



United Nations  
Educational, Scientific and  
Cultural Organization

Evaluation Report  
Rehabilitation of the Education System in  
Earthquake-affected Areas  
of  
Pakistan Administered Azad Jammu and Kashmir

570-PAK-1001

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## **Acronyms**

DACUM	Developing a Curriculum
DAE	Diploma of Associate Engineer
DEE	Directorate of Education Extension
DoE	Department of Education
DPI	Directorate of Public Instructions (Secondary)
DRM	Disaster Risk Management
DRU	District Reconstruction Unit
ERRA	Earthquake Reconstruction and Rehabilitation Authority
ERP	Earthquake Response Programme
GoAJK	Government of Azad Jammu and Kashmir
HT	Head Teacher
ICT	Information and Communication Technology
JPC	Joint Programme Component
KPK	Khyber Pakhtunkhwa
NAVTEC	National Vocational and Technical Education Commission
NESPAK	National Engineering Services Pakistan (Pvt.) Limited
NSET	National Society for Earthquake Technology-Nepal
PAK	Pakistan-Administered State of Azad Jammu and Kashmir
SERRA	State Earthquake Reconstruction and Rehabilitation Authority
SMC	School Management Committee
TCF	The Citizens Foundation
TEVTA	Technical Education and Vocational Training Authority
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	United Nations Children Fund

## A. Executive Summary

The evaluation report of *Rehabilitation of the Education System in Earthquake-affected Areas of Pakistan-Administered State of Azad Jammu and Kashmir (PAK), 570-PAK-1001* has found that the project has: a) achieved over 95% of its deliverables<sup>1</sup>; b) established unique collaborative partnerships with UNICEF and UN HABITAT; c) developed an SMC policy for secondary school that has been notified by AJK government; d) developed competency standards and curricula on masonry and building carpentry; e) responded to the expressed need for ICT; f) delivered head teacher training and SMC training as well as developed relevant policies and strategies in a relatively short period of time (approximately 2 years) particularly considering the precarious security situation in Islamabad as well as AJK, restricting movement as well as peculiar prevalent situation in AJK still struggling to overcome the devastation caused by 2005 Earthquake with limited capacity and resources. Furthermore, UNESCO has earned and justifiably, the trust of AJK government (DoE, DEE, TEVTA) who considers UNESCO a valuable partner and has requested extension of the activities undertaken by the project.

Major recommendations for UNESCO consist of: a) continue the activities and provide requisite technical and financial support to the GoAJK in implementation of the policies developed under the project in collaboration with the government; b) continue and build on the partnerships developed under the project; c) plan the next initiative (as a follow-up to the current one) for a longer period of time (at least 5 years) as behaviour change element inherent in the trainings developed and delivered takes years to be internalised; d) ride the momentum created by the project enhancing its level of trust and partnership with GoAJK; and e) provide leadership to developing a partnership strategy for all actors working on reconstruction and rehabilitation of AJK.

The challenges faced by the project include: a) limited human resource and financial capacity of AJK government departments; b) a sharp increase in the inflation rate which pushed up construction prices; c) lengthy site selection and contracting procedures; d) frequent transfers of government personnel; e) extremely busy schedules of government officials; and f) non-availability of training institutions with appropriate facilities for training.

The project has been able to achieve two (out of three) specific objectives such as a) provision of a safer and better teaching and learning environment to 3 selected middle and secondary schools affected by the earthquake; and b) strengthening of teacher training policy and practices. However, one specific objective that of strengthening of TEVT system with a focus on standardised construction skills training to youth and adults has not been fully achieved. Skills standards were developed but the training for youths and adults could not take place due to lack of training facilities.

The potential for sustainability of outputs is encouraging as evidenced by government's commitment to the SMC policy, in-service teacher training policy and the skill standards developed, however financial sustainability is an issue due to the peculiar political status of AJK. The state receives one line budget from the Government of Pakistan and there is no guarantee that it will be increased, especially in view of current economic situation.

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<sup>1</sup> The only activity that the project could not deliver, was the training of 50 male youth in TVET; nonetheless it was not under the project's control as the physical space for trainings was not available.

## **B. Evaluation Objectives and Scope**

UNESCO hired an independent external consultant to evaluate *Rehabilitation of the Education System in Earthquake-affected Areas of Pakistan-Administered State of Azad Jammu and Kashmir (PAK), 570-PAK-1001* in October 2010 to determine relevance, efficiency, effectiveness, impact and sustainability of the project which had begun in June, 2008 as a follow-up to UNESCO's Earthquake Response Programme (ERP). The project 570-PAK-1001 was funded by The Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation (ZBNF), United Arab Emirates. The specific objectives of the evaluation are:

1. To identify key achievements and key challenges faced by the project;
2. To assess the potential sustainability of project results; and
3. To draw conclusions and formulate recommendations with reference to the relevance, (design), effectiveness, the scope and duration of the project, and to draw lessons learned to inform future interventions in Pakistan or elsewhere in post-conflict post-disaster situation.

The key users of the evaluation, according to the TORs are the ZBNF, the Government of Pakistan, the Government of Pakistan Administered State of Azad Jammu and Kashmir, UNESCO and other UN agencies.

## **C. Methodology**

The methodology developed included the following actions:

### **a. Discussion on TORs**

In meetings with UNESCO personnel, the TORs have been discussed in detail and a shared understanding developed.

### **b. Planning for the evaluation**

Initial planning for the work such as creating lists of relevant stakeholders to be met, site visits and development of a master data sheet (attached as Annex A) for relevant areas to be explored was developed. A tentative programme for site visits in AJK was developed in collaboration with UNESCO task manager for this assignment.

### **c. Desk Review**

A desk review of all project related documents (progress reports, project document, project work plan, reports generated by the project) added to a deeper understanding of the project and has also guided development of master data sheet.

### **d. Meetings with various stakeholders**

- i. In-depth interviews have been undertaken with NAVTEC and UNESCO team in Islamabad. Interview with the contractor responsible for the construction of super

structure for schools was also held in Islamabad he was not available for the meeting in AJK.

In AJK, meetings have been held with DOE, DEE, project staff, SMCs, DRU, head teachers and teachers of project schools and AJK TEVTA functionaries. (List attached as Annex B).

#### **e. Field Visits**

The schools were selected in consultation with the Project field staff. The selection was dictated by elements such as the difficult terrain, dilapidated state of roads and the brief time allocation for the evaluation. It was decided that the sites where most of the project components had been delivered (Head Teachers training; SMC training and making SMCs functional, school construction and provision of furniture) would be visited. Field visits included visit to Government Girls Middle School, Khila and Government Boys High School, Gunchattar.

#### **e. Parameters of the evaluation**

The evaluation is not an outcome based evaluation; it rather focuses on outputs as a foundation for the longer term capacity development initiatives intended by the project hence reports mainly on deliverables. It has been conducted against the indicators mentioned in the project. The following have been the main considerations:

1. The capacity of AJK government, already limited, has faced severe constraints due to the devastating earthquake in 2005. Any project would have to integrate that factor into the design as was done in this project. Hence the performance based indicators which adequately reflect appreciation of the current capacities and existing efforts.
2. The short time frame of the project does not lend itself to longer term results i.e. changes brought about by the project. This is why the project design focuses outputs under each of three objectives. Accordingly, the indicators developed are for the short time frame.
3. Linked to the above, it is highly difficult if not impossible to evaluate assumed outcomes at this stage; it would take anywhere between 5 to 10 years for the project to be assessed for outcomes and impact, considering the situation in AJK. The logical framework analysis of the project does not include any outcomes.

### **D. Project Background**

UNESCO's Earthquake Response Programme supported the Government of Pakistan and the Government of State of Azad Jammu and Kashmir in its efforts to rehabilitate the education system in the earthquake affected areas in November 2005 with UNESCO's own resources. In March 2006, funding was provided by the Department for International Development (DFID) of Government of United Kingdom and Government of Japan.

In view of large scale damage to the education system and the need to continue the support for reconstruction of education system, which was under-funded, a follow up project titled 570-PAK-1001: Rehabilitation of the Education System in Earthquake-affected Areas of PAK was designed and implemented. The project was funded by Zayed Bin Sultan Al

Nahayan Charitable and Humanitarian Foundation, United Arab Emirates as part of a four-year Agreement of Cooperation between the Foundation and UNESCO.

The project budget is USD 1,208,430.00. In addition, UNESCO's Regional Development Fund totalling USD 47,000.00 was linked with the project in support of technical and vocational education and training activities. The project office was established in May 2008 and the work commenced from June 2008. The estimated completion date is November 2010.

