

Basic education Improvement Programme (BWEIP) NWEF

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Norad collected reviews

The report is presented in a series, compiled by Norad to disseminate and share analyses of development cooperation. The views and interpretations are those of the authors and do not necessarily represent those of the Norwegian Agency for Development Cooperation.

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Review 2007-2

Basic Education Improvement Programme (BEIP) NWFP

On Commission of Norad



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ACRONYMS

ADO	Assistant District Officer
BEIP	Basic Education Improvement Project
CIDA	Canadian International Development Agency
DCTE	Directorate of Curriculum and Teacher Education
DSL	Department of Schools and Literacy
EC	European Commission
EDO	Executive District Officer
EDSP	Education Sector Development Programme
GER	Gross Enrollment Rate
GoNWFP	Government of NWFP
HT	Head Teacher
IER	Institute of Education and Research
IRP	Institutional Reforms Programme
LC	Learning Coordinator
LCO	Local Circle Office
LTRC	Local Training and Resource Centres
NER	Net Enrollment Rate
NWFP	North West Frontier Province
PEC	Project Executive Committee
PIHS	Pakistan Integrated Household Survey
PITE	Provincial Institute for Teacher Education
PIU	Project Implementation Unit
PSLSMS	Pakistan Social and Living Standards Measurement Survey
PTA	Parent Teacher Association
RITE	Regional Institute for Teacher Education
SWAP	Sector wide approach programme

I. EXECUTIVE SUMMARY and RECOMMENDATIONS

- This review assignment is part of the contractual requirements and it was agreed between the parties within BEIP parties during last Annual Meeting, held in September 2006.
- The review team has been asked to have a special focus on the quality effects into the educational system, especially into the day to day teaching and learning in the classrooms.

FINDINGS

- The process of developing a sector plan in NWFP is still ongoing. The Department of Schools and Literacy (DSL), GoNWFP intends to make the plan operational in fiscal year 2007-08, however, there is a concern among donors in relation to the readiness of DSL to launch a full fledged SWAP based on the Sector Plan.
- The implementation in all components has been slow. After nearly finishing four out of five years of operation BEIP has only utilised 23.3% of the funding.
- Trainings have been given to cadres in the educational system, nearly 60% of allocated funds has been utilised.
- Teachers' guides for Katch and Pakki have been produced and distributed according to training progress.
- Concepts from the training has been observed in rhetoric form, but not observed implemented in the classroom as teaching and learning praxis to any extent.
- The Mentor Program has great potential if handled properly.
- The building of the LCOs will give potential for organising in-service training, sub-cluster training and meetings. If properly used, the centres could become the focal point for learning, practice and collaborative support.
- The establishing and training of PTAs of each school can be greatly instrumental in enhancing quality of education, such as monitoring absentees of teachers as well as students and working as a buffer between the school and the parents.
- The provision of support to madaris will perhaps be the one most sustainable component as they are already committed to upkeep of the facilities as well as continuing the education once offered.

RECOMMENDATIONS

The review team strongly recommends that the Embassy closely follow up the following points:

- With one year and a few months remainder of duration of the project, reconsideration of budget line items in terms of priorities of NWFP government coupled with a factual analysis of its capacity is crucial at this stage, preferably

through a consultative process. Reallocations can be requested with approval from the Norwegian Embassy.

- The PIU does not have corresponding and equivalent authority to implement activities on their own; almost every initiative has to have prior approval of relevant authorities because of the requirements of annual financial audit; when approvals are delayed, so is implementation. The annual work plan approvals are not timely. This highlights a need for systemic reform which can only be initiated by the person on the top rung of hierarchy.
- As there are many different donors working with and implementing different programs directed to the improvement of the primary education sector in Pakistan, it will be of importance to co-ordinate both the content and timing of the courses offered. It is also advisable to have donors raise discussions on co-ordination, not only on timing and content, but also on methods, theory and educational ideologies that support programs offered. It will be of importance to nurture this collaboration and dialogue in the time to come. In our conversations with different actors in BEIP it has been difficult to identify any clear overall voice that succinctly expresses the conceptual goals for the child centred and activity based teaching and learning.
- For teacher training to become sustainable, it needs to be institutionalized as part of RITE as well as DCTE work plans and budgetary allocations need to be made available. PITE, in the process of becoming a research centre on education will have to have its roles and responsibilities clearly identified; also development of linkages with the Institute of Education and Research will have to be established.
- The potential impact of the LCOs is a strength of the project. These centres can not only serve as an official space for ADOs, but also provide in-service training space for educators, a meeting place for teachers from the circle, forum for sharing of relevant information and an effective resource centre with library. If properly used, the centres could become the focal point for learning, practice and collaborative support.
- It is important to focus and prioritise actions for enhancement of gender equity to achieve MDGs as well as fulfil the commitments made by the GoNWFP towards girls' education.
- The BEIP Review 2005 had also recommended that the Norwegian Embassy supports the provincial government in conducting a study to identify factors that demoralize the teachers, in order to design an effective incentive package. This study has not been conducted yet and can now be undertaken under the Education Sector Plan in the making.
- An assessment of the outcome of the BEIP training programme had been recommended by the BEIP Review 2005; this should be undertaken sooner than later as the results can feed into other training being planned in NWFP such as under CIDA debt Swap programme.

II. BACKGROUND

The Norwegian Government signed an agreement with the Government of Pakistan to support the Basic Education Improvement Project (BEIP) with a grant of NOK 72,6 million in December 2003. The project is to end in 2008 and so far there is no commitment from the Norwegian Government for any additional funding.

The BEIP was defined as a 'gap filling project' to the Institutional Reforms Programme (IRP) of the World Bank. The IRP targeted the full social sector with 60% spending on education sector. During the preparation period of BEIP, the objective of expanding /having the flexibility to integrate the support into a primary education sub-sector programme was explicitly expressed in the embassy's work plan 2004-5 and this flexibility has also been made part of the BEIP agreement. The process of developing a sector plan in NWFP is still ongoing. The GONWFP is expected to build on a draft prepared by the EC funded international consultant and a revised draft is promised to be shared with donors and other stakeholders during February 2007 for further consultations. The Department of Schools and Literacy (DSL), GONWFP intends to make the plan operational in fiscal year 2007-08, however, there is a concern among donors in relation to the readiness of DSL to launch a full fledged SWAP based on the Sector Plan.

Financial gaps and shortfalls in the education reform agenda were identified in PC-I as: a) head teacher/school leadership training in school management and supervision; b) reformation and training of Parent Teacher Associations (PTAs); c) provision of instructional material and teaching aids to schools; d) establishment of Local Circle Offices (LCOs)/ Local Training and Resource Centres (LTRCs) for effective decentralized school administration planning, monitoring and reporting for continuous in-service training; e) institutional strengthening and capacity building; f) provision of needs based assistance to religious schools (Madarssahs) in providing them with primary education textbooks, teacher guides and instructional materials as well as water supply and sanitation facilities; g) strengthening of teacher education institutions in the province – Directorate of Curriculum and Teacher Education (DCTE), NWFP at Abbottabad, Regional Institutes for Teacher Education (RITEs), Provincial Institute for Teacher Education (PITE) and the Institutes of Education and Research at Peshawar University and D.I.Khan University; and h) innovative activities.

The overall goal of the BEIP project is to contribute to "contribute to Quality Education for All". The initial agreement stated six objectives for the project:

1. 27007 school managers (from primary to higher secondary school level) trained in administrative, supervisory and financial matters
2. Establishment of 300 Local Circle Offices/Local Teachers Resource Centres
3. 4484 Primary School Teachers to be trained as Mentor Support Teachers
4. Improve teacher guides (maths and languages) provided for kachi (KG), Grade 1 and Grade 2 for 22573 primary schools

5. More effective community involvement in school management and support through reformed Parent Teacher Associations
6. Initiation of the process for mainstreaming Madrassahs education

Other activities were later added for example, strengthening of existing teacher education institutions, workshops/seminars/consultancies and advertisement and awareness campaign through print and electronic media and innovative activities.

II.1 Review background and objectives:

While waiting for Sector Plan and its follow-up, the Embassy will focus on monitoring implementation of BEIP. It was therefore decided to undertake a review of BEIP to assess the quality of implementation, document the lessons learnt and use them during the remaining period of BEIP, besides using them for possible input into the further dialogue on a possible sector programme.

