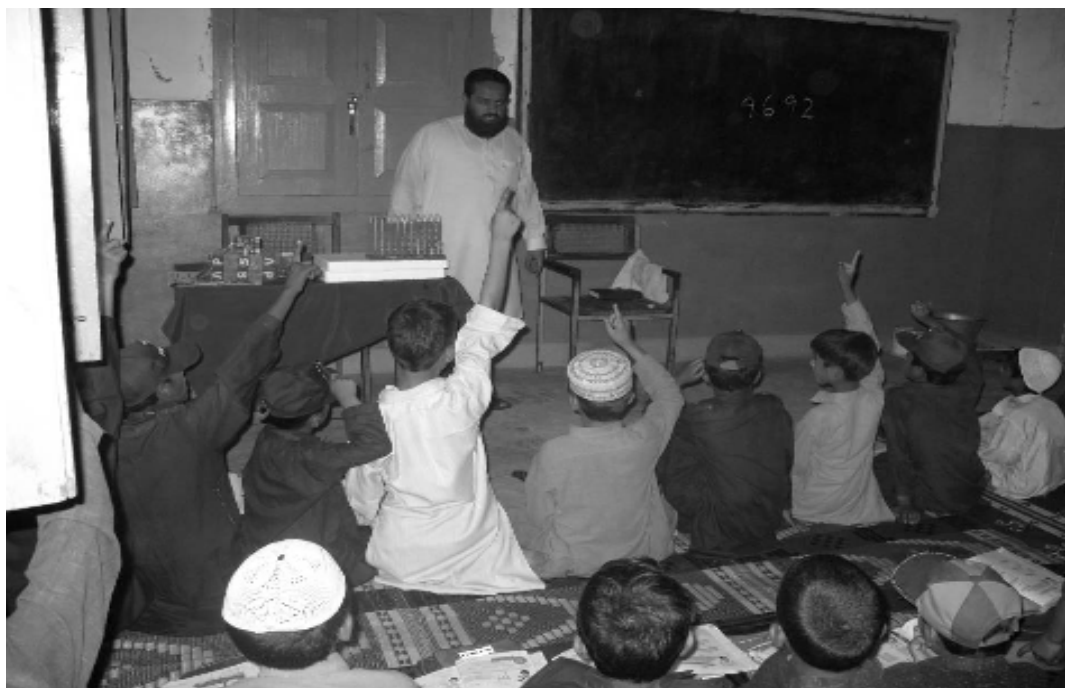


RAPID ASSESSMENT

Report on the UNESCO Education Component



United Nations
Educational, Scientific and
Cultural Organization



WFP-UNESCO

**Pilot Joint Food and Other Incentive-based Assistance to Primary
Schools in Selected Districts of NWFP, Balochistan and Sindh under
Food Security Relief Program in Pakistan**

218-PAK-1000

Randy L. Hatfield, Ph.D.
April 2010

UNESCO Islamabad

WFP-UNESCO

Pilot Joint Food and Other Incentive-based Assistance to Primary Schools in Selected Districts of NWFP, Balochistan and Sindh under Food Security Relief Program in Pakistan

218-PAK-1000

In Partnership with

United States Agency for International Development

USAID



This assessment was made possible by the support of the United States Agency for International Development (USAID.) The content of this report is the sole responsibility of the author and does not necessarily reflect the views of UNESCO, USAID or WFP.

CONTENTS

Acknowledgements	
Executive Summary	
1. Background	1
2. Approach and Methodology	3
3. Overall Performance	5
Project Strategy	5
Objectives	5
Achievement Against Implementation Targets	5
4. Measuring Impact	7
Access	7
Quality	12
Governance	17
5. Recommendations for Sustainability	21
6. Scalability	23
6. Reference Documents	25
7. Appendices	
Appendix I – Methodology/Research Protocol	
Appendix II – Question Guides	
Appendix III – Monitoring Tools	
Appendix IV – TORs for Rapid Assessment	

Acknowledgements

The author is indebted to those who supported the research efforts from beginning to end. Mr. Vickram Chhetri and Mr. Yassir Arafat of the UNESCO Islamabad Office provided constant guidance throughout. They helped to contextualize the study and graciously responded to requests for resources and field support whenever required. In the field, Mr. Mujeeb Rao of the UNESCO Nawabshah Office and Mr. Usman Ali of the UNESCO Abbottabad Office provided both technical and administrative support. Their dedicated efforts in contacting over 150 school and administrative officials, in essence, provided the backbone of empirical evidence collected from the three, intervention provinces. Mr. Rizwan Bajwa served as the point of coordination with WFP and provided school data. Mr. Muhammed Riaz who served in the Quetta Office reviewed and commented on the report. Finally Mr. Ali Ibrahim is acknowledged for his support in coordinating hours of painstaking data cleaning and his technical support of production of data sets that has made the task of analysis and writing much easier.

Executive Summary

Based on the food price hike experienced in Pakistan of 2007, WFP and UNESCO jointly piloted a food and other incentive-based assistance project for primary schools in selected districts of NWFP, Balochistan and Sindh under the Food Security Relief Program in Pakistan.

The WFP-UNESCO joint program was designed to provide food and non-food assistance in 20 severely affected districts of NWFP, Balochistan and some districts of Arid Zone of Sindh as an effort in support of the GOP safety net activities. The Joint Program Outcome was *Improved access of the poor to public social services*.

The UNESCO non-food intervention was initiated on October 30, 2008 through an MOU with World Food Program and the endorsement of the Government of Pakistan.

With only one year to implement the education component, UNESCO accomplished the very challenging task of quickly mobilizing support staff, negotiating with implementing organizations and Provincial Institutes of Teacher Education (PITEs) and training several tiers of government officials including supervisors, master trainers and head-teachers.

Initially, 5,400 schools were chosen as target schools in 20 districts across the affected provinces of Sindh, Balochistan and NWFP. Due to implementation challenges in NWFP, the district of Shangla was removed with 200 schools subtracted from the list of target schools. Once UNESCO reviewed its budget per the anticipated activities, the number of “core” schools was further reduced to 3,500. However the number was also reduced as a result of finding out that some schools were already being supported by other donors in terms of missing facilities and also due to the budgetary constraints for inputs to cover all the schools. Core activities included head teacher training and the delivery of teaching and learning kits. However, school improvement booklets and IEC posters were delivered to additional schools outside the core intervention schools.

Below is a summary of the key project inputs delivered by UNESCO.

Summary of UNESCO Interventions for the Education Component

S.N.	Input	Planned	Actual
1.	Conducted Provincial Orientation Workshops	20 Districts	19 Districts (175 participants)
2.	Capacity Building of District Officials	338 participants	338 participants
3.	Master-Trainer Training on effective training of headteachers	111 participants	62 participants
4.	Head-Teacher Training on project orientation, role and responsibility of head teachers, teachers and the community, school improvement through food and non food items, food distribution and administration	3,500 head teachers	3,520 head teachers
5.	Teaching/Learning Kits delivered to schools	3,500 T&L Kits	3,500 T&L Kits
6.	School Days linked with food	10,500 school	3,489 days

	distribution	days (3,500 x 3 days)	
7.	Distribution of IEC materials	5,200	5,200
8.	Delivery of School Improvement Booklets	5,200	3,967

Source: Annual Progress Report on the UNESCO Component, January – December 2009, UNESCO/Islamabad.

At the end of the initiative, a rapid assessment was conducted to review the program with regard to overall performance and project strategic direction and recommendations for future programming and sustainability.

UNESCO has commissioned this rapid assessment with the following operational objectives:

- To assess the overall performance with regard to project strategy, objectives and the quantitative and qualitative targets and implementation arrangement as defined by the project document;
- To analyse the role of different government departments as implementing partners in facilitating attainment of the outcomes and outputs;
- To assess the potential to continue or scale-up as it is or with modifications;
- To provide preliminary indications of the degree to which the project results are likely to be sustainable beyond the programme's lifetime;
- To provide recommendations for increasing the level of sustainability.

The assessment was based on a desk review of project documents and progress reports, over 150 phone interviews with headteachers, EDOs, ADOs and supervisors from the targeted districts and schools, and a review of EMIS data for comparing enrolments from 2008 with 2009. Although a baseline study was not conducted prior to implementation, EMIS data were used to compare annual enrolments.

The key findings are summarized below:

- **UNESCO's effort** to maximize benefits of food intervention in schools through the provision of inputs (non-food) was successful and enhanced acceptance, increased awareness, and built local capacity of schools (teachers and head teachers). What is less certain is the extent to which these changes can be sustained.
- **Positive enrolment** occurred in all provinces as a result of the food and education aid but some schools were not physically prepared for the intake of the staggering 50-75% increase in enrolment experienced in the three provinces. Also the surge in enrolment created a shortage of teachers and although not quantified but reported by some head teachers, student migration occurred from neighboring schools to intervention schools causing a decrease in enrolment in those schools.
- Overall there was a net increase in enrolment in intervention schools for both boys

and girls in all three provinces. In *NWFP* and in *Sindh* provinces, boys' enrolment increased greater than girls and in *Balochistan*, girls' enrolment increased more than boys for the period from 2008 to 2009.

- Use of *PITEs* for training of headteachers was strategically important and capitalized on existing institutions for support in conducting in-service programs. *Emergency education* training components should be institutionalized within these institutions.
- As a direct outcome of distribution of teaching and learning material under these circumstances, teachers reported that students were taking more interest in the daily lessons.

Challenges

- ***Time period was too short***—The duration of the program was for one year and was viewed as being too short to effectively sequence activities particularly in insecure areas. In some cases monitoring training did not occur until the end of the program. A short time period will generally not be enough time to show signs of quality improvements in schools.
- No uniform ***baseline*** survey conducted prior to project implementation. Enrolment comparisons were based on EMIS data due to the short duration of the project.
- ***Monitoring*** activities were severely hampered due to conflict affected districts of NWFP namely Swat, Bunair, Dir Lower and Dir Upper and were completed as late as December 2009. Delays in training as well as delays in distribution of monitoring forms to all districts occurred. Future efforts will need to ensure that the monitoring activity is linked with the government education department EMIS system and that incentives are provided if extra monitoring effort is required of government officials.
- ***Mapping*** of other development activities should occur along with the baseline survey at the outset of the intervention. For example, USAID's RISE program in Mansehra is one example of a program that was in operation during the time of implementation in the target areas. In the future, it will be important to map and even coordinate with other education programs that are ongoing that also may be training teachers, meeting with communities and working with schools to avoid duplication and overlap. In Mansehra, the RISE program had also developed a monitoring tool and was requiring the government to use the form.
- ***Distribution criteria*** for students should somehow reward students who are already enrolled in schools and maintain regular attendance patterns throughout the intervention.

