

USAID

Education Sector Reform Assistance Program (ESRA)

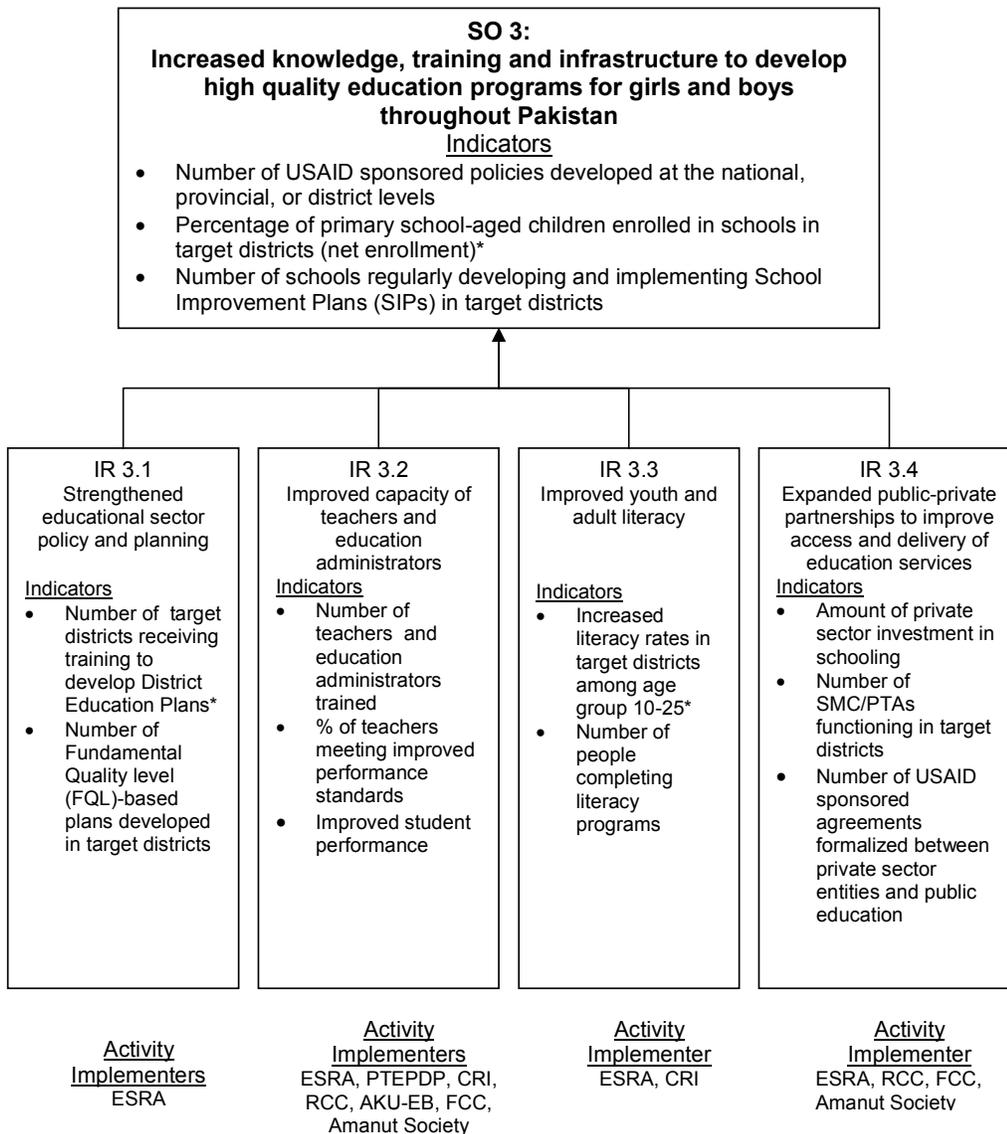
Annual Portfolio Review FY 2004

Prepared by:

ESRA/Research Triangle Institute

November 21, 2004

USAID/Pakistan SO 3 Results Framework



*replacement or modification proposed for FY 2005

Introduction

The following report was prepared for USAID/Pakistan's Annual Portfolio Review for FY 2004. It presents a summary of the rationale, strategy, work, and accomplishments of and challenges faced by the Education Reform Support Assistance (ESRA) Program, one of the Mission's education activities under its Strategic Objective 3. More specifically, it reports on progress according to SO and Intermediate Result (IR) indicators.

The report is organized in three sections. Section I presents a brief narrative of ESRA work to date in response to a series of questions posed by the Mission about the development context, program progress and impediments, and Pakistani perceptions.

Section II addresses each USAID indicator according to the Performance Indicator Reference Sheets. Performance Indicator Value tables have been completed, and are followed by a brief discussion of the data and occasionally the validity of the indicator itself. In several instances, more detailed data tables—showing disaggregation by province, district, gender and other variables—are provided. Where appropriate and requested by USAID, slight modifications and/or corrections have been made in the indicators definitions or targets in order to align them more accurately with ESRA activities or ensure consistency throughout the report. Definitions, data collection, and calculation of some indicators have proved problematic; these are flagged and further discussion for possible amendments and modifications is recommended for future assessment and reporting. Replacement indicators have been proposed.

Section III presents the Summary Data Table per USAID format. Again, indicator statements and targets have been adjusted to reflect modifications elsewhere in the report.

Section I: ESRA Context, Accomplishments and Challenges

According to official Government of Pakistan figures, 20 percent of the schools have no buildings (they are "shelter-less"), 51 percent have no boundary walls, 51 percent have no latrines, 67 percent have no electricity, 48 percent have no running water, and 50 percent of the primary school teachers have no more than a high school education. The education system suffers from decades of government neglect. Clearly, the general lack of political will *vis-à-vis* educational development is one of the most pressing challenges ESRA face in the education sector. So too is the lack of accountability within the system. That government employees are hard to remove is one thing; that there are virtually no penalties/sanctions for poor/non performance is quite another. As a result, teachers need not teach, planners need not plan, and support personnel need not support; and in many instances, they don't.

Another major challenge facing the education sector is that it has become the politicians' playground. It is widely known that many teachers owe their position to some politician. In return, these teachers do whatever the politicians want them to do (including getting out the vote), resulting in high levels of teacher absenteeism. Such "politics" also leads to education personnel throughout the system being transferred, with high frequency; a practice that cripples the system and which has hampered our project considerably. Having spent months cultivating a relationship with a district education officer, ESRA finds that he gets transferred; forcing us to go back to square one with whomever replaces him. This has happened on a number of occasions. Having invested heavily in the training of master trainers, ESRA finds that they have been transferred, leaving a large hole in our efforts to put together an in-service teacher training delivery system.

Despite these challenges, it should not be assumed that education development can't happen in Pakistan; it can. However, the nature of the problem must be understood and addressed

appropriately. By way of example, inasmuch as there is a plethora of untrained teachers, training them really isn't the answer; holding them accountable for doing what they are supposed to do is. In many instances, simply getting a teacher to show up 90% of the time would be a marked improvement for the children, regardless of how well trained s/he is.

ESRA is operating in a very complex and fragile political, economic, and social context. Against the backdrop of the war on terrorism, rising fundamentalism, heightened anti-Americanism, large pockets of vestigial feudalism, push-me-pull-you federalism, devolutionary wrangling between the provinces and the districts, and the wide gap between the country's minority haves and majority have-nots, ESRA is trying to implement an USAID-sponsored program that is at once aimed at fighting the war on terrorism and improving Pakistan's public education system.

Nevertheless, ESRA's efforts are setting the stage to measurably improve the lives of the poor. Over the past year, ESRA has introduced policies, strategies and approaches to educational improvement that will help shape a more effective and equitable education system that will be able to reach underserved populations. ESRA has amassed a data base that exhaustively described the educational situation in each of its target districts. With these data, ESRA has developed information products—charts that describe how all the schools within a certain union council compare across any one of a number of key indicators (i.e., pupil-teacher ratios; pupil-classroom ratios); charts that describe how all the union councils within a district compare across a number of key indicators, etc.—which when strategically placed in the hands of SMCs, union councilors, etc., will force a debate over why certain inequities exist. ESRA is in a very real sense, then, empowering the poor to make rational claims on the system and forcing the system to respond. ESRA has also worked with nearly 1700 communities to develop school improvement plans, as well as trained 2089 SMCs to embark on school support. Deliberately doing so in a variety of community forum settings, ESRA is (a) giving people a stake in their schools, (b) facilitating their learning vis-à-vis school improvement and the role they need to play in order to help make it happen, and (c) establishing democratic structures that will drive on-going school improvement well beyond the life of the project. Through such grassroots democratization, ESRA is empowering the poor to take charge and improve their own lives.

Quality teaching, a major determinant of quality learning, requires high-quality in-service teacher training; something that has largely been ignored by the GOP. ESRA has crafted an in-service teacher training delivery system that can address this urgent need. So far, 13,084 classroom teachers (nearly half of them female) are receiving training, which, when they go back to the classroom, will afford them the wherewithal to facilitate genuine learning on a regular basis. To ensure that they actually do what they have been trained to do, ESRA's work with the SMCs is enabling them to know what to expect these trained teachers to do and to periodically check to see if in fact they are doing it. In addition, nearly 1900 head teachers, education administrators and teacher trainers have been trained to provide ongoing support to teachers and students, and to work in partnership with communities to improve their schools. Two Provincial Institutes of teacher Education and 7 district Elementary Colleges have been strengthened through capacity building efforts.

ESRA has also reached out to the private sector, specifically the business community, as a source of additional support for education. Eight local corporations have contributed \$345,000 to improve 70 schools, benefiting nearly 10,000 students; Microsoft has donated \$147,000, equipping computers labs at two provincial teacher colleges and nine teacher resource centers, as supporting the development of a National Information and Communications Technology Strategy for education.

Another major determinant of student learning is the academic qualifications of the parents, especially the mother. No, ESRA does not intend to send mothers to Yale, its goals are more

modest: to render a good number of them literate. On this front, ESRA has drafted the newly approved *National Guidelines for Youth and Adult Literacy* which in a sense regulates the "marketplace" of literacy service providers. ESRA has also established 1339 literacy centers, schools or posts, with over 45,967 learners having enrolled in FY 2004, of which 25,169 are between 10-25 years old. Among the 30,486 learners for which gender-disaggregated data is presently available, 18,285 are female (60 percent).

One of the most significant impediments to ESRA's achieving even greater results during the past year is the fact that the NGO sector is fully saturated: they cannot absorb more work or money without jeopardizing the quality of their work. Of course, with flush money NGOs sprout up like mushrooms. But mushrooms can't deliver. Another impediment to achieving greater results is USAID's procurement regulations. Vast sums of money could be quickly directed to schools in the form of school improvement grants—money that SMCs could use in support of a variety school improvement efforts, including leveraging government money—if it weren't for these regulations. Accounting for every last dollar spent simply becomes untenable; yet vast sums of money have to move quickly. Hopefully, ESRA will be able to work together with USAID to come up with a way to make these grants a viable option.

Over the course of the next two years, USAID will have to expand its geographical coverage. Right now, the bulk of its efforts are focused on selected tehsils in 9 districts in 2 provinces. When one considers that Pakistan is comprised of 106 districts, 4 provinces and 4 federally administered areas, these 9 districts in 2 provinces are but a drop in the bucket. Hopefully, resources will become available to take the successes and lessons learned from these 9 districts and spread them to 25 more districts; and then another 25. ESRA would play a pivotal role in this expansion since it is doing all the work in these 9 districts and could be instrumental in making scale-up happen.

Given the importance of improving social services and economic opportunities for the poor, the success of the GOP's devolution plan is critical. ESRA's work is founded on the belief that within the education sector the school management committees (SMC) hold a key to devolution's ultimate success. Work is now underway to establish community forums wherein the general body of the SMC engages regularly in informed democratic discussions over school improvement, the development of school improvement plans, the mobilization of resources to pay for those plans, and oversight of school improvement plan implementation. Such democratic structures help to anchor the government's devolution plan by brining decision-making authority all the way down to the level of the community. Additionally, efforts are underway to establish higher-level (union council, district, and in due course, provincial and national) associations of SMCs (via upward devolution) such that parents have a voice in key decisions throughout the system. To better understand what ESRA has in mind here, imagine what the educational landscape of Pakistan would look like if the parents of poor children were as politically powerful and adroit as, say, the teachers union.

Inasmuch as ESRA is having an influence on Pakistani perceptions, ESRA is not the only one doing the influencing. There are two kinds of Pakistanis: those who like the US and those who don't. The latter is fast growing in number, not so much for what the United States is doing here in Pakistan, but for what the US is doing in Iraq and the Middle East. For every school USAID puts up, for every teacher ESRA train, for every good thing that ESRA does here, one bad headline coming out of Iraq or the Middle East sets it back. At the micro-level, the people ESRA directly impact are most appreciative: they like what ESRA has done for them, and therefore, they like the US. Yet, when the press announces that the US is trying to rid the country of madrassas, those perceptions fast erode.