The overall objective of the project is to support the Government of Pakistan to rebuild the education system by improving access to, and quality of various educational services. Specific objectives of the project are as follows:

1. To provide safer and better teaching and learning environment to selected middle and secondary schools affected by the earthquake;
2. To strengthen the TVET system with a focus on standardized construction skills training for youth and adults; and
3. To strengthen teacher training policy and practices of AJK Department of Education.

The expected outputs of the project are:

1. Permanent classrooms for middle and high school grades (grades 6 to 8/10) of 4 earthquake damaged schools constructed, benefiting 250 female and 300 male students.
2. Head teacher training programme and modules for effective school management and administration developed.
3. Ten (10) middle and secondary schools' SMCs acquired capacity to develop and improve school effectiveness and accountability.
4. TEVTA has skills development policy, strategies, plans, and skills standards for 2 priority construction skills.
5. Fifty (50) youths and adults would have benefited from standard construction related technical education and training.
6. 25 TVET managers and heads of TVET institutions acquired capacity to plan and manage TVET/TVET institutions.
7. Teacher training policy and practices updated to strengthen the quality of teacher training.

Primary target beneficiaries of the project were planned to be 550 middle and secondary school students (including 250 female students), 50 youth and adults, 25 TVET managers and TVET institutions heads, 20 head teachers of middle and secondary schools, 100 members of 20 School Management Committees (SMCs) and 100 teachers of earthquake affected areas of PAK. Secondary target beneficiaries were the PAK DEE, DPI and the TEVTA. The project proposed to enhance the existing capacities of participating institutions through provision of technical assistance in the production of training modules, development of skills standards, formulation of skill development policy, strategy and action plan, and development of action plans for formation/reactivation of SMCs, the training of trainers, and implementation of action plans.

## **E. Findings of the Evaluation**

### **E.1 Project Design:**

According to the key informants, most of the stakeholders were consulted at project inception stage. Relevant AJK government departments have been UNESCO's partners previously as well and had identified key areas of support for this collaborative initiative and had in fact requested UNESCO for support. The community members could not be consulted as with widespread destruction, the structure of SMCs had been eroded as well. Coupled with the selection of school sites procedures<sup>2</sup> and selection of schools to be identified for capacity enhancement of Head Teachers and teachers, community involvement pre-planning was problematic.

The design of the project is coherent and is based on a credible situation analysis of the target area in AJK; the activities are logical and link well with the expected outputs in LFA; the design also takes into consideration the short duration of the proposed actions and the expected results are not overambitious and have been scaled down in consideration of the short project span.

The duration however poses a problem particularly where capacity development of Head Teachers (HTs) and SMCs is concerned. Capacity development,<sup>3</sup> as a vehicle for change is a long term process and would need at least 5 years to be effective particularly where policy and practice reform is intended as well as attitudinal change in the community to take active role in school management. The project proposal has seemed to handle the situation by lowering the expected level of results while in fact the duration should have been increased for the desired behavioural changes to take effect, become integrated and sustainable.

Due consideration has been given in the project design for layers of regular monitoring; UNESCO and the department of Education, AJK are supposed to conduct monitoring on a regular basis; a logical framework analysis (LFA) was developed as a management and monitoring tool for facilitation of monitoring. Provisions were made in the project for an end of project evaluation as well.

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<sup>2</sup> The lists of schools are provided by DRU who can also then identify which schools need support as they are the main coordinating body for all donors in AJK re any initiatives on education. The time lapse between the submission of a project and actual funding would mean some schools may already be receiving support if identified right at the planning stage.

<sup>3</sup> Capacity building is defined as the "process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world." (Ann Philbin, Capacity Building in Social Justice Organizations Ford Foundation, 1996)

For organizations, capacity building may relate to almost any aspect of its work: improved governance, leadership, mission and strategy, administration (including human resources, financial management, and legal matters), program development and implementation, fundraising and income generation, diversity, partnerships and collaboration, evaluation, advocacy and policy change, marketing, positioning, planning, etc. For individuals, capacity building may relate to leadership development, advocacy skills, training/speaking abilities, technical skills, organizing skills, and other areas of personal and professional development. (Evaluation of Capacity Building: Lessons from the Field by Deborah Linnell, published by the Alliance for Nonprofit Management). Capacity building is the elements that give fluidity, flexibility and functionality to a program/organization to adapt to changing needs of the population that is served.

Collaboration and coordination with other actors undertaking similar work in PAK has been planned in detail, after a review of the situation, and identification of potential collaborators and partners.

The project has outlined the roles and responsibilities of key actors such as Government of AJK, UNESCO, and other stakeholders. While the main responsibility of delivery lies with UNESCO, the project proposal has expressly stated that GoAJK will be involved in implementation of all activities. In view of the human and financial capacity constraints of the GoAJK particularly post earthquake, UNESCO justifiably had to take the responsibility of direct implementation.

Sustainability of activities as well as expected results in the project proposal proves realisation of its importance by UNESCO and expressed intent towards this end; this is particularly relevant in view of the extensive need of rehabilitation of the region and overstretched government capacities.

In brief, the project design is coherent and appropriate as it presents an effective response to AJK government's needs; indeed the project is a direct result of the AJK government's request and is relevant to ERRA-UN Early Recovery and Reconstruction Plan. It is however, weak in terms of the duration of the project vis-a-vis the capacity development component.

## **E.2 Relevance:**

Addressing the fundamental right to education, the project is in complementarity with the Government of Pakistan's national and international commitments as well as international humanitarian and human rights instruments, including the Constitution of Pakistan Article 37, Geneva Conventions, the Convention of the Rights of the Child, the Universal Declaration of Human Rights, the Millennium Development Goals and Education For All (EFA) goals. Additionally, it is also in consonance with Government of Pakistan policies such as the Poverty Reduction complementary Strategy, Medium Term Development Framework 2005-10, National Education Policy 2009, Trade Policy 2007-8, National Youth Policy, and National Action Plan, Ministry of Women's Development as well as National Skills Strategy of NAVTEC. Last but not the least, the project is in line with UNESCO's inter-sectoral platform related to provide support to countries in post-conflict and disaster situations the two Biennial Sectoral Priorities (Priority 1 and 2) of UNESCO's Education Programme as well as One UN Education Joint Programme Component (JPC) 4 and One UN Disaster Risk Management JPC 1.

The project builds on the work of ERP, taking into consideration the lessons learnt. As mentioned previously, it is in line with ERRA UN Early Recovery Plan, which was formulated to support the longer-term road to reconstruction by bridging the end of the relief phase and the start of full-scale reconstruction. It was developed jointly by ERRA, provincial authorities, the Inter Agency Standing Committee Country Team, and other implementing partners.

The situation analysis undertaken for development of the project delineate the needs of education sector after the 8 October 2005 earthquake in AJK succinctly; the most relevant to the project important being; a) the deaths of more than 18,000 school children and 900 teachers in the KPK Province and Azad Jammu and Kashmir (AJK); and b) the destruction of

3,680 out of 3,845 schools and colleges (96%) in the three most affected districts of AJK. The key informants from DEE, GoAJK estimate that several years of support to AJK in education sector will be required to bring them back to their pre-2005 status of education sector while additional facilities will be required for effective education service delivery due to the population increase of children since then. UNESCO being an old partner in education was requested by AJK government for support, resulting in this project.

The project addresses both development related and humanitarian needs of its target audience. At the administrative level of UN and donors, there has been a division between development funding and action and the humanitarian sphere, however, the phase of relief and early recovery then logically flows into reconstruction/rehabilitation and development phase. The project addresses both, the early recovery being the construction of schools as well as capacity development of HTs and SMCs adding to the relevance of the design, particularly with reference to the Mid Decade Assessment Report 2007 of GoAJK.

Furthermore, overall policy guidance to the project has been provided by UNESCO's Medium-Term Strategy for 2008-2013 (document 34 C/4 (PDF)480 KB) which sets out the strategic vision and programmatic framework for UNESCO's action in all its domains at the global, regional and country levels. The mission statement focuses on contribution to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information with a clear priority to gender equality. The project being evaluated has had expressed focus on enhancing the capacity of education sector through a multi-dimensional approach i.e. training of head teachers for ensuring quality education; revitalising the SMCs for community ownership; training in ICT and provision of ICT equipment; support to reconstructing vocational education sector for reduction of poverty; construction and equipping the schools for creating an enabling and stable environment to the students and teachers alike. Two other priorities of the strategy i.e. gender equality and specific targeted action for youth has also been addressed in the project as two schools out of three being constructed are girls' schools. Due to the cultural specificities of AJK, the two skills focussed on by the project, i.e. masonry and carpentry are income generating activities for men. Though women are also involved in maintenance work at home, their employment as professional masons or carpenters in AJK is very rare. The project decided to target this vocational support towards male youth.

