs	91	Charsadda District
9.	GCET (M) Inservice Peshawar	150	PTs	85	Mardan & Swabi Dist:
			CTs(G)	50	Peshawar, Charsadda, Swabi & Mardan Dists:
10.	GCET (M) Karak	60	PTCs	53	Karak District.
11.	GCET (M) Drosh	50	PTCs	49	Chitral District.
			CTs	20	-do-
12.	GCET (F) Inservice Peshawar.	125	PTCS	85	Peshawar & Charsadda District.
13.	GCET (F) D.I. Khan	200	PTCs	136	D.I. Khan & Bannu Dists
			CTs(G)	30	Kohat, Karak, Bannu and D.I. Khan Districts.

S. No.	Name of College	Intake Capacity	Category	Enrollment	Cathchment Area
14.	GCET (F) Khawaza Khela	60	PTCs	63	Dir and Swat District.
15.	GCET (F) Dargai	80	PTCs	109	Mardan, Swabi and Malaka Districts.
16.	GCET (F) Peshawar	200	PTCs	129	Abbottabad, Mansehra, Kohsitan & Chitral Dists
			CTs(G)	80	Abbottabad, Kohistan, Pes, Charsadda, Mardan, Dir, Swabi, Malakand, Swat, Chitral & Mansehra Dist
17.	GCET (F) Kohat	100	PTCs	73	Kohat and Karak Dists:
			DMs	12	All of the Province.

Abbreviations

M - Male
F - Female
GCET - Government: College for Elementary Teachers
PTC - Primary Teaching Certificate
CT - Certificate in Teaching

NWFP: Management Structure Study

GCETs: Locations, Capacity, Enrollment and Catchment Areas

GCET Name	Sex	Intake	Prog.	Enroll-ment	Catchment Area (Districts)
Haripur	M	200	PTC	143	Abbottabad, Mansehra, Kohistan
			CT	50	Abbottabad, Mansehra, Kohistan
Thana	M	250	PTC	123	Dir, Malakand
			DM	57	Province
Barikot (Swat)	M	200	PTC	121	Swat
			CT	50	Malakand. Swat, Dir
Drosh	M	50	PTC	49	Chitral
			CT	20	Chitral
Peshawar	M	200	PTC	85	Peshwar
			CT	50	Peshwar
Mathra	M	100	PTC	91	Charsadda
Peshawar*	M	150	PTC	85	Mardan, Swabi
			CT	50	Peshwar, Charsadda, Swabi, Mardan
Kohat	M	120	PTC	150	Kohat
Karak	M	60	PTC	53	Karak
Ghoriwala	M	110	PTC	120	Bannu
D.I. Khan	M	200	PTC	150	D.I. Khan
			CT	75	Kohat, Karak, Bannu, D.I.Khan
Khawaza	F	60	PTC	63	Dir, Swat
Dargai	F	80	PTC	109	Mardan, Swabi, Malakand
Peshawar*	F	125	PTC	85	Peshawar, Charsadda
Peshawar	F	200	PTC	129	Abbottabad, Mansehra, Kohistan, Chitral
			CT	80	Abbottabad, Mansehra, Kohistan, Peshawar, Swabi, Mardan, Malakand, Charsadda, Swat
Kohat	F	100	PTC	73	Kohat, Karak
			DM	12	Province
D.I. Khan	F	200	PTC	136	D.I.Khan, Bannu
			CT		Kohat, Karak, Bannu, D.I.Khan

Notes:

The two GCETs marked with an astersik are devoted to In-Service

DM means Drawing Master

Reference Period 1988 – 89

Statistical Report On Sanctioned Posts And No. Of Teachers Working Against These In The Province.

S.No.	Designation.	Sex.	Total No.Of Posts.	Number Of Teachers. Trained.	Untrained.	Total.
01.	Principal B-18	M.	124	119	1	120
		F.	21	18	1	19
		T.	145	137	2	139
02.	H.S.S V:Prin: B-18. (Higher secondary schools)	M.	40	36		36
		F.	16	15		15
		T.	56	51		51
03.	H.S. H:Master B-17. (High schools)	M.	662	628	3	631
		F.	131	122	1	123
		T.	793	750	4	754
04.	S.E.T. (Gen:) Grade-15	M.	2941	2743	81	2824
		F.	595	550	21	571
		T.	3536	3293	102	3395
05.	S.E.T. (Sc:) Grade-15	M.	753	549	165	714
		F.	128	100	17	117
		T.	881	649	182	831
06.	C.T./T.D. Grade-9 (Senior English Teacher)	M.	3616	2950	498	3448
		F.	829	651	142	793
		T.	4445	3601	640	4241
07.	S.V. Grade-9	M.	2073	1854	908	2762
		F.	533	352	157	509
		T.	3406	2206	1065	3271
08.	O.T. Oriented Tchr: Grade-9	M.	247	207	32	239
		F.	27	17	6	23
		T.	274	224	38	262
09.	Drawing Master Grade-9	M.	1493	1193	226	1419
		F.	312	225	60	285
		T.	1805	1418	286	1704
10.	P.T.I. Grade-9 (Physical Training Instructors)	M.	1541	1311	168	1479
		F.	303	237	37	274
		T.	1844	1548	205	1753

S.No.	Designation.	Sex.	Total No.Of Posts.	Number Of Teachers. Trained.	Untrained.	Total.
11.	P.T.C. Grade-7	M.	26727	19410	7003	26413
		F.	8869	5790	2883	8673
		T.	35596	25200	9886	35086
12.	Qari. Grade-6	M.	807	771	22	794
		F.	166	144	14	158
		T.	973	915	37	952
13.	Fesh Imam B-5.	M.	119	76	43	119
		F.	1			
		T.	120	76	43	119
14.	Theology Techr Grade-6	M.	1955	1954	65	1919
		F.	347	319	22	341
		T.	2302	2173	87	2260
15.	Arabic Teacher Grade-B9	M.	1244	1078	100	1178
		F.	207	102	72	174
		T.	1451	1180	172	1352
16.	A.W.I. Grade-9	M.	234	214	10	224
		F.	6	2	4	6
		T.	240	216	14	230
17.	Workshop Inst: Grad-15	M.	81	67	13	80
		F.	1	1		1
		T.	82	68	13	81
18.	Inst:Elem:Col: Grade-17	M.	1	1		1
		F.	1		1	1
		T.	2	1	1	2
19.	Sub:Specialist Grade-17	M.	152	120	13	133
		F.	28	23	1	24
		T.	180	143	14	157

Total No.Of M.Ed/M.A.Edu: Teaching Staff = 000962

Grand Total Of The Above Is As Under.