II.2 Terms of Reference for the Review:

The TORs in full are annexed to the report. The specific purpose of the review is to:

- assess the pace and quality of implementation vis-à-vis agreed outputs, with special emphasis on qualitative aspects of teachers' training and its impact inside the classroom;
- assess short term impact of the project activities vis-à-vis overall education scenario in NWFP, i.e. how does it fit in and contribute to the larger picture;
- assess project's contribution towards creating and maintaining gender balance;
- assess the effectiveness of BEIP activities in improving education in Madaris;
- assess the efficacy of financial management channels of the project, including internal controls;
- compare the state of affairs at BEIP, taking into account recommendations of BEIP review 2005.

Two consultants, a Pakistani and a Norwegian from LINS were hired for the review by the Norwegian Embassy in Islamabad, Pakistan.

II.3 Methodology of the review

The review was begun with a very informative meeting at the Embassy with Embassy staff responsible for the review, a resource person on educational situation in Pakistan and the consultant team as well as an observer from NORAD. The ambassador briefed the participants on Pakistan's political situation. Further planning of the embassy on-going as well as future initiatives was shared and discussed. The consultant team reviewed the schedule for field visits and also reviewed the background information and documents on the project. In NWFP, meetings were held with all stakeholders and implementers, the Secretary, Department of Schools and Literacy, the Director,

directorate of Schools and Literacy, GTZ, BEIP implementation unit (see list of people met annexed).

The team visited 6 districts, Mansehra, Battagram, Haripur, Kohat, Nowshera and Charsadda and 10 schools in these districts. Discussions were held with EDOs, education, assistant education officers, teachers, some members of PTAs and Head Teachers. PITE and Rite were also visited. Classroom observations in schools as well as RITE training were undertaken. A meeting was held with the Assistant Manager, CIDA Debt Swap Programme. The team returned to Islamabad after debriefing session with Department of Schools and literacy, DCTE, GTZ and BEIP implementation unit.

The financial analysis has been based on a financial statement of allocations according to the Annual Work Plans and expenditure each year provided by BEIP project implementation office in Peshawar.

Reference has been made, wherever appropriate to the BEIP review in autumn of 2005 and comparison done accordingly.

III. FINDINGS

III.1 Comments on design

BEIP was conceived as a gap filling project in the education reform agenda of the Government of NWFP which has resulted in loosely knit, non-cohesive activities. Although the activities in and by themselves correspond with and have the potential to contribute towards the overall improvement in education system as visualized by the GoNWFP, they do not seem to promote necessary linkages towards any sustainable change. The implementation mechanisms are complex; for example, the Project Implementation Unit bears the responsibility for the execution of the project but does not have corresponding authority to make things happen. Even with the assignment account in existence and approval from the Project Steering Committee, the Project Implementation Unit has to seek prior approval of spending. The team is unable to quote any instance where the PIU has taken an initiative even in terms of methods of implementation as the project seems to be micromanaged by the higher authorities.

Another legacy of gap filling design of BEIP is complex partnerships. There are a number of actors/stakeholders for each component of the project. Some of the stakeholders are involved in more than one component; however, the lines of coordination and information sharing mostly depend on individual initiative. Coordination mechanism of partners had not been thought through during the inception phase. There is no organogram for the whole project, only partly for the different components. Therefore no logical framework analysis (LFA) outlining goal objectives, verifiable indicators for assessment of impact exists, hence monitoring can only assess outputs. The assessed outputs will then have to be analyzed to describe the quality of the project outcome the way the team were asked to do.

The process of developing a sector plan in NWFP is still ongoing as it was at the time of 2005 review. The GONWFP is expected to build on a draft prepared by the EC funded international consultant and a revised draft is promised to be shared with donors and other stakeholders during February 2007 for further consultations. The Department of Schools and Literacy (DSL), GONWFP intends to make the plan operational in fiscal year 2007-08, however, there is a concern among donors in relation to the readiness of DSL to launch a full fledged SWAP based on the Sector Plan.

GTZ is now helping the department of Schools and Literacy in finalizing the plan. The Norwegian Embassy is involved in this work as member of the reference group; this is also a follow-up to recommendations elated to donor coordination in BEIP review 2005.

As pointed to above we will underline the importance to co-ordinate both the content and timing of support offered. We will especially point to the efforts to have donors raise discussions on co-ordination, not only on timing and content, but also on methods, theory and educational ideologies that support programs offered within their projects. It will be of importance to nurture this collaboration and dialogue in the time to come. In our

conversations with different actors in the project it has been difficult to identify any clear overall voice that clearly expresses the conceptual goals for the child centred and activity based teaching and learning.

III.2 Efficiency and Effectiveness

Current Status of all components

There have been inordinate delays in almost all components of the project. The physical progress is described below under each component sub-heading.

1. Head Teachers Training

All the head teachers of primary (Grade 0-5), middle (Grade 6-8), high (Grade 9&10) and higher secondary (Grade 11-12) schools were supposed to receive head teachers training in school management and supervision which was later to be followed up by 2 further follow-up trainings. The number of total head teachers (HTs) targeted is 27007; so far a total number of 20254 primary school head teachers, 1994 middle level HTs, and 1232 high and higher secondary level HTs, totaling 23,480 HTs, have received the training according to the statistics provided by BEIP PIU. The first follow-up training has been delivered to 19421 primary school HTs, and the second follow-up training to 14948 primary school HTs; the training could not be conducted in earthquake affected areas. 5905 primary schools HTs in 5 earthquake affected districts, middle school head teachers, and high and higher secondary schools HTs will be trained during the current fiscal year. The head teachers of middle, high and higher secondary schools have not received any follow-up training at all. The manuals for this training have been developed by GTZ and have subsequently been published.

An impact study of head teachers' training is to be undertaken by PITE which will be done after necessary approvals of proposed expenditure has been received.

58.88% of financial allocations made for primary school head teachers training has been utilized so far during the 4 fiscal years (3 and a half months remaining), 19.67% for middle school HT training and 33.51% for high and higher secondary school HT training. The remainder of allocated funds in these line items remains unspent and could be reallocated to other activities with Norwegian embassy approval.

The quality of training issues will be dealt with in a later section on quality of education; however, several issues were identified by the key informants around training. One issue relates with the paucity of human resource available to the project for training as the two resource organizations, GTZ and DCTE also run their own programmes. DCTE particularly is being requested to deliver trainings by other donors and international NGOs (INGOs) working in earthquake affected areas as well. In the two earthquake affected districts visited, Battagram and Mansehra, the team

was told that it was very difficult for them to remember details about the training as so many were being held by so many actors.

Another issue is the model of training being used, the cascade model which tends to dilute the message as it goes down the ladder.

2. Teachers Guides for Katchi, Pakki and Grade 2 and Teachers' Training on the use of teachers guides

The development of teachers guides for katchi and pakki and Grade II for Maths and Urdu was planned right in the beginning of the project, however, the implementation



was delayed due to expected changes in the curriculum. It was later decided to go ahead with the activity as no major changes were expected in the curriculum. The number of teachers to be trained is 21,993. The teachers guides for katchi and pakki have now been developed and vetted by the Directorate of Curriculum and Teacher Education as well as EDSP-GTZ. These have also been printed and distributed; the training of teachers is

on-going. The percentage utilization of the allocated budget is 29.06.

The team met with several teachers who had been trained and although they verbally appreciated the training as well as the guides, their actual use in classrooms seems limited due to several reasons. Some ADOs reported that in two room, two teacher primary schools, it was impossible to use the guides as due to multigrade teaching, the teachers did not have the time to use the principles involved. A few teachers commented that keeping discipline in class was very important hence they could not apply the activity based learning as that means a lot of noise in the classroom which is unacceptable by other teachers; keeping children quiet in the classroom is traditionally considered the sign of a competent teacher.

An assessment of the outcome of the BEIP training programme had been recommended by the BEIP Review 2005; this should be undertaken sooner than later as the results can feed into other training being planned in NWFP such as under CIDA debt Swap programme.

3. Mentor Teacher Support System in Primary Schools

The quality of education has been and still is a grave concern for the Government and one of the major issues is qualitative dimension of teacher education programmes. This issue was also highlighted by the BEIP Review 2005. One of the proven methods of improving quality education has been provision of professional support

and mentoring for improvement in quality of education service delivery. In NWFP, till 2001, professional guidance and support to the teachers was provided through learning coordinators (LCs). After 771 posts of LCs were abolished in 2001, 220 posts of Assistant District Officers, Teacher Training (ADO, TT) were created with the job description of working as master trainers and providing academic support to the primary school teachers in their respective circles. In September 2002, with restructuring of district set-up the posts of ADO TT were abolished with the task of monitoring the standard and quality of education and training of teachers assigned to ADO, Inspection. For ADO, I it was difficult to manage both inspection as well as academic guidance and support so mentoring again suffered. So through a consultative process, the Government of NEFP, Schools and Literacy Department approved the mentoring system for primary school teachers to be piloted in 4 districts at two female and two male circles with 5-8 schools in each circle with the objectives of helping teachers implement the skills acquired in in-set, enhance the quality of learning achievements, encouraging better learning environment in schools and establishing linkages among the schools, clusters and circles.