The project has contributed to UNESCO's inter-sectoral platform related to support to countries in post-conflict and disaster situations as the project has assisted the government of AJK in post-earthquake situation by constructing three schools which once handed over will attract other students as well increasing the number of enrolled students (girls and boys both); training of head teachers in educational planning and management, eventually contributing to EFA and MDG goals, while keeping the priorities of National Skills Strategy (2009 – 2013) such as proposed vocational training reforms, competency based training and ICT training in the forefront. The project has been able to complete approximately over 95% of the planned activities thus contributing to project objectives.

### **E.3 Effectiveness:**

Since assessment of outcomes in a project of this short duration is difficult, the evaluation has focussed on outputs. Also, as stated above the LFA of the project has also focused on outputs for the same reason. The delivery of outputs according to the objectives is outlined below:

**Objective 1: To provide safer and better teaching and learning environments in selected middle and secondary schools affected by the earthquake.**

***Achievements as per the Work Plan Outputs***

*Output 1.1: Permanent classrooms for middle and high school grades (grade 6 to 10) of 3 earthquake damaged schools constructed, benefiting 450 female and 350 male students<sup>4</sup>.*

Three school buildings listed below would be completed by end November, 2010<sup>5</sup> as would be the computer and science laboratories at Government Boys High School Noorpur Nakran where the rest of the school building is being constructed under Earthquake Response Programme.

- a. Government Girls High School (GGHS) Sharian
- b. Government Boys High School (GBHS) Gunchattar
- c. Government Girls Middle School (GGMS) Khila

The programme has been affected by the sharp increase in the inflation rate in 2009; consumer prices consumer rate which was quoted at 7.60% in 2008 (the year the project was designed) rose to an unprecedented 20.30% in 2009<sup>6</sup>. Due to the inflation and resultant increase in the cost of construction material, it was decided that instead of planned 4 schools, only 3 could be constructed in the available budget as there was little financial room in the project to manoeuvre. Foundations in all of the schools have been completed; the steel structure is being erected currently.

In the above locations, UNESCO has proactively formed collaborative relationship with UNICEF. Both agreed in the interest of Pakistan being one of the pilot countries for One UN: *Delivering as One* that UNICEF will construct the primary wings in the project schools using the same light-gauge steel structure technology used by UNESCO.

The delivery of this output has been delayed because of the following reasons:

- a. Selection of sites which had to be done in consultation and consensus with the GoAJK and ERRA.
- b. Contracting procedures took longer than expected including time-consuming negotiations with the contractor on rebate.
- c. Approval of designs by the Earthquake Reconstruction and Rehabilitation Authority (ERRA) of the Government of Pakistan and by NESPAK took longer than anticipated because of software used by the contractor in designing was not compatible with the one used by NESPAK and required re-designing, consuming precious time and delaying the process.
- d. Contractual non-compliance and disorganised management of the construction work by the contractors.

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<sup>4</sup> Original Target: 550 students: 250 Girls and 300 Boys.

<sup>5</sup> As reported by the Engineer of the project based in AJK

<sup>6</sup> [http://www.indexmundi.com/pakistan/inflation\\_rate\\_\(consumer\\_prices\).html](http://www.indexmundi.com/pakistan/inflation_rate_(consumer_prices).html)

The project proposal states that upon completion of these three schools, 501 existing students, comprising 313 girls and 188 boys, will immediately benefit. The enrolment is expected to increase up to 550 as a result of improvement in the building facilities. During the life of the building at least 7,500 (150 students per year x 50 years) new students are expected to benefit. The project has already met the targets even with three schools, as currently in these three schools, Khila, Gunchattar and Sharian, the number of students is 157 boys, 391 girls, a total of 548 students. According to the interviews held with teachers in Khila and the SMC chairperson, the enrolment will increase by 20% (over 600 students) as parents are still unwilling to send the children to school in temporary buildings.<sup>7</sup>

School furniture, designed on the specifications recommended by an anthropometric survey in the project schools and cluster schools has been procured and handed over to school authorities/SMCs. Five sets each of Middle School Science Kit and Mathematics Kits and 3 sets each of Physics, Chemistry and Biology Kits for classes IX-X for the project schools have also been procured, to be handed over to the schools after completion of construction.

*Output 1.2: Standard training module for the training of head teachers of middle and secondary schools developed and 20 head teachers trained.*

Identification of the capacity building needs (general management, financial management, monitoring, and evaluation, planning, building relations with communities, communication, conflict resolution, and classroom teaching) of the Head Teachers was carried out through a capacity assessment exercise. After the review of existing head teacher training manuals with reference to identified needs, and review of the available training materials developed by various agencies, a generic training module for capacity building of head teachers was drafted in collaboration with Directorate of Education Extension (DEE), Department of Education Government of PAK. Validation of the manual was done through a workshop with District Education Officers of Mirpur, Bhimber, and Kotli Districts, and Divisional Director (Schools) and Assistant Director of Mirpur. The findings and recommendations were fed into the draft training module which was pilot tested in a 2-week training of head teachers, whereby head teachers from 18 middle and secondary schools (including 3 project schools) and some government representatives and subject specialists from DEE. The module has since been finalised integrating the feedback from the workshop and has been handed over to DOE AJK.

A post training follow-up sample study conducted in partnership with DEE, to assess the level of changes in the head teachers' practices after their 2009 training in school leadership and management targeting 10 head teachers of 10 middle and secondary schools, including all 4 UNESCO supported schools in PAK. The key findings of the study recorded:

- i. Enhanced understanding of head teachers of community linkages, school health and hygiene and staff development, school management, leadership
- ii. Average understanding of planning, monitoring, evaluation, reflective practice, environmental education and school management, resource mobilisation
- iii. In head teachers' opinion, training contributed to important behavioural changes such as participatory decision making, supportive attitude on academic matters, and 60% of

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<sup>7</sup> Khila girls school is currently being run in an earthquake damaged building so parents are afraid to send girls to school.

head teachers had initiated staff development activities in their schools using in-house expertise for training in pedagogy. Three schools had introduced subject/grade logbook to record the classroom teaching details. In addition, some head teachers have initiated school infrastructure improvement work.

In the two schools visited for evaluation, the head teachers had not shared any of the learning from the workshop with their staff; had not developed school improvement/management plan although the teachers reported use of low cost local materials (such as leaves, plants etc) for their lessons. In Khila, since the school is currently situated in a damaged building, the incentive for improvement is little and the HT has several ideas on how to improve teaching and learning environment but said she was waiting for the building to be completed before implementing her ideas. In Gunchattar the Head Teacher is seldom in the school and school is practically running without him<sup>8</sup>.

*Output 1.3: 20 School Management Committees<sup>9</sup> capacity built to develop school improvement plan and to improve school effectiveness and accountability.*

Through a consultative process with key actors in mobilisation of SMCs in Pakistan, review of existing materials/researches<sup>10</sup> as well as through the results of a field study, carried out by the project, on SMC formation and parents' participation, an SMC training manual has been developed for use by the Education Department, AJK. This was pilot tested in a week long training workshop in 2009 and later revised as monitoring visits identified the need to increase the understanding about SMC formation process; the roles and responsibilities of the SMC members; organizational skills and records keeping skills. Revised again after the first round of training of SMCs in March 2010, the module is being translated into Urdu by DEE. This latter proves the ownership of the process by AJK government.

129 members (29 women) from 20 SMCs have been trained on their roles and responsibilities focussing on SMC functions, school development plans, gender in education and resource mobilization. The SMC members met by the consultant appreciated the training and stated that the training had helped them in understanding their roles and responsibilities better.

UNESCO in coordination with the DoE has developed a Policy for School Management Committee for middle and secondary schools which has been approved and notified by the AJK government highlighting not only the realisation of the importance of community mobilisation, ownership and initiatives for rehabilitation of education system but also complete ownership of the process.

The evaluation found SMCs very actively engaged in monitoring the construction of schools, resolving any land disputes, and planning for the school development in close collaboration with project team. The limited number of SMCs met (two) did not report following up on any dropout students; teacher absenteeism or any other school improvement activities which may be due to the fact that their attention is taken up by the on-going construction of schools in which they are actively involved as stated previously. Further capacity building on a longer term basis is required to achieve that level of understanding and commitment as admittedly

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<sup>8</sup> It was shared by the project staff that HT absenteeism is a common problem in AJK.

<sup>9</sup> Original target was 10.

<sup>10</sup> SMCs formation process and training materials of USAID's Revitalizing, Innovating and Strengthening Education Project (RISE), UNICEF, Department of Education and the Aga Khan Development Network (AKDN)

two years is too short a duration for behaviour change. Capacity development and behavioural change is a long term process and cannot be expected to take root in such a short time.