Sex.	Total No.Of Posts.	Number Of Teachers. Trained.	Untrained.	Total.
Male.	45610	35181	9352	44533
Female.	12521	8668	3449	12117
Total.	58131	43849	12801	56650

Annex 3

NWFP: Management Structure Study

Prototype Single Salary Schedule for Elementary Teachers

Index Format: 1.00 = Rp. 9,000/year (see Annex 10e)

	Teachers Education/Training Status					
Years of Experience	Untrained BPS6	PTC BPS7	r.12&PT BPS8	CT BPS9	BEd BPS11	MEd BPS13
1	0.80	1.00	1.05	1.10	1.15	1.20
2	0.82	1.00	1.07	1.12	1.18	1.24
3	0.84	1.03	1.09	1.14	1.21	1.28
4	0.86	1.03	1.11	1.16	1.24	1.32
5	0.88	1.06	1.13	1.18	1.27	1.36
6	0.90	1.06	1.15	1.20	1.30	1.40
7	0.90	1.09	1.17	1.24	1.34	1.45
8	0.90	1.09	1.19	1.28	1.38	1.50
9	0.90	1.10	1.21	1.32	1.42	1.55
10	0.90	1.11	1.23	1.36	1.46	1.60
11	0.90	1.12	1.25	1.40	1.50	1.65
12	0.90	1.13	1.27	1.44	1.54	1.70
13	0.90	1.14	1.29	1.48	1.58	1.75
14	0.90	1.15	1.31	1.52	1.62	1.80
15	0.90	1.16	1.33	1.56	1.66	1.85
16	0.90	1.17	1.35	1.60	1.70	1.90
17	0.90	1.18	1.37	1.64	1.74	1.95
18	0.90	1.19	1.39	1.68	1.78	2.00
19	0.90	1.20	1.41	1.72	1.82	2.05
20	0.90	1.21	1.43	1.76	1.86	2.10
21	0.90	1.22	1.45	1.80	1.90	2.15
22	0.90	1.23	1.47	1.84	1.94	2.20
23	0.90	1.24	1.49	1.88	1.98	2.25
24	0.90	1.25	1.51	1.92	2.02	2.30
25	0.90	1.26	1.53	1.96	2.06	2.35

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Director of Elementary Education

2.0 Salary Range : BPS 20

3.0 Job Location : Peshawar

4.0 Supervisor : Secretary of Education

5.0 Job Description, Responsibilities and Duties:

The Director of Elementary Education has overall responsibility for all grades 1-8 schools,including teacher training, curriculum, textbooks and civil works, and under a delegation of authority from the Secretary will plan, manage, monitor and coordinate with other Directorates and Bureaus the development, expansion and improvement of elementary education. The Director will delegate to his senior staff of additional directors those functions appropriate to their specialty, in order that she/he can focus upon policy issues and assume a major leadership role of advocacy for elementary education with the Secretary and within the Secretariat.The Director will coordinate as necessary with other Secretaries (Finance, P&d, C&W) and donors (WB, USAID, ADB) and approve all annual action plans and evaluations.

6.0 Persons Directly Supervised:

* Additional Director, Management.
* Additional Director Planning and Development.
* Additional Director, Female and Male schools.
* Additional Director, Staff Development.

7.0 Job Qualifications:

* Masters degree, preferably in Education.
* At least 10 years of experience in increasingly responsible positions in educational management and administration.

* Additional training and experience in related fields such as project management and planning, research and development, both in Pakistan and abroad.

* Additional training in policy studies related to elementary education.

* Experience as a Primary School teacher highly desireable.

O Terms of Service:

The Director of Elementary Education, is a career position in the Elementary Education Schools Cadre; and appointment will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

O Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates and submit the three top candidates to the Secretary of Education; and three, the final selection will be male by the Secretary of Education.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Additional Director of Elementary Education, Management

2.0 Salary Range : BPS 19

3.0 Job Location : Peshawar

4.0 Supervisor : Director of Elementary Education

5.0 Job Description, Responsibilities and Duties:

The Additional Director of Elementary Education,Management will be in overall charge of business management of all schools grades 1-8, including teacher training. This is the Directorates main Officer for finance, budgeting, personnel system management, construction, procurement, facilities maintenance and disbursements. This Additional Director will be delegated authority from the Director to liaise with counterparts in the Secretariats of Education, Finance, and PWD. A specific duty for the Primary Education Development Program (PEDP) will be to prepare the annual tranche proforma for submission through channels to the USAID. The Additional Director also will coordinate integration of all categorical Elementary Education funding, whether Provincial, Federal or Outside donor into internally consistent budget management within the Directorate. This office will work closely with all other additional directors and senior management team members, particularly with the Additional Director for Planning and Development.

6.0 Persons Directly Supervised:

* Deputy Director of Elementary Education, Finance.
* Deputy Director of Elementary Education, Budgets and Accounts.
* Deputy Director, MIS and Statistics.

7.0 Job Qualifications:

* Masters degree in Business Administration or equivalent degrees in financial management, accounts, construction engineering or school administration.

* Ten years experience in progressively responsible positions in management, administration of budgets and accounts, procurement, disbursements, and tendering for construction.

* Experience in Educational Business Administration highly desireable, particularly related to foreign donor projects.

8.0 Terms of Service:

* This Additional Directorship is a career position in the Elementary Education Schools Cadre but is limited to the Administrative Services track unless the Additional Director has a Master Teachers certificate and other qualifications in education.

* This position may be filled on deputation from another Cadre due to its special requirements in business management.

* The term of appointment will be for three years with subsequent appointments based upon annual performance reviews and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Position vacancies will be advertised for 30 days.

* Application forms and instructions will be available in the Directorate of Elementary Education along with application deadlines, interview schedules and date of final selection.

* Selection will be made in three phases; one, a qualification roster of eligible candidates will be established by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Director; and three, the Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Additional Director of Elementary Education, Planning and Development.

2.0 Salary Range : BPS 19

3.0 Job Location : Peshawar

4.0 Supervisor : Director of Elementary Education.

5.0 Job Description, Responsibilities and Duties:

The Additional Director for Planning and Development is in overall charge of the planning for the systems design, program implementation, expansion and monitoring of the elementary education program and Directorate. This Additional Director will be delegated authority from the Director to coordinate and liaise with other Secretariats and agencies related to the development and planning for the Directorate, including P&D, Finance, Central Government and foreign donor projects and programs. The Additional Director will prepare annual strategic plans for the improvement and expansion of the elementary schools program, including teacher demand, facilities planning, student projections, and report upon the success (and defects) in reaching program objectives.

6.0 Persons Directly Supervised:

* Deputy Director of Elementary Education, Planning.
* Deputy Director of Elementary Education, Facilities Planning.

7.0 Job Qualifications:

* Masters degree in the physical or social sciences as well as a B.Ed or M. Ed.
* Ten years of experience in teaching, research and planning in increasingly responsible management positions. University teaching will partially fulfill this requirement, but management and strategic planning (including research) experience is more highly desireable.

* Additional training in program development design and evaluation highly desireable.

* Experience with multi-national or bi-national programs desireable, particularly Planning and Development experience abroad.

8.0 Terms of Service:

This Position is an Elementary School Cadre career position and appointment will be for a term of three years. This position may be deputed from another Cadre and, as such, would not be an Elementary Education Cadre career position. Other terms of service would be the same for the three year term. Subsequent appointments will be based upon annual performance reviews and in consideration of the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Director; and three, the Director will make the final selection.

* Additional training in program development design and evaluation highly desireable.

* Experience with multi-national or bi-national programs desireable, particularly Planning and Development experience abroad.

8.0 Terms of Service:

This Position is an Elementary School Cadre career position and appointment will be for a term of three years. This position may be deputed from another Cadre and, as such, would not be an Elementary Education Cadre career position. Other terms of service would be the same for the three year term. Subsequent appointments will be based upon annual performance reviews and in consideration of the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Director; and three, the Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Additional Director of Elementary Education, Female or Male Schools.