The pilot undertaken has been very successful and 345 primary school teachers have been trained as mentor support teachers who have provided relevant support to teachers in their circles in FY 03-04. The replication was planned in FY 04-05 but has not happened due to logistical reasons. It is now planned that the programme will be initiated in 12 districts during FY 06-07 and in 12 districts during FY 07-08. The utilisation of allocated funds stands at 0.54% of allocated funds so far.

The BEIP Review 2005 had also recommended that the Norwegian Embassy supports the provincial government in conducting a study to identify factors that demoralize the teachers, in order to design an effective incentive package. This study has not been conducted yet and can now be undertaken under the Education Sector Plan in the making.

4. Strengthening and reactivation of PTAs

The first step in reactivation of PTAs was a situation analysis for which two workshops were arranged with existing PTA members in Peshawar and Abbottabad. Although four workshops were planned, the two in Bannu and Swat could not be held. A consultant was hired to prepare a PTA guide for government schools; the guide is still in the process of finalization, comments from the NWFP government are awaited. During FY 05-06, PTAs were formed in 1549 high and higher secondary schools as a result of elections, organized by the head teacher as well as teachers in school premises. As the high and higher secondary schools are gender specific, the PTA in girls' schools consists of women and in boys schools of men. The members include a councilor, a person respected in the area and the parents of students while the head teacher is the general secretary.

In middle and primary schools, the PTAs have not been activated yet. The main reason quoted by PIU BEIP is that the funds disbursed to PTAs in high and higher

secondary schools during FY 05-06 have not been reconciled yet hence the future disbursement of funds to middle schools PTAs have been halted hence nonactivation of PTAs in middle schools. The primary schools PTAs are last in the queue. The planning is that during FY 06-07, PTAs in 2387 middle schools will be assisted to function. The training of PTA chairpersons has not been done. PTAs have been disbursed funds on the basis of Rs. 750 for consumables and some money for repairs per classroom annually. The percentage utilization of allocated funds so far is 6.20.

According to the Secretary S&L, the government of NWFP is committed towards strengthening PTAs for the purposes of better school functioning, for improvement in enrollment rate and for tackling missing facilities. The allocation to PTAs will be enhanced from Rs. 750 per classroom to Rs. 2000 for consumable items and Rs. 5000 per classroom annually for repairs. The Secretary has also requested the NWFP government to approve the enhancement of utilization authority of PTAs to Rs. 250,000 per year. A summary about exemption of PTAs from audit has been submitted to the Government of NWFP by the department. If approved it would mean that only verification of expenditure of PTAs will be undertaken, not a full audit.

Several measures are under consideration to raise the comfort level of PTAs in spending on school improvement; one of the suggestions by S&L Department has been that instead of annual audit, verification of expenditure be made a requirement for funds managed by PTAs. It is hoped that this step will remove the hesitation in PTAs to use funds.

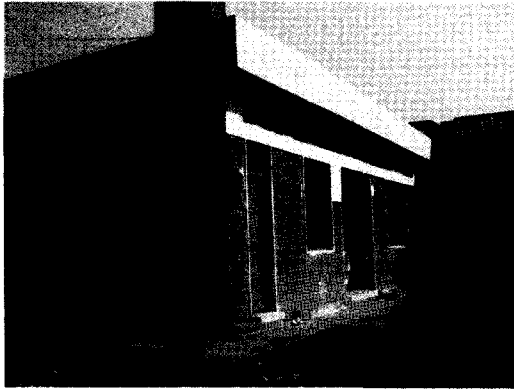
Meetings with the PTA chairpersons and members have revealed that PTAs have been using their funds in infrastructure improvement of schools though there are exceptions. In some cases, PTAs have also provided uniforms and shoes to students whose parents could not afford the expense. They have acted as a buffer between the community and the teachers in one case where culturally it is not acceptable to directly confront the teachers.

PTAs have strong potential to improve the situation in schools through steps such as monitoring absenteeism of teachers, following up drop outs however at the moment the institution is not mature enough to take initiatives on their own.

5. Local Circle Offices; Construction and Operationalisation

A total of 300 circle offices supposed to serve as ADO office, a training venue as well as a resource centre, were to be constructed and made functional under the project. 85 buildings have been completed so far according to a table of achievements provided to the team by BEIP PIU. The figure differs from BEIP Review 2005 which had reported that 100 LCOs had been constructed. Currently one LCO is partially functional; one training has been delivered in the premises and the ADO is using the space as his office, however, the resource centre is not operational yet. The rest have not been built yet. In 5 earthquake affected districts, the construction could not happen as the government had to approve earthquake resistant models of construction.

In others, there have been issues in site selection. The team was told by one key informant that the quality of construction in some cases was of low standards and reportedly in one case in Lakki Marwat two LCOs, male and female had been constructed next to each other which will be a disincentive for school teachers to visit the LCO frequently to use the resource centre.



Generally speaking, the potential impact of the LCOs is a strength of the project. These centers can not only serve as an official space for ADOs, but also provide in-service training space for educators, a meeting place for teachers from the circle, forum for sharing of relevant information and an effective resource centre with library. If properly used, the centres could become the focal point for learning,

practice and collaborative support.

The centres could also be used by other programmes and projects, for instance, the manager CIDA Debt SWAP programme, appointed by the S&L department expressed the desire to use them for the project's work such as training of head teachers in academic supervision, planning, finance and management as well as subject specific training of teachers planned under the programme. The S&L Department could also find other uses for the set up. The risks however, are that the district governments may not be able to operationalise LCOs or that these buildings may be used as additional classrooms instead of LCOs, particularly in earthquake affected areas. One major concern is that it may not work as a resource centre as it will be difficult for women teachers to visit it on a somewhat regular basis.

Financially speaking, under the line item 'Civil work cost for construction of 300 LCOs, the financial utilization of all allocated funds so far has been 26.85%, under equipment and stationery 0% and under procurement of furniture 14.84%. No funds for library had been earmarked in the work plans.

6. Improvement of Learning Environment and Introduction of Regular Primary Education in Deeni Madaris

This component has seen the most delay in implementation due to several reasons. Initially the targets were not specific and no prior needs assessment had been undertaken. Methodology for accessing the madaris was also not clear hence planning and implementation has been a simultaneous process after the approval of PCI leaving it open to individual interpretations and implementation mechanisms.

The target for FY 03-04 was 100 madaris; another 100 madaris were added to the target in FY 04-05; the number was later increased to 227. In May, 2005, an

advertisement was published in the prominent dailies for madaris to apply for support. 68 madaris responded to the advertisement; another 59 later applied because other madrassahs informed them according to the Assistant Manager PIU. Currently the number of applications is 127. Meetings with the incharges of madaris were held in Bannu and Swat districts with 27 and 10 representatives of madaris in attendance respectively in November 2006.

The mohtamim (incharge) of one of the madrassa that the team was able to visit said that he had not seen the advertisement, but was told by one of the functionaries of education department in the district to apply. Another madrassah which was not on the list of the PIU, when visited had also not seen the advertisement. An alternative could have been sending the information to Wafaq-ul-madaris for onward information to their madaris in NWFP province.

During the team visit, only two madaris had been provided with the text books, a day before the team was to visit the madaris. PIU office is jammed with the text books, which can easily be sent through the conventional channels or through district education offices to the madaris, however, PIU has been ordered to hand the books over personally, also conducting monitoring of madaris simultaneously and to collect relevant data. This will mean approximately 30-50 person days, on delivery of books only, alongwith immense POL cost.

The process for provision of water and sanitation facilities has not even been initiated yet. The department is looking for a consultant to undertake needs assessment of the madaris after which implementation will begin. The funds allocated for the line items 'Instructional Material for Deeni Madaris' and 'Provision of water supply & sanitation for Deeni Madaris' have not been spent at all while the line item 'Provision of Primary School level Text Books for Deeni Madaris' shows 35% utilisation.