Section II: Progress against Performance Indicators

Performance Indicator Reference Sheet
Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: NA
Name of Indicator: SO 3.a – Number of USAID sponsored policies developed at the national, provincial or district level
Geographic Focus: National with a special focus on Sindh and Balochistan Provinces
Is This an Annual Report Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> for Reporting Year(s) 2004, '05, '06
DESCRIPTION
<p>Precise Definition(s): This indicator is intended to capture work of the IPs in addressing key “policy” constraints to the development of education and the delivery of quality education services. The policy areas to be addressed are those that are critical to the long-term viability of interventions undertaken by the IPs. For example, in order to expand and improve the delivery of literacy programs, a coherent set of national guidelines has been identified as a “policy” priority.</p> <p>This SO indicator encompasses both new “policies” formulated or existing “policies” modified or better defined at either the national, provincial or district level. The changes may not necessarily take place at all levels. The term “policies” in the indicator must be understood to mean guidance from the national, provincial or districts level for implementation of the education sector reform. Policies refer to interventions intended to develop systems and/or guide practices in government and private sector management and provision of basic education. Therefore, in addition to actual policies, the development, modification or refinement of strategies, methodologies, systems, norms/standards, and plans fall under the definition of “policy.”</p> <p>The “policies” measured in this indicator are those that have resulted significantly from USAID support and sponsorship. These “policies” may be (i) formulated by the Mission’s IPs with the appropriate education regulating authorities at any level, (ii) formulated with the assistance of the IPs, or (iii) have been designed through or resulted from improved institutional capacity, such as staff training or the installation of new management systems, provided by the IPs.</p> <p>The qualifier in the indicator – “USAID sponsored” – focuses the measure on those “policies” either formulated by the Mission’s IPs together with the appropriate education regulating authorities at any level, policies that may have been formulated with the assistance of the IPs, or policies that have been designed through an improved institutional capacity, such as staff training or the installation of new management systems, techniques or technologies provided for under the intermediate results.</p>
Unit of Measure; number (of “policies”)
Disaggregated by: N/A
Justification & Management Utility: Policy formulation, definition or modification and the development of the strategies, systems and plans that operationalize policy create the framework for educational investment and reform, and are essential to putting in place and sustaining effective educational delivery systems.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Compiled survey reports and quarterly reports
Data Source(s): Implementing Partners and MOE reports/Documents
Method of Data Acquisition by USAID: ESRA Reports and Performance Audit
Frequency and Timing of Data Acquisition by USAID: Annually
Budget Mechanism: M&E Contract and the RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission’s Implementing Partners under this IR

Known Data Limitations and Significance (if any):			
<ul style="list-style-type: none"> It might not be possible to clearly define or identify all the policies developed by USAID and its IP support 			
Actions Taken or Planned to Address Data Limitations:			
<ul style="list-style-type: none"> Clear definition of USAID's input in the development of the policies. 			
Date(s) of Future Data Quality Assessments: April 2004			
Procedures for Future Data Quality Assessments:			
In general, the Monitoring and Evaluation Contractor and the ESRA M&E Team will conduct spot checks, of partners. During these site visits ESRA will: 1) review data collection, maintenance, and processing procedures; 2) Verify and validate performance information through periodic sampling and reviewing raw data on their computers, and compare with quarterly reports from partners to verify consistency.			
OTHER NOTES			
Notes on Baselines/Targets:			
Baseline: 0			
Note: As of January 1 st , 2004, ESRA is sponsoring policy development in the fields of literacy, ICTs, Public-Private Partnerships, and developing plans and strategies for better implementation of provincial and district government policy.			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	0 "policies"	2	ESRA: Guidelines (1)— <i>National Guidelines for Adult and Youth Literacy</i> approved by GOP. Plan (1)—National ICT Strategy Development Plan approved by MOE.
2005	1 "policies"		ESRA-1
2006	3 "policies"		ESRA:-2, ECD-1
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

ESRA Discussion:

At the national level, ESRA's work in two important education policy areas—literacy and information-and-communications technologies (ICT) has resulted in the development of government approved guidelines and plan. The *National Guidelines for Adult and Youth Literacy* were approved by the GOP's National Review Board and Ministry of Education, following a participatory process in which top educational authorities (including ministers and secretaries of education) from all four provinces and the federal level were involved in the development. For the first time, the GOP has defined and prepared official documentation on a set of unified guidelines, standards and criteria for the implementation of literacy programs that will inform and govern the work of government agencies, non-governmental organizations, donors, and others in the provision of literacy.

The *National ICT Strategy Development Plan* was approved by the MOE. Not only does this provide the foundation for the development of a national strategy for the integration of ICT into classroom instruction, school management, teacher training and education administration to support education in Pakistan, but it signifies the MOE's recognition of the importance and utility ICT's educational applications in Pakistan. No previous policy documents have been developed for ICT use in the education sector. The National ICT strategy is currently being developed, under the supervision of an MOE-appointed Steering Committee.

Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: NA
Name of Indicator: SO 3.b – Percent of primary school aged children enrolled in schools in target districts (net enrollment)
Geographic Focus: Primarily Balochistan and Sindh
Is This an Annual Report Indicator? No Yes X , for Reporting Year(s) 2004, '05 and '06
DESCRIPTION
Precise Definition(s): The indicator is an impact indicator of the SO. It is one of the ultimate intentions of SO 3 to get children into school and to keep them there through completion of their studies. Some SO 3 activities are directly designed with this end in mind, such as better school facilities and engaging parents and communities in school management. The indicator is focused on target districts and looks for an increase in enrollment rates over the course of the program in those districts. Standard Pakistani definitions and eligibility requirements and relevant data for primary school age children enrollment will be used. Note: In Baluchistan, primary school comprises six grades for children aged 5-10 years; in Sindh, primary school comprises five grades for children aged 5-9 years. NER—which aims at measuring the proportion of the official primary school aged population that is enrolled in primary school—has been calculated according to the official age ranges prevailing in each province.
Unit of Measure: Primary school aged children
Disaggregated by: Gender and target district
Justification & Management Utility: Insofar as the essence of SO 3 is to “improve the education systems and teachers in targeted districts so that children enroll and stay in school”, this is an impact measure of that intention.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: MoE enrollment data and project documents
Data Source(s): MoE reports and surveys by Implementing Partners (IPs)
Method of Data Acquisition by USAID: Annual BEMIS and SEMIS School Census and project monitoring
Frequency and Timing of Data Acquisition by USAID: Annually
Budget Mechanism: M&E Contract and the RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: January 2004
Known Data Limitations and Significance (if any): <ul style="list-style-type: none"> • There are inconsistencies in the government data available
Actions Taken or Planned to Address Data Limitations: <ul style="list-style-type: none"> • ESRA conducts a specially designed survey for targeted districts.
Date(s) of Future Data Quality Assessments:
Procedures for Future Data Quality Assessments: In general, the Monitoring and Evaluation Contractor and the ESRA M&E Team will conduct spot checks, of partners. During these site visits ESRA will: 1) review data collection, maintenance, and processing procedures; 2) Verify and validate performance information through periodic sampling and reviewing raw data on their computers, and compare with quarterly reports from partners to verify consistency.
OTHER NOTES

Notes on Baselines/Targets:			
ESRA projected net enrolment figures from SEMIS and BEMIS reports, Net Enrollment Rates will be disaggregated by Gender			
Note: To achieve the targeted NER of 8%, the actual NER will have to increase by 4% (for Boys) and 18% (for Girls) across all WDI districts.			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	Boys 4% over baseline Girls 18% over baseline	Baluchistan: Boys: 44.9 (0.6% increase) Girls: 41.5 (0.6% increase) Total: 43.4 (0.6% increase) Sindh: No data available	ESRA only. 2003 baseline used. See table below for more detailed data, and breakdown by district.
2005	Boys 4% over 2004 baseline Girls 18% over 2004 baseline		ESRA only. NA, see below for discussion.
2006	Boys 4% over 2005 baseline Girls 18% over 2005 baseline		ESRA only. NA, see below discussion.
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

Discussion:

ESRA conducted a comprehensive survey (a school census) in its targeted districts to establish a baseline in 2003 (baseline figures are presented in the table below). However, it depends on the Baluchistan EMIS (BEMIS) and Sindh EMIS (SEMIS) for annual reporting. As noted in the May 2004 Education Portfolio Review, there are often considerable time delays with this data (in addition to other critical problems). Although sufficient BEMIS data was available to estimate 2004 NER, comparable SEMIS data was not available. Consequently, ESRA is unable to present NERs for Sindh.

The average Net Enrollment Ratio in Baluchistan has remained static, increasing only by less than 1 percent, with boys' NER and girls' NER growth rates at parity. In two districts there has been a slight decline in NER. In Gawadar District, the decrease in both male and female NER is attributed to the out-migration of landholders who have sold their holdings in a "Dubai-like" property market and moved out of the area (most frequently to Karachi). There is no immediate explanation for the modest decline in Girls' NER in Kech. It is speculated that it is caused by student transfers from public schools to private schools. Also because of the prolonged severe drought, populations have shifted out of Kech to other districts. The following table presents the data broken down by district and gender.

Year	Baseline (2003)			Target	Actual (2004)		
	Boys' NER	Girls' NER	Total NER	Boys 4% over baseline Girls 18% over baseline	Boys' NER (% increase)	Girls' NER (% increase)	Total NER (% increase)
Baluchistan Province by Targeted District							
1 Chaghai	45.5	41.4	43.0		46.27 (1.69%)	43.4 (4.83%)	44.92 (4.5%)
2 Killasaifullah	38.9	31.8	36.0		40.39 (3.83%)	35.1(10.5%)	38.2 (5.6%)
3 Kech	46.2	45.2	45.7		47.53 (2.9%)	43.7(-3%)	45.8 (0.2%)
4 Gawadar	47.0	42.35	44.67		42.33 (-10%)	41.12(-2.9%)	41.8 (-6.5%)
Average	44.6	41.3	43.1		44.86 (0.6%)	41.52 (0.6%)	43.4 (0.6%)
Sindh							
1 Hyderabad	50	34	43		No data	No data	No data
2 Thatta	59	30	46				
3 Sukkur	50	32	42				
4 Khairpur	77	38	59				
Average	58.9	34.2	47.4				
Total Average	53.4	33.0	43.9				

The use of NER as an impact indicator, rather than a context indicator, is problematic. As presented in ESRA's response to the May 2004 Education Portfolio Review, NER is a poor indicator of USAID and ESRA impact for multiple reasons. First, it measures impact that both exceeds and does not express either USAID's or ESRA's highest level objectives which are to improve the capacity of the education system to deliver services at the primary level; direct measures would capture system changes, reforms or improvements in services). Second, NER is subject to a variety of factors, over which ESRA can exercise little control (e.g. economy, political stability, poverty) that particularly influence the demand for education which critically affects enrollment and persistence. NER increases or decreases are not likely to have a strong and immediate connection to USAID or ESRA efforts. Third, prevailing data limitations and other methodological considerations constrain the ability to report or calculate NER with timeliness, veracity and accuracy. ESRA proposes that this indicator be replaced (see below).

Proposed Indicator Change:

Given the conceptual, programmatic and methodological shortcomings of the NER indicator (SO 3b) outlined above, ESRA proposes that this be replaced with another indicator that better measures ESRA impact on primary school enrollment. This is:

“Annual percentage increase in student enrollment in ESRA target schools in its target districts.”

Definitions and Methods: *Student enrollment* refers to the children (of any age) that are attending Grades 1 through 5 in the target schools. (Note that the Kachi—kindergarten students will not be included, as it is not an official class in Sindh Province.) The student numbers will be compiled based on the official school register, and will be collected by ESRA in annual school data collection exercise in its targeted schools.

Data will be reported according to the academic year, which does not follow the same calendar in Baluchistan and Sindh: In Baluchistan, it runs from January through December (Year X), although in the winter area it starts in March. In Sindh, the academic year will start in May (Year X) and run through April (Year X+1).

ESRA target schools refer to the schools that ESRA has selected to work with throughout the life of the project in the target districts in Baluchistan and Sindh. Not every school in the district will receive ESRA support. The target schools will receive assistance in the form of teacher training, SMC training, School Improvement Grants (including School Start Kits for Teacher and Students), and community literacy programs. *ESRA target districts* refer to the nine¹ districts that ESRA has selected to work with and support. The *annual percentage increase* will be measured annually by taking the difference between total primary school enrollment in the ESRA target school in two consecutive school years (Year X and Year X+1) and dividing it by the earlier year (Year X).

Disaggregation: the indicator will be disaggregated by province, district, and student gender.