The following **guiding principles** will hopefully improve future programming:

- **Incorporate Minimum Standards in Planning and Programming**
Greater adherence to the minimum standards for education in emergencies is an important consideration for designing new programs. Six core process standards for the implementation of education in emergencies should be considered when planning new programs. The standards are: 1) community participation, 2) local resources, 3)

initial assessment, 4) response strategy, 5) monitoring and 6) evaluation. They are presented in two sub-groups, under the headings Community Participation (participation and resources) and Analysis (assessment, response, monitoring and evaluation).

- **Carefully Consider Modality of Funding**

Often in Pakistan, there is a tendency that either donors and I-NGOs develop plans and activities in isolation or else the government abdicates its responsibility for project planning, implementation and monitoring. Funds that are channeled through international agencies rather than government budgets and development plans (PC-1) tend to be less internalized, however. This dynamic will need to be taken into consideration in planning future initiatives with the government. Respondents' reactions to questions, in some cases, were based on the name of the donor agency rather than identifying with it as their own program. For example, UNESCO was unable to provide cash incentives to monitors under the program, therefore the monitoring role of the government may have been taken less seriously.

- **Anticipate Downstream Realities**

Attracting students to schools should be complemented with a plan to properly facilitate them with teachers and safe learning environments and measures to protect non-intervention schools from leavers who are motivated to migrate to intervention schools.

- **Strengthen Monitoring Role and Capacity of Government**

Mapping of programs to avoid duplication, baseline surveys and monitoring of activities are essential elements of any education development intervention. It cannot be emphasized enough that a baseline and monitoring plan need to be established prior to initiating the intervention. In addition, the departments of education also need to prepare an exit strategy in order to mainstream and sustain project activities

- **Extend Program Period**

To the extent possible, the period of implementation should be extended beyond one year to allow for proper sequencing of activities, appropriate capacity building and monitoring and assessment of results. One-year programs only raise expectations and tend not to be sustainable

1. Background

The 1973 Constitution of Pakistan commits to provide all children ‘free and compulsory primary and secondary education within minimum possible time’ (Article 36-B). However, the mechanisms and resources required to meet this commitment are not in place. The government does not have enough schools to meet the educational needs of a population expanding at 2.4%. Pakistan is predicted to have 37 million children out of school (K-12) in 2015 making up one third of the world’s out of school children along with Nigeria.

Further, the quality of education in terms of teaching content and curriculum as well as school infrastructure is very weak— 61% of the primary state schools have no electricity, 41% have no drinking water, and 23% have no textbooks. Pakistan’s literacy rate that is reported to be between 50% and 52% remains below the South Asian regional average of 60% and that of 61.7% for low-income countries; the Net Enrolment Ratio of 66.2% also lags behind the regional average of 87.1% (Pakistan FTI Report 2009).

As if these challenges to formal education were not enough, Pakistan has been listed among the top 40 countries facing a food price crisis (2008). This not only has the potential to drive a growing section of the vulnerable segments of society below the poverty line, it makes an increasing proportion of the population food insecure which the World Food Program has attributed as a further risk to students survival in school.

In order to address the food crisis, the Government of Pakistan, Ministry of Food, Agriculture, and Livestock (MINIFAL) commissioned an impact assessment to form the basis of a national intervention. The assessment took place June 9-27, 2009 and was supported by six UN agencies, WFP (lead), FAO, UNICEF, UNDP and UNESCO.

Based on this assessment, the WFP-UNESCO joint program was designed to provide food and non-food assistance in 20 severely affected districts of NWFP, Balochistan and some districts of Arid Zone of Sindh as an effort in support of the GOP safety net activities. The Joint Program was expected to adopt a two-pronged approach. During a one year period (2008-09) for each student who would enroll in primary school (grades 1-5) or attend classes in these grades for a minimum of 20 days per month provision would be made of the following:

- II. 36 liters of edible oil (4 litre tin distributed per month for 9 months in a school year)
- II. 150 Kg of wheat per family (50 kg distributed on a quarterly basis 3 times in a school year)

The number of total beneficiaries was anticipated to include: 183,000 girl students, 211,000 boy students, 11,000 teachers and approximately 2.31 million family members¹. and, ii) through the provision of non-food incentives in the form of IEC²

¹ Out of total 450,000 students and teachers it is expected that around 10% will be from same household therefore it is estimated that 405,000 will be direct recipients of food ration and 2.3 million

material for the parents of school children containing useful awareness raising messages to foster their support in the schooling of their children (through enrollment, attendance and retention) even during the crisis-ridden circumstances.

In order to establish and support collaboration from among the various stakeholders for effective implementation of the joint program, the non-food incentives were to involve orientation/ training workshops and capacity building at the provincial and district levels and training of head teachers to organize 3 “school days” per school per year for distribution of food items and IEC material/messages in the selected 5,400 primary schools for girls.

The original target districts included: Battagram, Shangla, Buner, Kohistan, Mansehra, Swat, Lower and Upper Dir in NWFP; Bolan, Chaghai, Noshki, Kharan, Killa Abdullah, Pishin and Zhob in Balochistan and arid zones of Umerkot, Sanghar, Khairpur and Tharparkar in Sindh.

The roles and responsibilities of each participating UN agency (WFP and UNESCO) were clearly spelled out in the Joint Program document, whereby WFP would serve as the Administrative Agent for UNESCO and would arrange for the delivery and distribution of food items to 5,400 schools and monitor program implementation. UNESCO was expected to design and develop IEC material for parents and organize orientation/training workshops for educational administrators at provincial and district levels as well as head teachers and also distribute teaching and learning material/kits to 6,000 Primary Girls Schools (including one for SMC members) in target districts³. In addition, “School Days” were to be organized in coordination with the food distribution in order to facilitate the process while sharing positive messages to parents about a variety of education and health subjects.

The number of target schools changed shortly after implementation began. These changes are explained below.

will be their family members; on average 5.7 members per household, excluding direct recipients, will benefit from food assistance under this program.

² IEC or Information, Education and Communication materials (such as pamphlets, jingles, posters, messages relayed through print and electronic media, videos, etc) are frequently used as social communication tool in awareness-raising campaigns (on selected topics/themes and tailor made for select audience/target groups).

³ WFP-UNESCO Joint Pilot Food and Other Incentive-based Assistance to Primary Schools in Selected Districts of NWFP, Balochistan and Sindh under Food Security Relief Program in Pakistan. Revised Standard Joint Program Document -WFP-UNESCO PAK 08/01.

2. Approach and Methodology

As per the project document, UNESCO was responsible to conduct an output/outcome assessment of the education component of the joint program at the end of the intervention, through collecting relevant project data. For this purpose, a variety of methods were engaged. These are described below.

Research Methods

The empirical methods employed in this assessment include document reviews and text analysis, semi-structured interviews and quantitative data analysis comparing EMIS enrolment data for 2008 and 2009 of target areas to get a glimpse of student enrolment rates.

While the assessment may have benefitted from a more rigorous analysis of enrolments, dropouts and student achievement, a baseline survey collecting these data was not conducted prior to the beginning of the intervention. The sole reliance on EMIS data does not help to draw an appropriate understanding of teaching and learning and hence other methods such as interviews and a review of project and progress reports were helpful to illuminate the “process” involved with implementing the program at the various levels. Additionally, the limited duration of the intervention of one year would not have been enough time to make clear attribution of project inputs with education outcomes. Therefore, both quantitative methods and qualitative were employed in the assessment to help understand as much as possible about the impact of the UNESCO’s non-food support (See Appendix I for Assessment Methodology and Protocol).

Interviews

Given that the target population of the non-food component of the project (3,500 core schools) was too large to enumerate with the time, travel and security constraints, the assessment reviewed a sample of the total population. Specifically, this assessment adopted ‘purposive sampling’ or non-probability sampling. Head teachers and education officials were selected for interviews based on “judgment” and “convenience”.

Using a sampling calculator, it was determined that in order to achieve at least a confidence level of 90%, approximately 350 interviews would need to be conducted. This number was further divided equally into three provinces so that a total of 116 brief interviews were to be arranged per province. Further, factoring in limited access to respondents, the time duration for each interview was to be limited to 7 minutes in order to allow the enumerators to complete the assignment in a reasonable amount of time of one week.

Due to security constraints and the limited time for travel from provincial headquarters to each school travel to the rural target areas to visit schools and conduct face-to-face interviews was not possible. Hence, the method of interview chosen was not via the traditional face-to-face contact; rather a cell phone was used to call each of the selected respondents. UNESCO officers based in Nawabshah, Sindh and Abbottabad, NWFP provided the support in collecting the telephone numbers and

making the calls.

This approach is unique in the sense that it has not been planned on this scale before in Pakistan. Since there were no directories of mobile phone numbers for education department employees including head teachers, phone numbers were collected from registration forms that were filled out during their project training. The training forms were available at the PITEs in all three provinces where training occurred. In the case of Balochistan, the PITE had not collected a majority of numbers for the head teachers and hence the number of interviews was only 10 of the total expected target of 116. To a large extent, telephone numbers could not be found and many numbers were incorrect.

Question guides were developed and enumerators were trained in the technique of rapid assessment by phone. The selection of head teachers and other education officials for the interviews were made on judgments based on the comparison of enrolment data of their respective schools. Schools were chosen based on comparison data that indicated a sharp increase or a sharp decrease in enrolment or no change. Also, schools were selected based on either indication of no teachers or fluctuation in number of teachers in the school. It was important to probe further and understand the cause and affect of these changes noticed in the period of the intervention (one year).

Research challenges:

- In conservative areas such as in NWFP, there was difficulty in finding direct numbers and making direct contact with female teachers. Often, enumerators had to first speak to brothers, fathers or husbands to access the teacher by phone.
- In Battagram and Kohistan districts of NWFP, respondents claimed that teachers that received the actual training were not necessarily the teachers employed in the program intervention schools. The practice was that community leaders such as the head or *Khan* of the village were employing tutors to replace teachers in schools for low pay while the regularized teacher who was drawing the salary did not appear in the schools.
- Also respondents indicated that monitoring of the program was not conducted on a regular basis. This could be linked with the fact that initially the monitoring forms were not in Urdu and that there were many other competing donor projects that also required officials participation in completion of monitoring forms such as in Mansehra.
- Given the limited access to telephone numbers and travel and security restrictions, the sample of interviews fell short of the 350 targets. Only 168 interviews were completed with the majority (97) conducted in NWFP. The significant reduction in number of interviews brings the confidence level to 50% but still provides a very powerful window into the experiences of respondents with respect to the project operations and impact. While not completely being able to generalize, the data collected is useful in developing recommendations for future programming.