2.0 Salary Range : BPS

3.0 Job Location : Peshawar

4.0 Supervisor : Director of Elementary Education.

5.0 Job Description, Responsibilities and Duties:

The Additional Director of Elementary Education will be in overall charge of the instructional services for all Grades 1-8 elementary schools. She/he will be delegated authority by the Director to manage the design, development, improvement and expansion of the system for schools including coordination with the Curriculum Bureau and Textbook Board. She/he will be a member of the Director's management team and will work closely with other Additional Directors for carrying out all responsibilities for the expansion and improvement of the system. The Additional Directors management team consists of two Deputies (for Instructional and Administration Services) and all DEEO's

6.0 Persons Directly Supervised:

* Deputy Director of Elementary Education, Instructional Services.
* Deputy Director of Elementary Education, Administrative Services.
* District Elementary Education Officers.

7.0 Job Qualifications:

* Masters degree in Education, preferably with an Elementary grades specialization.
* Master Teacher Status, having earned previously a PTC or CT.
* At least eight years teaching experience in the elementary grades.

* At least five years experience in educational management, as a Principal, DEEO or equivalent responsibility.

* Additional training in school administration, instructional supervision, curriculum or related instructional services field, including measurement of learning.

* Experience with educational research and pilot and innovative programs both in Pakistan and abroad highly desirable.

8.0 Terms of Service :

* The Additional Director of Elementary Education, female or male schools is a career position in the Elementary Schools Cadre; and appointments will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Director; and three, the Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Additional Director of Elementary Education, Staff Development.

2.0 Salary Range : BPS 19

3.0 Job Location : Peshawar, with frequent travel to all Female/Male GCETs.

4.0 Supervisor : Director of Elementary Education.

5.0 Job Description, Responsibilities and Duties:

The Additional Director, Staff Development, will be responsible for teacher training standards, supply, and PTC and CT curriculum for the Province. This office will have coordination authority (dotted line) to each GCET Principal for the PTC and CT program, and will establish and maintain professional standards for teacher certification. This office will certify non-GCET teacher certification programs including AIOU distance education programs, field based teacher training, non-certificate teachers sitting for the PTC examination, and innovative schemes. In addition, this office will develop performance based PTC and CT examinations. In the first years of the Directorate this office will design and establish special training programs and in-service training for GCET principals and teacher training staff. This office also will carry out training needs assessments of teacher performance and plan and design recurrent in-service training programs. Coordination will be made with instructional service staff and GCET Principals. An annual in-service training plan will be prepared including annual evaluation of both pre-service and in-service teacher training programs.

6.0 Persons Directly Supervised:

* Deputy Director Teacher Training, female schools
* Deputy Director Teacher Training, male schools.

7.0 Job Qualifications:

* M.Ed. preferably in Elementary Education.
* At least 6 years experience in Teacher Training, curriculum development, and/or tests and measurements.

* At least 8 years experience as a teacher, preferably in grades 1-8

* Familarity with other systems of teacher training and certification both foreign and domestic highly desirable.

8.0 Terms of Service:

* This is an Elementary Schools Cadre career position and appointments will be for a term of three years. with subsequent appointments based upon performance review and the individual career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Director of Elementary Education; and three, the Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Deputy Director of Elementary Education, MIS and Statistics.

2.0 Salary Range : BPS 18

3.0 Job Location : Peshawar

4.0 Supervisor : Additional Director of Elementary Education, Management.

5.0 Job Description, Responsibilities and Duties:

The Deputy Director of Elementary Education, MIS and Statistics, under delegation of the Additional Director, is in charge of all data collection and its treatment for the Directorate. The Deputy will administer the MIS and its components such as the Personnel Management information (sub) system (PMIS) and career development records. The data aggregated through the system will be treated and reported upon, including students, enrollments, class size, retention, promotion and measurement of learning. The Deputy will work closely with other Deputies for the collection of data which will be analyzed and reported upon throughout the system.

6.0 Persons Directly Supervised:

* Assistants as determined.

7.0 Job Qualifications:

* A Masters Degree in Mathematics and Statistics.
* System Analyst.
* Seven years experience in positions responsible for setting up and running an MIS.
* Experience in education highly desireable.

8.0 Terms of Service:

The Deputy Director, MIS is a career position in the Elementary Schools cadre but is limited to the Deputy Directors post unless the Deputy has Elementary Education

experience. This position may be deputed from another cadre or filled from open competition. The term will be two years unless the candidate already is in the Elementary Schools cadre, whereby the appointment will be for three years. Subsequent appointments will be based upon annual performance reviews and the individuals career Development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Additional Director of Elementary Education, Management; and three, the Additional Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Deputy Director of Elementary Education, Financial Services.

2.0 Salary Range : BPS

3.0 Job Location : Peshawar

4.0 Supervisor : Additional Director of Elementary Education, Management.

5.0 Job Description, Responsibilities and Duties:

The Deputy Director of Elementary Education, Financial Services, under the delegation of the Additional Director, Management, will be responsible for all financial administrative services for the Provincial Schools. This will include System Management of personnel services, procurement, disbursements, construction, maintenance of facilities, and supplies. This Deputy Director will be a senior management team member and work closely with the Deputy Directors for Budgets and Accounts, Statistics, Planning, and Administrative Services.

6.0 Persons Directly Supervised:

* Assistant Directors, as determined.

7.0 Job Qualifications:

* Masters degree in Business Administration or relevant degree in financial management, accounts, tendering and procurement practices, or school administration.

* Five years experience in responsible positions in management, administration of budgets and accounts, procurement, disbursements, and tendering.

* Experience in educational business administration highly desireable.

8.0 Terms of Service:

* This Deputy Directorship is a career position in the Elementary Education Schools Cadre but is limited to the Administrative Services track and is not transferable to the Instructional Services side unless the Deputy

has a Master Teacher status and other qualifications in education.

* This position may be filled on deputation from another Cadre due to its special requirements in business management.

* The term of appointment will be for three years with subsequent appointments based upon annual performance reviews and the individuals career Development Plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Additional Director for Management; and three, the Additional Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Deputy Director of Elementary Education, Budgets and Accounts.

2.0 Salary Range : BPS 18

3.0 Job Location : Peshawar

4.0 Supervisor : Additional Director of Elementary Education, Management.

5.0 Job Description, Responsibilities and Duties:

The Deputy Director of Elementary Education for Budgets and Accounts under delegation of authority from the Additional Director, Management, is responsible for all Directorate budgets and accounts. This Deputy will work closely with other Deputies, particularly those for Statistics and Planning to assure that budgeting, accounting, and other fiscal management activities are timely, accurate, and comprehensive. The Deputy will work closely with the deputy for administrative services. This office will generate audit reports and fiscal statements as required.

6.0 Persons Directly Supervised:

* Assistants as determined

7.0 Job Qualifications:

* A Chartered Accountant with at least five years experience in budgets and accounts.
* Proven experience with electronic accounting software.
* Educational budgets and accounts experience highly desireable.