Targets: ESRA will use data collected from its 2003 school census to establish a baseline for the target schools. Other baseline data will be collected (or updated) at the time ESRA support is initiated at the schools (Figures to be provided.) Annual figures will be phased to reflect the enrollment in ESRA target schools that are scheduled to receive ESRA support. As additional districts and schools may be added at USAID request over the life of the project, annual targets will be subject to change to reflect these additions. ESRA estimates that that the annual percentage increase should be 10 percent in total. Data for participating schools for Academic Year 2004 will be collected in November, December, and January.

Justification: This indicator will better capture the impact of ESRA support and work with the school to improve its quality and increase community awareness and appreciation (demand) for schooling, because measurement is limited to ESRA target schools rather than assessing all schools in a district (which may not be reached by ESRA). In addition, it eliminates reliance on MOE data collection, as ESRA will undertake to report on school enrollment, to ensure accurate and timely reporting. Moreover, its reliance on problematic and projected population data is eliminated.

Considerations: Increases in enrollment could be stymied by supply-side constraints, such as insufficient classrooms or teachers to accommodate new students. ESRA analysis of student: classroom ratios and student: teacher ratios in its target schools in Baluchistan indicate that there is room to expand (ie. in both instances there are fewer than 40 students per classroom and teacher). As enrollment rates in Sindh are higher, there may be less latitude, but probably not critical to the utility of this indicator. The ratios are currently being calculated.

Note: This indicator will be reported on annually by the Mission.

¹ ESRA also plans to work with schools in one union council (Baharakahu) in the Federal Territory in the environs of Islamabad. Baseline and target figures will be adjusted to reflect these activities when they come on-line.

Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: NA
Name of Indicator: SO 3.c – Number of schools regularly developing and implementing School Improvement Plans (SIPs) in target districts.
Geographic Focus: Primarily Balochistan and Sindh
Is This an Annual Report Indicator? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> , for Reporting Year(s) 2004, '05, '06
DESCRIPTION
<p>Precise Definition(s): School Improvement Plans will be developed with the school community (primarily represented by the School Management Committee) in targeted eligible schools in the target districts and will delineate inputs, resources, actions and activities to be undertaken by ESRA, the government, and by the school community itself to address priority needs and improvement requirements.</p> <p>Upon the presentation of an acceptable SIP, the school community will receive a School Improvement Grant (SIG) that will assist it in undertaking the school communities' plan for action (as defined in the SIP). Implementation of the SIP will be based on the school communities' execution of its plan for action. As the SIP activity will unroll in cohorts (or phases) of schools at different times over the year, resulting in schools at varying stages of SIP development and implementation, targets will be disaggregated by "developed" and "implemented." Each will be reported on annually, and disaggregated according to the SIP "round." For example, some schools may be in the development and/or implementation stage of the second SIP cycle, in which case they would be identified under Round 2 (or SIP2 and SIG 2).</p> <p>The ultimate objective is the end-of-project goal of "regular" development and implementation of the SIP. The measurement of "regular" will be defined by those schools that have successfully passed through two SIP/SIG rounds, and are eligible to receive a third SIP. Because of the current project timeframe, it is likely that only those schools in the first cohort (Phase 1) will have the opportunity to demonstrate "regular" development and implementation. Note that for this indicator one SIP (regardless of round) equals one school. For example, if 100 SIP1 have been developed, this means 100 schools have developed one SIP1 each. Ideally, the total number of SIPs developed each year (adding the different rounds together) should equal the number of schools participating in ESRA's SIP/SIG program.</p>
Unit of Measure: No. of SIPs
Disaggregated by: district, province; SIPs developed, SIPs implemented; SIP round.
Justification & Management Utility: This indicator shows the extent to which educational improvement has been defined in terms of the schools and their needs (especially including the priorities of the real "client", i.e. the community), so that resources and efforts can be tailored for and targeted at individual schools. It also captures the extent of community involvement and support (known factors in educational quality and educational participation) by measuring community implementation of its part of the SIP.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Compiled quarterly reports of IPs
Data Source(s): ESRA reports
Method of Data Acquisition by USAID: ESRA Reports and Performance Audit
Frequency and Timing of Data Acquisition by USAID: Annually
Budget Mechanism: M&E Contract and RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission's Implementing Partners under this IR
<ul style="list-style-type: none"> • Known Data Limitations and Significance (if any): none

<ul style="list-style-type: none"> • Actions Taken or Planned to Address Data Limitations: none 			
Date(s) of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments: In general, the Monitoring and Evaluation Contractor and the ESRA M&E Team will conduct spot checks, of partners. During these site visits ESRA will: 1) review data collection, maintenance, and processing procedures; 2) Verify and validate performance information through periodic sampling and reviewing raw data on their computers, and compare with quarterly reports from partners to verify consistency.			
OTHER NOTES			
Notes on Baselines/Targets: Baseline = 0			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	-650 SIP 1's developed - 0 SIP1's implemented*	Baluchistan: -60 SIP 1 developed in target districts -0 SIP 1 implemented* Sindh: -1600 SIP 1 developed in target districts -0 SIP 1 implemented* Total: -1660 SIP 1 developed in target districts -0 SIP 1 implemented*	ESRA only. See table below for details and breakdown.
2005	-tbd SIP 1's developed -tbd SIP 1's implemented -tbd SIP 2's developed -tbd SIP 2's implemented		ESRA only.
2006	-tbd SIP 1's developed -tbd SIP 1's implemented -tbd SIP 2's developed -tbd SIP 2's implemented EOPs; 3712 SIP2's will be implemented (at 3712 schools) by the SMCs, making them eligible to participate in a third round of SIP/SIGs		ESRA only.
2007			

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*The SIP activity was only initiated in August as part of the revised ESRA. Implementation for the developed SIPs will take place in the next FY.

Discussion:

Since the launch of the SIP program in August 2004, SIPs have been developed over a two-month period for 1660 eligible schools in the targeted districts. ESRA, along with government authorities, has worked with school communities to develop the SIP. Communities or their representatives have participated in a village assembly or community forum (a total of 342 were

held) to discuss their vision of a good school, the factors in school improvement, their role and that of government, and the SIP activity itself. Following that, 3964 members of 1892 SMCs were trained in SIP development. 1660 of the SMCs have so far produced an initial SIP. The following table provides detailed information, including a district breakdown.

Through the Phase 2 Grants Program, work with SMCs on community mobilization and action plan development has also been initiated in 4 districts in Punjab and NWFP. 193 village assemblies and/or community fora have been held to discuss school improvement and the community's role in school support.

Districts by Province and (Provider)		a	b	c			d
		# of Village Assemblies or Community Forums held	# of SMCs trained in SIP/Action Plan development	# of SMC members trained in SIP/Action Plan development			# of SMCs with of SIP/Action Plan prepared
				Male	Female	Total	
Sindh Province							
A	Implementuig Partners						
1	Sukkur (LEAD)	24	24	48	0	48	0
2	Khairpur (LEAD)	153	138	221	55	276	0
3	Hyderabad (PAIMAN)	91	918	1640	310	1950	918
4	Thatta (PAIMAN)	60	682	1125	185	1310	682
	Sub Total	328	1762	3034	550	3584	1600
Baluchistan Province							
A	Implementing Partners						
1	Killa Saifullah (STC)	2	20	60		60	17
2	Noshki (STC)	2	20	60		60	16
3	Chaghi (STC)	2	20	60		60	12
	Turbat (STC)	4	40	120		120	10
	Gwader(STC)	3	30	60	20	80	5
	Sub Total	13	130	360	20	380	60
	Total (Target Districts)	341	1892	3394	570	3964	1660
Punjab Province							
A	Phase 2 Grantees						
1	Khanewal	95	3	6	24	30	3
	Sub-total	96	3	6	24	30	3
NWFP Province							
A	Phase 2 Grantees						
1	Nowshera	85	0	0	0	0	0
2	Upper Dir	0	1	nd	nd	nd	0
3	Bannu	12	0	0	0	0	0
	Sub-total	97	1	nd	nd	nd	0
	GRAND Total	534	1896	3400	594	3994	1663

Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.1: Strengthened educational sector policy and planning
Name of Indicator: IR 3.1.a – Number of districts receiving training to develop District Education Plans (DEP) for management and budget
Geographic Focus: Primarily Balochistan and Sindh but also at the national level
Is This an Annual Report Indicator? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> for Reporting Year(s) 2004, '05, '06
DESCRIPTION
Precise Definition(s): The indicator is an input measure of SO 3 program activities' delivery. The term "training" is used to mean not only the formal teaching of planning methods but also the design and installation of planning systems at the local level as well as equipment and other materials related to the development of plans, resulting in a District Education Plan. District Education Plans refer to the official planning document developed by district education officers as a tool to manage the district education finances, personnel and academics. The idea is to measure the delivery of services to district governments that will enhance their ability to plan and, particularly, to formulate DEPs. The lack of such a capacity is one of the most important constraints to districts being able to utilize their full allocated budgets. Where DEPs are missing or incorrect, education funds cannot be used and must be transferred back to the provincial level of government.
Unit of Measure: No. of districts
Disaggregated by: Province and District
Justification & Management Utility: The mission considers this indicator a fundamental management tracking measure for IR 3.1 and it will be used as an aggregate tracking measure for activity delivery.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: To be determined together with the variety Mission's Implementing Partners that will be involved, in one way or another, in the delivery of training and other capacity building activities to districts. How to capture this for a capacity delivery will be developed in a consistent form across all IPs contributing to IR 3.1.
Data Source(s): IP Reports
Method of Data Acquisition by USAID: ESRA Reports and Performance Audit
Frequency and Timing of Data Acquisition by USAID: Annual
Budget Mechanism: M&E Contract and the RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission's Implementing Partners under this IR
Known Data Limitations and Significance (if any): • Not known
Actions Taken or Planned to Address Data Limitations: • Not applicable
Date(s) of Future Data Quality Assessments: April 2004
Procedures for Future Data Quality Assessments: In general, the Monitoring and Evaluation Contractor and the ESRA M&E Team will conduct spot checks, of partners. During these site visits ESRA will: review data collection, maintenance, and processing procedures; 2) Verify and validate performance information through periodic sampling and reviewing raw data on their computers, and compare with quarterly reports from partners to verify consistency.
OTHER NOTES

Notes on Baselines/Targets:			
Baseline = 0. End Target = 8			
Prior to ESRA program in the selected districts no training in developing District Education Plans was given.			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	8 DEPs developed	Baluchistan: 4 Sindh: 4 Total: 8 completed	
2005	0 DEPs developed		No longer applicable, see below.
2006	0 DEPs developed		No longer applicable, see below.
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

Discussion:

All eight of the targeted districts completed 5-year District Education Plans (DEPs) in FY 2004, which were conceived as a one-time exercise. Pursuant to discussions with USAID and as part of the revised ESRA strategy, ESRA proposes that this indicator be replaced or rephrased to reflect ESRA's evolved approach in working with the districts. With the DEPs now articulated, ESRA is working with the target districts to develop District Improvement Plans (DIPs), that parallel and align with the School Improvement Plans (discussed above.) In the DIPs, the districts define their annual priorities for improving district operations, service delivery, school support and capacity building, and propose a plan for achieving these objectives. Their proposals (consisting of one-three activities or "projects", on average) are submitted to ESRA for review, and –if acceptable—result in the award of a District Improvement Grant (DIG) to assist with DIP implementation. The DIP/DIG process will take place on an annual basis. In FY 2004, 8 (of 9)² districts have developed DIPs. A total of 11 "projects" were proposed and approved, and 11 DIGs have been awarded.

Proposed Indicator Change:

Given that the 5-year DEPs have been completed and the DIP/DIG approach launched, this indicators should be revised to read:

"Number of District Improvement Plans developed."

Definitions and Methods: Within the overall framework set by the five-year District Education Plans (DEPs) developed by the target districts in FY 2004, District Improvement Plans (DIPs) are prepared by the targeted districts (following training and assistance from ESRA) to focus on immediate education needs to be addresses during a short-term intervals (12 month). In each DIP, the individual district defines its priorities for improving district operations, service delivery, school support and capacity building. The DIP also includes a plan for achieving these objectives. These proposals—which delineate both district action and resource needs—are submitted to ESRA for review, and –if acceptable per ESRA established criteria and guidelines

² ESRA initially targeted 8 districts in Baluchistan and Sindh. In the past year, one of the Baluchistan districts has been divided in two, so that ESRA is now working with a total of 9 districts. An additional DEP did not need to be prepared, as the existing DEP was also relevant to the "new" district. However, its annual DIP was different, hence a total of 9 districts.

provided to the districts—result in the award of a District Improvement Grant (DIG) to assist with DIP implementation, which may take place over 12-18 months.. A district DIP proposal can include several separate activities that may or may not receive funds from ESRA. ESRA support for the approved activities is transferred through a DIG. The DIP will be prepared on an annual basis.

Disaggregation: province, district

Targets: The DIP/DIG process will take place on an annual basis. There will be one DIP per district each year. Targets will be adjusted as necessary to reflect any new target districts added.