Notification of SMC policy is a significant achievement of the project and a tribute to the effective working relationship and trust that UNESCO enjoys with AJK government. It is also a proof of project team's commitment and consistent engagement with GoAJK since any notification by the government usually takes considerable advocacy, lobbying and follow-up.

### ***Conclusion Objective 1***

UNESCO's strong technical capacity on education including extensive experience of capacity building on quality education has added value to the project deliverables evidenced by the thoroughly participative manner in which the needs assessment for head teacher training was conducted; training manuals developed; HT training was delivered along with the follow up study and the refresher training. An irrefutable witness to UNESCO's acceptance as a partner by the Government of AJK is the notification of SMC policy. However, construction of schools has not been completed in a timely manner for reasons beyond the project control although in this component too, technically sound procedure was adopted with regular monitoring. This situation is not unique to UNESCO only; UNICEF and Government of KPK have gone through similar experience where the contractors took double and sometimes triple the time promised for the construction of schools.

UNESCO now has the choice either to learn from this experience and utilise the lessons learnt for improving delivery in construction or disengage from the construction altogether despite the fact that DoE AJK has conveyed the request of the need for construction of another 12 -15 schools in Phase II of the project, through the consultant.

One of the important elements here would be continued engagement for a longer period of time (at least 5 years) because all capacity development components such as SMC training, teacher training, ICT in education, technical and vocational training are long term development goals and need constant follow-up, technical support and mentoring. The previous experience of construction after the earthquake both in AJK and KPK has highlighted that appropriate, seismic friendly, and cost effective construction of schools has taken two to two and a half years to complete<sup>11</sup>; the need for a realistic time frame according to the country specificities need to be taken into account while planning a continuation of the initiatives implemented under this project.

**Objective 2: To strengthen Technical and Vocational Education and Training (TVET) system with a focus on standardised construction skills training to youth and adults.**

### ***Achievements as per the Work Plan Outputs***

*Output 2.1.: TEVTA has skills development policy, strategies, plans, and skills standards for 2 priority construction trades.*

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<sup>11</sup> Informal feedback by a previous employee of UNICEF who was the task manager for construction in 2007.

A Skill Development Policy, Strategy and Action Plan for TEVTA has been prepared by AJK TEVTA with technical assistance from the project after thorough review of relevant policy documents and series of consultative meetings with the stakeholders which has been now finalised and is ready for implementation by TEVTA. Implementation would depend on the willingness of AJK TEVTA to utilise its budget at their disposal, albeit limited and financial support from either NAVTEC or other donors. Additionally, a survey on skills in demand had been planned promotion of demand driven quality TVET; the study plan and design are ready, however it may be possible to follow up on this under ONE UN due to the existing budgetary constraints.

The project has provided technical support to PAK TEVTA to facilitate implementation of the recommendations from various UNESCO supported interventions. The work has resulted in: a) contribution to improvement in existing student assessment system through training of 8 TVET teachers and TEVTA officials on techniques of setting test papers; b) improved monitoring and evaluation capacity by providing on-the-job training to the Assistant Director M & E; c) proposal of a cost effective institution/cluster based teachers training model for training in pedagogy; and d) guidelines for optimal utilization of available equipment, selection of training equipment, maintenance of general record about the condition and repair of equipment.

The skills standards and curricula in building carpentry and masonry, developed through technical assistance by the project. It has since been submitted to National Vocational and Technical Education Commission (NAVTEC) for endorsement. NAVTEC will formulate a Review Committee which will have the authority to approve the document; Review Committee has not been formed yet according to NAVTEC.

The development of the standards and curricula was undertaken in close collaboration with UN HABITAT and the process was highly participatory; relevant material from Sri Lanka was reviewed; a two day Developing a Curriculum Workshop was organized with NAVTEC to identify the tasks and sub-tasks related to brick, block and stone masonry attended by 16 experts comprising NSET expert, working masons, mason cum petty contractors, supervisors and senior supervisors of construction work and civil engineers having seismic resistant construction experience from earthquake affected areas followed by a 4-day Task Analysis Workshop. The competency standards and curricula for brick, block and stone masonry work was developed integrating the feedback and suggestions from the two events. Finalised after presentation to experts from Civil Technology Faculties of three Colleges of Technology, representatives of Punjab and PAK TEVTAs, and members of All Pakistan Contractors Association and further reviewed by NSET, the standards and curricula are awaiting approval by NAVTEC.

A group of TVET planners and mid level managers as well as heads of TVET institutions have been provided training to develop their capacity in their identified areas of responsibility. The training module for Training of TVET Managers and Administrators is being revised currently and a training plan will be developed after the module's finalisation under ONE UN.

*Output 2.2: 50 youths and adults would have benefited from standard construction related skill training.*

In view of non availability of training facility (training workshop) within existing TEVTA institutions and lack of project budget to physically construct a building to hold the workshops; this output has not been achieved. However, UNESCO plans to follow up on the training under the One UN Education Joint Programme subject to availability of funds under the component on Secondary Schools and TVET Skills Development. Consultations with UN HABITAT, a great collaborator in this project, are being held for training of masons and carpenters using the competency standards referred to above; under ONE UN Programme.

*Output 2.3: TEVTA has Strategies and plans for encouraging private sector involvement, promoting Industry-Institution Linkages and for popularization of TVET as a decent education and career option.*

A Round Table Meeting with national level participation from all provinces and AJK for a) Promoting Industry-Institution Linkages; and b) Popularization of TVET as a Decent Education and Career Option have been held by PAK TEVTA with support from the project wherein 7 papers on the roundtable themes were presented and discussed and recommendations for promotion of industry-institution linkages and popularization of TVET brought forward. The recommendations can be used by TVET organisations all over Pakistan to promote demand driven TVET and for promotion of linkages between TVET institutions and industry. However, the formulation of Policy, Procedures and Plans for establishment of Guidance and Placement Centres at PAK TEVTA headquarters and at selected TVET institutions has not materialised due to budgetary constraint resulting from increase in the construction cost.

Additionally equipment and furniture support has been provided to two industrial training schools for women.

### ***Conclusion Objective 2***

The major successes of this component have been development of competency standards and curricula in construction related trades<sup>12</sup> and formulation of skills development policy, strategy and action plan for AJK. Focus on technical education, as well as seismic resistant design and construction and development of modules has a strong potential for ensuring safety and reduction of poverty and the project has done some ground breaking work in this regard in AJK. The realisation that full integration in the system and institutionalisation will take a much longer period exists in UNESCO and the Government of AJK. Building on the achievements so that the impact becomes not only sustainable but also self-sustaining and self-promoting is the immediate priority now. UNESCO should also consider replicating some of the components in other provinces that are disaster stricken.

A word of caution for developing Phase II of the project: during the meetings held with NAVTEC for the current evaluation, NAVTEC suggested inclusion of their suggestions at the time of inception of any initiative since all support and approvals for AJK TEVTA is NAVTEC's responsibility. As recent 18<sup>th</sup> Amendment to the Constitution of Pakistan<sup>13</sup> will not affect AJK – federal government relationship, it is important to maintain linkages with NAVTEC at all stages of the initiative. NAVTEC has also expressed reservations on development of the policy, strategy and action plan as according to them, implementation of

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<sup>12</sup> Applicable in the whole country, not just in AJK

<sup>13</sup> The amendment has devolved authority on several subjects to the provinces.

National Skills Strategy should have been prioritised instead. The position taken by NAVTEC in this regard is not consistent with the observation and research undertaken for the evaluation. The National Skills Strategy does provide a road map for TVET in Pakistan, however, there are varying and compelling ground realities in all provinces and areas of Pakistan and the needs differ according to the level of development, poverty, geo-physical situation and other socio-economic factors and any appropriate TVET policy needs careful consideration of all factors. This is particularly relevant to AJK which has special political and administrative status and is still recovering from the adverse impact of the earthquake. Furthermore, the review of relevant documents for the evaluation finds that NAVTEC was taken on board for this deliverable which is complementary with the National Skills Strategy – a point of departure for the exercise.