8.0 Terms of Service:

This Deputy Director of Elementary Education, Budgets and Accounts, is a career position in the Elementary Education schools Cadre if the Deputy has education experience; and appointment will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Additional Director, Management: and three, the Additional Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Deputy Director of Elementary Education, Planning.

2.0 Salary Range : BPS 18

3.0 Job Location : Peshawar

4.0 Supervisor : Additional Director of Elementary Education, Planning and Development.

5.0 Job Description, Responsibilities and Duties:

The Deputy Director of Elementary Education, Planning, under delegation of authority from the Additional Director, is in overall charge of planning, including ADP, monitoring and evaluation, and coordination of foreign and domestic elementary education programs. This deputy will work closely with all other deputy directors for strategic planning performance monitoring and needs assessments. The Deputy also will liaise with counterparts in the Provincial Secretariats of Education, P&D and Finance. This officer will generate long term plans and projections based upon performance evaluation and systems expansion and improvement.

6.0 Persons Directly Supervised:

* Assistants as determined.

7.0 Job Qualifications:

* M. Ed concentration in planning and development.
* At least seven years of experience in teaching, research, program planning and evaluation.
* Additional training in strategic planning and performance based evaluation highly desireable.
* Experience with external funded projects highly desireable.

8.0 Terms of Service:

This Deputy Director of Elementary Education, Planning is a

career position in the Elementary Education Schools Cadre: and appointment will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Additional Director for Planning and Development; and three, the Additional Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Deputy Director, of Elementary Educational Facilities Planning.

2.0 Salary Range : BPS 18

3.0 Job Location : Peshawar, with frequent travel throughout the province.

4.0 Supervisor : Additional Director of Elementary Education, Planning and Development.

5.0 Job Description, Responsibilities and Duties:

The Deputy Director, Educational Facilities, will be in charge of planning the Directorate's civil works as well as for construction supervision. This office will coordinate with other offices for school mapping and population profiles and will establish locations for new schools, and provide consulting architects and contractors with the educational requirements for the schools, hostels and office facilities. In addition the Deputy Director will establish standards for building spaces by functions, sanitation and security. The Deputy Director will approve community donated school sites based upon costs for site preparation, proximity to children's homes, safety of access for small children, health hazards, and the like.

6.0 Persons Directly Supervised:

* Section Officers to be determined.

7.0 Job Qualifications:

* Graduate Architect or Civil Engineer.
* At least 10 years experience in civil works, tenders and construction supervision.
* Training in educational facilities planning highly desireable.
* Willing and able to undergo short term educational facilities planning courses/internship.

* Able to travel to distant school sites over difficult terrain for school site selection and construction supervision.

8.0 Terms of Service:

This position will be required for the Directorate for at least ten years. It will not be a Career Elementary School Cadre position but pay and allowances will be equitable with career deputy directors. Appointment will be for three years with subsequent terms based upon annual performance reviews (and work loads after all program civil works are completed).

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Additional Director of Elementary Education, Planning and Development; and three the Additional Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Deputy Directors of Elementary Education, Instructional Services, Female and Male Schools.

2.0 Salary Range : BPS 18

3.0 Job Location : Peshawar

4.0 Supervisor : Additional Director of Elementary Education, Female or Male schools.

5.0 Job Description, Responsibilities and Duties:

The Deputy Director of Elementary Education, Instructional Services, under delegation from the Additional Director, is the senior staff member in charge of the educational program, including curriculum, teaching methods, instructional materials, and measurement of learning for all grades 1-8 elementary schools. She/he will work closely with other Deputy Directors for the expansion and improvement of Elementary Education. The Deputy will have a direct line function to the Additional Director and a coordination responsibility (dotted line) with both ADEEO's (Instruction) and ASDEEO's. The Deputy will be the main liaison with the Curriculum Bureau and Textbook Board. She/he will work closely with the Deputy Directors for Teacher Training. This office also will maintain liaison with professional organizations as they relate to professional standards.

6.0 Persons Directly Supervised:

* Assistant Directors as determined.

7.0 Job Qualifications:

* M.Ed, preferably with an elementary schools specialization.
* Master Teacher status, having earned previously a PTC or CT.
* At least 5 years teaching experience in the elementary grades.
* At least 5 years experience in educational management as a head teacher, head master, ASDEEO or DEEO.

* Additional training in instructional supervision, training of teachers, curriculum or measurement of learning.

* Experience in non-governmental schools and innovative programs both in Pakistan and abroad highly desireable.

8.0 Terms of Service:

* This Deputy Director of Elementary Education, Instruction, Female/Male schools, is a career position in the Elementary Education Schools Cadre; and appointment will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Additional Director of Elementary Education, Female/Male Schools; and three, the Additional Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Deputy Directors of Elementary Education, Administrative Services; Female or male schools.

2.0 Salary Range : BPS 18

3.0 Job Location : Peshawar

4.0 Supervisor : Additional Director of Elementary Education, Female or male schools.

5.0 Job Description, Responsibilities and Duties:

The Deputy Director of Elementary Education, Administrative Services, under delegation of the Additional Director, is in charge of all administrative services for the grades 1-8 schools. She/he will work closely with other Additional Directors for the expansion and improvement of the system to assure that schools are furnished and maintained, supplies and equipment procured and distributed, and salaries disbursed. She/he will also work closely with District ADEEO'S of Administrative Services to prepare the ADP and other documents related to the orderly management of administrative services.

6.0 Persons Directly Supervised:

* Assistants as appropriate.

7.0 Job Qualifications:

* M.Ed or MBA, preferably with an elementary schools business services specialization.

* At least 7 years teaching experience having earned previously a PTC or CT.

* At least 7 years experience in school management including head teacher, head master, ASDEEO, SDEEO or DEEO.

* Additional training in school equipment, supplies procurement, and salary disbursement systems are highly desireable.

* Experience in non-governmental schools, school administration domestic or foreign, highly desireable.

8.0 Terms of Service:

* The Deputy Director of Administrative Services, Female/Male schools, is a career position in the Elementary Education Cadre; and appointments will be for a term of three years, with subsequent appointments based upon performance reviews and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Additional Director of Elementary Education, Female/Male Schools; and three, the Additional Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Deputy Directors of Elementary Education, Teacher Training, Female or Male schools

2.0 Salary Range : BPS 18

3.0 Job Location : Peshawar, with frequent travel to GCET in the 15 districts

4.0 Supervisor : Additional Director for Elementary Education; Staff Development.

5.0 Job Description, Responsibilities and Duties:

The Deputy Director(s) for Female or Male Teacher Training will be the Additional Director's main adviser for the Teacher Training program, including certification and professional standards, curriculum, teacher supply and demand, examinations and facilities. This Deputy will coordinate (dotted line function) with DEEO's and GCET principals to monitor the performance of PTC and CT graduates. The Deputy will coordinate with all other teacher training schemes so that certification standards can be assured. Another primary activity of this office will be to plan and carry out in-service training for GCET teacher trainers. Another major activity will be the planning and implementing of all recurrent in-service training for teachers, including training needs assessments, followup studies, coordination with performance reviews for training, monitoring and evaluation.

6.0 Persons Directly Supervised:

* Assistants as determined.

7.0 Job Qualifications:

* M. Ed. in Elementary Education.
* At least 5 years experience in Teacher Training, including curriculum, PTC and CT examinations, and in-service training.
* Knowledge of other (than GCET) systems of teacher training highly desireable.