The targets are:

PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	9 DIPs developed	Baluchistan: 5 Sindh: 3 Total: 8 completed	ESRA only. Thatta District is currently revising its DIP.
2005	9 DIPs developed		ESRA only.
2006	9 DIPs developed		ESRA only.
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

Justification: District preparation of approved DIPs, and subsequent award of DIGs demonstrate that the district has assimilated and mastered the fundamental planning skills (problem identification, priority setting strategy development, action planning and budgeting) supported by ESRA training, and is directing activities that will enhance education service delivery and school improvement.

Note: This indicator will be reported on annually by the Mission.

Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.1: Strengthened educational sector policy and planning
Name of Indicator: IR 3.1.b – Number of District Fundamental Quality Level (FQL) based plans developed.
Geographic Focus: Primarily Balochistan and Sindh
Is This an Annual Report Indicator? X No Yes , for Reporting Year(s) 2005 and 2006
DESCRIPTION
Precise Definition(s): FQL-based plans set minimum quality standards that schools should attain in a district so that learning can take place. The standards reflect both district and local definitions of essential school inputs and are based realistically on what can be attained with available resources. Because of varying conditions, priorities and resources of the districts and their schools, the FQL standards will vary by district. Once established, FQL standards (such as classroom: teacher ratio, texts per student ratio, student: classroom ratio, school per population, minimal school infrastructure conditions) will serve as an overall planning tool for the district, in order to direct resources so that every school is brought up to the FQL standards. Once attained, the standards will then be revised (elevated), in an effort of on-going improvement. Only one FQL-master plan will be developed during the life-of-project by a district, given that generally five years or more is required to implement the plan. The FQL approach and process has been introduced under the revised ESRA strategy.
Unit of Measure: FQL Plan
Disaggregated by: District
Justification & Management Utility: A FQL Plan demonstrates that a district has adopted a rational and equitable approach to improving schools, which if followed will ensure that under-resourced schools receive the resources to bring them up to “fundamental” quality level and that well-resourced school do not receive resources disproportionate to their needs.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: ESRA district offices
Data Source(s): District Education offices
Method of Data Acquisition by USAID: IP reports and M&E Contractor report
Frequency and Timing of Data Acquisition by USAID: once during LOP
Budget Mechanism: Monitoring and Evaluation Contract and the RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright,
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission’s Implementing Partners under this IR
Known Data Limitations and Significance (if any):
Actions Taken or Planned to Address Data Limitations: •
Date(s) of Future Data Quality Assessments: May 2004
Procedures for Future Data Quality Assessments: As part of the FQL plan development process, the district plans will be reviewed for quality and reflection of SMC/community input. Spot check will be made to ensure that the prescribed development process and criteria are followed in the districts.
OTHER NOTES
Notes on Baselines/Targets: Of the 9 target districts, it is anticipated that 6 will develop FQL plans. Four will be developed in 2005, and 2 in 2006.

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Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	0 FQL plans	0	To be launched in FY 2005
2005	4 FQL plans		It is expected that six districts will be able to develop plans within the time frame.
2006	2 FQL plans		
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

Discussion:

No progress has been reported against this indicator as the FQL-based planning activity is not scheduled to start until FY 2005. The model and process are currently under development at ESRA, and will be used to refine the indicator definition and criteria for performance.

Performance Indicator Reference Sheet
Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.2: Improved capacity of teachers and education administrators
Name of Indicator: IR 3.2.a – Number of teachers and education administrators trained (through USAID sponsored programs)
Geographic Focus: National with a special focus on Sindh and Balochistan Province
Is This an Annual Report Indicator? No <u>Yes X</u> , for Reporting Year(s) 2004, '05, '06 and '07
DESCRIPTION
Precise Definition(s): The indicator is a direct output measure of the achievement of IR 3.2. It is also a key input measure of SO 3 itself. The term “teachers” includes <ul style="list-style-type: none"> • In-school primary teachers (including head teachers with classroom teaching responsibility), coming mainly but not exclusively from target districts who have: <ul style="list-style-type: none"> ○ received training from Teacher Resource Centers (TRC) ○ been directly trained by the IR 3 IPs ○ been trained by program trained “Master Trainers” ○ been trained by graduates of the PTEPDP professional development program activity • Master Teacher Trainers, practicing mainly in TRCs, and • Teacher Educators practicing in teacher training schools and colleges <p>Education administrators” includes head teachers undergoing head teacher (i.e. school management) training and field managers (i.e. EDOs, AEDOs, and others).</p> <p>The term “trained” should be understood to mean they have completed their training in a formally certifiable way, according to norms established by the various training programs (e.g. ESRA, AED, etc.) and their counterparts.</p>
Unit of Measure: # of Teachers Trained
Disaggregated by: Gender and geographical area
Justification & Management Utility: Although IR 3.2 encompasses the training of teachers and administrators, the SO Team has chosen to measure and track teachers as the more important category of trainee and the type of training receiving the great majority of resources under the IR. A significant percentage of SO 3 resources will be devoted to this activity through a variety of IPs and mechanisms. The number could exceed 37,000. For that reason as well the Team has chosen to include it as an IR 3.2 indicator.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Analysis of Training Reports and Post Training Survey
Data Source(s): IP monitoring records
Method of Data Acquisition by USAID: IPs will report the data to USAID
Frequency and Timing of Data Acquisition by USAID: Quarterly
Budget Mechanism: M&E Contract and RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright,
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission's Implementing Partners under this IR
Known Data Limitations and Significance (if any): <ul style="list-style-type: none"> • Not known
Actions Taken or Planned to Address Data Limitations: <ul style="list-style-type: none"> • Not applicable
Date(s) of Future Data Quality Assessments: April 2004

Procedures for Future Data Quality Assessments:			
OTHER NOTES			
Notes on Baselines/Targets:			
Baseline = 1,400. Cumulative Target: ??? ESRA: 34,000 (will be adjusted as/if districts are added)			
Targets have been prepared based on program design and the need to provide total coverage of teachers in WDI districts during the life of the program.			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	13,000 ESRA: 12000	Baluchistan: 3271* Sindh: 6943* Punjab: 2252* NWFP: 755* AJK: 1711* Northern Areas : 37* Isl. Cap.: 12* Total: 14981* o/w 7281 completed	ESRA teachers 12,000, RCC, CDC, AKU and AED 1000 (USAID is training teachers through 5 IPs). ESRA teachers and education administrators have either completed or are completing training. See table (below for breakdown)
2005	16,000 ESRA: 15000		ESRA teachers 15,000, RCC, CDC, AKU and AED 1000
2006	8,000 ESRA: 7000		ESRA teachers 7,000 RCC, CDC, AKU and AED 1000
2007			
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* trained or undergoing training.

Discussion:

14,981 teachers and education administrators have completed or are in the process of completing training in seven provinces or territories offered through a variety of mechanisms and providers. Of these, 7,281 have completed the training so far.

The various training programs conducted under ESRA and offered by its implementing partners and grantees have differing lengths and requirements. Target district primary school classroom teacher in-service training, developed by ESRA (as opposed to that offered by some of the grantees operating in the non-target areas) extends over a 12-month period. The first cycle was begun in August, so approximately 3100 teachers are now actively engaged in this year-long training cycle. However, the remainder—teachers, teacher trainers, master trainers and education administrators—have completed the training courses offered in the target districts (3303). In October, November and December 2004, an additional 6,300 classroom teachers will begin a 12-month cycle of training in the target areas.

Overall, ESRA has supported training for 13,084 teachers (45% female), 720 master teacher trainers (34% female), 75 teacher educators at PITES in the two target provinces and 84 teacher educators in elementary colleges in 7 of the target districts, 711 head teachers, 133 field managers such as EDO AEDO, etc. (32% female), and 174 other actors in education (66% female). The following table provides more detailed information, specifically breakdown by trainee, gender, district and province.

Indicator: Number of Educators Trained (or currently engaged in training)

District by Province and Provider	Primary Teachers			Master Teacher Trainers			Teacher Educators						Education Administrators						Other			Total Educators (by district)				
	M	F	T	M	F	T	PITES*			Elem. Colleges			Head Teachers**			Field Managers			M	F	T	M	F	T		
							M	F	T	M	F	T	M	F	T	M	F	T								
I. BALUCHISTAN																										
A. Local Partners																										
1	TUR	142	130	272	65	42	107				4	1	5	1	2	3	2			0	214	175	389			
2	GWD	137	119	256	25	10	35				1		1		1	1				0	163	130	293			
3	KIL	181	143	324	27	11	38				1		1	3		3	1			0	213	154	367			
4	CHG	162	185	347	93	47	140				4		4	1		1	2			0	262	232	494			
5	NSH			0			0						0			0				0						
	<i>S-total</i>	622	577	1199	210	110	320	23	15	38	10	1	11	5	3	8	5			0	875	706	1581			
B. Phase 1 Grantees																										
	SCSP EB																									
1	Lasbela	317	205	522	26	18	44				20	12	32				23	5	28		0	386	240	626		
2	Loralai	322	200	522	26	19	45				21	9	30				7	2	9		0	376	230	606		
	<i>S-total</i>	639	405	1044	52	37	89			0	41	21	62				30	07	37		0	762	470	1232		
C. Phase II Grantees																										
1	MSTG			0			0						0			0	2	2	4		0	2	2	4		
2	KECH	90	326	416			0						0			0			0		0	90	326	416		
3	CHM	0	38	38			0						0			0			0		0	0	38	38		
	<i>S-total</i>	90	364	454			0			0			0			0	2	2	4		0	92	366	458		
	Sub-total Baluchistan	1351	1346	2697	262	147	409	23	15	38	51	22	73	5	3	8	37	9	46	0	0	0	1729	1542	3271	
II. SINDH																										
A. Local Partners																										
1	SUK	568	329	897	29	19	48				3	1	4	1		1	2	1	3			603	350	953		
2	KHP	895	308	1203	61	10	71				2	2	4				3		3			961	320	1281		
3	HYD	800	808	1608	42	30	72				2	1	3	1	4	5			1	1		845	844	1689		
4	THT	640	317	957	44	13	57							1		1	2		2			687	330	1017		
	Other				20	5	25															41	21	62		
	<i>S-total</i>	2903	1762	4665	196	77	273	21	16	37	7	4	11	3	4	7	7	2	9			3137	1865	5002		
B. Phase 1 Grantees																										
1	AKES																									
	KHI/HYD			836			0						0	nd	nd	258								1094		
2	TEF																									
	KHI	50	612	662			0						0	40	38	78					23	72	95	nd	nd	835
	<i>S-total</i>	50	612	1498			0			0			0	nd	nd	336					23	72	95	nd	nd	1929
C. Phase 2 Grantees																										
1	KHP			0			0						0			0	2	4	6			0	2	4	6	
2	KHI			0			0						0			0	2	4	6			0	2	4	6	
	<i>S-total</i>			0			0						0			0	4	8	12			0	4	8	12	
	Sub-Total Sindh	2953	2374	6163	196	77	273	21	16	37	7	4	11	nd	nd	343	11	10	21	23	72	95	nd	nd	6943	

III. PUNJAB																										
A. Local Partners (NONE)																										
B. Phase 1 Grantees																										
1	Mian wali	44	44	0	0	0																44	44			
2	Hafiza bad	5	60	65	0	0	0															5	60	65		
	S-total	5	104	109	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	104	109		
C. Phase 2 Grantees																										
1	Sahiw al	37	69	106	0	0	0				0	0	0	0	0	0	0	0	0	0	23	32	55	60	101	161
2	Okara	347	552	899	5	6	11				0	0	0	19	25	44	20	6	26	0	0	0	391	589	980	
3	Khane wal	0	64	64	7	11	18				0	0	0	0	0	0	0	0	0	0	0	0	7	75	82	
4	Tobe Tek Singh	36	352	388	0	0	0				0	0	0	1	21	22	0	0	0	0	0	0	37	373	410	
5	Lahore	26	172	198	0	0	0				0	0	0	9	11	20	0	0	0	0	0	0	35	183	218	
6	Multan	24	52	76	4	5	9				0	0	0	12	12	24	6	0	6	0	0	0	46	69	115	
7	Bhakk ar	14	156	170	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0	14	156	170	
8	Guran wala	0	0	0	0	0	0				0	0	0	0	0	0	1	2	3	0	0	0	1	2	3	
9	Rawal pindi	0	0	0	0	0	0				0	0	0	0	0	0	2	2	4	0	0	0	2	2	4	
	S-total	484	1417	1901	16	22	38	0	0	0	0	0	0	41	69	110	29	10	39	23	32	55	593	1550	2143	
	Sub-Total Punjab	489	1521	2010	16	22	38	0	0	0	0	0	0	41	69	110	29	10	39	23	32	55	598	1654	2252	
IV. NWFP																										
A. Local Partners (NONE)																										
B. Phase 1 Grantees																										
1	Manse hra	2	46	48																			2	46	48	
	S-total	2	46	48				0															2	46	48	
C. Phase 2 Grantees																										
1	Bannu	230	200	430	0	0	0				0	0	0	143	83	226	12	11	23	12	12	24	397	306	703	
2	Dir	0	0	0	0	0	0				0	0	0	0	0	0	2	2	4	0	0	0	2	2	4	
	S-total	230	200	430	0	0	0	0	0	0	0	0	0	143	83	226	14	13	27	12	12	24	399	308	707	
	Sub-Total NWFP	232	246	478	0	0	0	0	0	0	0	0	0	143	83	226	14	13	27	12	12	24	401	354	755	
V. AJK																										
A. Local Partners (NONE)																										
B. Phase 1 Grantees																										
1	Rawal akot	7	55	62																			7	55	62	
	S-total	7	55	62				0						0									0	7	55	62
C. Phase 2 Grantees																										
1	Az. Kr	1310	315	1625			0				0		24	0	24	0	0	0	0	0	0	0	1334	315	1649	
	S-total	1310	315	1625			0				0		24	0	24	0	0	0	0	0	0	0	1334	315	1649	
	Sub-Total AJK	1317	370	1687			0				0		24	0	24	0	0	0	0	0	0	0	1341	370	1711	