**Objective 3: To strengthen teacher training policy and practices of Department of Education.**

*Achievements as per the Work Plan Outputs*

*Output 3.1: Teacher training policy and practices updated to strengthen the quality of teacher training.*

1. The Diagnostic Study on ICT in Education undertaken by the project and DoE in 2009 had recommended establishment of Technology Integration Unit for promotion of ICT in education, however the AJK Government Taskforce on ICT developed a proposal for establishment of an ICT Directorate instead at a total cost of Rs. 71.674 million (USD 843,000 approx.) and submitted to UNESCO last year for funding. UNESCO responded by suggesting establishment of a small ICT integration unit within the Education Department as recommended in the diagnostic study and also because UNESCO is not a funding agency; a response from DOE in this regard is awaited. This however, suggests GoAJK's ownership and commitment to ICT education.
2. The project has supported GoAJK in developing, for the first time, a clear and shared vision, mission and plan of action for implementation of ICT in education. This should serve as a road map for ICT education in the schools.
3. After a long haul of advocacy and attempts at mutual agreement by the project, agreement has been reached between DEE and Girls High School Nalochi for use of the ICT Teacher Training cum Student Learning Centre as well as the management and cost sharing arrangements.
4. For training ICT Teacher Trainers and teachers in AJK schools, an Letter of Understanding will be signed soon. The delay has been due to the legal and procedural requirements of UNESCO and Intel. However, this has not prevented collaboration between the two agencies as Intel has delivered 15 sets of computer for Nalochi ICT Teacher Training and Student Learning Centre.
5. The project in partnership with the DEE conducted a baseline survey of teachers for introduction of ICT in education in the school clusters surrounding five schools receiving infrastructure development support from this project and Earthquake Response Programme to assess the perceptions of teachers on using ICT skills as a means of learning as well as their

level of ICT skills. The findings and recommendations point to a critical need for ICT training of teachers and will be used in developing ICT teacher training module. A member has also participated in the 4<sup>th</sup> Deans Forum on ICT in Education in Bangkok from 29 to 30 June 2009 and is keen to initiate teacher trainings in ICT and has submitted a proposal as follow-up to the Forum.

6. For development of Teacher Education Policy and In-service Teacher Training Strategy in PAK, several consultative meetings with stakeholders and a workshop was conducted in close collaboration with PAK government and federal Ministry of Education and a status report on Teacher Education and Professional Development in PAK was prepared and submitted to the Department of Education, AJK. However, instead of developing a policy, it was decided by AJK government to follow Pakistan Government's National Education Policy and an In-Service Teacher Education Strategy and Plan of Action, AJK 2010-2015 was prepared and submitted to the DoE for endorsement as official document; this received unreserved accolade by MoE. Implementation has financial implications hence UNESCO is exploring possibility of supporting the implementation of the action plan from One UN Education Joint Programme.

### ***Conclusion for Objective 3***

After a thoroughly consultative process, and in collaboration with the relevant authorities in AJK as well as the Ministry of Education, an In-Service Teacher Education Strategy and Plan of Action have been developed. Concept of ICT in education as a means of enhanced learning has also been introduced. An MOU between Government Girls High School Nalochi and DEE for use and operation of ICT centre, built with UNESCO assistance at Nalochi, for teacher training has been signed. The activities have contributed to capacity building of GoAJK for effective education service delivery. Follow up work on the in-service teacher education and ICT in Education are being carried out under the One UN Education Joint Program by building on the work done by the project.

The consultative approach used by the project has been appreciated by DEE as well as DoE. The component not only has been able to review the policy and develop INSET strategy and plan of action but has also been responsive to the findings from the review by taking up one of the gaps identified, i.e. ICT training of teachers. According to feedback from DEE, this is highly appreciated.

In brief, the output set under the objective was achieved in its entirety and further response initiated; another success of the project.

### **E.4: Efficiency:**

Several challenges have affected timely delivery of the project such as:

1. ***Project duration:*** Too short a duration of the project has been at the heart of challenges in delivery; this cannot be emphasised enough. The main thread interwoven in the project has been capacity development and strengthening the systems around education as well as TVET in AJK. To effectively achieve this, the project needed at least five years if not more.

2. ***Frequent transfers of government personnel:*** Even with a long standing relationship of UNESCO with AJK government, transfers mean building a new relationship with the next person incharge, time spent in briefing, and waiting for her/him to settle down. This has happened several times during the project under various components and has slowed the progress.
3. ***Capacity Issues:*** Limited capacity of AJK government departments to provide leadership to multiple organizations involved in reconstruction/rehabilitation activities and to coordinate all efforts have resulted in delays in securing agreements on project activities such as site selection and selection of schools. Furthermore, most of the government departments in AJK lack either financial or human or both resources to implement any initiative such as DEE and PAK TEVTA constraining effective and timely delivery of project components.
4. ***Extremely busy schedules of government officers:*** The pressure of rebuilding structures from a scratch meant unavailability of key government officials namely Secretary of Education and Director of Public Instructions (Secondary) which, for instance delayed notification of the SMC policy framework.
5. ***Security situation in Islamabad and AJK:*** The unstable and unpredictable security situation in Islamabad and AJK with UN restrictions on expatriates and on mobility resulted in limited staff presence in Islamabad office and periodic restrictions on field movement of field based staff has adversely affected the pace of implementation.
6. ***Non availability of training institutions with appropriate facility for training:*** This has particularly affected training of young people in masonry and carpentry as this constraint meant construction of a building for training, requiring large investment in development of training facility.
7. ***Financial constraints in DEE and TEVTA:*** Both PAK TEVTA and DEE are faced with financial limitations, hence slow implementation. Moreover, for TVET reform like any other reform in education, a longer term project engagement is necessary to ensure full effectiveness and sustainability of the project interventions.
8. ***Weak inter-departmental collaboration:*** This resulted in delayed formalization of arrangements for ICT Teacher Training and Student Learning Centres.

Even with all of the above constraints, the project has not only achieved the planned results but has also generated some unplanned results, delineated below.

### **Unplanned Results:**

Several unplanned results have emerged from the project due to the momentum created by the project as well as the responsive attitude of the project team. Some of these are:

1. Integration of seismic resistant design and construction components in Diploma for Associate Engineer (Civil) curricula funded by UNESCO from its regular budget through development of an Action Plan including integration strategies, important topics and broad course outline, as well as training material and timelines for implementation. The Plan is in the process of adoption by NAVTEC.
2. The project facilitated completion of a country study on TVE at Secondary Level commissioned by the UNESCO Regional Office, Asia and Pacific Regional Bureau for Education, Bangkok. Depending on availability of funds, UNESCO plans to carry out further work on the study and publish it as Pakistan Country Report on TVE at Secondary Level.

3. The process of development of an Action Plan based on findings and recommendations of Diagnostic Study on Technical and Vocational Education in Secondary Schools has been initiated and an Experts Committee constituted by DoE in February 2010.

The analysis of activities and budget by the current evaluation suggests that the resources have been commensurate with the outputs achieved; in fact the project has been able to achieve much more than planned with existing resources. Admittedly, a few targets could not be achieved, however the reasons have been out of the project's sphere of control.

UNESCO has earned the trust of DEE, department of education (DoE) and TEVTA through its long standing quality work in education and the technical as well as financial support is much appreciated in government circles; to the extent where a dependency syndrome raises its head on occasion. UNESCO's added value consists in a very strong experiential and technical guidance capacity whereby it has the potential to provide sound guidance and facilitation in education sector.

## **F: Project Coordination and Collaboration**

The project has ensured that the Ministry of Education is also kept informed of the initiative in AJK. The relationship with the Ministry has been effective evident by its input into teacher training action plan. NAVTEC was consulted in the development of competency standards for masons.

Department of Education (DoE) as well as DEE, have also collaborated with the project and seem to appreciate UNESCO's support. DEE has submitted their ideas for continuation of activities (attached as Annex D) and has particularly been working very closely with the project. The representatives interviewed, expressed their appreciation of UNESCO's work in strong terms. AJK TEVTA, which was one of the main implementing partners of this project, had also appreciated the collaborative atmosphere for planning and delivering on the commitments of the project. AJK TEVTA has proposed long term collaboration by UNESCO for development of TVET in AJK.

NAVTEC has been kept informed of the development of the project and were active partners in curriculum development as reported in the project reports and other documents. One officer from NAVTEC on the other hand, seemed to feel that NAVTEC as the apex body for planning, regulation as well as being a catalyst at the national level should have been the decision maker on whether AJK TEVTA needed a separate strategy or not considering that National Skills Strategy already existed. AJK TEVTA argues that the situation in AJK is unique with extreme needs for reconstruction and rehabilitation hence the separate strategy. The evaluation agrees with AJK TEVTA's point of view.

With active participation in Education Working Group in AJK, consisting of all multilaterals, bilateral, INGOs and headed by DoE, UNESCO has been able to maintain a close working contact with other actors in education sector in AJK. The Working Group is responsible for developing effective coordination among all the partners to ensure that the earthquake related activities are need based and any duplication is avoided through sharing work plans and briefing the group on the progress.

UNESCO is maintaining close liaison with various agencies involved in or supporting TVET related activities such as UNHABITAT, EU-GTZ-DFID Consortium; these linkages can be effectively used for approval of skills standards developed for TEVTA.

