

School Improvement Program – Chakwal Project Midterm Evaluation Report



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LIST OF ACRONYMS

AEO:	Assistant Education Officer
DEO:	District Education Office
GBPS:	Government Boys Primary School
GBES:	Government Boys Elementary School
GGES:	Government Girls Elementary School
GGPS:	Government Girls Primary School
MIED:	Mountain Institute for Educational Development
SC:	School Council
SIP:	School Improvement Programme
SLDC:	School Leader Development Course
SRC:	Student Representative Council
SSO:	Swedish Students Organisation
TDC:	Teacher Development Course

Executive Summary

This report reviews the mid-term evaluation of the School Improvement Programme (SIP) implemented by the Mountain Institute of Educational Development (MIED) in partnership with Plan Pakistan in 30 rural government primary schools in Chakwal district. The School Improvement Programme is a holistic approach to developing government schools so that all children can receive a quality education. The approach works with all stakeholders in a child's development, including parents, teachers, the community and children themselves.

The purpose of the evaluation was to measure the outcomes of the SIP interventions in the schools, and to establish the underlying constraints and enabling factors behind the successes and challenges. The evaluation was based around the logical framework analysis as the aim was to assess the project's progress in achieving its objectives, and to establish the outcomes of the activities. The outputs in the log frame include improved school leadership, enhanced community participation, improved teaching practice, and improved child participation in their schools and in their learning. Both qualitative and quantitative data was therefore collected from all of these stakeholders.

The key findings regarding teaching suggest that most teachers have a good understanding of the new teaching practices that MIED covered in the training courses. Positive feedback was received regarding the effectiveness and impact of MIED's follow-up support visits. However, the teaching observations illustrated a more mixed picture as to the implementation of the learning in the classroom. The majority of the teachers said that they required further training and follow-up support.

The feedback from school leaders regarding the effectiveness of the School Leader Development Courses and the follow-up visits was also positive. The responses from Assistant Education Officers, who also attended the SLDC suggested that they remembered the learning and are trying to implement it in

their jobs. However, a key aspect of developing school leadership is enabling school leaders and other stakeholders to create school development plans. 60% of the schools currently do not have a plan, so this requires further follow-up.

The vast majority of School Councils and other community members are actively participating in their school's rehabilitation and reconstruction through raising funds and providing free labour. This is very encouraging both in terms of what is being achieved through the reconstruction (most schools have a water supply, electricity, safer buildings and a boundary wall now) and in terms of developing community ownership over their school's development.

MIED is trying to encourage child participation by establishing Student Representative Councils. The data suggests that SRCs are functioning well in most project schools: students are buying pencils and sweaters for needy children, stopping younger children fighting and arranging morning assemblies; activities building their self-confidence and enhancing their learning.

The recommendations of the report are designed to consolidate the successful activities and improve areas where the outcomes are weaker. Therefore, the team suggests to increase the follow-up visits to teachers and to school leaders. Secondly, some schools are performing significantly better than others regarding teaching, leadership and student participation, therefore we suggest visits between weaker and stronger schools in these areas to share learning. A major problem area we found was teacher shortages; in a couple of cases schools had one teacher controlling over one hundred pupils, meaning that effective teaching was almost impossible. This problem, as well as the problem of the transfer of teachers between schools, needs to be discussed and addressed by government officials.

The most illustrative point that arose from the evaluation was that the children seemed to be happy in the schools: they didn't show signs of fear, and the vast majority of the communities and parents were happy to be involved in the school and send their children there.

Introduction

In November 2005 the Mountain Institute for Educational Development (MIED) launched a School Improvement Programme in Chakwal in the Punjab in partnership with Plan Pakistan and supported by the Swedish Students Organization (SSO). A School Improvement Program (SIP) is a systematic and sustained effort aiming to enhance student achievement and strengthen the schools capacity for managing change (*Hopkins et al 1994.*) The programme is being carried out in 30 rural government primary schools in the district. A mid-term evaluation was carried out in May 2008 to assess the relevance and efficiency of the interventions as well as the outcomes that they are having on the schools.