3. Overall Performance

Project Strategy and Objectives

UNESCO's key programmatic objective of the pilot initiative was to maximize benefits of food intervention in schools through the provision of inputs (non-food) that would enhance acceptance, increase awareness, build local capacity of schools (teachers and head teachers) for effective implementation.

While the United Nations Development Assistance Framework (UNDAF) outcome was *to improve access of the poor to public social services*, UNESCO's more specific anticipated result is *Improved elementary school enrolment, retention and completion especially for girls and vulnerable group by 2009*

In the time period from March to July 2008, a UN joint appraisal was organized and conducted. Shortly after the appraisal a project proposal was developed and a donor appeal was made. WFP entered into an agreement with USAID for \$8.3 million and later signed an MOU with UNESCO on October 30, 2008 for its joint role in the non-food assistance component and agreed upon the following basic activities:

- Organize orientation/training workshops for educational administrators at provincial and district levels as well as for head teachers (5,400)
- Develop IEC materials for parents
- Distribute teaching and learning material/kits to 5,400 Primary Girls Schools (including one for SMC member) in target districts
- Organize school days linked with food distribution

Achievement Against Implementation Targets

With regard to its inputs UNESCO indicates that it has completed or will have completed its activities by the end of the program (March 30, 2010). The *Annual Progress Report on the UNESCO Component, January – December 2009* elaborates in full the quantitative details of these inputs according to the agreed activities listed above and a brief summary of these inputs is provided in the table below.

Summary of UNESCO Interventions for the Education Component (218-PAK-1000)

S. N.	Input	Planned	Actual
1.	Conducted Provincial Orientation Workshops	20 Districts	19 Districts (175 Participants)
2.	Capacity Building of District Officials	338 Participants	338 Participants
3.	Master-Trainer Training on effective training of headteachers	111 Participants	62 Participants
4.	Head-Teacher Training on project orientation, role and responsibility of head teachers, teachers and the community, school improvement through food and non food items, food distribution and administration	3,500 Head-teachers	3,520 Head-teachers

5.	Teaching/Learning Kits delivered to schools	3,500 T&L Kits	3,500 T&L Kits
6.	School Days linked with food distribution	10,500 days (3,500 x 3 days)	3,489 days
7.	Distribution of IEC materials	5,200	5,200
8.	Delivery of School Improvement Booklets	5,200	3,967

Source: Annual Progress Report on the UNESCO Component, January – December 2009, UNESCO/Islamabad.

The completion of all of these activities in a very short time span required an accelerated mobilization effort and faced a number of challenges. Most of these challenges are “process” oriented and are frequently experienced in the implementation of development projects especially in emergency situations. They include:

- Too little time to conduct baseline and mapping exercise
- Security, travel and mobility issues at times hindered appropriate sequencing of activities, e.g. monitoring training conducted at the end of the period in Balochistan.
- More time needed to align program activities with education department capacity and networks
- Need to involve education department in decision-making processes including selection of schools. For example while WFP indicates that Education Departments were very much part of the school selection process, some government officials expressed that they had not been part of the process.
- Need to enlist support of education department in developing criteria of selection of students for receiving food incentives.

According to progress reports and official statements after the negotiation of the MOU with WFP, initiation of the non-food assistance activities was also delayed due to a number of factors such as time taken for the initial fund transfer, the recruitment of staff, and negotiation with PITEs and education departments for the mobilization of training in the targeted provinces and the security situation. The sheer number of core intervention schools (3,500) was large and required considerable logistical support, planning efforts and follow-up. Despite these challenges, UNESCO managed to complete most of its planned activities by the end of the project. The exceptions were that only one school day was organized as opposed to three that were planned. Also, 62 master trainers were selected and trained against the planned target of 111.

Results in terms of inputs are easier to quantify, i.e. the number of training programs for teachers and officials, delivery of materials to classrooms, etc. In terms of quality, however, it is more difficult to know “empirically” how these inputs have resulted in education outcomes. As the UNESCO component did not specifically focus on measuring and observing changes in teaching and learning, this assessment is reliant upon stakeholder perceptions to understand what difference may have been perceived but the actual teaching and learning outcomes are more difficult to measure for effectiveness.

We can say with confidence that UNESCO's effort to maximize benefits of food intervention in schools through the provision of inputs (non-food) was successful and most likely did enhance acceptance, increased awareness, and to some extent built local capacity of schools (teachers and head teachers) for effective implementation. What is less certain is the extent to which these changes can be sustained.

The following section is a discussion on possible impact that the program had on the education system based on stakeholder perceptions of successes and failures with regard to access, quality and governance.

4. Measuring Impact

Three drivers have been identified as being key to successful delivery of education which are at the core to Pakistan's National Education Policy (2009): **access, quality and governance**. These have been also been identified as fundamental to the provision of education in emergency situations such as the recent price-hikes that Pakistan experienced.

Access

As stated above, the overall objective of the project was to improve access of the poor to public social services and improved elementary school enrolment, retention and completion especially for girls and vulnerable groups by 2009. Access for the purposes of this study is defined as 'participation' in learning/school experience and participation means that a child has had the opportunity to experience an education or training opportunity.

Enrolment Comparison

In order to measure participation and in order to understand the possible effects of the UNESCO education component on enrolment for the period of the intervention (2009), enrolment rates of 2009 were compared with earlier 2008 enrolment rates for the intervention schools utilizing EMIS data.

Overall there was a net increase in enrolment for both boys and girls in all three provinces in the WFP-UNESCO Joint Program schools. In NWFP and in Sindh, boys' enrolment increased greater than girls and in Balochistan, girls' enrolment increased more than boys for the given year, but there was a decrease in enrolment for both boys and girls in Zhob and a decrease in enrolment for boys in Noshki.

There were some inconsistencies in the data, i.e. for some districts the information for enrollment levels was clubbed together for males and females as one entry. Such districts were not included in the analysis. Additionally, both the number as well as the percentage change was considered while making the comparisons. The reason behind analyzing both factors was that in some cases the percentages exceeded 100%. To comprehend percentage changes greater than 100%, the actual numerical difference was taken into consideration. The final analyses⁴ from different provinces have been summarized below:

NWFP	Total Decrease		Total Increase		Net	
	Boys	Girls	Boys	Girls	Boys	Girls
Bunair	1	0	34	22	33	22
Kohistan	1	2	85	8	84	6
Swat	0	0	13	5	13	5
Dir Lower	15	7	202	160	187	153
Dir Upper	7	3	252	63	245	60
				Total	562	246

⁴ Excluding the districts which do not have gender segregated enrollment data.

Sindh	Total Decrease		Total Increase		Net	
	Boys	Girls	Boys	Girls	Boys	Girls
Chachro	15	23	99	76	84	53
Sanghar	5	6	56	57	51	51
				Total	135	104

Balochistan	Total Decrease		Total Increase		Net	
	Boys	Girls	Boys	Girls	Boys	Girls
Killa Abdullah	7	1	16	4	9	3
Zhob	8	4	3	2	-5	-2
Nushki	8	9	7	20	-1	11
Bolan	0	0	6	0	6	0
				Total	9	12

NWFP and Balochistan: Effect of Working Teachers on Enrolment

Without baseline data and consistent formal evaluation and monitoring of schools, it would be difficult to attribute increased enrolment solely to the WFP/UNESCO interventions although a majority of the stakeholders interviewed believed the food incentive was the primary motivation for enrolment. We found that other factors may have also been determinants influencing enrolment fluctuation including migration of children from one school to another, missing facilities and adequate number of teachers in the intervention schools.

So while food distribution and inputs to quality of teaching in schools may have influenced the increased enrolment rates in all three provinces, other factors present may have also negatively affected enrolment. Below is a description of how two factors were analyzed with regard to enrolment changes: 1) change in number of schools and 2) missing facilities in schools.

Once the enrollment changes were calculated, the complete list of schools for each district was sorted from descending to ascending order. The list was then broken into quartiles (25%, 50%, 75%, 100%). Schools were selected from the bottom and top quartiles to represent the highest decrease and increase in enrollment levels. Similarly schools were also selected from the second and third quartiles to represent a moderate increase/decrease or no change in enrollment levels. A similar comparison was made for the number of teachers working in 2008 with the teachers working in 2009 and sorted from descending to higher order.

A comparison was then carried out where student enrollment changes were analyzed against the respective teacher changes in a particular school. This comparison was conducted to assess the possible effect of teacher changes on enrollment levels as some schools experienced 100% drop out of teachers. Schools were selected where there were big decreases and increases in the number of teachers working and the respective change in student enrollment.

Based on this analysis, we found some very interesting results. In schools where there was a decrease in the number of teachers from 2008 to 2009, there was a decrease in

enrolment for both boys and girls. Also, where there was an increase in the number of working teachers from 2008 to 2009, enrolments increased for both boys and girls suggesting that the presence of teachers is a strong determinant for increased enrolment although research indicates that the training of a teacher can also affect student enrolment⁵. The final analyses from different provinces have been summarized below.

Sample of intervention schools & working teachers and the effect on student enrollment

NWFP	Category	Teacher		Change		Enrollment Change	
		2008	2009	Inc/Dec	%	Inc/Dec	%
		GPS Maskipur	Boys	4	2	-2	-50%
GPS Nogram	Boys	5	3	-2	-40%	97	38%
GPS Akhun Serai	Boys	8	5	-3	-38%	-32	-15%
GPS Charai	Boys	3	2	-1	-33%	48	38%
GPS Hisar Baba	Boys	3	2	-1	-33%	6	4%
GGPS Kuza Nawagai	Girls	6	5	-1	-17%	61	23%
GPS Chinglai	Boys	10	9	-1	-10%	68	22%
GPS Ahmad Ali Dherai	Boys	2	2	0	0%	79	239%
GPS Kuz Kalay	Boys	2	2	0	0%	101	191%
GPS Char	Boys	3	3	0	0%	37	18%
GGPS Bara Nawagai	Girls	18	20	2	11%	177	34%
GPS Barjo Biam Dara	Boys	3	4	1	33%	52	46%
GGPS Shamshi Kotay	Girls	2	3	1	50%	67	67%
GGPS Ahmad Ali Dherai	Girls	1	2	1	100%	79	100%
GGPS Badair	Girls	1	2	1	100%	120	63%

Sample of intervention schools & working teachers and the effect on student enrollment

Balochistan	Category	Teachers		Change		Enrollment Change	
		2008	2009	Inc/Dec	%	Inc/Dec	%
		GBPS New Habibzai	Boys	1	0	-1	-100%
GGPS Landi Karez	Girls	2	1	-1	-50%	-12	-14%
GGPS Killi Ghafoor	Girls	4	2	-2	-50%	24	23%
GBPS Malik Ali Shah	Boys	3	2	-1	-33%	51	62%
GBPS Sazo Piralizai	Boys	3	2	-1	-33%	29	21%
GBPS Gul Muhammad Ghabezai	Boys	1	1	0	0%	26	87%
GBPS Hameed Kulak	Boys	3	3	0	0%	-24	-34%
GBPS Haji Khair Mohammad	Boys	2	2	0	0%	-43	-47%
GBPS Kili Ameer Jan	Boys	1	1	0	0%	-15	-54%
GBPS Muhalah Khanoon	Boys	5	5	0	0%	25	34%
GBPS Lal Muhammad	Boys	1	1	0	0%	2	6%
GBPS Yousaf Pehalwan	Girls	2	2	0	0%	26	32%
GBPS Tozi Karaze	Boys	2	3	1	50%	-35	-25%
GBPS Multan Jogizai	Boys	1	2	1	100%	-29	-43%

⁵ *Teachers and Educational Quality: Monitoring Global Needs for 2015*. UNESCO Institute for Statistics. Montreal: 2006.