Performance Indicator Reference Sheet
Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.2: Improved capacity of teachers and education administrators
Name of Indicator: <ul style="list-style-type: none"> IR 3.2.b – Percentage of teachers meeting improved performance standards
Geographic Focus: National with a special focus on Sindh and Balochistan Province
Is This an Annual Report Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> , for Reporting Year(s) 2004, '05, '06 and '07
DESCRIPTION
<p>Precise Definition(s): The indicator is a direct composite indicator of IR 3.2 achievement in that it measures the quality of educators trained under the IR 3.2 program.</p> <p>This indicator will measure the extent to which classroom teachers at any level, trained through the various USAID programs (such as the early childhood development –ECD–program and ESRA’s 300 hour in-service primary teacher training program) have mastered and adopted basic pedagogical and other skills transmitted during their training.</p> <p>For the ESRA Program, a representative sample of primary school teachers (grade 1-5) who have completed ESRA’s in-service training will be assessed on their mastery of the skills imparted during training. Each year, the sample will be drawn from the new cohort of teachers who have completed training, the majority drawn from ESRA target schools. Because teachers will participate in the year-long training only once, they will be assessed only once. Consequently, the target will remain the same each year. The primary methodology will be classroom observation conducted by ESRA-trained observers. The primary instrument will be a teacher quality index (TQI), listing key skill standards and/or associated practices which the teachers are expected to meet, such as: ability to develop lesson plans and implement them in an effective manner, use learning materials and employment of accepted standards of teaching methods. The measure will be expressed as a percentage of the teachers that demonstrate acceptable classroom practices according to the TQI (specifically, the percentage of teachers that attain or surpass a designated TQI floor score).</p> <p>Data will be gathered through a survey instrument administered by the IPs (as for the ESRA program) or the Mission’s M&E contractors to a representative sample of program trained teachers.</p>
Unit of Measure: percentage of teachers (attaining or surpassing designated performance standards)
Disaggregated by: Gender and geographical area
<p>Justification & Management Utility: This indicator can be tailored to specifically meet the needs of the individual teacher training programs (which vary by level and content) supported by the Mission, while at the same time maintaining the unit of measure that provides an overall picture of the extent of improved teacher performance. Each IP will develop an assessment instrument, methodology and sampling frame to reflect their training program. The value of the indicator is that it is able to capture minimum (or better) level of in-classroom quality of teaching achieved by the Mission program.</p> <p>The Mission will use this as an impact level indicator</p>
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Survey of randomly sampled teachers as well as structured classroom observations of the teacher, administered by IPs or the M&E contractor
Data Source(s): Project reports by IPs
Method of Data Acquisition by USAID: Quarterly and annual assessments of teacher performance
Frequency and Timing of Data Acquisition by USAID: Quarterly and Annually
Budget Mechanism: Monitoring and Evaluation Contract and the RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad

DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: To be determined with the Mission's Implementing Partners under this IR			
Known Data Limitations and Significance (if any):			
<ul style="list-style-type: none"> As the data will be collected by various data collectors in different teaching and learning contexts the perceptions about good teaching might vary among the data collectors 			
Actions Taken or Planned to Address Data Limitations:			
<ul style="list-style-type: none"> Developing an exemplar form of with illustrative basic standards for some basic characteristics of a good teacher in a general teaching learning situation. 			
Date(s) of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments: In general, the Monitoring and Evaluation Contractor will conduct spot checks of the assessment process and tools. Individual IPs will: review data collection, maintenance, and processing procedures; 2) Verify and validate performance information through periodic sampling and reviewing raw data on their computers.			
OTHER NOTES			
Notes on Baselines/Targets: Baseline data is being collected by the IPs. The ESRA target of 60% reflects the very low skill level of teachers revealed by the teacher assessment pre-test. ESRA targets do not change over time, as the teacher trainee cohorts receive training only once during the life of the project.			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	0-ESRA	Pre-test data collected on sample of 1200 teacher trainees in 600 schools.	The actuals will be disaggregated by gender, but it is not possible to disaggregate the targets at this time.
2005	60% of trained teachers performing to standards-ESRA		ESRA targets do not change over time, as the teacher trainee cohort only receive training once during the life of the project.
2006	60% of trained teachers performing to standards-ESRA		
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

Discussion:

ESRA has developed a research plan for assessing the impact of its training on classroom teacher performance and behavior. Assessment criteria will reflect the norms and practices transmitted during training. It has adopted a pre-test/post-test method, based on a stratified random sample of 1200 teachers in 600 schools in Sindh and Baluchistan. Initiation of pre-testing was predicated on establishing the roster of teachers that will participate in the teacher training cycles, the first of which was initiated in August. Pre-tests (primarily classroom observations by trained observers using a structured instrument) were conducted in August and September 2004, and the data is currently being compiled. The first post-test will take place in FY2005.

Performance Indicator Reference Sheet
Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.2: Improved capacity of teachers and education administrators
Name of Indicator: IR 3.2.c – Improved student performance
Geographic Focus: National with a special focus on Sindh and Balochistan Province
Is This an Annual Report Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> , for Reporting Year(s) 2004, '05, '06 and '07
DESCRIPTION
<p>Precise Definition(s): The indicator is an indirect measure of the impact of IR 3.2 activities. The hypothesis underlying the indicator is that teachers trained under the Mission-supported teacher training programs will provide a higher level of quality instruction (no matter what schooling level), which will result in improved student performance. Student performance will be assessed by different instruments geared to the particular program. For example, IPs supporting early childhood development programs will assess the level of cognitive development, while IPs supporting primary schooling will assess the level of basic academic skill acquisition (e.g. reading/writing). The indicator will focus only on schools and students that have teacher trained by the various Mission-supported programs.</p> <p>For the ESRA Program, a representative sample of Grade 4 students (primarily from target schools) who are being taught by teachers having successfully completed ESRA's in-service training will be tested in reading/writing and mathematics. Each year, the sample will be drawn from Grade 4 students whose teachers belong to the new cohort of teachers who have completed training, the majority drawn from ESRA target schools. Because the teachers will participate in the year-long training only once, their students will be assessed only once; consequently, the target will remain the same each year. The primary methodology will be a test conducted by ESRA-trained test administrators.. The primary instrument will be based on the skill levels designated in the official government curricula and drawn from a bank of test items developed and validated by UNESCO in 2001 for reading/writing, and mathematics. The measure will be expressed as a percentage of the Grade 4 students who demonstrate acceptable levels of basic skill mastery on the test (specifically, the percentage of Grade 4 students that attain or surpass a designated test score floor).</p>
Unit of Measure: Primary School Students
Disaggregated by: Gender and district
Justification & Management Utility: This indicator can be tailored to specifically reflect the appropriate competencies and skill acquisition levels of the students whose teachers have participated in the individual IP-delivered teacher training programs supported by the Mission, while at the same time maintaining the unit of measure that provides an overall picture of the extent of improved student performance. Each IP will develop an assessment instrument, methodology and sampling frame to reflect the level of their student beneficiaries. The value of the indicator is that it is able to capture minimum (or better) of student performance that the teacher training programs may have contributed to under the Mission program. However, it is recognized that the link between teacher training and student performance, albeit logical, is neither direct nor exclusive. Teacher training is not the only factor that influences teacher performance in the classroom (teacher remuneration, supervision, academic qualifications are some of the other factors), and student performance is influenced by a variety of factors other than teacher performance (such as domestic work, illness, hunger, availability of textbooks, etc.).
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Compilation and analysis of results of overall student performance scores
Data Source(s): Participating school records
Method of Data Acquisition by USAID: Student Performance report surveys by IPs
Frequency and Timing of Data Acquisition by USAID: Annually
Budget Mechanism: Monitoring and Evaluation Contract and the RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad

DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission's Implementing Partners under this IR
Known Data Limitations and Significance (if any): <ul style="list-style-type: none"> None
Actions Taken or Planned to Address Data Limitations: <ul style="list-style-type: none"> N/A
Date(s) of Future Data Quality Assessments: April 2004
Procedures for Future Data Quality Assessments:
OTHER NOTES
Notes on Baselines/Targets: The ESRA targets were established based on the very low percentage (2%) of students that attained basic (minimum) scores on the pre-test. This low level is congruent with national student performance data, and other countries in the region exhibit similarly low levels (e.g. Bangladesh). A increase of 8 percentage points signifies a 400% increase in student performance.
Other Notes:

PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	2% of students attaining or exceeding minimum score-ESRA	Pre-test data being collected on 12000 Grade 4 students in classrooms with ESRA teacher trainees	The actuals will be disaggregated by gender and districts, but it is not possible to disaggregate the targets at this time.
2005	10% of students attaining or exceeding minimum score-ESRA		
2006	10% of students attaining or exceeding minimum score-ESRA		
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

Discussion:

ESRA is testing 12,000 Grade 4 students who are taught by ESRA teacher trainees, in order to assess the impact of its teacher training. This activity could be undertaken until the initial population of teacher trainees was determined. A basic testing instrument has been developed to test student ability in reading and maths.

As recommended in the ESRA response to the May 2004 Education Portfolio Review, the purpose of this indicator should be reconsidered and put in perspective. Initially, it was proposed as one means (teacher pedagogical practice was another) of determining—under a controlled situation—of the teacher training model(s). Its utility was for limited research purposes only, in order to perfect the teacher training model. Over time, however, it has been elevated to a *result disguised as an indicator* that essentially requires that student performance be improved. ESRA's immediate mandate is not to improve student performance, but to develop and help institutionalize at the district the in-service teacher and administrator training models that will improve their job performance. The direct measures of this would be that the district has taken steps to adopt, operationalize, and conduct or pro-actively provide for in-service educator

training programs. Both teacher and student performance exceed this result. Moreover, the links between effective teacher training and productive teacher behavior (good pedagogy, sound subject matter mastery, regular attendance, etc.) to improved student achievement is tenuous. It is subject to many intervening variables, such as—for example—teacher and student attendance, availability of learning materials, and student health and well-being. The indicator appears to have combine two different concepts—student achievement or mastery of basic academic skills, on one hand, and child cognitive development, on the other. In contrast with student achievement which measures academic skills largely acquired through formalized schooling, cognitive development is the result of numerous environmental factors beyond teacher performance or school quality. Notably, it is influenced by nutrition, health, physical and intellectual stimulation at home, etc. Schooling and teacher behavior, especially as the child ages, may have relatively little impact on cognitive development.

Nonetheless, student performance could be tracked in a limited way as part of the development and testing of in-service training models and as a context indicator, rather than as major success criteria for ESRA.