7. Strengthening Existing Teacher Training Institutions

This component is the one with minimal implementation and minimal spending so far. Out of a total allocation of Rs.13.372 million, only 0.085 have been spent so far, a percentage of 0.64. The component entailed provision of equipment and books to 20 RITEs, PITE, DCTE and Institute of Education and Research of Peshawar University. The only activity undertaken has been a needs assessment workshop at PITE in 2004-05. A number of tenders have been floated, however offers were rejected for one reason or another. Once the tendering process had to be abandoned due to changes in the procurement procedures of the government and the second time, the amount of bids was higher than expected and the process was cancelled. It is now expected that the Canadian Debt Swap programme will handle capacity building of these institutions.

This line item hence is free for reallocation.

8. Advertisement and Awareness Campaign through print and electronic media

The understanding of this component is slightly vague. According to some sources, this was thought of as an awareness campaign on the role of PTAs, however no details or discussion can be seen before FY 2005-06. The PEC meeting of October 2005 mentions that “the media had not been utilized by the government for dissemination of information with regard to education”. The media campaign was then planned to ‘create awareness targeting union, tehsil and district level councilors enabling them to play their due role in the promotion of education’. The PIU was asked to prepare a proposal for a campaign on electronic and print media about ‘education programmes, issues and responsibility of civil society especially the parents, teachers, PTAs, students, public representatives and district governments’. The progress regarding the campaign was not reported on in AWP 06-07. The budgetary allocation continued though.

The focus of this activity has been changed in FY 06-07 and now it will be an awareness campaign regarding ‘motivation of parents to get their children admitted in schools and role of PTAs’ to be conducted through print/electronic media.

The percentage utilization of allocated budget is 1.24.

Overall, the implementation has been very slow; the cumulative utilization of cumulative allocations has been 23.3%. The project is in its 4th fiscal year with one year and 4 months left for further implementation. The main reasons quoted have been multiple. One is high turn over of staff at PIU; the incumbent project manager is the third one in three and a half years for instance. Secondly, the PIU does not have corresponding and equivalent authority to implement activities on their own; almost every initiative has to have prior approval of relevant authorities because of the requirements of annual financial audit; when approvals are delayed, so is implementation. Thirdly, the annual work plan approvals are not timely. To quote one of the key informants, “The Annual Work Plan is formulated in July, the first month of the fiscal year, it is then approved sometimes into the third month of FY hence the first quarter is wasted; then the process of approval of funds is begun and by the time financial disbursements are available, half the year has gone by”. This highlights a need for systemic reform which can only be initiated by the person on the top rung of hierarchy.

III.3 Relevance

The Pakistan Social and Living Standards Measurement Survey (PSLSMS) indicates an improvement in Net Enrollment Rate (NER) and Gross Enrollment Rate (GER) from 42% to 72% respectively in 2001/02 and 52% to 86% respectively in 2004/05, it still indicates that almost half of the primary school age cohort is currently out of school. While elementary education GER has increased from 41% in 2000/02 to 46% in 2004/05, it remains far below the targets. Moreover, gender gaps remain large, especially for rural females since only 22% of girls above age 10 have completed primary level or higher

schooling as compared to 47% boys. While the NER shows an insignificant gender gap in urban areas, NER for rural girls at 42% trails behind rural boys' NER of 53%.

In NWFP, According to Pakistan Integrated Household Survey (PIHS), 2001-02, GER at the primary level is 77%, NER 41%; at the middle school level, the GER is 30% and NER 17% while literacy rate is 38%. The government is committed to EFA goals and standards, universalisation of primary education and gender parity, hence the project is highly relevant to the situation of education in NWFP.

An indication of the government of NWFP's commitment to education is it's planning to develop an education sector plan. EC had provided technical support for development of the sector plan and now GTZ is helping the department of Schools and Literacy in finalizing the plan.

III.4 Sustainability

Some sustainability of impact is obvious from the activities once they have been completed, e.g. provision of water and sanitation facilities will have a sustainable impact particularly as madaris will maintain the facilities in their own interest. However, sustainability of every component in the project has not been ensured. For teacher training to become sustainable, it needs to be institutionalized as part of RITE as well as DCTE work plans and budgetary allocations need to be made available. PITE, in the process of becoming a research centre on education will have to have its roles and responsibilities clearly identified; also development of linkages with the Institute of Education and Research will have to be established.

For sustainability of Mentor teacher support system, the GoNWFP needs to take responsibility for the system for a few years for it to take root and for the difficulties to be ironed out. The pilot programme achieved over 50% success because the districts, the circles and the teachers were hand picked and thoroughly trained with a constant fall back support system. The conditions for replication will differ and the programme will have to stand the test of time. Mentoring has suffered quite a bit after the Learning Coordinator cadre was abolished and patience will be required to sustain the system which has great potential. GTZ is very familiar with the loopholes, is cognizant of the issues and can advise the GoNWFP accordingly.

Continuous capacity building of PTAs is vital in keeping the PTA active and enhancing its role. Programmatic sustainability of PTAs will stem from institutional arrangement and its maturity. With the potential of not only monitoring the school but also provision of relevant and timely support to it, PTAs can play a very important role in improving education situation, however, in the interest of sustainability a comprehensive strategy should be developed based on the needs assessment of the community to make it more effective and sustainable. This institutional strengthening will have to be supported with requisite financial resources.

The local circle offices also have a great potential if effectively used. Again, not only the government has to make a conceptual commitment to this developmental idea but also make financial arrangements in future for maintenance and upkeep of the building, provision of required resources such as books, other relevant material and support in making relevant use of it. Otherwise its sustainability will be dubious.

The provision of support to madaris will perhaps be the one most sustainable component as they are already committed to upkeep of the facilities as well as continuing the education once offered.

III.5 Risk Management

The biggest risk the project is facing at the moment is not being able to deliver on time. Although GoNWFP is aware of the issue, the team is of the opinion that more efforts need to be put into increasing the pace of the project.

A few of the reasons for delay as already mentioned are weak and untimely planning, weak capacity of PIU in time management, work planning and lack of requisite authority. In terms of LCOs, there might be a risk of it not being used as a resource centre as for female teachers, it may be difficult to visit it regularly due to mobility issues; already no funds have been allocated to library. Another risk may be that the building may be used as classrooms particularly in earthquake affected areas. The LCOs will not be able to fulfill its envisaged function if not handled in a planned manner.

Lack of ownership is another risk that was mentioned by teacher training resource personnel. As has already been mentioned, ensuring sustainability is a challenge and creating and maintaining some level of ownership will be the key factor involved.

Another issue mentioned repeatedly was lack of motivation on the part of teachers. The implementers are aware of this and feel that the mentoring process to be put in place may be able to handle some of the motivation issues.

III.6 Quality of Education

The ultimate goal of all efforts supported by Norway in the educational sector in Pakistan is to improve the quality of education for all. Throughout the field trip in this review exercise we have had a special focus on the situation in the classrooms we have visited. The BEIP project has been going on for four years already, so there should be some visible results in the classrooms of the efforts that have been pursued towards this end. The most significant component for changing classroom practice has been programs for training cadres in the educational sector in the Province, from EDOs to classroom teacher.

The Training Component

Consultants from GTZ as TA to the project, utilizing the capacities of PITE and RITEs, execute BEIP's training components. The training is mostly organized as six days training courses. GTZ has prepared training manuals for the different courses.

The trainings are organised according to a cascade model. This model is a top-down model.

For example when it comes to training the teachers at school; they are supposed to be trained by the ADOs/Master trainers; who are supposed to have been trained by selected ADOs/Master Trainers; who have been trained by GTZ Master Trainers in Peshawar, PITE.

GTZ has trained some Master Trainers. These are recruited persons, among them employees of PITE and RITEs. That means that most trainers are teacher educators or responsible cadres in the educational sector at district level.

The different trainings are given to different cadres in the education system according to the cascade model. The ADOs, Head teachers and Teachers are to be trained through the project. The project covers Primary, Middle, High, and Higher secondary schools throughout the Province. That means all personnel responsible for the education of pupils from Katchi class to 10th grade.