GBPS Haji Kameen	Boys	1	3	2	200%	55	40%
------------------	------	---	---	---	------	----	-----

Sindh: Effect of Missing Facilities on Enrolment

Data considered for Sindh did not include details on teachers. Instead information about missing facilities for both 2008 and 2009 was provided. Similar to the exercise for NWFP and Balochistan, comparisons for enrollment changes were taken into account to assess the possible effect of missing facilities on enrollment levels. Schools were selected where there were larger decreases and increases in the enrollment levels. This list was then compared to a respective list of schools where there were missing facilities reported for both 2008 and 2009.

Based on this review, an interesting result emerges that there were both increases and decreases in enrolment levels for both boys and girls. This analysis, albeit simplistic, indicates that missing facilities had less of a negative effect on student enrolment than a decrease in the number of working teachers. The final analysis for Sindh is summarized below:

Effect of missing facilities on enrollment levels (Missing Facilities)

Sindh	Category	Enrollment		Change	
		2008	2009	Inc/Dec	Percentage
GGPS Mohammad Siddique Shar	Boys	3	1	(2)	-67%
GPS Ghulam Ullah Shar	Boys	20	11	(9)	-45%
GPS Allah Dino Dabrajo	Girls	19	11	(8)	-42%
GPS AliBag Veesar	Boys	29	25	(4)	-14%
GPS Photo Dasti	Boys	15	13	(2)	-13%
GPS Gul Mohammad Shar	Boys	17	16	(1)	-6%
GPS Dharoon Kubar	Boys	19	18	(1)	-5%
GPS Haji Bajhee Veesar	Boys	26	26	0	0%
GPS Haji Thadho Amir	Boys	41	42	1	2%
GGPS Haji Mushtaque Ali Mandan	Girls	34	35	1	3%
GBPS Detho Khan Shar	Boys	17	20	3	18%
GPS Haji Khabar	Girls	9	11	2	22%
GPS Mirawal Thebo	Boys	17	21	4	24%
GPS Sutyaro	Boys	43	56	13	30%
GPS Rano Majeedano	Boys	46	68	22	48%
GBPS Mohammad Ibrahim Shar	Boys	6	9	3	50%
GPS Rab Nawaz Mehrani	Boys	42	69	27	64%
GPS Hussain Bux Dahar	Girls	9	15	6	67%
GPS Wandh Habib	Girls	18	34	16	89%
GPS haji Khush Mohammad Shar	Girls	10	19	9	90%
GPS Tali Behan	Boys	23	45	22	96%
GPS Mole Dino Janvari	Girls	7	14	7	100%
GPS Mazar Khan Shar	Girls	11	24	13	118%
GPS Tali Behan	Girls	10	27	17	170%
GGPS Sikandar Abad	Girls	20	56	36	180%

GPs Nahal Rajpur	Girls	3	9	6	200%
GPS Mohammad Nooral Khaskali	Girls	5	15	10	200%
GPS Misri Rajpur	Girls	2	8	6	300%
GPS Abdul Hadi	Girls	1	8	7	700%
GPS Mohammad Uris Mallah	Girls	2	24	22	1100%

In sum, children's participation appears to have increased in all three, intervention provinces despite some isolated cases of decreases that could be attributed to missing facilities and absent teachers. The positive enrolment trend is consistent with other food aid interventions in Pakistan and in other countries. However, concerns about sustainability emerged in stakeholder responses and beg the question as to what extent a joint food-education program can sustain enrolments once the incentives are reduced or eliminated.

While it is not in the scope of this assessment to contemplate that question, it is important to consider what elements of service delivery would be important to consider for planning future interventions. Pakistan's National Education Policy indicates that in the absence of quality, efforts to increase enrolments are not sustainable in the country (NEP 2009, p.27) and that broadening the base with quality is **the most central strategic education policy priority**.

UNESCO's education component incorporated a number of quality inputs the effectiveness of which is reviewed below.

Quality

Pakistan's NEP 2009 indicates that improving quality requires action in the areas of teacher quality, curriculum and pedagogy, textbooks, assessment approaches, and in learning environment and facilities (NEP 2009, p. 33).

UNESCO's efforts in providing non-food emergency assistance applied support in several of these areas including **in-service teacher education, teaching and learning materials and assessment through training on monitoring**. These specific areas of support were provided to maximize benefits of the food intervention in schools. It was envisioned that the provision of inputs would enhance acceptance, increase awareness and build local capacity of schools (teachers and head teachers) for effective implementation.

In-service Teacher Training

In consultation with the Provincial Institutes of Teacher Education (PITE) of the three provinces, a head teacher-training module was developed and translated into Urdu. The PITE in NWFP, Balochistan and Sindh further developed a training program for master trainers (MTs) for cascading the head teacher training.

In this regard, four master trainer workshops were held for 111 trainees across all three provinces (see table below). However, 62 were ultimately selected from the original 111 trainees. The selection of MTs was based on criteria related to their

performance during the training including continuous assessment that included participation, presentation, teaching skills and knowledge level.

Master Trainers' Training

Province	Number of Workshops	Trainees			Selected MTs	
		M	F	Total	M	F
NWFP	2	29	30	59	18	12
Sindh	1	20	9	29	8	6
Balochistan	1	17	6	23	11	7
	4	66	45	111	37	25

Source: UNESCO-WFP Joint Programme Annual Report 2009.

Subsequent to the master trainer training, the PITEs in NWFP, Sindh and Balochistan completed training for a total of 3,520 HTs in 117 two-day workshops. The trainees reportedly benefitted from the training (2009 Annual Report) and requested an increase in the training duration to provide more focus on multi-grade teaching.

The content of the workshop was reported as being ambitious and trainers were requested to adhere to simple activities for each topic of the training syllabus:

- Child Rights to education and barriers to enrolment and learning.
- Strategies for effective classroom management in multi-grade setting.
- Promotion of school health and hygiene education.
- Strategies to promote community involvement/PTCs/SMCs
- Purpose of food distribution and its impact on students' learning achievement
- Effective monitoring system of enrolment and attendance and its documentation

Head teachers' perceptions about training and the program

The head teachers who were interviewed provided their insight as to the perceived benefits and challenges of the training and implementation of the program in their respective schools.

The head teachers who were surveyed unanimously indicated that they did see a marked increase in enrolment due to food distribution. Some also felt that students were attracted to schools due to improvement in the quality of their teaching although this cannot be validated. At any rate, teachers did acknowledge that the key to sustaining student enrolment was improved quality of teaching and improvements in the learning environment but did also welcome the continuation of food aid. A majority of head teachers surveyed indicated that all teachers should receive training and not just head teachers. Some also felt that the communities began to display more respect for the teachers after their training. The school day was characterized in some interviews as being the key to improving the relationship between the teacher and the community.

A majority of the teachers claimed that the surge in enrolment (50-75% on average) was a result of the food incentive. However, this presented a very real problem. The condition of their schools was not adequate to accommodate the larger number of

students attending and therefore enrolment could not be sustained without also further improvements to the physical school environment.

Approximately 360 students were studying in tents in the Government Primary School Kota in Swat District as there was no school building. Another school in Swat was being used as a police station from 1:30pm to 4:30pm and as a result, student enrolment was actually decreasing. Future initiatives should map these situations and work with communities to settle these issues.

In addition to school facilities, head teachers indicated that additional teachers would be needed to facilitate the growing number of students.

Some respondents also claimed that corporal punishment of students was a factor in dropout rates but that the training received through this program was very helpful in helping teachers change their attitudes and practices. This change was brought about as a result of encouragement to create a friendly environment in schools.

Another common suggestion from teachers was that the program (food distribution) should be extended to the *Katchi* class (ages 3 to 5) and in some cases even Class I students did not receive the food incentive. In addition, teachers felt that all schools in a specific union council or catchment area should be included in the program in order to avoid radical shifting of enrolment from non-intervention to intervention schools. Teachers also felt that there was a need to strengthen the government's monitoring system.

The training received by teachers on school management was appreciated by a majority of teachers surveyed. The feedback suggests that the training was successful in inculcating the idea of community involvement through celebration of school days. Teachers acknowledged that student performances were made a part of school days and also community participation was engaged to share in the celebration of education on these occasions. In contrast, some head teachers in NWFP were more cautious about holding school days due to security reasons. The training provided should promote more flexibility in the way schools distributed food.

One respondent claimed that his school was about to be closed as the earthquake had damaged it heavily (in 2005) and the building was no longer standing. However, he indicated that through the efforts of the WFP-UNESCO joint program that enrolment was increased from 0 to 40 and that the community has been responsive to reopening the school.

Other teachers observed that they received too much pressure from communities to enroll their children in order to claim the food incentive. With this pressure, teachers were not able to follow the criteria of student enrolment and attendance. A suggestion was made that food distribution should be done in a surprise manner rather than through an organized school day to reward students who would be present in the same day and/or regularly attending their respective schools. Other claims were made that some families were also selling their food in the local bazaar to claim money that could be used for their other needs. The prevalence of this practice could not be determined, however, in this study.

Finally, head teachers from Sindh and Balochistan shared more criticisms of the program and often complained about the lack of involvement and support from the government. Head teachers from NWFP were more satisfied and appeared to value the benefits of the training and materials more strongly than teachers surveyed in Sindh and Balochistan.

<p><u>Benefits:</u></p> <ul style="list-style-type: none"> • School management training was extremely useful in enabling teachers to connect with communities • Multi-grade and child-rights training provided practical skills to teachers. 	<p><u>Challenges:</u></p> <ul style="list-style-type: none"> • Training should be for 3 to 4 days to cover the same topics in more detail. • More content training is required in English, Science and Math
--	---

Teaching and Learning Kits

As stated above, teaching and learning kits were distributed to approximately 3,500 core intervention schools. These materials were procured by UNESCO and distributed by local NGO partners.