The District Reconstruction Unit, another arm for coordination, feels that the working relationship with UNESCO should have been stronger. However, the project documents have regularly been shared with ERRA who should have forwarded it to DRU. Another caveat to collaboration and follow-up has been limited accessibility of DRU which is handling over a thousand development schemes currently with tight staffing situation and have had little time for maintaining contact with relevant actors.

After strong advocacy by the project, UNICEF agreed to construct primary wings of the three middle/high schools that the project is constructing. This has been effective in two schools and the community is very appreciative of this collaboration.

For development of competency standards in masonry and for integration of seismic related components in DAE Civil curricula, the project has successfully collaborated with UN HABITAT whose engineers provided technical support.

## **G: Sustainability**

Efforts towards sustainability of activities as well as impact have been planned well in the project. All activities have been undertaken in collaboration with the government of AJK and the ownership level of the government is very high. The lessons learnt from ERP project have also been incorporated in implementation. Although close collaboration with the government has meant some delays in the delivery, the value added in terms of sustainability has made the delays acceptable.

Specifically, all activities were planned, implemented and monitored in close collaboration with the government stakeholders to ensure high level of ownership. The materials developed have followed a participatory methodology incorporating expert input by all stakeholders with AJK government's approval and the government is willing to institutionalise all action plans, policies and strategies developed.

A major success has been notification of SMC policy for secondary schools by AJK government which means sector wide adoption of the policy in all schools in AJK. Competency standards and curricula developed for masonry and building carpentry, in-service teacher training action plan and ICT education have been further successes of the project. GoAJK has expressed intentions of continuing several of these activities; a further proof of sustainability. The SMC policy and TVET related outputs carry a national level importance as these can also be used in other provinces. However, UNESCO should keep its engagement alive under ONE UN programme for the activities to be fully integrated into GoAJK system. The need for financial resources is obvious but more than that advocacy around increasing education budget for PAK is needed and UNESCO, with its long standing partnership with the Government of Pakistan, is best placed to undertake that.

The teacher training materials, according to DEE, will be adopted and used by all stakeholders. Further advocacy and lobbying is also recommended for approval and institutionalisation of skill standards developed for technical education; once approved by NAVTEC, TEVTA is willing to adopt them.

The school buildings, constructed on a seismic resistant design are an example of infrastructural sustainability. The benefits are multidimensional: firstly, these provide safety and security for the teachers and students, countering the fear generated in parents by the 2005 earthquake; two, these can provide shelter during any emergency situation. The new light gauge technology adopted for the construction can be replicated by other stakeholders.

However, the maintenance of school buildings may become problematic. AJK government has very little resources and is facing a lot of sectoral competitive priorities.

Ensuring financial sustainability is out of the purview of the project, however, UNESCO is best placed to undertake advocacy around future increase in government spending in education sector at the national level and in particular for disaster affected areas, since it has been a government partner in enhancing capacity around education for many years now and enjoys government trust and respect though ultimately, the success of education related initiatives is contingent upon the commitment to the goals of enhancing access to and quality of education service delivery by GoP and GoAJK.

## **H: Recommendations**

1. Information flow and coordination between UNESCO and the Ministry of Education should continue since AJK government is mandated to follow the policy guidelines by the Ministry hence importance of keeping the coordination alive.
2. UNESCO should consider support from One UN Education Programme for continuation of long term activities initiated under this project. In particular, work to facilitate implementation of the excellent quality policies, strategies, action plans, SMC strengthening and curricula developed under the project should receive support to enhance effectiveness and sustainability.
3. Additional emphasis needs to be placed on capacity enhancement of the government counterparts by working gradually, preferably at their pace to produce the outputs. This calls for more flexible and longer duration project intervention.
4. A coordinated capacity development strategy for strengthening AJK government's capacity should be developed by donors working in AJK in collaboration with other development and humanitarian actors; UNESCO may lead this effort.
5. Head teacher training should also include thematic areas such as alliance building, partnership building, resource mobilisation and innovative thinking regarding low-cost, no-cost initiatives.
6. If further construction of schools is planned in future as AJK government has requested, the emphasis should be on outsourcing physical construction work to communities. However, the time needed for community mobilisation will have to be built into the planning and the duration as well as resources needs to be extended.
7. Project sends copies of progress reports and other relevant communication to all related government departments such as DRU and SERRA to improve communication and understanding.

8. It is recommended that UNESCO explores the possibilities of securing further funding to develop a longer term (at least 5 years) initiative that assists GoAJK in implementation by ensuring stronger partnership with the government stakeholder.
9. Long term engagement for strengthening of educational and TVET facilities should be considered especially in view of the fact the AJK TEVTA is relatively new set up and needs capacity building to provide effective leadership for development of TVET and both DoE and TEVTA have not yet fully recovered from colossal damages to the infrastructure caused by the earthquake of 2005 and need support.

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## *ANNEX A: Master Data Sheet*

The Master Data sheet contains questions on the key dimensions that need to be covered for the evaluation of Rehabilitation of Education System in Earthquake-affected Areas of AJK, a UNESCO managed project in order to respond to the questions in the TOR.

### A. Thematic Coverage

1. Providing safer and better teaching and learning environment
2. Strengthening of TVET system
3. Strengthening of teacher education and training

### B. Project Description

1. Project Objectives
2. Process of Project Design:
  - Were the stakeholders involved?
  - Any consultation with partners?
  - Was it at the request of AJK government?
  - Coherence of design
  - Relevance of design
  - Appropriateness
3. Roles and Responsibilities of key actors (UN, Government, Stakeholders)
4. Monitoring & Evaluation Frameworks and Products

Sources: Programme Documents and reports, interviews with programme officers, key informants

### C. Documenting Project Outcomes.

1. What were the planned results at Output, Outcome levels, including respective indicators and target values
2. Document what are recorded achievements at these levels, and the source of the data
3. Most Significant Change for identification of key achievements. Triangulation is important
4. Investigate and document any unexpected (positive / negative) effects and side-effects (spin-offs) resulting from the delivered outputs
5. Investigate and Document if there are any likely Impacts that can be attributed to the Outputs / Outcomes.

Sources: Programme documents, official statistics and official reports, key stakeholder/ informants interviews, documents generated by the project

1. For efficiency:
  - a. Have the outputs been delivered in a timely manner? What factors have affected delivery?
  - b. What are the additional outputs or contributions that the project has made?

- c. Could more activities and outputs have been delivered with the same resources?
  - d. Have UNESCO's organizational structure, managerial support and coordination on mechanisms effectively supported their delivery?
2. For effectiveness:
- a. What has been the progress made towards achievement of the expected outcomes and expected results?
  - b. What are the reasons for the achievement or non-achievement?
  - c. To what extent have beneficiaries been satisfied with the results?
  - d. Does UNESCO have a comparative advantage in designing and implementing this kind of project? If so, discuss how UNESCO delivered on these comparative advantages.
3. For relevance:
- a. To what extent are the program objectives and activities addressing identified needs of the target group(s)/government?
  - b. What have been the contributions of the project towards fulfilment of UNESCO's C/5 (Program and Budget) and C/4 (Medium Term Strategy)?
4. For impact:
- a. Was the project duration adequate to produce the intended impacts? If not, what additional measures will be needed to generate the intended impacts?

#### D. Explaining Programme Outcomes

1. Can outcome (non-) achievements be explained by relevance factors? (were outputs relevant to needs and capacities of stakeholders?)
2. Can outcome (non-) achievements be explained by sustainability factors? (were outputs sustainable enough to lead to outcomes)
3. Can outcome (non-) achievements be explained by (lack of) compatibility with other interventions / policies (e.g. in other dimensions or other types of capacity building necessary for building on outputs)
4. Can outcome (non-) achievements be explained by programme consistency/evolution?
5. Is it likely that another programme approach / programme agency would have given better outcomes? Are there other examples of good practice?
6. Are there external (risk) factors that can explain (lack of) programme outcomes? These may be related to power-relations, politics, culture, religion, conflict etc.

Sources: Programme documents, Key Informants, stakeholders, Programme staff, research documents, relevant reports etc.