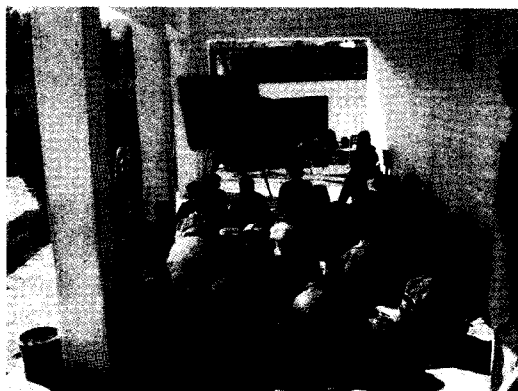
The training is roughly divided into administrative and pedagogical issues. On the administrative side there are focuses on the day to day administrating of the monetary and human resources at the different levels in the system. On the pedagogical side there are focuses on child centered, activity based teaching and learning.

Child centred teaching and learning

The trainings are based on ongoing revisions of curriculums and textbooks for the government schools.

We have asked ourselves which discussions have been held in advance when these revisions were planned; whose voices have been heard? Who is the main force behind the plans? Which analysis has been made when the decisions about child oriented teaching and learning were introduced? We suspect that the rationality of the western understanding of child development is underpinning this emphasis. This rationality is also stressed in reports on the Primary Education sector in different third world countries.

By contrast, it may be useful to describe some of the characteristic features of the primary



classroom as it is described in these reports, and this description fits well with our observations in most classrooms that we visited during this review mission. In this classroom there is little space for the children's initiative, and no attempts are made

to adapt the instruction to the interests the individual child. The child passively receives the material it is assumed to be able to remember without asking questions. All initiatives come from the teacher, usually in the front of the classroom asking questions which the child answers and which again the teacher then evaluates. Few attempts are made by the teacher to accommodate to the children's interests and initiatives. The teacher's concern is to see if the child has the right answer. Most learning is based on rote learning of facts.

This teaching is criticized for being traditional and old fashioned. The contrary and advocated situation is to create a classroom where the focus is on the children's and the teacher's communication. These ideas emphasise child centred and activity based teaching and learning – but what happens to the teachers' values and interests when these discourses represent totally different values from those they are brought up to within their families and experience through their own schooling? Researchers have pointed to the need to understand and find the values, historical experience and mindset of the people being trained (Dana 2001, Volan 2003). Dana continues to argue to avoid “the translocation of Western - style ‘expertise’” (2001, p.414) if a project is to exist more than a short period after the experts have disappeared.

In our meeting with consultants working as TAs to the project on the training components, we were presented with their frustration on how difficult they experienced the cadres', EDOs' and ADOs', willingness to take responsibility and ownership to the training. If this is the general case then we suspect that the stakeholders have not been enough involved in the development of the concepts and ideas that is underpinning the training, and that these are presented as facts to be learned in a similar manner as in the primary classrooms.

Efficiency of the training

There are some weaknesses built into the cascade model that have to be handled with conscious care by the TAs implementing the model of training. One weakness related to ownership is that at each level in the model there must be a clear understanding of common goals. If these are vague or missing, ownership is hard to establish in the next level. Another weakness is the possibilities of losing conceptual meaning in the concepts to be trained. This is especially important when it comes to new and different praxis that build on values that are new to the existing educational discourse.

Good leadership “empowerment” – or the ways the participants take part in or are involved in building competence – will be a precondition for new change processes. Experience from different implementation processes in educational systems have shown that effective building of competence can be seen in five separate but dependent levels of activities: Relevant theory, Demonstration, Praxis, Administration and Direction, and Follow up in minimum 12 – 18 months (Dalin 1994). Research results show that if all these five activity aspects are fulfilled up to 85% changes in behaviour can be achieved – but just 5% if only the first aspect is fulfilled.

For referential and analytical purposes we will look into how we see these five aspects have been taken care of in the component of training in the BEIP project so far.

Relevant theory.

This includes first of all the trainings that have been carried out as part of the BEIP project. It will also include the present educational discourse in the educational system as well as coming courses, supervision and tutoring both by BEIP and other stakeholders. As there are many different donors working with and implementing different programs directed to the improvement of the primary education sector in Pakistan, it will be of importance to co-ordinate both the content and timing of the courses offered. We will especially point to the efforts to establish a sector program, at least to have donors raise discussions on co-ordination, not only on timing and content, but also on methods, theory and educational ideologies that support programs offered within their projects. We have been informed, both by Secretary of School and Literacy, and by GTZ, that there is an ongoing process to establish an Education Sector Plan. It will be of importance to nurture this collaboration and dialogue in the time to come. In our conversations with different actors in the project it has been difficult to identify any clear overall voice that clearly expresses the conceptual goals for the child centred and activity based teaching and learning.

Demonstration

According to the cascade model, all learning will be demonstrated through training sessions. However the ADOs are playing an important role in this model as supervisors in the field for promoting the ideas and contents of the trainings. They are both to some extent to give training to head teachers, and to follow up in a supportive manner the implementation at the school level. We have asked the ADOs to express how they see their role as mentors in the project. They have explained the difficult position in taking care of the dual role of monitoring and mentoring. As monitoring is the traditional role of their position, they find it difficult to properly execute the mentor role without at the same time controlling the teachers. The hierarchic structures in the educational sector play an important role here as well.

Praxis

Praxis, here understood as classroom praxis, has to be done by the individual teacher. This praxis has to a great extent to be supervised. Supported and evaluated by the head teacher with support from the ADOs. To strengthen, and to some extent to avoid the dilemmas of the dual role of the ADOs pointed to above, the processes of supportive supervision have been initiated through the BEIP component concerning the Mentor Program. The Mentor Program will cluster 1-5 schools and identify one teacher among these that will be given the role of mentor for these schools. It has been through a pilot phase in some districts, and has been characterised as successful. It is now to be put into full scale, first in 12 districts, mentors have been identified and the training is to be started this spring.

If done properly we think that this Mentor Program could have an important impact on the implementation of the intended changes in the classroom praxis. It is of crucial

importance that thrust and support for the changes is established with the mentors to be involved. As intended the Mentors can become an important complementary and supportive alternative to the ADOs, and as such also resolve the dilemma of the ADOs dual role. The role as inspectors is also very demanding for the ADOs. They have many schools to attend to, and the logistic concerning transport is very complicated, long distances, and costly and tiresome transport. These circumstances imply infrequent visits. The situation is especially difficult for female ADOs. The Mentor Program can improve the situation for both the Demonstration and Praxis aspects of the implementation of the training component of BEIP.

Administration and Direction

A Project Implementation Unit, PIU, runs the project. PIU is organised under Govt. of NWFP, Schools and Literacy Department, and as such is part of the Province Government's Educational Organisation. Govt. of NWFP and PIU must take the overall responsibility for following up of the project. It will consist of seeing that all components are followed up and effectively executed. It will also include taking necessary steps for further revision of the curriculum and the development of textbooks and manuals. The EDOs together with ADOs will monitor and supervise the implementation of these changes. Documentation of the work carried out for initiating changes will be the continuation of the progress. Another important aspect will be the continuation of the processes due to the existing examination and evaluation system. This will set premises for what cadres can allow themselves to do in their work towards the goals of the project. The slow progress of BEIP through these first four years indicates that this aspect has been neglected; this is also shown in the lack of changes in the classrooms we visited.

Following up

The BEIP project has been operating already for four years. Processes of change within educational institutions take long time. This is because the staffs involved have higher education and are more conscious of the ideologies involved in different approaches filling their roles. However there is good reason to question the efficiency of the implementation. The responsibility for the following up has to be shared by the involved partners. It is first of all the responsibility of the PIU. GTZ has through their role as TA the responsibility to take local and existing praxis into consideration and let the different actors' voices to be heard and let them contribute with knowledge and experience into the training and implementation to ensure the engagement and ownership to the ideas and concepts in the project. The following up includes also establishing ownership in the educational system. The frustration expressed concerning lack of responsibility and ownership by the stakeholders indicates to us that this following up lack some important quality aspects.

Recipients' responsibility

The BEIP project is part of NORAD's ideology of "the recipients' responsibility" for 'driving' a project further. This ideology has challenges. In many ways the hierarchical system within the educational system in Pakistan sets many limitations and challenges for

the local partners in their ability and possibilities to take on responsibilities and to act on these. The project has been organized within the Govt. of the Province with a PIU, and has been targeted at strengthening the existing educational structure. Regarding the training components the PIU has engaged GTZ as a TA.

First, to get partners and co-operators to participate and take responsibilities in professional discussion and make decisions is mostly challenging. If people from 'outside' are to have status or a role as professional supporters as TA for developing and implementing a project they have to 'understand' all the different discourses surrounding the project. It is also necessary to establish contact with people within the educational system and to communicate within these discourses. From our experience during this visit we see the necessity of PIU and TAs to go into the problematic of how the different discourses can support each other, and not compete. The recipients find it hard to understand the different ideologies and to take responsibility for their own programmes. This is especially important when using the cascade model for training teachers to change their praxis in the classrooms.