Teaching & Learning Kit Contents

Sr. No	Items Description	Unit	Quantity
1	Black board, double side wooden, size 4' x 3'	No.	2
2	Black board stand	No.	2
3	Metal Box, size 2' x 1.5" x 1', 26 guage	No.	1
4	Duster, Wood for black board	No.	2
5	Chalks Box (50 chalks), Blue Queen	Box	8
6	Globe large with stand, plastic	No.	1
7	Geometry equipment for teachers (large size)	Set	1
8	Maps, 23" x 36" (World+Pakistan+Province+District)	No.	4
9	Charts (stories and social studies)	No.	2
10	Ball Points, Picasso (Blue-Box of ten each)	Box	1
11	Scissors, medium, local, size 8"	No.	1
12	Measuring Tape 5 feet	No.	1
13	Alphabets Chart (English+Urdu+Maths)	Set	3
14	Ruler Plastic transparent, normal	No.	2
15	Cubes, small (Quality)	No.	2
16	Flip Charts (White)	No.	6
17	Glue stick, Sensa, Korea, 8 Gms	No.	2
18	Teachers Diary (Urdu) for lesson plan	No.	2
19	Crayons set of 12, Picasso	Set	4
20	Eraser, Milan	No.	5
21	A-4 Rule Urdu papers	Set	1
22	Pencil Sharpener, Dux, Plastic	No.	5
23	Wall frame, wooden	No.	1
24	Alphabets block	No.	2
25	Pencil, Gold fish	No.	10

Note: One Kit contains 25 items with the quantity mentioned against each item that will be supplied to each school as one set.

A majority of teachers surveyed believed that the teaching and learning kits were very useful and that students were taking a very keen interest in the materials that were used in the classroom. One respondent indicated that the materials were especially helpful for Class V. The geometry box, maps and other materials appeared to be popular resource among respondents that according to them made the teaching effective and encouraged student learning. Other respondents complained about the poor quality of the T&L Kits and the bad condition of the blackboard, although this was an isolated observation.

In addition, approximately 5,200 sets of posters were also delivered to schools across the three provinces. The posters depicted messages about health and hygiene and education that teachers were to display on walls and share with communities. The sub-messages for each poster is depicted in the box below.

IEC Posters and Messages

	Poster 1	Poster 2	Poster 3
Title of Poster	Cleanliness is Half the Faith	Education is Vital for Children's Better Future	Proper Food and Education for Children is Our Responsibility
Sub-message 1	Cleanliness ensures good health	Education ensures children's better and prosperous future	The whole community can plan an important role in ensuring proper food and better education of the children in the whole village.
Sub-message 2	We should keep ourselves and our surroundings clean	Educating children is a parent's legal obligation	Balanced diet helps children grow faster both physically and mentally
Sub-message 3	-----	-----	Food provided under the project should not be sold, misused or wasted.

Although some teachers felt that they had very little time to share the IEC materials and messages with parents, a majority of responses stated otherwise. For those teachers that did share the IEC materials with parents and communities there was consensus that attitudes of these groups had changed in favor of education.

<p><u>Benefits:</u></p> <ul style="list-style-type: none"> • Very useful for both teacher and students • Kits, blackboards and IEC posters were well received and believed to be effective aids for teaching • First time T&L Kits have ever been introduced in some schools. Teachers enjoy using them and students are responding to improved teaching styles 	<p><u>Challenges:</u></p> <ul style="list-style-type: none"> • Kits should include charts in local languages and culturally appropriate images. • T&L kits should be distributed according to enrolment. Schools with high enrolment should be given more than one kit. • More stationery should be included in the kit to accommodate all students • Sports equipment should be included in the kits.
--	--

While respondents have mostly claimed personal success with regard to awareness and capacity to implement the program, these are individual claims that without proper monitoring and support from the government, are difficult to sustain on a long-term basis and in critical mass. It is also difficult to understand the "real" effect of

teacher education on student achievement and performance without capturing any data on learning outcomes. Of course the program itself was not concerned explicitly about student achievement due to the short duration of the program, but perhaps should be concerned within a longer time period particularly since this touches at the root of access and is also at the core of the rights of a child to a quality education.

This large scale input was the first of its kind in the recent history of UNESCO. It posed a considerable challenge to ensure timely procurement with a good level of quality control. Moreover, UNESCO rules required involvement of the headquarter contract committee due to the relatively scale of purchase. Some delays were encountered as a result of lengthy procurement process and also due to quality concern on two items – steel truck and one of the alphabet charts which had Umbrella incorrectly spelt. This has been an invaluable experience for UNESCO to test its own capacity for future initiatives in the future. With the provision of adequate logistical support staff and sufficient lead time, which is linked with the duration of a project, UNESCO is in a position to provide material inputs at this scale.

The next section reviews efforts of the UNESCO intervention to train and support the governance component of the program.

Governance

According to the National Education Policy (2009) *Governance of education is the overarching framework that determines the ability of the state to meet its goals and targets: the responsibility to ensure that education of quality is available to all without discrimination. It cannot abdicate this responsibility to any other entity within (or outside) the country. The state dispenses its responsibility in education through direct service delivery as well as regulating the non-state participation in the sector* (p.16).

In an effort to coordinate the non-food component with the district education departments, UNESCO provided orientation and monitoring training to education department officials. In 2009, 12 one-day workshops were held on *Orientation and Implementation of School Monitoring Tools for District Education Officials* in all the three provinces for the staff of Departments of Education, WFP and WFP Implementing Partners. The workshops were attended by 338 education officials of project districts to review the existing monitoring arrangements of their respective provinces. A major conclusion drawn from the workshops was that school monitoring was not being carried out in a systematic manner and that there was an urgent need to improve government monitoring methods.

This study could not find any evidence of district offices collating and/or using data that were collected from the project monitoring forms. The provision of capacity building support to government with regard to monitoring will need to include a review of whether and to what extent the current monitoring system of the education department is functional.

Cumulative List of Orientation and Implementation of School Monitoring Workshops

S.N.	Province	Name of District	Participants		Total
			Male	Female	
1.	NWFP	Mansehra	18	10	28
		Battagram	13	5	18
		Kohistan	16	0	16
		Dir Upper	9	1	10
		Dir Lower	15	1	16
		Swat	5	6	11
		Bunair	10	0	10
2.	Sindh	Tharparkar	24	2	26
		Sanghar	18	1	19
		Umerkot	24	2	26
		Khairpur	20	6	26
3.	Balochistan	Bolan	15	0	15
		Chaghi & Kalat	25	3	28
		Noshki	13	3	16
		Kharan	9	1	10
		K. Abdullah	14	0	14
		Pishin	34	0	34
		Zhob	11	4	15
		Total:	293	45	338

Source: UNESCO-WFP Joint Programme Annual Report 2009

The monitoring workshops were planned for 2008, but implementation was delayed due to initial delays in finalizing the project agreement and fund transfer with consequential impact on recruitment and launch of the UNESCO component. Workshops for the conflict affected districts of NWFP namely Swat, Bunair, Dir Lower and Dir Upper were put on hold due to security concerns and completed in December 2009 by organizing two workshops in Abbottabad District.

Education Department Officials' perceptions about the program

Executive District Officers, Assistant Officers and Supervisors have defined their role in the program to include:

- Overall responsibility for the project in the district
- Overall coordination and management of the program in the district
- Selection of schools for interventions
- Coordination with WFP, UNESCO, PITE, and other institutions involved
- Contact with implementing partners
- Monitoring of the schools and activities

Interestingly, the primary complaint of respondents from all provinces was that there was no proper monitoring of the program. A majority of teachers across all provinces also claimed that there was no proper monitoring of the education support and they felt that the education department/officers were either passive or too busy to be concerned with monitoring and follow-up. This complaint seems to highlight the fact that the training on monitoring was not offered in most cases until the end of the program and in many cases, monitoring tools were either not provided until later in the program if provided at all. Some respondents indicated that they were collecting

information about the program in their diaries, as per the common practice, as opposed to using any forms or formalized system.

This points to a larger problem of monitoring within the department itself. Asking an institution to conduct an activity that itself does not have the capacity to manage is running the risk of failure. One ADO indicated that he hardly visited 15 schools in a given month and that without any incentives there was very little motivation to monitor the UNESCO intervention schools more closely. Other respondents claimed that difficult terrain and inadequate conveyance posed challenges to successful monitoring of program activities.

In addition to the complaint of insufficient monitoring was the point that there was no overarching plan or strategy that had been developed to drive the monitoring activity. Education officials surveyed also claimed that there was a need to “chalk out” a strategy regarding the sustainability of the program. Some officers also felt that they should have had a stronger role in the implementation of the program although no suggestions were offered as to what the extended role would have been. This claim, however, raises a larger issue as to how the program has been introduced within the government system. The issue suggests that there was ambiguity as to which institution was in the “driver” seat for planning and implementation of the program.

As a corollary to this observation it was also true that other donor sponsored programs that were engaged in some of the same districts as the UNESCO program had also tasked the government to utilize their monitoring forms. This was particularly true in the district of Mansehra in NWFP where the USAID/RISE program and an implementing NGO, Sunghi, were also working on development projects. The duplication of “monitoring” efforts suggests that there is a need for future interventions to consider a mapping exercise of other development programs to avoid wastage of resources and duplication of activities (See Appendix III for monitoring tools).

Often in Pakistan, there is a tendency that either donors or I-NGOs develop plans and activities in isolation or else the government abdicates its responsibility for project planning and implementation. Funds that are channeled through international agencies rather than government budgets and development plans (PC-1) tend to be less internalized, however. This dynamic will need to be taken into consideration in planning future initiatives with the government.

School Days

Another effort of the program was geared to strengthen governance. Approximately 3,500 School Days were conducted in all three provinces whereby parents, teachers and project officials met in the school premises to discuss ways to improve the school. The day also coincided with the distribution of food. The following factors contribute to the school improvement concept:

- School attendance and enrolment
- Retention of Students
- School Environment
- Health and hygiene of students

- Utilization of teaching and learning materials

School Days proved to be an effective nexus for engaging the children, parents, teachers and communities while delivering the messages on importance of education, health and hygiene and judicious distribution of food. Practical solutions of the problems related to enrolment and food distribution are discussed during the event. As a result, the event has strengthened relationship between the teachers and community as well as influenced reactivation/engagement of PTCs/SMCs at some schools. In Mansehra, one PTC reported that initially they were not involved in food distribution day but the introduction of School Day and guidelines of UNESCO, they are now invited by implementing partners to participate in the event.