Performance Indicator Reference Sheet
Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.3: Improved youth and adult literacy
Name of Indicator: IR 3.3.a – Increased literacy rates in target districts among age group 10-25
Geographic Focus: National with a special focus on Sindh and Balochistan Province
Is This an Annual Report Indicator? No ___ Yes X, for Reporting Year(s) 2004, '05, '06 and '07
DESCRIPTION
Precise Definition(s): The indicator is a direct output measure of the IR. It is measured as the percent increase in the literacy rate, as percentage of the population aged 10 years and older that have the ability to read a newspaper, write a simple letter, and perform a simple sum (Pakistan Integrated Household Survey 1995-96 definition).
Unit of Measure: Percent of population in the target districts
Disaggregated by: Gender (Female/Male)
Justification & Management Utility: The indicator demonstrates the extent to which USAID's sponsored activities in target areas are contributing to improving youth and adult literacy in target districts.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Project records, surveys
Data Source(s): Reports from implementing agencies and USAID monitoring contractor
Method of Data Acquisition by USAID: Quarterly reports by grantees and survey reports
Frequency and Timing of Data Acquisition by USAID: Quarterly and annually
Budget Mechanism: Monitoring and Evaluation Contract and RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission's Implementing Partners under this IR
Known Data Limitations and Significance (if any): <ul style="list-style-type: none"> Official government data does not discriminate between data for the age group 10-25 yrs.
Actions Taken or Planned to Address Data Limitations: <ul style="list-style-type: none"> IP will carry out surveys for data collection in target areas with relevant age groups
Date(s) of Future Data Quality Assessments: April 2004
Procedures for Future Data Quality Assessments: In general, the Monitoring and Evaluation Contractor and the ESRA M&E Team will conduct spot checks, of partners. During these site visits ESRA will: review data collection, maintenance, and processing procedures; 2) Verify and validate performance information through periodic sampling and reviewing raw data on their computers, and compare with quarterly reports from partners to verify consistency.
OTHER NOTES
Notes on Baselines/Targets: Baseline Literacy rates for in WDI districts, projected from 1998 provincial census report and calculated for the target age group of 10-25 years.
Other Notes:

PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	15 % over baseline (2003)	Baluchistan: Male: 59.5 (7.4% increase) Female: 36.0 (9.4% increase) Total: 48.4 (7.8% increase) Sindh: no data available	The actuals will be disaggregated by gender, but it is not possible to disaggregate the targets at this time. See table below for details.
2005	15% over 2004 values		
2006	15% over 205 values		
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

Discussion:

Estimations (see May 2004 Portfolio Review for methodology used) of literacy rate among the 10-25 age group in Baluchistan are estimated at 48 percent, with a significant difference between male and female rates. Overall the estimated figures show a 7.8 percent increase, with a rise of 7.4 percent for males and 9.4 percent for females. It was impossible to estimate the literacy rate for Sindh as essential school enrollment data for the period was not available.

This indicator suffers from many limitations, programmatically, conceptually and methodologically. Other non ESRA groups such as NCHD are also doing literacy in WDI target districts, so (i) the literacy rate could be higher than ESRA calculates if using the methodology describe below, or (ii) ESRA would be claiming more "credit" than due if it were to use annual literacy sample methodology. Moreover, the number of literates in the 10-25 year old age group in the targeted districts may not be large enough in comparison with the population to make much of an impact on the actual literacy rate. ESRA is supporting literacy programs in non-target districts and areas through grants. Since these programs are spread throughout the various provinces, they can not be aggregated in such as way that their impact on the literacy rate will be discernable. They will have to be reported in terms of numbers, not percentages.

Since it is not feasible that ESRA undertake annual literacy sample at the district level, the literacy rate reported will be "synthetic" and subject to data limitations. The methodology for converting number of new literates into a literacy rate is based on numerous logical assumptions, but admits the probability of inaccuracy. For example, do ESRA assume all Grade 5 students are literate or that only 25% of Grade 5 students are literate? There is an issue of double counting of literates as experience suggests that students studying in the formal system sit in non-formal classes in the evening. This leads to over inflated figures. Furthermore, this cannot be controlled without the use of a hypothetical deflator. Population data is problematic and based on projections from the 1998 census. The calculations are subject to the availability of BEMIS and SEMIS enrollment. ESRA recommend that this indicator be dropped, or used only as a context indicator.

Year	Baseline (2003)			Target 15% over baseline	Actual (2004)		
	Male Literacy Rate	Female Literacy Rate	Total Literacy Rate		Male Literacy Rate (% increase)	Female Literacy Rate (% increase)	Total Literacy Rate (% increase)
Baluchistan Province by Targeted District							
1Chaghai	54.2	31.4	43.7		56.7 (4.6%)	33.9 (8%)	46.2 (5%)
2Killasaifullah	38.1	22.2	30.9		41.8 (9.7%)	25.1 (13.1%)	34.2 (10.7%)
3Kech	64.7	37.9	51.5		69.9 (8%)	41.4 (9.2%)	55.9 (8.5%)
4Gawadar	57.3	34.2	47.97		64.47 (5.9%)	38.9 (13.7%)	52.05 (8.5%)
Average	53.5	34.	46.3		60.6(5.8%)	37.4 (10.1%)	49.7(7.3%)
Sindh							
1Hyderabad	64.9	48.1	56.7		No Data		
2Thatta	42.1	18.0	30.5				
3Sukkur	70.8	44.5	58.4				
4Khairpur	66.3	35.1	51.4				
Average	59.1	37.5	48.7				
Total Average	58.6	36.9	48.2				

Proposed Indicator Change:

Given the conceptual, programmatic and methodological shortcomings of the Literacy Rate indicator (IR 33.a) outlined above, ESRA proposes that this be replaced with another indicator that better measures ESRA impact on literacy attainment. This is:

“Percentage of USAID-sponsored literacy program graduates that have retained basic literacy skills following program completion.”

Definitions and Methods: For ESRA, *USAID-sponsored literacy program* refers to the literacy programs that ESRA is supporting in its target districts through its implementing and local partners, primarily the ILM program. *Graduates* refer to those learners (of all ages) that have successfully completed the program, as indicated by performing according to the programs’ criteria for basic literacy attainment. *Retention of basic literacy skills* refers to graduates who are able to pass a simple test for basic literacy (reading and numeracy) according to MOE definitions, as operationalized by ESRA, between six to twelve months after completing the literacy program. Data will be collected annually on a random sample basis, stratified to according to certain key variables (e.g. age, program, etc.).

Disaggregation: the indicator will be disaggregated by province, district, and learner gender and age range.

Targets: ESRA will develop and test the instruments and methodology, that will also explore how the literates are using their skills and whether their attitudes in key areas have changed (e.g. towards schooling, for example). It will administer the “retention test” to students in the final quarter of the FY on an annual basis. Based on world-wide literacy research and experience in Pakistan, ESRA estimates that the percentage of graduates retaining basic literacy skills will be 65 percent (at minimum). The target will remain the same every year, because different cohorts of neo-literate will be sampled and tested each year.

Justification: This indicator will better capture the impact of ESRA support and work on literacy to demonstrate that the number of true literates in its target districts has increased, and that they

are able to apply literacy skills to their daily lives. Because measurement is limited to numbers that ESRA can collect itself, it does not have to rely on government data for literacy programs (other than ESRA), school enrollment data or population data.

Performance Indicator Reference Sheet
Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.3: Improved youth and adult literacy
Name of Indicator: IR 3.3.b – Number of people completing USAID sponsored literacy programs
Geographic Focus: Primarily Balochistan and Sindh but also at the national level
Is This an Annual Report Indicator? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> , for Reporting Year(s) 2004, '05, '06 and '07
DESCRIPTION
Precise Definition(s): The indicator is a direct output measure of the IR. It quantifies the number of people (or learners) completing the USAID Sponsored Literacy programs. Completion of a literacy program is considered a proxy for having acquired basic literacy skills. The learners may be of any age. The literacy programs may follow a variety of formats and venues. For example, adult learner may attend training provided at literacy posts which could be located in public buildings, schools or even residences, while children (under 10) may attend NFE programs at community-run schools. The programs that the learners attend are those that receive funding from USAID through its IPs.
Both learner enrollment and completion numbers will be reported because many of the literacy programs do not follow USAID's FY calendar, and the scope of USAID sponsored programs is demonstrated by enrollment, while completion demonstrates the extent of their success in creating literates.
Unit of Measure: Number of people (enrolled and completing USAID sponsored literacy programs)
Disaggregated by: Gender
Justification & Management Utility: The SO team believes that this indicator demonstrates the extent to which USAID's sponsored activities in target areas are contributing towards increasing literacy rates.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Compilation and analysis of attendance and performance data
Data Source(s): Implementing Partners and MOE Reports
Method of Data Acquisition by USAID: Analysis of project records on enrollment and assessments of literacy levels
Frequency and Timing of Data Acquisition by USAID: Quarterly and Annually
Budget Mechanism: Monitoring and Evaluation Contract and RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission's Implementing Partners under this IR
Known Data Limitations and Significance (if any):
<ul style="list-style-type: none"> • Not known
Actions Taken or Planned to Address Data Limitations:
<ul style="list-style-type: none"> • not applicable
Date(s) of Future Data Quality Assessments: April 2004
Procedures for Future Data Quality Assessments: In general, the Monitoring and Evaluation Contractor and the ESRA M&E Team will conduct spot checks, of partners. During these site visits ESRA will: review data collection, maintenance, and processing procedures; 2) Verify and validate performance information through periodic sampling and reviewing raw data on their computers, and compare with quarterly reports from partners to verify consistency.
OTHER NOTES
Notes on Baselines/Targets: ESRA Baseline-0
Other Notes:

PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	13,500-ESRA	Baluchistan: 13888 enrolled o/w 1008 completed Sindh: 24,725 enrolled o/w 3,521 completed Punjab: 5,889 enrolled o/w 2,079 completed Azad Kashmir: 845 enrolled o/w 845 completed ICT: 620 enrolled o/w 0 completed Total: 45,967 enrolled o/w 7,453 completed	The actuals will be disaggregated by gender, but it is not possible to disaggregate the targets at this time. See table below for details.
2005	18,000-ESRA		
2006	18,000-ESRA		
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

Discussion:

In FY 2004, 45,967 learners (25,169 in the 10-25 year old age range) have enrolled in ESRA literacy training programs. So far, 7,453 have completed literacy training. Among the 30,486 learners for which gender-disaggregated data is presently available, 18,285 are female (60 percent).

To reach this point of actually serving learners and producing literates, ESRA has had to establish the system for literacy training. In addition to developing the Integrated Literacy Model (ILM, which combines literacy with life skills), ESRA has trained 115 Master Trainers and 1,099 Literacy Instructors. ESRA has also created 1,339 Literacy Training Centers or posts, where literacy training is offered. The following table provides a more complete breakdown of these figures

Literacy Figures for FY 2004

Districts by Province, Mechanism & Grantee	a			b			c			d			e			f			g			h				
	Learners Enrolled (all Ages)*			Learners enrolled (10-25 age group)*			Learners Completed** (all ages)			Learners Completed** (10-25 age group)			Learners Graduated*** (all ages)			Learners Graduated*** (10-25 age group)			# of Literacy Master Trainers trained			# of Literacy Teachers trained				
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
I. Baluchistan																										
A. Integrated Literacy Model (ILM) by Implementing Partners																										
1	Naushki/ SEHER	nd	nd	514	108	406	514														Nd	Nd	1	Nd	Nd	17
2	KillaSaifullah /LAFAM	0	500	500	0	460	460														Nd	Nd	3	Nd	Nd	18
3	Kech-Turbat/ SPO	90	410	500	60	400	460														Nd	Nd	4	Nd	Nd	23
4	Gwader/ RCDC	50	450	500	30	410	440														Nd	Nd	3	Nd	Nd	25
	Sub Total	140	1360	2014	198	1676	1874														nd	nd	11	Nd	Nd	83
B. Local Partners (RFA 1)																										
1	Naushki/ SEHR	nd	Nd	2000	390	1350	1740														6	4	10	2	5	7
2	Chaghi/ SEHR	Nd	Nd	2000	60	1260	1320																		Using teachers from Naushki	
3	KillaSaifullah /TARAQEE	Nd	Nd	2000																						
4	Kech/PPDS	Nd	Nd	2000																						
5	Gwader/ HHHP	Nd	Nd	2000	318	1727	2045														0	2	2	5	35	40
	Sub Total	Nd	Nd	10000	768	4337	5105														6	6	12	7	40	47
C. Phase 1 Grantees (None)																										
D. Phase 2 Grantees																										
1	Mastung	237	355	592	237	355	592	237	355	592	237	355	592	0	0	0	0	0	0	0	0	0	0	15	15	30
2	Panigoor	55	979	1034	55	979	1034	55	361	416	55	361	416	55	361	416	55	361	416	0	0	0	1	34	35	
3	Panjpal (Quetta)	132	116	248	132	116	248	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	10	
	Sub Total	424	1450	1874	424	1450	1874	292	716	1008	292	716	1008	55	361	416	55	361	416	0	0	0	21	64	76	
	Sub Total Balochistan	nd	nd	13888	1390	4763	8853	292	716	1008	292	716	1008	55	361	416	55	361	416	nd	nd	23	nd	nd	106	