Background to the School Improvement Programme

MIED's school improvement programme is a holistic approach to developing government schools, so that all students can achieve success. The programme works with all people who have an impact on the quality of education that children receive, including families, communities, teachers, the government and the children themselves. It is a ten pronged approach to school improvement, incorporating all of these stakeholders. The approach includes:

- capacity building of teachers
- leadership and management
- community participation
- child participation
- developing the physical environment of the schools
- curriculum enrichment
- research, documentation and dissemination
- school governance, ownership and advocacy
- school based interventions

- local resource generation

Educational Background in Chakwal

Chakwal is a district situated in the Punjab province in Pakistan. The district contains a population of around 1.2 million people. Plan Pakistan works with deprived communities in several parts of the district to uplift vulnerable children. The majority of the people belong to the underprivileged families and the children have fewer opportunities to access quality education.

Rural schools in Chakwal district are facing significant challenges relating to the quality of teaching and learning provided, the physical environment of the schools, lack of access for girls in particular, and a lack of community involvement and interest in their schools. While all schools are unique and facing their own particular problems, many problems are common across the schools. Regarding physical structure, most schools lack the basic services of water and electricity, buildings are of poor quality and are often bordering on the dangerous, classrooms can be too small for the number of students, and the buildings can be used for a variety of purposes rather than solely being a school. Regarding the quality of teaching and learning, teachers often are not educated beyond matriculation, many schools only have teacher, often having to control over 100 students meaning that any teaching is next to impossible, teachers are often transferred between schools meaning that continuity cannot be built up, and there is a lack of training for head teachers in leadership and management. There is often an over-reliance on rote and text book learning rather than child participation and activity based learning. Schools are based in communities so the community automatically influences the nature of a school's development. However, often communities are not interested at all in their schools, and can be opposed to girls' education.

SIP in Chakwal

The school improvement programme in Chakwal was designed to directly meet these needs and challenges. The overall goal of the project is for: *'access to quality education, especially for girls, in target schools in district Chakwal.'* The purpose of the project is: *'improved school environment and enhanced achievement among children benefiting from the SIP framework.'* The outputs to achieve the goal and purpose are:

- a greater involvement of the government in the schools,
- improved school leadership and management,
- enhanced community participation in schools,
- improved teaching practice,
- participatory completion of school development plans,
- improved child participation in their schools through the Student Representative Councils,
- a more conducive learning environment,
- increased girl enrolment
- development education messages disseminated to stakeholders

The activities designed to improve school leadership and management include running School Leadership Development Courses (SLDCs). The activities to enhance community participation include community mobilisation through awareness raising and meetings, training for School Councils, and conducting parents meetings. Teacher Development Courses have been designed to build the capacity of teachers' subject knowledge and pedagogical skills, and these courses are followed up throughout the year by teacher educators visiting the schools and providing on the job support. The aim of Student Representative Councils is to improve child participation in the running of their schools so they can take pride and ownership over their school's development. Rehabilitation work in all 30 schools was aimed to provide a more conducive learning environment for the children.

Evaluation Purpose

The purpose of the mid term evaluation is:

‘To measure the outcomes of SIP interventions in 30 project schools in Chakwal and to establish the underlying constraints and enabling factors behind the successes and challenges for further learning.’

Objectives of the evaluation:

- To reconsider the relevance of the SIP interventions in the Chakwal context
- To establish the efficiency of the SIP interventions.
- To analyse the key factors constraining and enabling the sustainability of the project
- To measure the impact and effectiveness of the interventions by classifying the SIP schools into categories
- To determine the factors behind the successes and persisting challenges of the SIP interventions to enable organizational learning
- Use the learning to improve the SIP model and its processes for a broader Pakistani context

Major Review Questions

1. What is the nature and degree of the outcomes of the ongoing SIP interventions in project schools?
2. Why do some of the project schools improve better than other schools? What factors contribute to SIP process and its sustainability in the schools system?

Sub Questions

- What are the outcomes of MIED’s decagonal approach to SIP in project schools?