8.0 Terms of Service:

This Assistant Director of Elementary Education, Teacher Training, Female/Male schools, is a career position in the Elementary Education Schools Cadre; and appointment will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Additional Director for Staff Development; and three, the Additional Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : District Elementary Education Officer, female or male schools, DEEO.

2.0 Salary Range : BPS 19

3.0 Job Location : One of the 16 District Elementary Education headquarters.

4.0 Supervisor : Additional Director of Elementary Education, female or male schools.

5.0 Job Description, Responsibilities and Duties:

The District Elementary Education Officer, is delegated authority to manage the educational program in all District grades 1-9 elementary schools, and including GCETs. The DEEO will organize a management team composed of two ADEEO's for instruction and administration, principal of the GCET, and the SDEEO's, and delegate to them specific authority, responsibility and resources to carry our their tasks. The DEEO will prepare a master education plan for meeting the program goals of enrollment retention, and improvement of instruction in her/his District. The DEEO will work closely with the GCET Principal to assure quality teacher supply for the district. The DEEO will establish a District Facilities Use Plan to assure that elementary classroom space is not used for administrative offices, "higher" level schools, hostels, or as storage for broken furniture and equipment. The DEEO team will give improvement of instruction their highest priority, along with pupil enrollments and achievement. The DEEO will cooperate with other DEEO's for the expansion and improvement of their program.

6.0 Persons Directly Supervised:

* Assistant District Elementary Education Officer, Instructional Services.
* Assistant District Elementary Education Officer, Administrative Services.
* Principal, Government Elementary Teaching College.
* Sub-Divisional Elementary Education Officers.

7.0 Job Qualifications:

* M. Ed., with a specialization in Elementary Education.

* Master Teacher status, having previously earned a PTC or CT.

* At least five years of experience managing schools, as an ASDEEO, SDEEO or as an ADEEO.

* Additional training in Elementary Education, such as instructional supervision, administrative services, planning, research or measurement of learning is highly desireable.

* Experience with innovative programs in Pakistan or abroad highly desireable.

8.0 Terms of Service:

* This is an Elementary Schools Cadre Career position; and appointment will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the Additional Director of Elementary Education female or male schools; and three, the Additional Director will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Assistant District Elementary Education Officer, Instruction (ADEEO), Female and Male Schools).

2.0 Salary Range : BPS 17

3.0 Job Location : One of sixteen District Elementary Education Offices.

4.0 Supervisor : District Elementary Education Officer, (DEEO).

5.0 Job Description, Responsibilities and Duties:

The ADEEO, Instruction, is the DEEOs lead staff member for Instructional Services, and will be responsible for planning and carrying out in-service training of staff and teachers. In addition, the ADEEO, Instruction, will coordinate with the GCET Principal for the practice teaching assignments for teacher trainees. The ADEEO also will coordinate innovative instructional and teacher training projects in the District, as well as assure that curriculum content is complete and sequential through grade 8. Through staff meetings and in-service training, the ADEEO will keep the DEEO fully informed on the status of instruction, pupil achievement, enrollments and potential educational problems in the District. The ADEEO will work cooperatively (dotted line function) with SDEEOs for identifying in-service training needs and carrying out sub-divisional level training.

6.0 Persons Directly Supervised:

* Limited number of staff trainers, along with budget to contract with teacher trainers and content specialists as required for in-service training.

7.0 Job Qualifications:

* M.Ed, with specialty in elementary education.
* At least 5 years experience as a head teacher, head master, teacher trainer (GCET), or SDEEO.
* At least 5 years teaching experience as a teacher in the elementary grades.

* Additional training in in-service training design and training needs assessments highly desireable.

8.0 Terms of Service:

* This Assistant District Director of Elementary Education, Instruction, Female/Male schools, is a career position in the Elementary Education Cadre; and appointments at the management level shall be for a term of three years, with subsequent appointments based upon performance review and the individual's career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the District Elementary Education Office of the Assistant Director for Administration, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the DEEO; and three, the DEEO will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Assistant District Elementary Education Officer, Administrative Services; Female and Male Schools.

2.0 Salary Range : BPS 17

3.0 Job Location : One of sixteen District Elementary Education Offices.

4.0 Supervisor : A District Elementary Education Officers, (DEEO).

5.0 Job Description, Responsibilities and Duties:

The ADEEO, Administrative Services, is the district's officer responsible for all budgets (ADP and recurrent), procurement, disbursements, facilities maintenance and business matters. Under delegation from the DEEO, this officer will assure that all schools are properly furnished, supplied and maintained, including GCETs. The ADEEO will work closely with SDEEO's and staff to develop annual work plans. This officer will work cooperatively with the Deputy Directors for Administration, Budgets and Accounts, and Facilities Planning at the Provincial Directorate level. The ADEEO, Instruction and this ADEEO, Administrative Services, must coordinate their efforts so that the instructional program will not be diluted from lack of facilities, furniture, equipment, supplies, sanitation, and paid teachers.

6.0 Persons Directly Supervised:

* Section officers as appropriate.

7.0 Job Qualifications:

* M.Ed or M.B.A.
* At least 7 years administrative services experience, preferably at the school or sub-divisional level.
* At least 5 years teaching experience, preferably at the elementary level.
* Experience in non-government school administration highly desireable.

* Must be able to work cooperatively with others in non-line function positions, both at the Directorate and Sub-Divisional levels.

8.0 Terms of Service:

* This Assistant Director of Elementary Education, Administrative Services, Female/Male schools, is a career position in the Elementary Education Cadre; and appointments will be for a term of three years, with subsequent appointments based upon performance review and the individual's career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Elementary Education Office of the Assistant District, Elementary Education Officer, Administrative Services, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the DEEO; and three the DEEO who will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Principal, Government Elementary Teachers College, female or male.

2.0 Salary Range : BPS 18

3.0 Job Location : One of 32 GCET locations

4.0 Supervisor : District Elementary Education Officer (DEEO)

5.0 Job Description, Responsibilities and Duties:

The GCET Principal administers the school and is in charge of all aspects of the PTC and CT program, including instruction, physical facilities and the professional and support staff. The principal is a major team member of the DEEO, and as such will participate in all activities related to the demand and supply of teachers, particularly in followup inquiry of teacher performance. The Principal will work closely with the Additional Director of Elementary Education, Teacher Training, to assure quality control, high professional and certification standards, and for the planning and carrying out of staff in-service training. The Principal will carry out annual performance reviews of all staff and assist in the selection of new staff when vacancies occur. The ADEEO, Administrative Services, will assist the Principal with support for the maintenance of equipment and supply, procurement and other administrative services for the GCET.

6.0 Persons Directly Supervised:

* All GCET professional and support staff.

7.0 Job Qualifications:

* M. Ed., with specialty in elementary education teacher training preferred.

* Master teacher status, having previously earned a PTC or CT.

* At least six years experience in school administration as head teacher, principal, ASDEEO or ADEEO.

* At least six years of teaching experience, preferably in the elementary grades.

* Additional training in teacher training, curriculum, and measurements of learning highly desireable.

* Knowledge of innovative schemes in teacher training and non-government schools highly desireable.