The event not only stimulated thinking about how to improve the school, it also empowered both the teacher and the community in carrying out their respective tasks with mutual respect and accountability. A majority of head teachers interviewed indicated that their training had given them practical knowledge about planning and organizing the school days. Head teachers now see their roles of management including outreach to communities for help in improving the school and this goes a long way to sustaining reforms in school improvement.

The head teachers who also received the School Improvement Booklet found the ideas to be helpful to plan ideas for the School Day and also it gave them inspiration into initiating community action. Together with the school management training, these inputs gave teachers practical tools to manage their schools effectively.

Impact on food distribution

The scope of the rapid assessment was limited in terms of access to respondents. Therefore it is difficult to know the extent to which the education component or rather “non-food aid” had an impact on food aid and distribution. The decision to use the school as a point of distribution was a positive move, however.

The joint partnership appears to have added value to food distribution by enhancing school capacity for school management and school linkages with communities. According to respondents, this went a long way in terms of deepening communities’ understanding of the issues surrounding food distribution. The school’s role in providing the space for “school days” was also an important variable in food distribution as schools are physically “centred” in communities creating access for parents and student alike to education at the same time access to food was also being increased.

5. Recommendations for sustainability

Research indicates that the lack of complementary non-food inputs is consistently identified as a constraint on project performance. Thus food-based intervention is more likely to succeed as an integrated component of a wider sector program, for example in health or education. These lessons from earlier reviews prompted considerable policy reformulation for project food aid. However, the evidence is still insufficient to confidently assess the extent to which practices have significantly changed and with measurable impacts. The OECD study that reviewing these efforts indicates that donors should consider strengthening monitoring and undertaking more rigorous assessments⁶.

In Pakistan, the one-year program has set in motion a call for action among education officials, teachers and parents to improve education in their schools in spite of the emergency of burgeoning food prices and other unexpected challenges. The momentum and support in the education sector has increased in the Joint Program as food aid was provided and UNESCO's induction and other training helped to increase awareness of the program as well as the importance of education.

Most stakeholders would agree that scaling up the food aid linked to the non-food aid support would continue to harness the interest and participation in education in thousands of schools already being supported as well as offering neighboring communities and schools hope of improved service delivery.

The following guiding principles are offered in consideration of planning such future initiatives.

Principle # 1 Incorporate Minimum Standards in Planning and Programming

Greater adherence to the minimum standards for education in emergencies is an important consideration for designing new programs. Six core process standards for the implementation of education in emergencies should be considered when planning new programs. The standards are: 1) community participation, 2) local resources, 3) initial assessment, 4) response strategy, 5) monitoring and 6) evaluation. They are presented in two sub-groups, under the headings Community Participation (participation and resources) and Analysis (assessment, response, monitoring and evaluation). By implementing the standards described here, humanitarian actors and community members will support the realization of the standards in the areas of Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy and Coordination.

⁶ The Development Dimension. The Development Effectiveness of Food Aid: Does Tying Matter? OECD: Paris (2005).

Education Policy and Coordination

Standard 1 Policy formulation and enactment	Standard 2 Planning and implementation	Standard 3 Coordination
Education authorities prioritize free access to schooling for all, and enact flexible policies to promote inclusion and education quality, given the emergency context.	Emergency education activities take into account national and international educational policies and standards and the learning needs of affected populations.	There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

Source: INEE Minimum Standards for Education in Emergencies, Chronic Cases and Early Reconstruction (2006)

Principle # 2 Carefully Consider Modality of Funding

Often in Pakistan, there is a tendency that either donors or I-NGOs develop plans and activities in isolation or else the government abdicates its responsibility for project planning and implementation. Funds that are channeled through international agencies rather than government budgets and development plans (PC-1) tend to be less internalized, however. This dynamic will need to be taken into consideration in planning future initiatives with the government.

A careful review should be made as to the appropriate mechanisms for funding the non-food or education component. An assessment should be made of the capacity of the government to procure materials, monitor and train teachers through existing institutions.

Principle # 3 Anticipate Downstream Realities

Attracting students to schools should be complemented with a plan to properly facilitate them with teachers and safe learning environments and measures to protect non-intervention schools from leavers who are motivated to migrate to intervention schools.

Principle # 4 Strengthen Role and Monitoring Capacity of Government

Mapping of programs to avoid duplication, baseline surveys and monitoring of activities are essential elements of any education development intervention. It cannot be emphasized enough that a baseline and monitoring plan need to be established prior to initiating the intervention. In addition, the departments of education also need to prepare an exit strategy in order to mainstream and sustain project activities.

Principle # 5 Extend Program Period

To the extent possible, the period of implementation should be extended beyond one year to allow for proper sequencing of activities, appropriate capacity building and monitoring and assessment of results. One-year programs only raise expectations and tend not to be sustainable.

6. Scalability

Relevance, efficiency and effectiveness factor heavily into scaling up any pilot project. The WFP-UNESCO Joint Program has provided an excellent means for testing the readiness of communities and schools for supporting food distribution. This rapid assessment has analyzed the performance of the soft component inputs such as training and capacity building. These inputs have now been tested in 1.5 years of implementation and are observed to be ready for scaling up to a quantity of schools where food is already being distributed throughout Pakistan. The food initiative anticipates targeting marginalized communities as a social protection measure.

The schools in these geographical regions usually are the least performing schools in far-flung areas and have been neglected. So in terms of **relevance**, UNESCO's inputs will go a long way to support the development of capacity for teachers and communities to sustain improvements in these underperforming schools.

In terms of **efficiency**, UNESCO has faced a few challenges of program implementation but overcame these, i.e. mobilizing contracts with PITES and implementing master training programs and distribution of large scale school materials. Recognizing the lessons learned in the pilot phase, mobilization will draw on these lessons for faster response and implementation. Although less evidence has been found as to the **effectiveness** of improved teaching and learning in the pilot due the short time-frame, the perceptions of the stakeholders reviewed in this assessment provide a favorable reason for scaling up the efforts of the Pilot.

If the pilot is to be scaled up, the following describes the components and sequencing of them for improved implementation:

PHASE II PROGRAM (One Year with Extension)	Special Consideration	Activities
Component 1 ACCESS	Planning & Mobilization REVIEW Modality of Support, i.e. PC/Annual Development Plan Budget infusion or contracts directly with government depts.	Baseline Survey of Schools: present capacity of schools—space, teacher strength and missing facilities. Engage communities in 'school days' to disseminate messages on how to prepare for increased enrolment.
(2-months)	ANALYZE lines of demarcation between intervention and non-intervention schools and plan inputs carefully to protect non-intervention schools for unnecessary flight of students.	Rapid mapping of districts for concurrent development projects
	Set targets and objectives	Prepare Logical Framework
Component 2 QUALITY	Implementation Coordinate with education department on teachers'/managers'	Select and utilize existing teacher training institutions. Review current in-service training plans and modules and coordinate delivery

	schedules to avoid disruption of participants' ongoing work	with institutions for different tiers of stakeholders including communities
(8-months)	Review teachers' capacity to manage very basic profile of student and assessment of child learning and sustained student attendance	In addition to induction courses, offer on-site school support to teachers for classroom management and other content/methods mentoring
Component 3 GOVERNANCE	Monitoring & Evaluation Review provincial/district capacity to collect, input and manage simple school data. (1 to 2 indicators). Further assist department staff with database management and how to move beyond school census data collection.	Provide monitoring training and ensure implementation begins at outset of program. Align monitoring with baseline surveys.
(2-months)	Offer incentives for extra monitoring support if required.	Provide regular updates and coordinate briefings for different tiers of government.
	Conduct assessment and plan for extension of program	Tie efforts to National Education Policy and National Curriculum

7. Reference Documents

- *High Food Prices in Pakistan: Impact Assessment and the Way Forward*. The UN Inter Agency Assessment Mission FAO/UNDP/UNICEF/WFP/WHO. Prepared at the request of Ministry of Food, Agriculture, and Livestock, Government of Pakistan. Islamabad (July 2008).
- Sajjad Ahmed. *Analyzing the immediate effects of education-based project interventions: A small-scale research study report*. Supporting Primary Schools through Food and Education-based Incentives for the Vulnerable Population of NWFP, Sindh and Balochistan. Islamabad (September 2008).
- *REVISED STANDARD JOINT PROGRAM DOCUMENT - WFP-UNESCO PAK 08/01*, Islamabad (October 30, 2008).
- *Progress Report on UNESCO Component: January – March 2009*
WFP-UNESCO Joint Food and Other Incentive-based Assistance to Primary Schools in Selected Districts of NWFP, Balochistan and Sindh under Food Security Relief Program in Pakistan 218-PAK-1000. UNESCO Islamabad (March 2009).
- *Progress Report on UNESCO Component: April – June 2009*. WFP-UNESCO Joint Food and Other Incentive-based Assistance to Primary Schools in Selected Districts of NWFP, Balochistan and Sindh under Food Security Relief Program in Pakistan 218-PAK-1000, UNESCO Islamabad (July 2009).
- *Progress Report on UNESCO Component: January – September 2009*.
WFP-UNESCO Joint Food and Other Incentive-based Assistance to Primary Schools in Selected Districts of NWFP, Balochistan and Sindh under Food Security Relief Program in Pakistan 218-PAK-1000, UNESCO Islamabad (October 2009).
- *PROGRESS REPORT ON UNESCO COMPONENT: JANUARY– DECEMBER 2009*.
WFP-UNESCO Joint Food and Other Incentive-based Assistance to Primary Schools in Selected Districts of NWFP, Balochistan and Sindh under Food Security Relief Program in Pakistan. 218-PAK-1000. UNESCO Islamabad (January 2010).
- Tayib Jan. *Brief End of Assignment Report: December 17, 2008 – March 17, 2009*.
- Tayib Jan. *Activity Report: March 17, 2009 – April 24, 2009*.
- The Development Dimension. *The Development Effectiveness of Food Aid: Does Tying Matter?* OECD: Paris (2005).
- Sajjad Ahmed. *Conduct Workshop for Master Trainers at PITE (Nawabshah-May 6-10, 2009)*. May 13, 2009.