A second aspect of the discussion about how to give 'ownership' to a project emphasises the need to build projects from the ground up and build on existing structures rather than through the application of 'blueprints'. We think the openness for local communities'/institutions' solutions (discourses) have to be emphasised in the processes of supporting a project or a programme within education. During our conversations with ADOs we have heard the rhetoric of the ideas of child centred and activity based teaching and learning. We take this as an indication of voices from the training courses have to some extent become part of some ADOs ways of expressing themselves. From the visits to the classrooms however, we see that there still is a long way to go for the ideas to change the praxes. BEIP has had the existing structure and situation as its premises. It has been the PIU who could tell the needs and limitations, and should have been in close communication and co-operation with the partners involved. They have had some goals to reach, but also these goals should have evolved during communication and co-operation with partners in the field over time. This then should have demanded a greater responsibility and "ownership" from the stakeholders' side, and hopefully created some qualitative competence in the system.

As a third aspect we also want to focus is the role of the established system of teacher education in the province. The training organized by GTZ is supporting both the pre- and in-service training that PITE and RITEs, through DCTE, are responsible for within the existing system. We are unsure concerning the relationship between GTZ and DCTE. This touches upon the role of the donors' power relations towards the recipients. The donor community is a well established cohort of professionals. In what way is it possible for the recipients to decide and influence freely what they actually want?

The critical questions to ask are; who are actually involved in planning and following up these processes, PIU BEIP, the donors (us), the DCTE or the teacher educators at PITE and RITEs? We will point out the need for teacher education to create critical, creative, constructive and wise learning for the students, to obtain and pronounce their 'own' goals and directions to search, analyze, criticize and evaluate from their own contexts.

Supervision and mentoring

The differences in common understanding of such concepts as supervision and mentoring also have created discussion about how western professional concepts might create difficulties. We have experienced that many of the donors emphasise these concepts in their work for achieving quality improvement. Our partners (stakeholders) are trying to convert 'our' concept(s) into their daily praxis. We easily forget the differences in power relations between the different employees in the educational system. We have experienced mentoring in Pakistan during this visit in conversation with ADOs, head teachers and others, understood as a synonym for supervision, as a way of inspection and control, and consequently checking up if people are doing what they are supposed to do.

The aims we have been emphasising in discussions on mentoring are to start a process of reflection over practice, but have realised that the need for 'controlling and inspecting' interferes with the processes. The participants seem to conduct the mentoring influenced by the hierarchal system as a necessity for 'driving' the processes further on. This state of affairs hinders the positive and supporting atmosphere we want to see established so all participants can feel free to experiment and take part in the development of new practices. The deep difference in beliefs and traditions in educational leadership and mentoring and supervision between teacher educators and practitioners, and the newer ideas presented in the training seems to have created both positive curiosity and negative frustrations. It is our belief that this first start can only be the initiation of a process that will require much work, and will take time and patience.

Positive potentials

We would like to point to three positive potentials regarding the further development within BEIP towards the improving the classroom praxis. First, as pointed to above, the Mentor Program has great potentials if handled properly. Second, the building of the LCOs will give potential for organising in-service training, sub-cluster training and meetings. If properly used, the centres could become the focal point for learning, practice and collaborative support. Third, the establishing and training of PTAs of each school can be greatly instrumental in enhancing quality of education, such as monitoring absentees of teachers as well as students and working as a buffer between the school and the parents. Some of the PTAs were seen to perform that role.

III.7 Impact on Gender Mainstreaming

Several steps have been proposed by the government of NWFP to achieve the Millennium Development Goal of gender equity. Incentives to female teachers of Rs. 1000 per month as well as stipends of Rs 200 for girls are to be initiated. However, none of these steps have been undertaken to date. Out of a total of 147 ADO (female) posts, only 106 have been filled; 41 remain vacant. In Dir, Kohistan and Malakand, 5 male ADOs have been hired on ADO female posts. In programmatic terms, absence of ADOs will result in reduced monitoring and reduced support to girls' schools as well as female teachers, further diminishing the quality of education for girls. All other ADOs,

Establishment, Budget and Accounts, Planning and Development are males as are all EDOs. Hence attention to gender issues remains weak.

BEIP review in 2005 had recommended that Norwegian Embassy recruits a local female gender expert as a consultant to help mainstream gender into the project. This has not been done as the Department of Schools and Literacy, Government of NWFP did not feel the need for it.

All the issues highlighted above need to be given due consideration if gender equity is to be achieved in any meaningful way. The team also suggested that provision of water and sanitation facilities be prioritized for the madaris running a girls' section as it is usually reported that both facilities are better in boys' premises than in girls' premises.

Financial Management Mechanisms

The project financial mechanisms have a strong check and balance system which ensures transparency. An annual financial audit is performed according to Government of Pakistan rules and regulations and has been satisfactory to date.

An assignment account has been created for the project which makes it easy to track the line items through. In principle, with an assignment account, it should be relatively easy for PIU to undertake activities as there is no pre-audit. However, the PIU has to have prior approval of all activities to be initiated for the reasons of financial implications as auditors may make an observation of not having prior approval. Hence for the purposes of implementation, the facilitation aspect is lost.

Furthermore, procurement procedures are also quite complicated and have resulted in certain delays in achieving timely outputs of the project, particularly in construction of LCOs. These need some facilitating by the S&L department.

Financial spending has been generally very low; the cumulative utilization of cumulative allocations has been 23.3%: in awareness campaign (1.24%), almost zero in 'instructional material for Deei Madaris' and 'provision of water supply and sanitation for Deeni Madaris', Mentor Teacher Support System (0.54%) and PTAs (6.20%). With one year and a few months remainder of duration of the project, reconsideration of budget line items in terms of priorities of NWFP government coupled with a factual analysis of its capacity is crucial at this stage. Reallocations can be requested with approval from the Norwegian Embassy.

**TERMS OF REFERENCE (TOR) FOR THE
REVIEW OF BASIC EDUCATION IMPROVEMENT PROJECT (BEIP), DEPARTMENT OF
SCHOOLS AND LITERACY, GOVERNMENT OF NWFP**

1 Background

- **Short description of the programme that will be reviewed, based on the Agreement, Programme Document(s) and appraisal**

In December 2003, the Norwegian Government signed an agreement with the Government of Pakistan to support the Basic Education Improvement Project (BEIP), with a grant of NOK 72,7 million over a period of 5 years. The BEIP was then defined as a "gap-filling project" to the Institutional Reforms Programme (IRP), funded by the World Bank. The IRP targeted the whole social sector, though around 60% of the funds have been used for the education sector.

During the preparation period for BEIP, the objective of expanding/having the flexibility to integrate the support into a (primary) education (sub-) sector programme was explicitly expressed in the Embassy's Work Plan 2004-05 and this flexibility has also been made part of the BEIP agreement. The process of developing a Sector Plan in NWFP is at present ongoing. The GoNWFP is expected to build on a draft prepared by the EC-funded International Consultant and a revised draft is promised to be shared with the donors and other stakeholders during February 2007 for further consultations. The Department of Schools and Literacy (DSL), GoNWFP intends to make the Plan operational from FY 2007-08. However, there is concern among the donors in relation to the readiness of DSL to launch a full fledged SWAP based on the Sector Plan.

While waiting for Sector Plan and its follow up, the Embassy shall focus on monitoring the implementation of BEIP. It has, therefore, been decided to undertake a Review of BEIP to assess the quality of implementation, document the lessons learnt and use them during the remaining period of BEIP, besides using them for possible input into the further dialogue on a possible Sector Programme.

- **Why the review is initiated:** This Review is a contractual requirement and it was agreed between the parties during last Annual Meeting, held in September 2006.

- **Team composition and leadership. (e.g. Embassy/Norad team, joint donor/Partner, external team or combination of these):** The team shall consist of two Consultants: Ms Bilquis Tahira, Pakistani Consultant and Mr Hans Jørgen Braathe from LINS, where Ms Tahira will be the lead, having responsibility for compiling input from Mr Skoelv and submit the report to the Embassy. The team shall work in close cooperation with the Norwegian Embassy and the BEIP Project Implementation Unit, which will also be responsible for working out a programme, including field visits.