- To what extent do Teacher Development Courses (TDC) meet the needs of SIP school teachers?
 - Does field support help teachers implement their learning from TDCs, and create a conducive environment for learners. What impact have the activities had in students learning and teachers' professional development?
 - Do School Councils (SC) participate in school improvement activities? If yes, what impact have the activities of the School Councils had on the schools' improvement?
 - Do school leaders implement the learning from the school leader development courses? Has this learning influenced the way the school is run?
 - Do students in SIP schools find the concept of SRC and MIED methods of their capacity building beneficial for their school affairs? Has it helped in developing leadership and teambuilding skills?
 - What learning materials/resources are provided in the school and to what extent is it helpful for teachers?
- What are the perceptions of the stakeholders about SIP and its impact on schools? How do they perceive the change caused as an outcome of the SIP interventions?
 - What are the main contributing factors and obstacles/challenges with SIP in the project schools?

The report is based around the log frame as we are assessing the project design, relevance, efficiency and outcomes of the interventions. The report is structured in the following way: the second section will outline the methodologies of the data collection and data analysis, the findings section will

provide an analysis of the findings structured around teaching, school leadership, community involvement, child participation, students performance, enrolment and drop out, and school ranking. Conclusions, lessons learnt and recommendations follow.

Methodologies

Methods of data collection

It was decided to undertake the research in all thirty schools as it was felt important to have a thorough understanding of all schools and why some are progressing and some are not. Data was collected for all aspects of the SIP programme because it is a holistic approach. Data was collected from teachers, school leaders, school council members, Assistant Education Officers, key stakeholders in the programme, and students themselves (both those in the SRCs and those who are not). The methods of data collection included structured interviews, lesson observation, checking documentation, questionnaires, discussion groups and field notes. Both qualitative and quantitative data was collected. The aim of collecting quantitative data was to rank the knowledge and activities of the participants in order to classify the schools according to their progress. Qualitative data was collected through interviews and questionnaires to develop suggestions and recommendations, understand the challenges, and to provide explanations for the quantitative results.

Participants

The evaluation team consisted of two external evaluators, two people from Plan, two government officials and a number of people from MIED. This was a strong combination; having the external evaluators meant that the process was more objective and critical. At the same time having internal people on the team meant that they brought an in depth knowledge of the programme and were able to self-reflect and identify further areas for improvement.

Challenges and Limitations of data collection methods

Certain difficulties were faced because it was the exam time. This meant that some teachers and students of grade five were at the exam centres and not in the

schools. This slowed the whole evaluation down as the team often had to visit multiple schools in order to complete the evaluation for just one school.

While in some ways it was beneficial having internal evaluators on the team, it did create some problems in terms of having to differentiate between their roles as implementers and evaluators.

Language was a significant issue. The questions were written in English and then translated direct into Urdu during the interviews / discussions. This meant that the exact meaning of some of the questions could have been lost in translation. But furthermore, the answers were written down in a mixture of English and Urdu. Whatever was in Urdu was then translated into English at a later date. While every effort was made to write down the exact comments of the participants, some of the meaning will have been lost in translation.

Methods of Data Analysis

Quantitative Data

Quantitative data was collected from students, school leaders, teachers and the school council as well as the enrolment figures and drop out rates. To evaluate the activities and knowledge of the SRC, the teachers, the school leaders and school council members certain key indicators were chosen (such as students able to explain SRC), and their response was ranked from 0 (not attempted) to 4 (very good). The teaching observation also gave rise to quantitative data – different aspects of the quality of the teaching and methods used were ranked from 0 to 4. 106 indicators were developed to evaluate the progress of the schools.

This data was collated and tables were created with all schools listing their results for each category. The schools were then ranked based on where their

mean marks fell for all the areas under analysis. In addition, the data from all the schools was put together and graphs were created based on the percentages illustrating the overall results for each different category of interventions (school leadership, teachers and students).

Qualitative Data

With the qualitative data (the responses from the questionnaires and interviews) the feedback for each section was placed on a large grid. Similar comments and were clustered and colour coded in order to establish the key themes that came up. The results from the qualitative analysis were used to explain the results from the quantitative data.