- Sajjad Ahmed. *Conduct Monitoring Workshop (Mansehra- May 13-15, 2009)*. May 18, 2009.
- Sajjad Ahmed. *Conduct Monitoring Head teacher Workshop (Hyderabad- May 19-22, 2009)*. May 25, 2009.
- Sajjad Ahmed. *Conduct Monitoring and Support (Mansehra- June 1-5, 2009)*. June 6, 2009.
- Sajjad Ahmed. *Conduct Monitoring Workshop (Hyderabad- June 9-12, 2009)*. June 15, 2009.
- Sajjad Ahmed. *Conduct Monitoring Workshop (Quetta- June 22-27, 2009)*. June 30, 2009.
- Sajjad Ahmed. *Conduct Monitoring of Head teacher Workshop (Mansehra- June 16-19, 2009)*. July 1, 2009.
- UNICEF. *School Improvement Booklet: A Manual for Communities, Teachers and Educationists*. Reprinted by UNESCO Islamabad (2009).
- UNESCO. *Celebrate a School Day*. Double-sided Activity Guide. UNESCO Islamabad (2009).
- IEC Posters
- Teaching and Learning Kits



ASSESSMENT METHODOLOGY AND PROTOCOL (logic)

TITLE: **WFP-UNESCO Joint Pilot Food and Other Incentive-based Assistance to Primary Schools in Selected Districts of NWFP, Balochistan and Sindh under the Food Security Relief Program in Pakistan**

ACTIVITY: Output/Outcome Rapid Assessment

CONSULTANT: Dr. Randy L. Hatfield

DATE: February 4, 2010

PROJECT: 218-PAK-1000

UNESCO #218-PAK-1000 ASSESSMENT METHODOLOGY AND PROTOCOL (logic)

by Dr. Randy Hatfield

WFP-UNESCO Joint Pilot Food and Other Incentive-based Assistance to Primary Schools in Selected Districts of NWFP, Balochistan and Sindh under the Food Security Relief Program in Pakistan

METHODOLOGY

UNESCO's key programmatic objective of the pilot initiative was to maximize benefits of food intervention in schools through the provision of inputs (non-food) that would enhance acceptance, increase awareness, build local capacity of schools (teachers and head teachers) for effective implementation.

While the United Nations Development Assistance Framework (UNDAF) outcome was *to improve access of the poor to public social services*, UNESCO's more specific anticipated result is *Improved elementary school enrolment, retention and completion especially for girls and vulnerable group by 2009*

Quantitatively this result will be measured through the following indicators:

- Net Enrolment Ratio by districts, sex, refugees (where applicable) & location
- Gross Enrolment Ratio by district, sex, refugees (where applicable) and location
- # of Head teachers trained (district wise) and numbers of training sessions organized (district wise)
- # of Teaching and Learning kits (6,000) distributed to schools (school-wise and district wise)
- # of copies IEC material copies distributed to schools/ districts.

Qualitatively, the answers to the following questions will be collected through interviews and focus groups:

- 1) To what extent did the provision of inputs (non-food) enhance acceptance, increase awareness, and build local capacity of schools (teachers and head teachers) for effective implementation?
- 2) How successful was the initiative in increasing access, enrolment and survival rates in beneficiary schools?
- 3) What were the major programmatic and operational constraints?
- 4) What does this experience tell us about scaling up and sustaining future efforts that are similar in nature?

Research Approach

The empirical methods to be used to achieve the research goals in this assessment include document reviews and text analysis, semi-structured interviews that illuminate the process of providing non-food (educational inputs) through first-hand accounts of administration. Also, quantitative data that are available on enrolments

and other educational indicators will be collected and analysed.

While the central research aims of this assessment relate to education outcomes, the sole use of statistical data would not be appropriate given that they would not be able to illuminate the “process” involved with implementing the program at the various levels. Therefore, both quantitative methods and qualitative methods will be employed in the assessment.

Education Data Review

The first method of research to be engaged is a review of statistical data that has already been collected and reported on enrollments (gross and net) and other data collected on the number of teachers trained and schools that have benefitted from the project. These educational data will be important to begin to develop the contours of the overall initiative.

Interviews

The technique of interviewing aims to cover the range of views and experiences of the target group. Briefly interviewing a large number of respondents using a standardized instrument will help to gain greater richness of data and penetration of analysis.

Given that the target population of the Food Aid project (5,200 schools) is too large to enumerate with the time and travel constraints, the assessment will cover a sample of the total population. Specifically, this assessment will assume ‘purposive sampling’ or non-probability sampling. A sample of individuals (arranged in focus groups) will be drawn more widely from the list of beneficiaries based on “judgment” and “convenience”.

Using a sampling calculator, we have determined that in order to achieve at least a confidence level of 90%, approximately 350 school interviews will need to be conducted. This number is reasonable in that it will be divided by three provinces so that a total of 116 brief interviews can be conducted per province. Further, factoring in limited access to respondents, we will limit the time of the interviews to correspond with the five-hour period consistent with the school day. In other words, a three-day period will be allocated for the interviews in which 38 interviews of 7 minutes each can be conducted in a five-hour period each of the three days in the given province.

Due to security concerns and the limited time for travel to each school, the method of interview will be conducted through a cell phone with speaker facility with head teachers and education officials. The prime enumerators will be stationed in a provincial hub (Quetta, Nawabshah, and Peshawar/Islamabad). Prior to travel to each hub, the list of respondents will be prepared. If access to Peshawar is limited, the calls will have to be made from Islamabad.

Time permitting; sidebar interviews will be conducted with provincial education officers and other stakeholders on an individual basis.

Document Review

Documents ranging in content from the WFP/UNESCO joint programme document, progress reports, technical consultant activities, project workplans and other reports will provide useful primary and secondary sources for this study.

Peter Abell and Nigel Gilbert have written about contrasting ‘actions’ with ‘accounts of actions’ in their discussions about research methodologies. Textual analyses will be conducted on above-mentioned documents. These data analyses add to the overall strength of the research by providing comparisons of documented data with accounts of actions that will be rendered in the interviews.

PROTOCOL (logic)

The purpose of the assessment protocol is to link the questions to be enumerated throughout the research with the results framework. It is important to trace the logic of data that are collected back to the root objectives and expected results of the program to ensure that questions are relevant and meaningful. The due diligence of preparing this protocol ensures that data collection is precise regardless of the method used to collect it.

This document begins with the presentation of both the aims of the overall program and the aims of the pending rapid assessment.

Secondly, illustrative questions are presented in relation to a) various levels of stakeholders and b) specific outputs, indicators and activities that were pre-identified for the program. Actual semi-structured questionnaire guides have been developed based on this protocol.

Finally, a list of potential respondents is presented and reference documents from which the study draws is provided.

1. Aims of the Program

Joint Program Outcome: Improved access of the poor to public social services

UNESCO’s objective: *To maximize benefits of food intervention in schools through the provision of inputs (non-food) that will enhance acceptance, increase awareness, build local capacity of schools (teachers and head teachers) for effective implementation.*

Anticipated result = *Improved elementary school enrolment, retention and completion especially for girls and vulnerable groups by 2009.*

II. Aims of the Assessment

Assessment Goals

- a) Assessment of the overall performance with regard to
 - Project strategy
 - Objectives
 - The quantitative and qualitative targets and implementation arrangement as defined by the project document
- b) Analysis of the role of different government departments as implementing partners in facilitating attainment of the outcomes and outputs.
- c) Assessment of the potential to continue or up-scale as it is or with modifications.
- d) Preliminary indications of the degree to which the project results are likely to be sustainable beyond the programme's lifetime, and recommendations for increasing the level of sustainability.

Data Collection

III. District Government

LOGIC: Questions will be related to the following indicators, outputs and activities.

At the district level, the aim was to increase government involvement, invoke ownership, and improve implementation and monitoring capacity as much as possible within the timeframe.

Output 4: Educational administrators & staff in 3 provinces & 20 target districts provided orientation to the objectives of the program/ for sensitization, awareness-raising, and roles and responsibilities (UNESCO)

Activities comprising of designing & development of workshop content, logistical arrangements for transporting the material & organization of training/ orientation workshops for educational administrators at province and district levels.

- **INDICATOR** - # of provincial and districts officers/staff (province wise and district wise) trained (in 20 training sessions (one for each district))
 - **INDICATOR** - Quantity of fuel support (its cost) provided to districts (district wise)
-

Questions:

- Q1.1 Who were the recipients of orientation and training, how many participants and how many training sessions were conducted per district? (To validate alleged training outputs for 19 districts)
- Q1.2 Who designed the training modules; who participated in the logistical arrangements and organization of the training?
- Q1.3 Do respondents have any knowledge of the WFP-UNESCO Food Aid Program in their respective district?
- Q1.4 If so, did you design, deliver or receive training through this program? Were roles defined and understood by all stakeholders?
- Q1.5 What type of training did you receive and how long was the training?
- Q1.6 How were you contacted to participate in the program? How was it explained to you?
- Q1.7 Do you feel that communities, teachers, and school officials were willing to participate in the program?
- Q1.8 Were procurement and distribution of equipment and materials accomplished according to the scheduled needs of the program implementation? What was the division of labor in the procurement and distribution of materials?
- Q1.9 Can the WFP/UNESCO initiative be sustained if funding/programming were to end? Are prices still high for these goods and is there a “real” need for the program to continue?
- Q1.10 Have you participated in any third-party or other assessments of this program?

Output 5: Capacity of 20 EDOs/staff for program implementation and monitoring developed through orientation and fuel cost support. (UNESCO)

Field visits to districts, development of generic training modules and supplementary modules, testing and finalizing and organization of Training/ orientation workshops of district level educational managers and staff plus provision of fuel cost support, sample/rapid survey of the impact of training

Questions:

- Q1.11 Were EDOs trained in all districts in program implementation and monitoring? Were other staffs trained? If so who and how many?
- Q1.12 Who developed and facilitated the training? Were any assessments made of the training?
- Q1.13 Was the training limited to implementation of the non-food assistance or with implementation and monitoring of all components? Were EDOs required to conduct independent monitoring?
- Q1.14 Was fuel cost support provided? How much was provided? Was it adequate to complete the program?
- Q1.15 Were any rapid surveys conducted? Did EDOs conduct any rapid assessments? If so, were reports shared with WFP/UNESCO?
- Q1.16 Who identified the districts? Did EDOs participate in the selection of districts?
- Q1.17 Is there a requirement for the program to be scaled up or sustained? Or is this a “one off” program? Do EDOs have capacity to take on management of future or ongoing programming?

II. Head Teachers

LOGIC: Questions will be related to the following outputs, indicators, and activities.

Output 6: Approximately 5,400 Head teachers of participating schools provided orientation during 180 cluster training sessions (1 workshop for a cluster of 30 schools) on program implementation of the WFP-UNESCO joint program in schools, i.e. project orientation; role and responsibility of the head teacher vis-à-vis the other teachers, and the community; food for education; school improvement through food incentives and non-food products and food distribution and administration. (UNESCO)

- **INDICATOR** - # of Head teachers trained (district wise) and numbers of training sessions organized (district wise)
- **INDICATOR** - # of Teaching and Learning kits (6,000) distributed to schools (school-wise and district wise)
- **INDICATOR** - # of copies IEC material copies distributed to schools/districts.