Districts by Province, Mechanism & Grantee	a			b			c			d			e			f			g			h			
	Learners Enrolled * (all Ages)			Learners enrolled* (10-25 age group)			Learners Completed** (all ages)			Learners Completed** (10-25 age group)			Learners Graduated*** (all ages)			Learners Graduated*** (10-25 age group)			# of Literacy Master Trainers trained			# of Literacy Te trained			
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Sindh																									
A. Integrated Literacy Model (ILM) by Implementing Partners (learners complete in November 2004)																									
1	Sukkur/Mo svi	398	102	500	98	384	482														nd	Nd	4	Nd	Nd
2	Sukkur/Ma shal	203	413	616	148	255	403														Nd	Nd	4	Nd	Nd
3	Khairpur/I RC	369	634	1003	369	620	989														Nd	Nd	5	Nd	Nd
4	Hyderabad/HANDS	0	439	439	0	435	435														Nd	Nd	3	Nd	Nd
5	Thatta/HAN DS	0	536	536	0	530	530														Nd	Nd	2	Nd	Nd
	Sub Total	970	2124	3094	615	2224	2839														Nd	Nd	18	Nd	
B. Local Partners (RFA 1) (learners enrolled, classes begin in November 2004)																									
1	Sukkur/Ma shaal	Nd	Nd	2000	500	2000	2500 (age 10-40)														2	3	5	43	42
2	Hyderabad/SDS	Nd	Nd	2000	1150	1528	2678														4	5	9	28	42
3	Hyderabad/SGA	Nd	Nd	2000			N/A														1	3	4	22	57
4	Thatta/Aas than	Nd	Nd	2000			2500 est														6	2	8	nd	nd
	Sub Total	Nd	Nd	8000	nd	nd	7678 est														13	13	26	nd	nd
C. Phase 1 Grantees																									
1	Dadu/IRC	2141	597	2738																	1	3	4	2	44
2	Sanghar/HANDS	3041	2823	5864																	nd	nd	12	83	78
3	Karachi/SUN	1762	778	2540				1762	778	2540				1762	778	2540					1	1	2	14	5
	Sub Total	6944	4198	11142				1762	778	2540				1762	778	2540					nd	nd	18	99	127
D. Phase 2 Grantees																									
1	Badin	130	195	325	130	195	325	22	33	55	22	33	55	108	162	270	108	162	270	0	0	0	5	9	
2	Karachi	245	245	490	245	245	490	127	127	254	127	127	254	118	118	236	118	118	236	2	2	4	6	6	
3	Sanghar	35	637	672	35	637	672	35	637	672	0	0	0	0	0	0	0	0	0	0	10	10	5	15	
4	Nawabsh ah	0	402	402	0	402	402	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	
5	Shikapur	0	600	600	0	600	600	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	
	Sub Total	410	2079	2489	410	2079	2489	184	797	981	149	160	309	226	280	506	226	280	506	2	12	14	16	57	
	Sub-Total Sindh	8324	8401	24725	nd	nd	13006	1946	1575	3521	149	160	309	1988	1058	3046	226	280	506	nd	nd	76	nd	nd	

Districts by Province, Mechanism & Grantee	a Learners Enrolled * (all Ages)			b Learners enrolled* (10-25 age group)			c Learners Completed** (all ages)			d Learners Completed** (10-25 age group)			e Learners Graduated*** (all ages)			f Learners Graduated*** (10-25 age group)			g # of Literacy Master Trainers trained			h # of Literacy Tea trained				
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
	Punjab																									
A. Integrated Literacy Model (ILM) by Implementing Partners (NONE)																										
B. Local Partners (NONE)																										
C. Phase 1 Grantee																										
1	Daska/Bunyaad	0	2501	2501															2	6	8	0	100			
	Sub Total	0	2501	2501															2	6	8	0	100			
D. Phase 2 Grantees																										
1	Rajapur	0	1231	1231	0	687	687												2	1	3	0	47			
2	Multan	0	757	757	0	726	726	0	716	716	0	690	690						1	0	1	0	20			
3	RahimYar Khan	0	1400	1400	0	1007	1007	0	1363	1363	0	1007	1007						2	2	4	0	45			
	Sub-total	0	3388	3388	0	2420	2420	0	2079	2079	0	1697	1697						5	3	8	0	112			
	Sub-Total Punjab	0	5889	5889	0	2420	2420	0	2079	2079	0	1697	1697						7	9	16	0	212			
Azad Kahmir																										
A. Integrated Literacy Model (ILM) by Implementing Partners (NONE)																										
B. Local Partners (NONE)																										
C. Phase 1 Grantee (NONE)																										
D. Phase 2 Grantees																										
1	Muzafarabad	0	845	845	0	270	270	0	845	845	0	270	270						1	1	2	4	38			
	Sub-total	0	845	845	0	270	270	0	845	845	0	270	270						1	1	2	4	38			
	Sub-total,AK	0	845	845	0	270	270	0	845	845	0	270	270						1	1	2	4	38			
ICT																										
A. Integrated Literacy Model (ILM) by Implementing Partners (NONE)																										
B. Local Partners (NONE)																										
C. Phase 1 Grantee (NONE)																										
D. Phase 2 Grantees																										
1	Islamabad	280	340	620	280	340	620	0	0	0	0	0	0										14	14		
	Sub-total	280	340	620	280	340	620	0	0	0	0	0	0										14	14		
	Sub-Total, ICT	280	340	620	280	340	620	0	0	0	0	0	0										14	14		
Grand Total	nd	nd	45967	nd	nd	25169	2238	5215	7453	441	2843	3284	2043	1419	3462	281	641	922	nd	nd	117	nd	nd			

*Note that enrollment figures count all those learners who have formally enrolled in literacy programs, although the classes offered by the Local Partners under RFA 1 are actually scheduled to start after the end of FY 2004. **Note that completer figures represent the learners that have completed the course before the end of FY 2004. It is not a completion rate, as course may span the fiscal years. ***Note that not all programs make the distinction between completing and graduating at this time. Consequently the actual graduation rate may be significantly higher than a comparison of the number of completers with the number of graduates would suggest.

Performance Indicator Reference Sheet
Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.4: Expanded public-private partnerships to improve access and delivery of education services in target districts
Name of Indicator: IR 3.4.a – Amount of private sector investments in schooling
Geographic Focus: Primarily Balochistan and Sindh but also at the national level
Is This an Annual Report Indicator? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes , for Reporting Year(s) 2004, '05, '06 and '07
DESCRIPTION
Precise Definition(s): This indicator will measure the extent to which the private sector has partnered with education entities (public or private) to improve access to and quality of education through the increased amount of private investment in education and/or schooling. The “amount” of investments means that a value both in US dollars or Pakistani Rupees will be placed on all forms of investments and added up. The term “investments” here is used in its general sense to mean financial, in-kind, donated labor, land, equipment, facilities, etc. For ESRA, the term “private sector” means individuals, businesses, companies or corporations and is understood to be formally identifiable entities in the for-profit sector. The fundamental idea of this indicator is to capture the value of investments as a measure of the extent to which USAID assistance under IR 3.4 is actually increasing the resources flowing to schools.
Unit of Measure: Amounts of investments in US\$
Disaggregated by: Geographical area
Justification & Management Utility: The indicator demonstrates the extent to which USAID’s sponsored activities in target areas are contributing to increasing private sector investments in education. It will be used by the Mission to track the performance of SO 3.4 activities on the management level.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Project records and surveys of private sector entities.
Data Source(s): reports by IP and private sector entities
Method of Data Acquisition by USAID: Quarterly reports by IPs and grantees
Frequency and Timing of Data Acquisition by USAID: Quarterly and annually
Budget Mechanism: Monitoring and Evaluation Contract and RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database, Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission’s Implementing Partners under this IR
Known Data Limitations and Significance (if any): <ul style="list-style-type: none"> • Inadequate definitions of in-kind resources provided by private partners and communities.
Actions Taken or Planned to Address Data Limitations: <ul style="list-style-type: none"> • Precise definition and recording of in-kind contributions and rates calculated at contract norms.
Date(s) of Future Data Quality Assessments: April 2004

Procedures for Future Data Quality Assessments:			
In general, the Monitoring and Evaluation Contractor and the ESRA M&E Team will conduct spot checks, of partners. During these site visits ESRA will: 1) review data collection, maintenance, and processing procedures; 2) Verify and validate performance information through periodic sampling and reviewing raw data on their computers, and compare with quarterly reports from partners to verify consistency.			
OTHER NOTES			
Notes on Baselines/Targets: Baseline = US\$ 8,500. Private sector investment, excluding contributions by parents through school committees, in public primary schools and middle schools in WDI districts is zero. Baseline is for the two WDI districts where the Releasing Confidence and Creativity is present.			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	PKR 1 M US\$17,850	PKR28.536 M* US\$492,006*	The actuals will be disaggregated by geographic area. See table below.
2005	PKR 1.25 M US\$22,321		
2006	PKR 1.5 M US\$26,786		
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

* does not include required grantee cost share

Discussion:

Through its work with both Pakistani corporations and Microsoft, ESRA has fostered agreements that total US\$485,276, surpassing LOP goals. Pakistani corporate funds (US\$345,276) are focused in 4 districts in Sindh and Punjab Provinces, and have been matched by US\$22,069 from the affected union councils and US\$77,369 from SIDP, a USAID program. These are presented in the table below.

Microsoft resources, totaling US\$146,730 have been specifically used to outfit 4 networked computer labs established in the 2 PITEs in Baluchistan and Sindh Provinces(US\$97,000), and equip 8 Tehsil Resource Centers in each of the 8 targeted districts³ in the Baluchistan and Sindh (US\$41,640) and 1 Demonstration Resource Center in Islamabad (US\$6,090). Remaining MS funds (\$2,000) have been earmarked to support the development of a national ICT Strategy and develop ICT services.

³ Resource Centers were established prior to the division of one district into two in Baluchistan.

<i>Province by District</i>	<i>Partner</i>	<i>Corporate Support</i>	<i>Union Council Contributio*</i>	<i>SIDP Contribution *</i>	<i>Total</i>
Sindh					
1. Thatta	Dewan Mustaq Group Thatta	PKR5.8M US\$100,000			PKR5.8M US\$100,000
	Thatta Cement Company Limited	PKR1M US\$17,241	PKR 0.6M US\$10,345	PKR1.789M	PKR3.389M
2. Ghotki	Peronas Carigali Limited (Pakistan)	PKR6.032M US\$104,000			PKR6.032M US\$104,000
	Tullow Pakistan Developments Limited	PKR2.494M US\$43,000			PKR2.494M US\$43,000
	Engro Chemical Pakistan Limited	PKR1.5M US\$25,862	PKR0.680 US\$11,724	PKR2.7M US\$46,552	PKR4.880M US\$84,138
Punjab					
1. Faisalabad	Interloop Private Limited	PKR2.0M US\$34,483			PKR2.0M US\$34,483
	Tandianwala Sugar Mills	PKR0.5M US\$8,621			PKR0.5M US\$8,621
2. Kasur	Brother Sugar Mills	PKR0.7M US\$12,069			PKR0.7M US\$12,069
Total		PKR2.026M US\$345,276	PKR1.280M US\$22,069	PKR4.489M US\$77,396	PKR25.795M US\$44,741

** not included in calculation of amount of support for the PIR*

Performance Indicator Reference Sheet
Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.4: Expanded public-private partnerships to improve access and delivery of education services
Name of Indicator: IR 3.4.b – Number of SMC/PTAs functioning in targeted districts
Geographic Focus: Primarily Balochistan and Sindh but also at the national level
Is This an Annual Report Indicator? No Yes X , for Reporting Year(s) 2004, '05, '06 and 07
DESCRIPTION
Precise Definition(s): The indicator is an indirect measure of the extent of community participation in schools. It focuses on parents with the assumption that parent involvement will increase community involvement, leading to school improvement and better student support. School Management Committees (SMC) and Parent Teachers Associations (PTA) are roughly the same kind of parent and community involvement groups that have an active and formal role in school management. For ESRA, the definition of a functioning SMC is an evolving one, composed of several different criteria. The criteria will be defined based on the process of SMC strengthening. Over time, it is expected that the SMCs which have received training will demonstrate certain key characteristics pertaining to their sound operation, such as maintaining a membership roster, meeting regularly, recording minutes, keeping accounts, etc. The criteria will be based on and informed by the type of routine tasks that are defined in the government ordinances regulating SMCs. Since ESRA SMC strengthening program was initiated in August 2004, the initial criteria will reflect the number of SMCs that have received training. The other criteria will be established as the SMC strengthening process is further defined.
Unit of Measure: School Management Committee / Parent Teacher Association
Disaggregated by: District and Province
Justification & Management Utility: The SO team believes that it is important indirect measure of community participation in schools.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Survey and Review SMC Documents/Reports
Data Source(s): Implementing Partners Reports
Method of Data Acquisition by USAID: Analysis of IP reports
Frequency and Timing of Data Acquisition by USAID: Quarterly and Annually
Budget Mechanism: Monitoring and Evaluation Contract and RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party and AKF
Location of Data Storage: ESRA database, Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission's Implementing Partners under this IR
Known Data Limitations and Significance (if any): <ul style="list-style-type: none"> Government definition of a functioning SMC.
Actions Taken or Planned to Address Data Limitations: <ul style="list-style-type: none"> Precise definition of a functioning SMC and periodic assessments.
Date(s) of Future Data Quality Assessments: April 2004
Procedures for Future Data Quality Assessments: In general, the Monitoring and Evaluation Contractor and the ESRA M&E Team will conduct spot checks, of partners. During these site visits ESRA will: 1) review data collection, maintenance, and processing procedures; 2) Verify and validate performance information through periodic sampling and reviewing raw data on their computers, and compare with quarterly reports from partners to verify consistency.