8.0 Terms of Service:

The GCET Principal Female/Male schools, is a career position in the Elementary Education schools Cadre; and appointment will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the District Elementary Education Office of the ADEEO. Administration along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the DEEO; and three, the DEEO who will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Sub-Divisional Elementary Education Officer, Female and Male Schools (SDEEO)

2.0 Salary Range : BPS 17

3.0 Job Location : One of the thirty-four Sub-divisional Elementary Education offices

4.0 Supervisor : DEEO, Female or Male.

5.0 Job Description, Responsibilities and Duties:

The Sub-Divisional Elementary Education Officer, with delegation from the DEEO, is in charge of elementary education in her/his sub-division. She/he will personally work with grades 1-8 school Headmasters for expanding and improving the educational programs in those schools. The SDEEO will form a team of Assistant Sub-Divisional Elementary Education Officers (ASDEEO's) with a ratio of 1:20 for female schools and 1:30 for male schools to improve instruction, expand enrollments, and decrease dropouts in the primary level grades (1-5). While record keeping is important, it is expected that the new MIS system will assure that it does not dominate, and that the SDEEOs time will be spent mainly working with ASDEEO's and Headmasters for the improvement of the instructional program, including effective teaching and improved pupil achievement. The SDEEO will work cooperatively with other SDEEO's for improving and expanding the elementary school program in the District. The SDEEO also will coordinate with the GCET Principal for in-service training, tracer studies of teacher performance and practice teaching assignments.

6.0 PERSONS DIRECTLY SUPERVISED

* Assistant Sub-Divisional Elementary Education Officers (ASDEEO) (1:20 for Female and 1:30 for male).
* Headmasters of grades 1-8 elementary schools

7.0 JOB QUALIFICATION:

* M Ed, with specialization in Elementary Education.
* At least 5 years successful experience in instructional supervision, curriculum, or teacher training.

* Master teacher status (at least 5 years of successful classroom teaching as holder of PTC or CT.

* Additional training in instructional supervision highly desireable.

* Experience in innovative schemes related to teacher training, curriculum development measurement of learning or pupil retention schemes highly desireable.

8.0 Terms of Service :

* The Sub-Divisional Elementary Education Officer is a career position in the Elementary Schools Cadre; and appointments will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the District Elementary Education Officer of the ADEEO for Administrative Services, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases - one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the DEEO; and three, the DEED will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Assistant Sub-Divisional Elementary Officer, Female and Male Primary Schools (ASDEEO)

2.0 Salary Range : BPS 15

3.0 Job Location : One of 34 Sub-Divisional Elementary Education Offices.

4.0 Supervisor : Sub-Divisional Elementary Education Officer (SDEEO).

5.0 Job Description, Responsibilities and Duties:

The Assistant Sub-Divisional Elementary Education Officer is responsible for the improvement of the instructional program in primary schools assigned (an average assignment of 20 schools for ASDEEO(F) and thirty for ASDEEO(M). The ASDEEO is the main primary education grades (1-5) professional in the sub-division. Until such time as primary head teachers can be fully trained to administer effectively their school, the ASDEEO will assume direct administrative control where necessary. The performance review of the ASDEEO will be based in part upon the extent to which head teachers are trained to effectively administer their school, including teacher attendance, teaching improvement, measurement of pupil learning, increased enrollment, retention, use of instructional materials, cleanliness, maintenance of school facilities, sanitation and good relations with parents and community.

6.0 Persons Directly Supervised:

* From 20(F) to 30(M) primary school head teachers and their staff; with a goal for less direct supervision and more instructional assistance.

7.0 Job Qualifications:

* B Ed. with a specialty in Primary education.

* At least five years experience as a head teacher or head master of a grade 1-8 school.

* at least five years experience as a primary grades teacher including multiple grade teaching experience.

* Additional training in instructional supervision, curriculum and teacher training.

8.0 Terms of Service:

* This ASDEEO Female/Male schools, is a career position in the Elementary Education Schools Cadre; and appointment will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the SDEEO; and three, the SDEEO will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Headmaster/mistress, grades 1-8 Schools (female and male schools)

2.0 Salary Range : BPS 15

3.0 Job Location : one of 725 grades 1-8 schools

4.0 Supervisor : Sub-District Elementary Education Officer (SDEEO)

5.0 Job Description, Responsibilities and Duties:

The Headmaster (Headmistress) of grades 1-8 schools is responsible for the schools program, including facilities, teachers performance, school maintenance, sanitation and safety, measurement of pupil learning and record keeping. Institutional supervision will be carried out by the SDEEO, and these visits will assist but not replace the Headmasters role as leader. The Headmaster will assure that primary grades teachers will be a first priority of effort for instructional assistance. The Headmaster will work closely with ASDEEOs and ADEEOs for the planning and carrying out of recurrent in- service training. The Headmaster also will coordinate with GCET principals for placement and evaluation of PTC and CT teacher training candidates placed in her/his school for practice teaching. Monthly reports that are a part of the MIS system are expected to consolidate and simplify reporting activities so that instructional supervision is not replaced by time consuming and repetitive requests for data. The Headmaster will work closely with community leaders and parents to improve the schools, increase enrollments, and decrease dropouts.

6.0 Persons Directly Supervised:

* Teachers of grades 1-8

7.0 Job Qualifications:

* B.Ed with elementary grades specialization.

* Master teacher status (5 years teaching with a PTC or CT).

* Additional training in instructional supervision and curriculum.

* experience in teacher training programs highly desireable.

8.0 Terms of Service:

The Headmaster/mistress of grades 1-8 schools is an Elementary Schools Cadre position, and appointment will be for three years. Subsequent appointments will be based upon performance annual and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the District Elementary Education Office of the Assistant Director for Administrative Services, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the SDEEO; and three, the SDEEO will make the final selection.

N.W.F.P.
DIRECTORATE OF ELEMENTARY EDUCATION

Job Description

1.0 Job Title : Head Teacher, Primary Schools, male or Female.

2.0 Salary Range : BPS 10

3.0 Job Location : one of 9469 grades 1-5 Primary Schools

4.0 Supervisor : ASDEEO, with mutually agreed upon delegations of authority to the school level as the Head teacher is professionally able to assume responsibility.

5.0 Job Description, Responsibilities and Duties:

The Primary School Head Teacher will be the educational leader for her/his school area, including quality of instruction of the teachers, their attendance, and use of appropriate instructional methods and materials. The Head Teacher also will work with the community to increase enrollments, decrease dropouts, and assure that the school is clean, sanitary and safe. The Head Teacher will participate (with ASDEOS) on the selection of teachers for her/his school. The Head Teacher will assist the ASDEEO and the ADEEO, instruction, for in-service training needs assessment, and both participate in and conduct training as planned. The Head Teacher will keep records and report these data as required for the MIS system.

6.0 Persons Directly Supervised:

* 1 to 4 primary school teachers.

7.0 Job Qualifications:

* At least 5 years teaching experience with an earned PTC, preferably with multiple grade teaching experience.

* Additional training in instructional supervision, curriculum, and measurement of pupil learning.

* Teacher training experience highly desireable.

* Experience working with village councils or other community groups highly desireable.

8.0 Terms of Service:

* The primary school head teacher is a career position in the Elementary Education Schools Cadre; and appointment will be for a term of three years, with subsequent appointments based upon performance review and the individuals career development plan.