2 Purpose, context and intended use

- **Description of the main purpose, context and intended use (stakeholders)**

The purpose of this review is:

- to assess the pace and quality of implementation vis-à-vis agreed outputs, with special emphasis on qualitative aspects of teachers' training and its impact inside the class room;
- to assess short term impact of the project activities vis-à-vis overall education scenario in NWFP, i.e. how does it fit in and contribute to the larger picture;
- to assess project's contribution towards creating and maintaining a gender balance;
- to assess the effectiveness of BEIP activities in improving education in Madaris;
- to assess the efficacy of financial management channels of the project, including internal controls;
- to compare the state of affairs at BEIP, taking into account recommendations of BEIP Review 2005;

3 Scope of work

Type of assessments may include:

- Efficiency and effectiveness
- Impact
- Relevance
- Sustainability
- Risk management
- Particular concerns to be investigated
- Audit and anti-corruption measures

4 Implementation of the review

• **Sources of information and methodology to be employed:** The Embassy shall provide necessary documentation to the Consultants, while the BEIP-PIU will work out a programme and coordinate the field visits. The team shall be encouraged to apply a participatory and inclusive approach in this Review to ensure realistic results.

• **Division of responsibility between the Consultant/team, the Embassy, other Donors and the Partner(s):** The Embassy shall draft and share with relevant stakeholders, a ToR for this review, which will define respective roles and responsibilities. The Consultants shall be independent in forming their opinions, based on their observations. The BEIP-PIU shall handle logistics and meetings in the field.

• **Timetable for preparation, field work and finalisation of report:**

Preparatory Meetings/Dep. To Peshawar	12 th – 13 th February
Field work	14 th – 21 st February
Debriefing at Peshawar	22 nd February
Debriefing at the Embassy	22 nd February
Report writing:	23 rd – 27 th February
Draft report submitted to the Embassy:	9 th March
The Embassy comments on the draft	
(including comments from the BEIP-PIU)	30 th March
Final report received	10 th April

5 Reporting

• **Description of required report format:** The Embassy shall not insist on a particular report format. However, the Consultants shall be expected to take into account the purpose and scope of work as enunciated in the ToR, besides recording their observations from the field. The main conclusions on lessons learnt and recommendations are also expected to be summed up in the executive summary.

Upon conclusion of the field work, the team is expected to hold a debriefing session at the Embassy. The team shall submit two copies of a draft report, in English, for the Embassy's comments. The team shall submit a final report to the Embassy within one week upon receipt of the Embassy's comments on the draft.

Islamabad, 7-Feb-07

Prepared by:

Abdul-Aziz Usmani
Programme Officer

Approved by:

Dr Sissel Volan
Minister Counsellor

List of people met

Place	Name	Designation
Peshawar	Mr. Saifullah Khan	Secretary, Department of Schools and Literacy, Government of NWFP
	Mr. Jamal Shah	Chief Economist, Planning and Development Department, Government of NWFP
	Mr. Hamed Khan	Director, Directorate of Schools and Literacy, Government of NWFP
	Mr. Matinullah	Additional Director, Directorate of Schools and Literacy, Government of NWFP
	Mr. Riaz Ahmed Behar	Programme Manager, Programme Implementation Unit, BEIP
	Mr. Ajab Din	Assistant Programme Manager, Programme Implementation Unit, BEIP
	Ms. Shahida Khattak	Senior Programme Officer, Training, GTZ
	Mr. Fida Muhammad	GTZ
	Mr. Naeem Khan	GTZ
	Mr. Muttahir	Assistant Manager, CIDA Debt Swap Programme
Charsadda	Mr. Ghulam Rehmani	Executive District Officer, S&L
	Mr. Raham Din	Deputy District Officer (Male)
	Mrs. Jauhar Taj	Assistant Deputy District Officer Circle
	Ms. Farzana Ikram	Assistant Deputy District Officer Circle
	Mr. Fazal Din	ADO Circle, Shabqadar Fort
	Mr. Fazli-Subhan	ADO Circle
	Mr. Sabz Ali	ADO Circle
	Mr. Fazli Elahi	ADO Circle
	Mr. Misbahullah	ADO, Planning and Development
	Mr. Mukhtar Ahmed	ADO Circle
	Mr. Khalid Khan	ADO Circle, Tangi
	Mr. Nisar Ahmed	Deputy District Officer (Male), Tangi
	Ms. Aniq Nazli	ADO, Circle
	Ms. Ghazala Naheed	ADO, Circle, Shabqadar
	Mr. Zia ur Rehman	ADO Circle, Utmanzai
	Ms. Sajida Begum	ADO Circle, Tangi
	Mr. Rab Nawaz	Principal
Govt. High School, Rajar	Mr. Sharif Gul	Senior Teacher
	Mr. Inayatullah	Chairperson, PTA

Govt. Girls Primary School, Utman Zai	Mr. Muhammad Azam	Councilor, Member PTA
	Mr. Sardar Ali	Member, PTA
	Mr. Zahir Shah	Member, PTA
	Ms. Kausar Qazi	Teacher
Jamia Mehmoodia	Ms. Meher	Teacher
	Ms. Shaheen Begum	Teacher
	Ms. Naheed Kausar	Teacher
	Mr. Massood ur Rehman	Mohtamim (Incharge)
Nowshehra	Mr. Bilal	Student
JICA Model School, Taroo Jabba Government Girls High School, Pir Piyai	Mr. Fazle Karim	EDO
	Ms. Rozia Bashar	ADO, Jallozai
	Ms. Sharf-un-Nisa	ADO, Pabbi
	Ms. Safia Begum	ADO, Nowshehra
	Ms. Azra Nasreen	ADO, Khairabad
	Ms. Shain Khattak	ADO, Akora Khattak
	Mr. Iqbal Hussain	ADO, Pabbi
	Mr. Said Bahadur	ADO, Khairabad
	Mr. Irshad Khan	ADO, Jallozai
	Mr. Aminullah	ADO, Akora Khattak
	Mr. Ihtesham-ul-Haq	ADO, Nowshehra Cantt
	Ms. Jameela Rehman	Head Teacher
Haripur	Ms. Yasmeen Rehman	Subject Specialist, English
	Ms. Saeeda Mufeed	Subject Specialist, Economics
	Ms. Fazeelat Saeed	Teacher
	Ms. Fakhar Taj	Teacher
	Mr. Rahat Shah	Senior Clerk
	Ms. Rukhsana Zia	District Officer (Female), S&L
	Mian Abid Hussain (Mr.)	ADO Circle, Serai Saleh
	Mr. Said Akbar Shah	ADO Circle, Kot Najeebullah
	Malik Nisar Ahmed (Mr.)	ADO Circle, Haripur
	Mr. Mumtaz Ahmed Khan	ADO, Khanpur
	Qazi Tajammul Hussain (Mr.)	Deputy District Officer (Male), Haripur
	Ms. Shazia Younus	ADO, Ghazi
	Ms. Rubina Zulfi	ADO Circle, Pharhalla
	Ms. Perveen Ashraf	ADO Circle, Serai Saleh

Centennial Govt. Girls High School Government Primary School, Abdullah Kohat	Ms. Nahida Begum	ADO, Haripur
	Ms. Shaira Bibi	ADO
	Ms. Azra Bano	ADO Circle, Haripur
	Mr. Sikander Khan	ADO, Establishment, Primay
	Ms. Noreen Ayaz	ADO Circle, Khanpur
	Mr. Shakir Qureshi	ADO, Ghazi
	Ms. Khurshid Akhtar	Principal
Government Girls Primary School, Chakarkot Bala	Mohammad Sabir	Teacher
Government Girls Primary School, Gul Karam Karuna	Ms. Farzana Akhtar	HT
	Ms. Shahida Perveen	Second Mistress
	Ms. Asiya Kausar	HT
EDO Office, Kohat	Ms. Sabeen	Teacher
	Mr. Shaukat	PA to EDO
KDA City School No.1 for Boys	Mr. Nasrullah	ADO Circle
	Ms. Rehana Samar	ADO
	Mr. Habibullah Jan	Principal
Battagram	Mr. Shamsurrehman	Teacher
	Mr. Zakaullah Khan	Teacher
	Mr. Niaz Muhammad	ADO, Inspection
	Mr. Noor Habib	ADO, Planning and Development
Mansehra	Ms. Nasim Bhatti	Deputy District Education Officer, Primary
	Syed Shah Ji	EDO
RITE, Mansehra	Mr. Ali Akbar	ADO, Establishment
	Ms. Samina Naz	Vice Principal
	Naheeda Naqvi	Trainer
	Syed Akbar	ADO Circle