Field visits to schools, development of generic training modules and supplementary modules, testing and finalizing and organization of training/ orientation workshops for head teachers in cluster schools training and follow up on training assessment through rapid survey

Questions:

- Q2.1 How many school heads have been trained to support the management and implementation functions?
- Q2.2 How many sessions and how long was the training? Did it adequately introduce the program and if so, how did it aid in implementation? Any assessment conducted and feedback captured on the training?
- Q2.3 Were Teaching and Learning Kits distributed? If so, how many and to which schools/districts? Are all materials related to the national curriculum, in terms of learning objectives?
- Q2.4 Is there any evidence that teachers/children have been using the new IEC Kits? (*validate in classroom visits*)
- Q2.5 To what extent has training and engagement of parents, communities/SMCs for program implementation been carried out?
- Q2.6 Describe the “school day” event. Who attended? What materials and messages were presented to parents? Were any assessments or feedback sessions conducted to determine effectiveness of these meetings?
- Q2.7 Were all materials and kits delivered before or after the training? Who delivered the materials and what, if any, were the constraints to delivery?
- Q2.8 Will these trainings be institutionalized within Bureaus of Curriculum or PITEs?
- Q2.9 Has the program investigated and made recommendations on how School Management Committees may be appropriately included to assist with the mobilization of communities in support of their schools in similar programs?
- Q2.10 Upon completion of training, what percentage of newly trained teachers were observed using materials and methodologies presented in their training?

Q2.11 Can the training and materials be used in the future for school improvement?
Is there time and space in the daily curriculum for continuation of the non-food assistance component to be sustained or is it dependent upon the food assistance?

III. WFP/UNESCO

LOGIC: Questions will be related to the following indicators, outputs and activities.

- **Indicator** - Net Enrolment Ratio by districts, sex, refugees (where applicable) & location
- **Indicators** - Gross Enrolment Ratio by district, sex, refugees (where applicable) and location

Output 6: About 5,400 Head teachers of participating school provided orientation during 180 cluster-training sessions (1 workshop for a cluster of 30 schools) on program implementation of the WFP-UNESCO joint program in schools. (UNESCO)

- **INDICATOR** - # of Teaching and Learning kits (6,000) distributed to schools (school-wise and district wise)
- **INDICATOR** - # of copies IEC material copies distributed to schools/districts.

Field visits to schools, development of generic training modules and supplementary modules, testing and finalizing and organization of training/ orientation workshops for head teachers in cluster schools training and follow up on training assessment through rapid survey

Output 7: Distribution of teaching and learning aid material to schools. (UNESCO)
Finalization of UNESCO-WFP teaching aid kit, procurement of aid kits, and distribution to schools

Output 8: IEC material for beneficiary parents (6,000 copies) produced and distributed on “school days”. Development of high impact IED material targeting parents, most of whom are illiterate, with key messages—food for education; enrollment retention; study environment at home, etc. (UNESCO)

Activities comprising of designing, development, pre-testing & finalization of IEC material for parents to be used by head teachers during the “school days”.

Output 9: Program Implementation and Monitoring and Evaluation reports produced (WFP/ UNESCO)

Development of quarterly narrative and financial reports; Development of output/ impact assessment survey & recommendations

Education for All:

- Provide free & compulsory primary education for all
- Achieve gender parity by 2005, gender equality by 2015
- Improve the quality of education

MDG 3: Promote Gender equality and empower women

Questions:

- Q3.1 What are the parameters of this evaluation? Dates? What is the number and location of primary girls/boys schools that benefitted from the program? Have any control schools been chosen?
- Q3.2 What was the methodology used to choose schools from each district?
- Q3.3 What is the WFP/UNESCO vision of the program and suggestions for the future and lessons learned?
- Q3.4 Provide School Census Data for 2007, 2008 and 2009:
- Names of schools per district
 - Enrolment (net and gross?),
 - Out of school,
 - Dropouts,
 - Completion
 - Achievement scores (if available)
 - Number of teachers enrolled in training?
 - Number of IEC Kits delivered
 - Number of IEC materials distributed for School Day?
- Q3.5 What was the process for developing the implementation plan? Who participated? (Teachers, district officers, mix of WFP/UNESCO and government officials?)
- Q3.6 How does M&E monitor? What tools are used? Feedback/loop given?
- Q3.7 Who developed the training materials and facilitated the training? Was training outsourced? If so, how was the performance of the service provider? Is the provider a suitable partner for continuation of program?
- Q3.8 What is the likelihood that the program will be continued to be funded? Is there a need to have a conversation about sustainability?
- Q3.9 What considerations were made to ensure a gender balance within the program design?

List of Potential Respondents:

1.	Executive District Officers--EDOs (3 EDOs x 3 provinces = 9 interviews)
2.	Head teachers (phone interview-- 350)
3.	Teachers (phone interview—subject to availability)
4.	Parents (phone interview—subject to availability)
5.	NGO or other service providers?
6.	WFP/UNESCO key officers/staff

UNESCO 218-PAK-1000; WFP-UNESCO Joint Pilot Food and Other Incentive-Based Project

EDO/ADO/Supervisor Questionnaire

Province: _____ **District:** _____

1. Name of Respondent: Telephone #:
2. Training received, frequency (how many) for this program:
3. Role in: management, coordination, distribution of food and education and monitoring of intervention:
4. Management role for distribution of fuel? Who received fuel support?
5. Challenges and Recommendations:
6. Sustainability?
7. Other comments/observations:

Enumerator (name and signature): _____

UNESCO 218-PAK-1000; WFP-UNESCO Joint Pilot Food and Other Incentive-Based Project Head Teacher Questionnaire

Province: _____ **District:** _____

1. Name of School: Name of Respondent: Telephone #:
2. Training received, frequency (how many) and content:
3. Distribution and Use of IEC Kits and other Materials (posters):
4. Food distribution and Enrolment. Food distribution affect on enrolment. Use by families. Which affected enrolment more: improved teaching or food incentive?
5. Challenges and Recommendations:
6. Sustainability?
7. Other comments/observations:

Enumerator (name and signature): _____

Appendix III – Monitoring Tools



United Nations
Educational, Scientific and
Cultural Organization

United Nations Educational, Scientific and Cultural
Organisation

Terms of Reference

GENERAL INFORMATION

- Title:** Consultant for Output/Outcome Assessment
- Project:** 218-PAK-1000 WFP-UNESCO Joint Food and Other Incentive-based Assistance to Primary Schools in Selected Districts of NWFP, Balochistan and Sindh under Food Security Relief Program in Pakistan
- Duration:** 10 days (Scattered)
- Duty station:** Islamabad with frequent travel to Sindh.
- Content and methodology of supervision:** The expert will report to and work under the overall guidance of the Project Manager and under the supervision of Project Officer Education Islamabad.

BACKGROUND:

The hike in food prices, high fuel prices and economic slow down are having serious effects on vulnerable households in Pakistan. Poor households, for whom food represents 60-80 percent of expenditures, suffer most from the food price inflation. More people are likely to fall below the poverty line and the poorest risk sliding into destitution. As a result, education and health of children are adversely affected as the households start offsetting the rising cost of food by reducing their expenditures on education and health. Consequently, the number of out-of-school children has increased with the decline in school enrolment and retention rates. As part of the emergency response to mitigate some of the adverse impacts on MDG and EFA goals, UNESCO is providing educational assistance to the affected population in conjunction with the World Food Programme's wheat and oil ration to the families of school children.

UNESCO's main role in the implementation of the WFP-UNESCO Joint Program is to contribute to the efforts to mitigate food crisis through providing non-food incentives such as orientation training for capacity building, awareness-raising of all stakeholders including project administrators/managers, head teachers/teachers, students, families and parents in all 20 districts covered under the Food Security Program. More specifically, UNESCO is responsible for the following with the overall budget amounting USD 850,000:

- Design and develop training/orientation program for provincial/district education administrators/managers covering the food and non-food incentives and their contribution to school improvement (including enrollment, retention and sustained attendance and conduct such orientation training/orientation workshops.
- Design and develop IEC material for dissemination to beneficiary parents and families during “school days” on the value of education/schooling, value of sustained attendance, retention, study at home, nutrition and kitchen gardens, and effective use of wheat/oil rations.
- Organize training/orientation workshops for head teachers on the project goals and roles of different stakeholders, use of IEC materials on food/oil distribution days (or school days) to communicate key messages, increasing enrolment, retention, rates especially girls, management large classes and food/oil distribution.
- Provide training and monitoring support to EDOE Offices for monitoring of enrolment and retention and provision of fuel cost support at the district level.
- Distribution of teaching and learning aid material to schools
- Conduct pre and post-intervention survey from stakeholders (provincial and district levels) to be able to assess outcome and impact of orientation and training.

As per the project document, UNESCO is responsible to conduct, at the end of the intervention, an output/outcome assessment of the joint program through collecting relevant data on enrolment, attendance and drop out rates and impact of IEC messages on head teachers/teachers, parents and students and share with all partners (including the Government departments that would collaborate for implementation of the WFP-UNESCO joint program).

In the above context, services of a project review specialist are required to design and implement the exercise.

The review specialist will work with a team comprising WFP staff/consultant and UNESCO staff.

DUTIES AND RESPONSIBILITIES:

Within the framework set by the project document, the incumbent will:

2. Develop and finalize the design and the plan for assessment in consultation with WFP and UNESCO. (Week 1)
3. Develop a forward looking output/outcome assessment questionnaires (for different stakeholders of the project) to measure the effectiveness of interventions by taking account of the project duration, environment (facilitating and constraining) and coverage with an aim to facilitate development of a better design and implementation of combined food and educational interventions. (Week 1).

The design will cover:

- a) Assessment of the overall performance with regard to project strategy, objectives, the quantitative and qualitative targets and implementation arrangement as defined by the project document.
 - b) Analysis of the role of different government departments as implementing partners in facilitating attainment of the outcomes and outputs.
 - c) Assessment of the potential to continue or up-scale as it is or with modifications.
 - d) Preliminary indications of the degree to which the project results are likely to be sustainable beyond the programme's lifetime, and recommendations for increasing the level of sustainability.
4. Train field officers (UNESCO and WFP) to collect information using the questionnaire.
 5. Conduct random field interviews with stakeholders and monitor the field work. (Week 1 & 2)
 6. Analyze the information and submit the draft report for approval by UNESCO and WFP. (Week 2)
 7. Present the findings to the stakeholders. (Week 2)

REQUIRED COMPETENCIES

1. At least Masters Degree in a relevant field.
2. At least, 4 years of prior experience in conducting assessments/evaluations of educational projects.
3. Excellent communication skills in both English and Urdu.
4. Ability to speak/understand Urdu is an asset.

EXPECTED OUTPUTS:

1. Output/Outcome Assessment Report as per the ToR with a section on stakeholders' workshop.