9.0 Recruitment, Application and Selection Process :

* Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Additional Director for Management, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates, and submit the three top candidates to the ASDEEO; and three, the ASDEEO will make the final selection.

NWFP: Management Structure Study for Elementary Education
Master Management Staffing Table
Section A: Proposed Structure, 1990

Line No.	Position Title	Salary Grades 20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	Total Salary
1	Director of Elementary Education	1															
2	Additional Director of Elementary Education		5														
3	Deputy Director of Elementary Education			11													
4	District Elementary Education Officer, Male		16														
5	District Elementary Education Officer, Female		16														
6	Assistant District Elementary Education Officer, Male				32												
7	Assistant District Elementary Education Officer, Female				32												
8	Principal, GCET, Male			11													
9	Principal, GCET, Female			6													
10	Sub-Division Elementary Education Officer, Male				34												
11	Sub-Division Elementary Education Officer, Female				34												
12	Assistant Sub-Division Elementary Education Officer, Male						335										
13	Assistant Sub-Division Elementary Education Officer, Female						155										
14	Headmaster, Middle School						587										
15	Headmistress, Middle School						138										
16	Head Teacher, Primary School, Female											6,488					
17	Head Teacher, Primary School, Male											2,976					
	Number of Positions by Grade	1	37	28	132	0	1,215	0	0	0	0	9,464	0	0	0	0	10,878
	Model Annual Salary for Grade (Rupees)	70,080	59,400	44,220	35,940	25,650	22,500	20,985	19,462	17,950	16,770	15,630	14,520	13,520	12,720	12,060	
	Total Annual Salary by Grade (Rupees, millions)	0.07	2.20	1.24	4.74	0.00	27.35	0.00	0.00	0.00	0.00	147.92	0.00	0.00	0.00	0.00	183.53
	Total Annual Salary by Grade (USD, millions)	0.003	0.101	0.057	0.218	0.000	1.255	0.000	0.000	0.000	0.000	6.785	0.000	0.000	0.000	0.000	8.4

Annex 10a

Management Structure Study for Elementary Education
Master Management Staffing Table
Section B: Existing Structure, 1989

	Salary Grades 20	19	18	17	16	15	14	13	12	11	10	9	8	7	Total Salary
Director of Elementary Education	1														
Additional Directress		1													
Deputy Director			3												
Assistant Director				13											
Divisional Director		6													
Deputy Divisional Director/Directress			12												
Assistant Divisional Director				24											
District Education Officer, Male			15	15											
District Education Officer, Female			13	13											
Deputy District Education Officer, Male															
Deputy District Education Officer, Female															
Assistant District Education Officer, Male					30										
Assistant District Education Officer, Female					26										
Principal, GCET, Male		4	7												
Principal, GCET, Female			6												
Sub-Division Elementary Education Officer, Male				34											
Sub-Division Elementary Education Officer, Female				23											
Assistant Sub-Division Elementary Education Officer					101										
Headmaster, Middle School					587										
Headmistress, Middle School					138										
Head Teacher, Primary School, Female												6,498			
Head Teacher, Primary School, Male												2,976			
ber of Positions by Grade	1	11	56	122	892	0	0	0	0	0	0	9464	0	0	0	10,536
al Annual Salary for Grade (Rupees)	70,080	59,400	44,220	35,940	25,650	22,500	20,985	19,452	17,880	16,770	15,630	14,520	13,620	12,720	12,060	
al Annual Salary by Grade (Rupees, millions)	0.07	0.65	2.48	4.38	22.62	0.00	0.00	0.00	0.00	0.00	0.00	137.42	0.00	0.00	0.00	167.63
al Annual Salary by Grade (US$, millions)	0.003	0.030	0.114	0.201	1.038	0.000	0.000	0.000	0.000	0.000	0.000	6.304	0.000	0.000	0.000	7.7

Management Structure Study for Elementary Education/a
Master Management Staffing Table
Section C: Proposed Structure, 2000

	Salary Grades 20	19	18	17	16	15	14	13	12	11	10	9	8	7	Total Salary
Director of Elementary Education	1														
Additional Director of Elementary Education		5													
Deputy Director of Elementary Education			13												
Zonal Director of Elementary Education, Male		4													
Zonal Director of Elementary Education, Female		4													
Deputy Zonal Director of Elementary Education, Male			8												
Deputy Zonal Director of Elementary Eoucation, Female			8												
District Elementary Education Officer, Male		20													
District Elementary Education Officer, Female		20													
Assistant District Elementary Education Officer, Male			40												
Assistant District Elementary Education Officer, Female			40												
Principal, GCET, Male			20												
Principal, GCET, Female			20												
Sub-Division Elementary Education Officer, Male				45											
Sub-Division Elementary Education Officer, Female				45											
Assistant Sub-Division Elementary Education Officer, Male					350										
Assistant Sub-Division Elementary Education Officer, Female					300										
Headmaster, Middle School					775										
Headmistress, Middle School					325										
Head Teacher, Primary School, Female										6,700					
Head Teacher, Primary School, Male										6,000					
22															
23															
24															
25															
26															
Number of Positions by Grade	1	53	149	90	1,750	0	0	0	0	12,700	0	0	0	0	0	14,743
Total Annual Salary for Grade (Rupees)	70,080	59,400	44,220	35,940	25,650	22,500	20,985	19,462	17,890	16,770	15,630	14,520	13,620	12,720	12,060	
Total Annual Salary by Grade (Rupees, millions)	0.07	3.15	6.59	3.23	44.89	0.00	0.00	0.00	0.00	212.98	0.00	0.00	0.00	0.00	0.00	270.91
Total Annual Salary by Grade (USD, millions)	0.003	0.144	0.302	0.148	2.059	0.000	0.000	0.000	0.000	9.770	0.000	0.000	0.000	0.000	0.000	12.4

Annex 10c

NWFP: Management Structure Study for Elementary Education/a
Master Management Staffing Table
Section D: Hypothetical Secondary Structure, 1990

Line No.		Salary Grades 20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	Total Salary
1	Director of Secondary Education	1															
2	Additional Director of Secondary Education		4														
3	Deputy Director of Secondary Education			10													
4	District Secondary Education Officer		16														
5	Deputy District Secondary Education Officer		48														
6	Principal, Higher Secondary School			40													
7	Vice-Principal, Higher Secondary School			40													
8	Principal, High School				914												
	Number of Positions by Grade	1	68	90	914	0	0	0	0	0	0	0	0	0	0	0	1,073
	Modal Annual Salary for Grade (Rupees)	70,680	59,400	44,220	35,940	25,150	22,500	20,985	19,462	17,860	15,770	15,630	14,520	13,620	12,720	12,0[illegible]	
	Total Annual Salary by Grade (Rupees, millions)	0.07	4.04	3.98	32.85	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	40.94
	Total Annual Salary by Grade (USD, millions)	0.003	0.185	0.183	1.507	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.9