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## ***ANNEX B: List of People Met***

S. No.	Name	Designation
<b>UNESCO</b>		
1	Mr. Vickram Chhetri	Programme Specialist
2	Mr. Irshad Tirmezi	TVET Specialist
3	Mr. Muhammad Riaz	Project Officer
<b>Construction company</b>		
1	Mr. Emaduddin Ahmed	Managing Director MSA Contractor
<b>NAVTEC</b>		
1	Mr. Siddique Anjum	Director General (S &C)
2	Mr. Malik Javed	Director (IS/C&A)
3	Mr. Muhammad Ramzan Joya	Deputy Director – Vocational Training
4	Ms. Naila Qureshi	Director - Skills Standards and Curricula
<b>UNESCO Office AJK</b>		
1	Mr. Naeem Gul	Junior Engineer
2	Mr. Shujaat Ali	Programme Assistant
<b>Directorate of Education Extension (DEE)</b>		
1	Ms. Nisar Akhtar	Director
2	Ms. Tasleem Yasin	Deputy Director
3	Mr. Muhammad Hanif	Deputy Director
4	Ms. Mumtaz Bukhari	Subject Specialist
5	Mr. Asghar Abbasi	Subject Specialist & Training Coordinator
6	Mr. Tariq Shafi	Subject Specialist
<b>TEVTA AJK</b>		
1	Dr. Raja Muhammad Arif Khan	Chairman
2	Mr. Shaukat Ali Khan	Director Operations
<b>Department of Education</b>		
1	Mr. Muhammad Ilyas Abbasi	Secretary Education (Schools)
2	Mr. Abdul Hameed Afghani	Coordinator KEAS
<b>Government Girls Middle School, Khila</b>		
1	Ms. Irshad Begum	Head Mistress
2	Ms. Noreen Latif	Teacher
3	Ms. Mumtaz Shaheen	Teacher
4	Ms. Naseema Bibi	Teacher
5	Ms. Zohra Jabeen	Teacher
6	Mr. Hafeez	Chairperson, SMC
<b>Government Boys High School, Gunchattar</b>		
1	Mr. Ali Abdul Rashid	Community member
2	Mr. Muhammad Naseer	SMC member
3	Mr. Muhammad Qadeer	Teacher
4	Mr. Maqsood	Teacher

**ANNEX C: Information on student enrolment and particulars of teachers**

**New Schools Construction  
Number of Students Class Wise**

S NO	Name of School	Tehsil	District	Number of Students Class Wise												
				Kachi	I	II	III	IV	V	VI	VII	VIII	IX	X	Total	
1	Government Girls High School Sharian	Hattian	Hattian	Boys	-	-	-	-	-	-	-	-	-	-	-	-
				Girls	53	19	20	25	20	28	35	28	35	18	20	301
				Total	53	19	20	25	20	28	35	28	35	18	20	301
2	Government Boys High School Ganchattar	Muzaffarabad	Muzaffarabad	Boys	8	2	2	4	11	9	22	19	29	19	13	136
				Girls	2	1	2	1	-	2	-	-	-	4	18	30
				Total	10	3	4	5	11	11	22	19	29	23	31	166
3	Government Girls Middle School Khila	Muzaffarabad	Muzaffarabad	Boys	9	-	-	2	3	2	2	-	1	-	-	19
				Girls	20	6	4	4	4	3	6	5	7			59
				Total	29	6	4	6	7	5	8	5	8	-	-	78
<b>Grand Total</b>				Boys	17	2	2	6	14	11	24	19	30	19	13	157
				Girls	75	26	26	30	24	33	41	34	42	22	38	391
				Total	92	28	28	36	38	44	65	53	72	41	51	548

*ANNEX D: Proposal submitted by DEE*

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**Project Title:**

**Capacity Building of Elementary and Secondary Schools teachers of AJ&K Education Department in teaching of English, Mathematics and Science.**

**Department responsible:**

**Directorate of Education Extension AJK Muzaffarabad**

**Location:**

**Muzaffarabad (Capital of AJK)**

**Time Frame:**

**Three Years (2010-2012)**

**Background and Justification:**

In service professional development of personnel, is key to success for any organization, institute or department Likewise, education sector also needs professional development of its work force at each level. Teachers play a key role in the growth and personality development of students. Therefore, they deserve continuous professional development in the content and pedagogy and use of low cost or no cost material.

The education policy 2009 envisages that teachers should be provided with the chance to refresh and update their knowledge of subject matter and pedagogy on three years cyclic basis. Progress in career should be linked to such professional development.

There is consensus amongst all stakeholders that quality of teacher in public sector is unsatisfactory. Education policy 2009 action 17 also suggests in service teachers training institution shall pay emphasis on developing the capacity of teachers and school managers for school improved plans to overcome low achievement scores.

The in service training courses offered under the auspices of Directorate of Education Extension AJ&K Muzaffarabad. However due to limited budget of one lack eighty thousand, DEE cannot provide supporting to all working teachers to refresh and update their knowledge and skills. It has to depend on occasional funding by other agencies. There are 5998 educational institution and 30,000 teachers up to Higher Secondary level out of these 24,195 teachers are working as Mathematics, English, Science, Urdu, Arabic, Geography and History teachers in all over AJK.

UNESCO Islamabad supported DEE in formulation of **In-Service Teacher Education Strategy and Plan of Action** for AJK. On the basis of that policy DEE has developed professional development implementation plan for approximately 24,195 teachers currently in the work force @ 8,000 teachers per years.

**Overall Objective of the Initiative:**

To improve teaching learning processes in the class rooms through trained teachers in subject of English, mathematics and science all schools of AJ&K at Elementary and Secondary Schools level.

## **Expected outputs:**

It is expected that the main outputs of the initiative would be:

1. All the teachers will get in service training in teaching of English, Science and Math.
2. Already developed teaching learning material will be revised and improved for better teacher training intervention.
3. A pool of Master trainer will be established throughout the AJK Districts.
4. Ultimate beneficiaries / students of Elementary and Secondary Classes will get better learning environment and their learning level will increase.
5. Quality of Education will also improve.

## **Methodology**

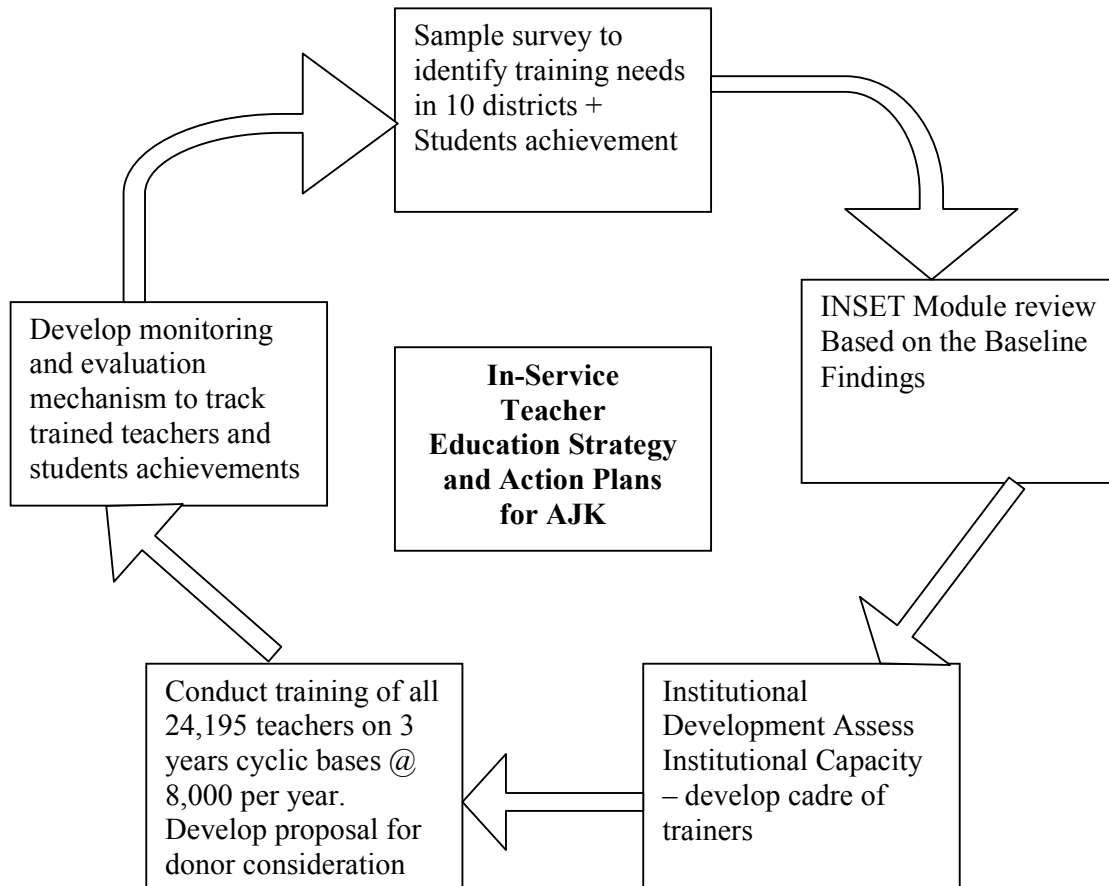
The initiative will be implemented in six steps corresponding to the following clusters of activities / work packages.