OTHER NOTES			
Notes on Baselines/Targets: Baseline: 750. End Target: 8,250			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	650 SMCs-ESRA	Target Districts in-- Baluchistan: 130 SMCs Sindh: 1762 SMCs Total: 1892 SMCs Other districts in: Baluchistan: 36 SMCs Sindh: 92 SMCs NWFP: 44 SMCs Punjab: 5 SMCs ICT: 20 SMCs Total: 197 SMCs Grand Total: 2089 SMCs	The actuals will be disaggregated by districts, but it is not possible to disaggregate the targets at this time.
2005	tbd		
2006	tbd		
THIS SHEET LAST UPDATED ON: 11/10/04			

Discussion:

The definition of a functioning SMC is an evolving one, composed of several different criteria. The first criteria is that the SMC has been trained in its role and responsibilities. In the target districts in Baluchistan and Sindh, ESRA and its partners have trained 1892 SMCs in FY 2004, reaching 3964 SMC members of which 14 percent are female. 1660 of those SMCs—which are participating in the SIP activity—have also completed their SIP action plan (as noted for indicator 3.c. The target for FY 2004 reflects what ESRA had planned; future targets need to be finalized in accordance with ESRA SMC strengthening and SIP program.

In non-target areas, ESRA and its partners have also been active in developing SMC capacity. 197 SMCs have been trained in Baluchistan, Sindh, NWFP, Punjab and ICT. Many are meeting regularly, have developed an action plan, are implementing it, and are raising and/or contributing their own resources.

In total, ESRA has supported the training of 2089 SMCs, comprising 5356 members (22 percent female).

The table below provides a breakdown as well as the criteria that will be used for assessing the growing capacity of SMCs to effectively support the schools. Further discussion should take place about this indicator, which may be better placed as an SO indicator, as it measures a higher level impact since a major and notable improvement to the education system would be to have “functional” SMCs able to take charge of school improvement.

Districts by Province and Name and Grantee	a # of SMCs/PTAs/CSOs with list of officers and members	b # of SMCs/PTAs/CSOs trained	c # of SMC/PTA/CSO members trained in			d # of SMCs/PTAs/CSOs meeting regularly (minutes)	e # of SMCs/PTAs/CSOs having developed vision, agenda, SIP or AP	f # of SMCs/PTAs/CSOs having received grants or outside resources from gov't or private sources	Total \$ amount of resources received from (f)	g # of SMCs/PTAs/CSOs implementing agenda, SIP or AP	h TBD (others as necessary)	i # SMCs doing all (a-h)
			male	female	total							
Province: Baluchistan												
A. Implementing Partner Save the Children												
1	Killa Saifullah	20	60	0	60		17					
2	Noshki	20	60	0	60		16					
3	Chagai	20	60	0	60		12					
4	Kech/Turbat	40	120	0	120		10					
5	Gawadar	30	60	20	80		5					
	Sub-Total	130	360	20	380		60					
B. Phase 1 Grantees (NONE)												
C. Phase 2 Grantees												
1	Quetta	50	36	249	249	498	0					
	Sub-Total	50	36	249	249	498	0					
	Sub-Total Baluchistan	50	166	609	269	878	0					
Province: Sindh												
A. Implementing Partners LEAD and Paiman												
1	Khairpur	138	221	55	276							
2	Sukkur	24	48		48							
3	Hyderabad	918	1640	310	1950		918					
4	Thatta	682	1125	185	1310		682					
	Sub-total	1762	3034	550	3584		1600					
B. Phase 1 Grantees (NONE)												
C. Phase 2 Grantees												
1	Sanghar	141	56	280	2	282	0					
2	Sanghar	36	60	60	120		0					
	Sub-total	141	92	340	62	402	0					
	Sub-Total Sindh	141	1854	3374	612	3986	1600					

Districts by Province and Name and Grantee	a	b	c			c	c	f		g	h	i
	# of SMCs/PTAs/CSOs with list of officers and members	# of SMCs/PTAs/CSOs trained	# of SMC/PTA/CSO members trained in			# of SMC/PTA/CSO members trained in	# of SMC/PTA/CSO members trained in	# of SMCs/PTAs/CSOs having received grants or outside resources from gov't or private sources	Total \$ amount of resources received from (f)	# of SMCs/PTAs/CSOs implementing agenda, SIP or AP	TBD (others as necessary)	# SMCs doing all (a-h)
			male	male	male							
Province: NWFP												
A. Implementing Partner (NONE)												
B. Phase 1 Grantee (PVDP)												
1	Swat Kohistan	0	20	67	16	83	0	0	0	0	0	0
	Sub-Total	0	20	67	16	83	0	0	0	0	0	0
C. Phase 2 Grantees												
1	Nowshera	85	0	0	0	0	85	0	10	\$3530	0	10*
2	Upper Dir	18	18	50	150	200	18	0	0	0	0	3*
3	Bannu	6	6	57	56	113	6	0	0	0	0	1*
	Sub-total	109	24	107	206	313	99	0	0	\$3530	0	14*
	Sub-Total NWFP	109	44	174	222	396	99	0	10	\$3530	0	14*
Province: Punjab												
A. Implementing Partner (NONE)												
B. Phase 1 Grantee (NONE)												
C. Phase 2 Grantees												
1	Fataejang	2	2	0	40	40						
2	Khanewal	13	3	6	30	36	13	13	2	\$170	3	2*
	Sub-total	15	5	6	70	76	13	13	2	\$170	3	2*
	Sub-Total Punjab	15	5	6	70	76	13	13	2	\$170	3	2*
Province: ICT												
A. Implementing Partner (NONE)												
B. Phase 1 Grantee (NONE)												
C. Phase 2 Grantees												
1	Barakahui	0	20	8	12	20						
	Sub-Total	0	20	8	12	20						
	Sub-Total ICT	0	20	8	12	20						
	Grand Total	315	2089	4171	1185	5356	112	1673	12	\$5520	3	16*

*these figures refer to SMCs/PTAs/CSOs that are providing their own resources to support the school.

Performance Indicator Reference Sheet
Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan
Name of Intermediate Result: IR 3.4: Expanded public-private partnerships to improve access and delivery of education services
Name of Indicator: IR 3.4.c – Number of USAID sponsored agreements formalized between private sector entities and public education sector
Geographic Focus: Primarily Balochistan and Sindh but also at the national level
Is This an Annual Report Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> , for Reporting Year(s) 2004, '05, '06 and '07
DESCRIPTION
Precise Definition(s): The indicator is an indirect measure of the extent of private-sector investment in public education. It focuses on the private-sector industry and business in Pakistan, such as textile and oil, with the assumption that private-sector investment in education will increase the level of resources available to education and schools and promote civic responsibility for quality education.
Unit of Measure: Agreements
Disaggregated by: Geographic area
Justification & Management Utility: The SO team believes that it is important to have active public-private partnerships that advocate for quality education.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Survey by IPs
Data Source(s): Quarterly Report from IPs
Method of Data Acquisition by USAID: ESRA Reports and Performance Audit
Frequency and Timing of Data Acquisition by USAID: Quarterly and Annually
Budget Mechanism: M&E Contract and RTI Cooperative Agreement
Individual(s) Responsible at USAID: Dr. Sarah E. Wright
Individual(s) Responsible for Providing Data to USAID: ESRA Chief of Party
Location of Data Storage: ESRA database Islamabad
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: To be determined with the Mission's Implementing Partners under this IR
Known Data Limitations and Significance (if any): <ul style="list-style-type: none"> • None
Actions Taken or Planned to Address Data Limitations: <ul style="list-style-type: none"> • N/A
Date(s) of Future Data Quality Assessments: April 2004
Procedures for Future Data Quality Assessments:
OTHER NOTES
Notes on Baselines/Targets: Baseline: 0
Other Notes:

PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2004	8 agreements-ESRA	Sindh: 4 agreements Punjab: 4 agreements Total: 8 agreements	The actuals will be by geographic area
2005	8 agreements-ESRA		
2006	8 agreements-ESRA		
2007			
THIS SHEET LAST UPDATED ON: 11/10/04			

Discussion:

ESRA has promoted 8 agreements between the private sector and public education sector (i.e. district and tehsil government and schools), which will benefit a total of 70 schools and 9,630 students, through the provision of improved infrastructure and materials.

This indicator largely overlaps indicator IR3.4a and may not be the most efficient use of limited USAID performance indicators.

<i>Province by District</i>	<i>Private Sector Partner</i>	<i>Adopted Schools</i>	<i>Beneficiaries (students)</i>		
			Boys	Girls	Total
Sindh					
1. Thatta	Dewan Mustaq Group Thatta	12	845	653	1498
	Thatta Cement Company Limited	8	685	325	1010
2. Ghotki	Peronas Carigali Limited (Pakistan)	10	756	407	1163
	Tullow Pakistan Developments Limited	12	695	443	1138
	Engro Chemical Pakistan Limited	7	700	1215	1915
Punjab					
1. Faisalabad	Interloop Private Limited	12	900	400	1300
	Tandianwala Sugar Mills	3	461	259	720
2. Kasur	Brother Sugar Mills	6	464	422	886
Total	8 partners	70	5506	4124	9630

Section III: Summary Data Table (“ actual for ESRA only)

Indicator		Year			
		04	05	06	07
SO 3.a - No. USAID sponsored policies developed at the national, provincial or district levels Baseline: 0	Target	0	0	3	
	Actual	2			
SO 3.b - Net Enrollment Rates Disaggregated by Gender (ESRA projected and estimated net enrolment figures from SEMIS and BEMIS reports)* *Replace	Target	4% boys, 18 % girls	4% boys, 18 % girls	4% boys, 18 % girls	
	Actual (est'd) In 2003 Balochistan: B:44.3 G:42.4 T:43.4 Sindh: B:61.4 G:36.5 T:49.7	Actual (est'd) n 2004 Balochistan: B: 44.9 (0.6%) G: 41.5 0.6%) T: 43.4 (0.6%) Sindh: no 2004 data available			
SO 3.c – Number of schools regularly developing and implementing School Improvement Plans in target districts Baseline: 0	Target	650 dev'd 0 implemented	tbd tbd		
	Actual	1660 dev'd			
IR 3.1.a - No. of districts receiving training to develop District Education Plans for management and budget* Baseline: 0 *Replace with IR 3.1.a (revised below)	Target	8	4 NA	4 NA	
	Actual	8	NA	NA	
IR 3.1.a (revised) No. of District Improvement Plans developed Baseline: 0		9 8	9	9	

IR 3.1.b – Number of District Fundamental Quality Level-based plans developed Baseline: 0	Target	0	6	0	
	Actual	0			
IR 3.2.a - Number of teachers and education administrators trained Baseline: 0 *completed training course	Target	13,000 (12000-ESRA)	???? (15000-ESRA)	???? (7000-ESRA)	
	Actual	14981 trained or undergoing training o/w 7281 trained*			
IR 3.2.b - Percentage of teachers meeting improved performance standards Baseline: 0	Target	???? 60%-ESRA	???? 60%-ESRA	???? 60%-ESRA	
	Actual	Pre-test data being collected on sample of 1200 trained teachers in 600 target schools			
IR 3.2.c –Improved student performance Baseline: 0	Target	???? 2%*-ESRA	???? 10%-ESRA	???? 10%-ESRA	
	Actual	Pre-test being collected on 12,000 G4 students in targeted schools with trained G4 teachers *estimated baseline			

	Target	15% over baseline	15% over baseline	15% over baseline	
IR 3.3.a -- Increased literacy rates in target districts among age group 10-25 (projected from 1998 provincial census report and calculated for the target age group of 10-25 years.)* *Replace	Actual (est'd) in 2003 Baluchistan: M: 55.4 F: 32.9 T: 44.9 Sindh: M: 58.6 F: 36.9 T: 48.2	Actual (est'd) Baluchistan: M: 59.5 (7.4%) F: 36.0 (9.4%) T: 48.4 (7.8%) Sindh: No data available			
IR 3.3.b - Number of people completing USAID sponsored literacy programs Baseline: 0	Target	13,500	18,000	18,000	
	Actual	Total: 45,967 enrolled o/w 7,453 completed			
IR 3.4.a - Amount of private sector investment in schooling Baseline: Baseline = US\$ 8,500.	Target	PKR 1M US\$ 17,850	PKR 1.25 M US\$ 22,321	PKR 1.5M US\$ 26,786	
	Actual	PKR 28.536 M US\$ 492,006			
IR 3.4.b - Number of SMC/PTAs functioning in target districts Baseline: 0	Target	650	tbd	tbd	
	Actual	Total in target districts: 1892 SMCs Total in Other districts: 197 SMCs Grand Total: 2089 SMCs			
IR 3.4.c - Number of agreements formalized between private sector entities and public education sector Baseline: 0	Target	8-ESRA	8-ESRA	8-ESRA	
	Actual	8 agreements			