NWFP: Management Structure Study
BPS Grade Salary Ranges, 1990

Grade	Montly Salaries Minimu	Annual Increase	Years	Maximum	Mid-Points Monthly	Mid-Points Annual	Annual Mid-Point $
1	600	13	20	860	730	8,760	404
2	625	16	20	945	785	9,420	434
3	650	19	20	1,030	840	10,080	465
4	675	22	20	1,115	895	10,740	495
5	700	25	20	1,200	950	11,400	525
6	725	28	20	1,285	1,005	12,060	556
7	750	31	20	1,370	1,060	12,720	586
8	790	34.5	20	1,480	1,135	13,620	628
9	830	38.0	20	1,590	1,210	14,520	669
10	875	43.0	20	1,730	1,303	15,630	720
11	925	46.0	20	1,870	1,398	16,770	773
12	970	52.0	20	2,010	1,490	17,880	824
13	1,042	58.0	20	2,202	1,622	19,462	897
14	1,104	64.5	20	2,394	1,749	20,985	967
15	1,165	71.0	20	2,585	1,875	22,500	1,037
16	1,350	105.0	15	2,925	2,138	25,650	1,182
17	2,065	155.0	12	3,925	2,995	35,940	1,656
18	2,710	195.0	10	4,660	3,685	44,220	2,038
19	4,130	205.0	8	5,770	4,950	59,400	2,737
20	4,900	235.0	8	6,780	5,840	70,080	3,229
21	5,420	290.0	8	7,740	6,580	78,960	3,639
22	5,800	325.0	8	8,400	7,100	85,200	3,926

INVENTORY OF MANAGEMENT/ADMINISTRATIVE COMPETENCIES

1.0. POLICY FORMATION

1.1. Develop overall goals and objectives

1.2. Prioritize goals and strategies

1.3. Identify issues and problems

1.4. Analyze issues for organizational decision making (including base for delegation of authority)

1.5. Develop budgeting policy

1.6. Develop personnel selection policies

2.0. ORGANIZATIONAL DEVELOPMENT

2.1. Design program organizational structure

2.2. Design system regulations and procedures

2.3. Design professional, managerial staff rules and tasks

2.4. Design master schedules and calendars, including time management

3.0. ORGANIZATIONAL PERFORMANCE

3.1. Manages planning and monthly objectives at policy, program and operational levels

3.2. Administers performance reviews of senior management team

3.3. Evaluates program achievement

4.0. ADMINISTRATION OF SUPPORT SERVICES

4.1. Implements program within existing rules and regulations (Program Agreement, ADP, accounting procedures)

4.2. Administers finance sections (Accounting, Purchasing, Reporting, Data Processing)

4.3. Administers personnel (recruitment, selection, training appointment, retention, promotion, transfer, career development)

4.4. Supervises support services (clerical, office and building management, work flow and communication)

4.5. Supervises out of work activities (worker councils, sporting events, community activities)

5.0. LEADERSHIP OF PROGRAM TEAMS

5.1. Diagnose and build teams

5.2. Conduct effective meetings

5.3. Motivates staff (three R's)

5.4. Develops interpersonal communication

5.5. Demonstrates effective leadership style

5.6. Demonstrates effective conflict management

5.7. Problem solves with committees and groups

6.0. RESEARCH AND DEVELOPMENT

6.1. Designs and conducts program needs assessments (funding, recurrent costs, facilities, training, curricula, opportunity costs etc.)

6.2. Reports program information

6.3. Designs and conducts research for program improvement and development

6.4. Plans and conducts staff development training

6.5. Keeps abreast of new advances and research in the field

7.0. PUBLIC AFFAIRS

7.1. Identifies regional, district, community interest groups

7.2. Communicates to the public(s) accurate program and professional information

7.3. Identifies potential bases for ethnic, religious, gender and other intergroup conflict issues in program area

7.4. Builds coalitions for intergroup cooperation

NOTES ON SCHOOL UPGRADING

1.0 There is a semantic misunderstanding between Pakistan and US meaning of the word "upgrading". The commonly understood usage in Pakistan is accurate, descriptive and literal as adding upper grades to an existing school, such as "upgrading" a grades 1-5 school to include grades 6,7 and 8. The colloquial use of the word "upgrading" in the USA, however, commonly means to "improve" qualitatively and not necessarily expansion. The exception to this is when discussing computers where "upgrading is" understood to mean capacity expansion.

2.0 As Pakistan's educational system has expanded, a two room school will be built first and additional rooms constructed as enrollments increase and teachers are available. This is not called "upgrading" by Pakistan educators as the five grades already exist in the two room school. Typically, Americans would think of this improvement in facilities and teachers as "upgrading".

3.0 If adding upper grades to an existing primary school also:

* included qualitative elements of space, sanitation facilities;
* better qualified leadership;
* a more economically sound educational unit;
* professional interaction between middle school subject specialists and their less well prepared primary teacher colleagues; and *articulation between grade-level subject areas, then "upgrading" would embrace both meanings of the word.

4.0 In practice, "upgrading" has not been beneficial to primary schools for the following reasons:

* four five-room classroom blocks have been added to existing limited primary school sites without additional space or facilities
* headmasters of middle schools under the present system have responsibility for record keeping but not ownership or knowledge of primary school programs

* middle school classes often occupy rooms formerly used by primary classes and the primary classes are forced to move outside or into older rooms

* there tends to be no advocacy for the primary school, if advocacy is determined by the extent to which primary classrooms are usurped for storage, office space, hostels or upper grade use

5.0 A Directorate of Elementary Education, development of a professional specialty in elementary education, a refocusing of effort from bureaucratic to instructional services, and restructuring job tasks, and investing in leadership skills all directly address these problems.

6.0 The new DEE should declare a moratorium on "upgrading" until qualitative criteria are established and upon which conditions must be met before upgrading can occur. It is most unfortunate that the PEPD workplan calls for upgrading.

NOTES OF ADMINIATRATORS' ASSOCIATIONS

1.0 The NWFP Senior Staff Association is for BPS 17 & 18 level Headmasters and Principals of Senior Secondary Schools. They are affiliated with the All Pakistan Headmasters and Senior Staff Association. Their constitution states their purpose to help make an Islamic state, prepare students to work for a cohesive Pakistan, better the standards of education of both students and teachers, improve education in the backward areas, and raise the status of the profession.

2.0 Their recent concerns center upon transfers based upon politics, need for more representation on the Examination Boards, cheating on examinations, and the need for more assistance for education in the FATA. Their approach to issue resolution is usually through a mass meeting presided over by a prominent legislator or minister where their concerns are expressed and resolution is asked for from Government.

3.0 While they are concerned about professional performance, they have not as yet formed a professional standards or ethics committee, nor have they ever considered a disciplinary action against one of their members.

4.0 Many officers in the Directorate do not consider the Professional Associations as either professional or helpful, but rather as politicized and protagonistic. Regardless of feelings, however, the associations, including the ones for teachers, do exist and with large memberships.

5.0 The Associations could be an asset for performance standards and quality assurance during the next ten years of rapid expansion and improvement of the system. The organization proposed in this report that provides headmasters training and a more responsible leadership role should be accompanied by collaboration with and improvement of professional associations. This is not possible under an inspection model of administration because the powerless headmaster always will be put in a defensive and protagonistic position as his shortcomings are pointed out, usually before others.

6.0 It is an appropriate time for the PEDP Planning Group to begin considering how and in what ways professional associations can assume a proper role for the system's improvement.