1. **Baseline Sample Survey.** Sample survey to identify training needs in 10 districts + students achievements will be conducted. In this survey a questionnaire will be used as a tool of study and data will be collected through interviews and classroom observation of teachers and students achievements tests. The test items for students' achievements will be developed and tested to students of grade 4<sup>th</sup> and 8<sup>th</sup> to assess the students' achievement before the intervention. Data will be analyzed. On the bases of data issues and needs regarding training will be identified.
2. **Review & up gradation of Existing INSET Modules.** INSET Module review will be based on baseline findings. DEE has developed hundreds of training modules for teachers and managers since its inspection. In this phase training modules developed by DEE and others organizations will be reviewed and up graded according to training needs identified in sample survey and students achievements.
3. **Training of Trainers.** 10 six days workshops (one each in all 10 districts) will be conducted to train 300 experts as Master Trainers in all 10 districts. In these workshops upgraded training material will be utilized for capacity building of MTs.
4. **Training of Teachers.** After completion of TOTs workshop in all 10 districts, 12 days workshop of working teachers in teaching of English, Mathematics and Science will be conducted in all 10 districts of AJK. The work plan schedule and estimated cost of these activities are attached in annexure.
5. **Monitoring & Evaluation.** Monitoring and Evaluation mechanism will be developed to give feedback and evaluate the plan.
6. **Impact Study.** Class room observation of the trained teachers + students' achievements test will be conducted to assess the impact of the training.

## **Implementing Strategies:**

The Directorate of Education Extension, in cooperation with the secretariat and the Directorate of Education will lead the process of implementation according to initiative's work plan. 12 days workshops will be conducted for elementary and secondary school teachers in districts of AJK. Cluster based approached will be adopted in which after the

training cluster of the teachers in the enhancement areas will be formed for monthly meetings with follow up for 9 months after training.



### **The Summary of Expected Expenditures**

**Phase-I**

Simple Survey to identify training needs in 10 districts RS 10,00,000

**Phase-2**

INSET Module Review based on base line findings. RS 2,00,000

**Phase – 3**

Training of Trainers in All 10 districts of AJK RS 50,00,000

**Phase-4**

Training of Teachers (4800 primary + 2050 Junior + 1200 Senior)

**Estimated Budget for 8,050 teachers**

- Training of Primary teachers (12 day workshops)  
(English, Math & Science)

<u>No . of workshops</u>	<u>Unit Cost of 1 Workshops</u>	<u>Total cost</u>
160	3,79,000	<b>RS 6,06,40,000</b>

- Training of Middle School teachers (12 day workshops)  
(English, Math & Science)

<u>No. of workshops</u>	<u>Unit Cost of 1 Workshops</u>	<u>Total cost</u>
68	4,63,000	<b>RS 3,14,84,000</b>

- Training of High School teachers (12 day workshops)  
(English, Math & Science)

<u>No. of workshops</u>	<u>Unit Cost of 1 Workshops</u>	<u>Total cost</u>
40	5,35,000	<b>RS 2,14,00,000</b>

#### Phase-5

- Impact study **Rs 3,00,000**

**Total Budget for training of 8,050 Teachers  
for the 1<sup>st</sup> Year**

**RS. 12,00,24,000**  
**120.024 Million PKRS**

**Total Budget of training of 24,150 Teachers  
for three years**

**RS. 36,00,72,000**  
**360.072 Million PKRS**

#### Annex-I

**Table:1 Number of Girls' and Boys' Primary, Middle, High and Higher Secondary Schools**

S #	District	Primary (grades 1-5)		Middle (grades 1-8)		High (grades 1-10)		Higher Secondary (grades 1-12)		Total		
		M	F	M	F	M	F	M	F	M	F	Total
1	Bagh including Haveli	319	228	89	97	59	49	5	6	472	380	852
2	Bhimber	268	170	53	53	34	34	1	3	356	260	616
3	Kotli	423	331	82	75	58	50	3	3	566	459	1025
4	Mirpur	229	179	46	47	39	45	0	4	314	275	589
5	Muzaffarabad including Huttain	513	403	121	72	77	59	5	8	716	542	1258
6	Neelum	133	81	22	10	18	10	0	1	173	102	275
7	Poonch	256	312	67	86	51	47	5	5	379	450	829
8	Sudhnuti	178	179	37	41	26	22	0	1	241	243	484
<b>TOTAL</b>		<b>2319</b>	<b>1883</b>	<b>517</b>	<b>481</b>	<b>362</b>	<b>316</b>	<b>19</b>	<b>31</b>	<b>3217</b>	<b>2711</b>	<b>5928</b>

Source: Annual School Census 2008-09 (Page 7)

**Table: Number of teachers who teach English, Mathematics and Science in AJ&K**

**District-wise Summary of Primary, Middle, High, and Higher Secondary Teachers of AJ&K who teach Eng. Sci. & Math at different Levels**

Sr #	District	Primary (teach grades 1-5)			Middle(teach grades 6-8)			High(teach grades 9-10)			Total of all teachers teaching E,S&M at different levels		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Bagh& Hav	1107	999	<b>2106</b>	570	471	<b>1041</b>	310	183	<b>493</b>	1987	1653	<b>3640</b>
2	Bhimber	760	574	<b>1334</b>	344	294	<b>638</b>	195	119	<b>314</b>	1299	987	<b>2286</b>
3	Kotli	1359	1163	<b>2522</b>	591	409	<b>1000</b>	338	525	<b>863</b>	2288	2097	<b>4385</b>
4	Mirpur	742	716	<b>1458</b>	336	316	<b>652</b>	224	170	<b>394</b>	1302	1202	<b>2504</b>
5	MZD & Huttain	1628	1490	<b>3118</b>	771	461	<b>1232</b>	427	265	<b>692</b>	2826	2216	<b>5042</b>
6	Neelum	370	265	<b>635</b>	146	56	<b>202</b>	92	24	<b>116</b>	608	345	<b>953</b>
7	Poonch	950	1163	<b>2113</b>	491	460	<b>951</b>	300	189	<b>489</b>	1741	1812	<b>3553</b>
8	Sudhnuti	560	598	<b>1158</b>	255	205	<b>460</b>	125	89	<b>214</b>	940	892	<b>1832</b>
	<b>Total</b>	<b>7476</b>	<b>6968</b>	<b>14444</b>	<b>3504</b>	<b>2672</b>	<b>6176</b>	<b>2011</b>	<b>1564</b>	<b>3575</b>	<b>12991</b>	<b>11204</b>	<b>24195</b>

Source: Annual School Census 2008-09

Annex-II

**Work Plan Schedule 2010-2012**

Sr	Activity	Year 2010	Year 2011	Year 2012
1	Sample Survey to identify training needs in 10 district + students achievements	Sample baseline survey will be completed and training need will be identified through analysis of the data		
2	In-service module reviewed based on findings of the survey.	INSET Modules will be revised		
3	Training of Master Trainers in 10 districts	TOT will be completed		
4	Training of Teachers	8050 teachers will be trained in English Math and Science	8050 teachers will be trained in English Math and Science	8050 teachers will be trained in English Math and Science
5	Monitoring and Evaluation			Monitoring and Evaluation mechanism will be develop impact study will be conducted to assess the impact of training.

## *ANNEX E: Documents Reviewed*

1. Project Document: Rehabilitation of the Education System in Earthquake-affected Areas of Pakistan Administered Azad Jammu and Kashmir
2. Annual Report, June – December 2008, UNESCO Islamabad
3. Annual Progress Report, January – December 2009, UNESCO Islamabad
4. Progress Report, January – June 2010, UNESCO Islamabad
5. Training Module - Leadership and Management Training for Head Teachers of Middle and Secondary Schools Government of Azad Jammu and Kashmir
6. Policy Framework for School Management Committees in Schools of Azad Jammu & Kashmir
7. Skills Development Policy, Strategy and Action Plan developed for AJK TEVTA
8. Discussion Paper 1: Industry Relevant TVET: Approaches to Promote Industry/ Community/ Institution Linkages in Pakistan Administered State of Azad Jammu and Kashmir
9. Discussion Paper 2: Boosting Enrolment in Technical and Vocational Education and Training: Strategies for Popularization in Pakistan Administered State of Azad Jammu & Kashmir
10. ICT Vision, Mission and Action Plan
11. Post-training Study of Impact of Head Teachers Training
12. PAK Government Notification on SMC Policy for Secondary Schools
13. Situation Analysis: Teacher Education and Professional Development State of Azad Jammu and Kashmir
14. In-Service Teacher Education Strategy and Plan of Action: The State of Azad Jammu and Kashmir 2010-2015
15. National Skills Strategy 2009-2013, National Vocational and Technical Education Commission, Government of Pakistan, 2009
16. UNESCO Medium Term Strategy for 2008-2013 (34 C4), UNESCO 2008