List of Schools Visited

1. Government High School No.1, Rajar, District Charsadda
2. Government Girls Primary School, Utman Zai, Charsadda
3. JICA Model School, Taroo Jabba, Nowshehra
4. Government Girls High School, Pir Piyai, Nowshehra
5. Government Girls Primary School, Chakarkot Bala, Kohat
6. Government Girls Primary School, Gul Karam Karuna, Kohat
7. KDA City School No.1 for Boys, Kohat
8. Government Primary School, Naway Kallay, Kohat
9. Centennial Govt. Girls High School, Haripur
10. Government Primary School, Abdullah

NWFP-BASIC EDUCATION IMPROVEMENT PROJECT

STATEMENT SHOWING COMPONENT WISE ALLOCATION & EXPENDITURE FROM 2003-04 TO 2006-07

S.No.	Activity	AWP Allocation for 2003-04	Expenditure during 2003-04	%age Utilisation	AWP Allocation for 2004-05	Expenditure during 2004-05	%age Utilisation	AWP Allocation for 2005-06	Expenditure during 2005-06	%age Utilisation	AWP Allocation for 2006-07	Expenditure during 2006-07 upto 31/01/2007	%age Utilisation	Accumulative Allocation	Accumulative Expenditure	%age Utilisation
NORWAY																
2	Non- Salary budget	0,314	0,201	63,854	1,403	0,755	53,813	1,233	1,132	91,809	1,671	0,686	41,053	4,621	2,774	60,02
3	Primary Schools Head Teachers Training	10,767	7,256	67,391	15,843	3,071	19,384	12,813	13,051	101,857	3,698	2,013	54,435	43,121	25,391	58,88
4	Middle Schools Head Teachers Training	0,500	0,040	8,000	5,748	3,472	60,404	5,853	0,000	-	5,754	0,000	-	17,855	3,512	19,67
5	High/ Higher Secondary Schools Head Teachers Training	0,500	-	-	5,690	5,156	90,615	4,772	0,217	4,556	5,072	0,000	-	16,034	5,373	33,51
6	Teacher Guides for Kachi, Pakki & Grade-II	1,500	-	-	0,100	0,000	-	10,000	6,345	63,450	23,894	3,970	16,615	35,494	10,315	29,06
7	Mentor Teacher Support System	0,640	-	-	0,806	0,038	4,715	3,792	0,000	-	8,211	0,035	0,426	13,449	0,073	0,54
8	Strengthening & Re-activation of PTAs	0,120	-	-	2,375	0,012	0,505	19,777	1,867	9,440	8,053	0,000	-	30,325	1,879	6,20
9	Strengthening of existing Teachers training Institutions	2,000	-	-	2,753	0,085	3,088	3,951	0,000	-	4,668	0,000	-	13,372	0,085	0,64
10	Civil work cost for construction of 300 LCOs	10,000	-	-	134,999	38,596	28,590	252,000	72,678	28,841	118,000	27,019	22,897	514,999	138,293	26,85
11	Equipment & Stationary For 300 LCOs	-	-	-	2,928	-	-	9,150	0,000	-	9,000	0,000	-	21,078	0,000	0,00
12	Procurement of furniture for 300 LCOs	-	-	-	4,312	-	-	17,400	5,810	33,391	17,430	0,000	-	39,142	5,810	14,84
13	Provision of water supply & sanitation for Deeni Madaris	0,120	-	-	0,100	-	-	13,000	0,000	-	48,400	0,000	-	61,620	0,000	0,00
14	Provision of Primary School level Text Books for Deeni Madaris	-	-	-	0,100	-	-	2,400	1,400	58,333	1,500	0,000	-	4,000	1,400	35,00
15	Instructional Material for Deeni Madaris	-	-	-	0,100	-	-	0,050	0,000	-	0,100	0,000	-	0,250	0,000	0,00
16	Workshops/Seminars/consultancy	0,600	0,049	8,167	0,450	0,471	104,667	1,000	0,152	15,230	0,000	0,000	-	2,050	0,672	32,80
17	Advertisement & Awareness Campaign	1,000	0,035	3,500	1,000	0,025	2,500	3,000	0,039	1,313	3,000	0,000	-	8,000	0,099	1,24
18	Innovative activities	0,030	-	-	6,660	0,544	8,168	3,860	0,811	21,010	1,563	0,000	-	12,113	1,355	11,19
	Total Rs.	27,781	7,5805	27,287	185,367	52,225	28,174	364,051	103,504	28,431	260,014	33,723	12,970	837,213	197,032	23,53

Annex E: Gender wise list of TRCs, Circles and Schools per district

feb.07

Female

S #	Block	District	# of Schools	# of TRCs	# of Circles	Trainers at Circles		
						Posts	ADOs Filled	Co-Trainers/ Teachers
1	I	Charsadda Female	403	16	8	8	6	8
2	I	Mardan Female	539	20	10	10	8	8
3	I	Swabi Female	424	13	8	8	3	11
4	I	Peshawar Female	425	16	8	8	8	9
5	I	Nowshera Female	321	12	6	6	6	6
		Total	2112	77	40	40	31	42
7	II	Hangu Female	102	4	2	2	0	4
8	II	Kohat Female	251	8	4	4	3	5
9	II	Karak Female	313	11	6	6	2	10
10	II	Bannu Female	470	16	10	10	6	15
11	II	Lakki Female	289	12	6	6	4	8
12	II	D.I.Khan Female	427	18	10	10	10	10
13	II	Tank Female	128	4	4	4	4	6
		Total	1980	73	42	42	29	58
13	III	Haripur Female	324	9	6	6	6	12
14	III	Abbottabad Female	562	16	10	10	10	10
15	III	Mansehra Female	662	20	10	10	8	15
16	III	Battagram Female	206	12	4	3	1	7
17	III	Kohistan Female	236	3	4	2	0	4
		Total	1990	60	34	31	25	48
18	IV	Swat Female	488	15	6	6	6	22
19	IV	Shangla Female	164	5	4	4	4	4
20	IV	Malakand Female	209	11	4	4	3	16
21	IV	Bunair Female	155	8	4	4	2	8
22	IV	Dir (Lower) Female	425	13	8	8	1	16
23	IV	Dir (Upper) Female	201	10	4	4	1	8
24	IV	Chitral Female	155	11	4	4	4	12
		Total	1797	73	34	34	21	86
		Total Female	7879	283	150	147	106	234

Note: ADOs (M) Are working against female posts as per detail given below:

Dir (Lower)	2	Kohistan	1
Dir (Upper)	1	Malakand	1

Gender wise list of TRCs, Circles and Schools per district

feb.07

Male

S #	Block	District	# of Schools	# of TRCs	# of Circles	Trainers at Circles		
						Posts	ADOs Filled	Co-Trainers/ Teachers
1	I	Charsadda Male	590	21	8	8	8	8
2	I	Mardan Male	759	26	10	10	10	10
3	I	Swabi Male	591	19	8	8	8	8
4	I	Peshawar Male	666	23	8	8	8	8
5	I	Nowshera Male	426	15	6	6	6	6
		Total	3032	104	40	40	40	40
7	II	Hangu Male	202	6	2	2	2	2
8	II	Kohat Male	378	13	4	4	3	5
9	II	Karak Male	435	14	6	6	6	6
10	II	Bannu Male	676	22	10	10	10	10
11	II	Lakki Male	586	18	6	6	6	6
12	II	D.I. Khan Male	806	24	10	10	10	10
13	II	Tank Male	213	8	4	4	4	4
		Total	3296	105	42	42	41	43
14	III	Haripur Male	665	23	6	6	6	22
15	III	Abbottabad Male	1052	42	10	10	10	28
16	III	Mansehra Male	1517	53	10	10	10	34
17	III	Battagram Male	478	19	4	4	4	16
18	III	Kohistan Male	777	25	4	4	4	20
		Total	4489	162	34	34	34	120
19	IV	Swat Male	842	29	6	6	6	24
20	IV	Shangla Male	416	13	4	4	4	12
21	IV	Malakand Male	340	11	4	4	4	14
22	IV	Buner Male	421	16	4	4	4	16
23	IV	Dir (Lower) Male	827	28	8	8	8	32
24	IV	Dir (Upper) Male	586	25	4	4	4	16
25	IV	Chitral Male	472	18	4	4	4	12
		Total	3904	140	34	34	34	126
		Total Male	14721	511	150	150	149	329
		Grand Total	22600	794	150	297	255	563

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