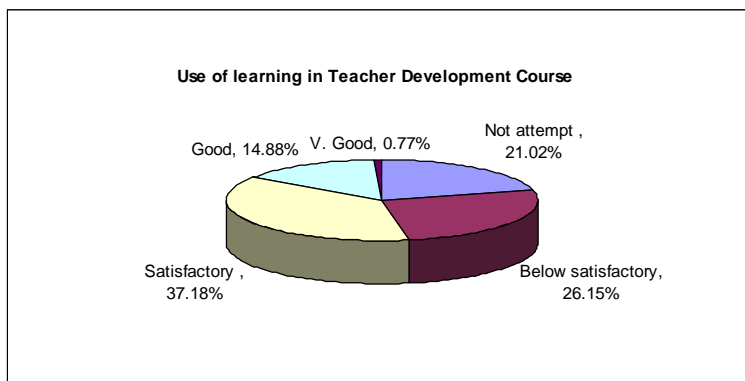
Findings

Learning from the Teacher Development Courses

A good teacher means a good school - teachers' training is fundamentally important to improve the quality of learning of students in the schools. However, to change teachers' beliefs and attitudes is difficult. The provision of quality education depends on a lot more than a seven day course: it depends on the classroom environment, the availability of teaching and learning resources, distribution of labour, support mechanisms and of course teachers' academic qualifications.

The program intended to achieve some very basic competencies of the teachers in all 30 project schools. Some of these output targets included: all teachers have developed and are using their lesson plans, ability to develop and utilize low cost teaching materials and AV aids, display children's creative work, increased overall student performance over time and complaints of corporal punishment in class measurably decrease.

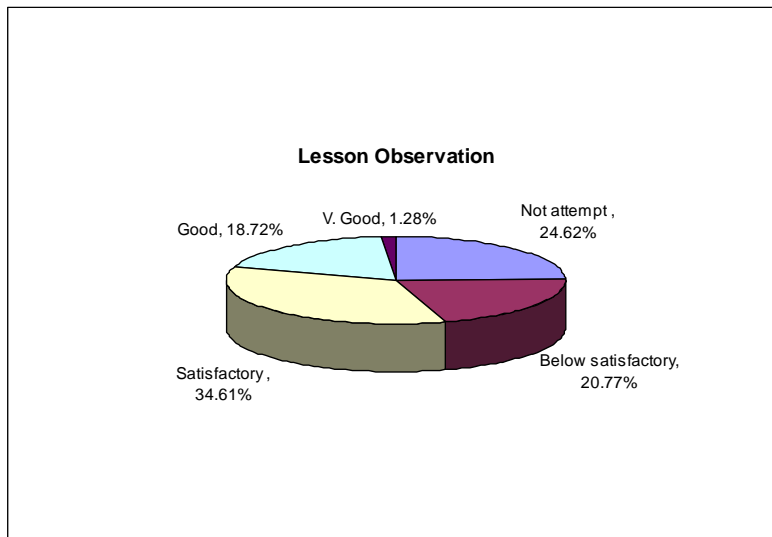
It was found that 52.82 % teachers are using the learning from the TDC at satisfactory and good levels, 26. 15 % teachers are using the learning at below satisfactory level and 21. 02 % teachers are not using the ideas of TDC at all. The main reason for the below satisfactory level are, first; some of the teachers were newly transferred to the project schools, second; some are the sole teachers in a school and they felt it difficult to apply the learning in such conditions.



A total of 20% teachers maintain reflections, 46.66% teachers can explain SIP, 56.66 % teachers show evidence of curriculum enrichment, 66.66% teachers are using a variety of teaching strategies, 30 % prepare action plans, 20% prepare lesson plans, 60% prepare low cost and no cost materials for teaching and learning, 76.6% teachers use the materials provided to them by the project, 80% teachers encourage students to prepare class displays, 66.66% engage students in activities designed for their abilities and age group, 50% teachers encourage students to ask questions, 66.6% assign group tasks and 46.66 % teachers provide the students opportunities for presentation.

Classroom Observation

The lesson observation shows 54.61% of the teaching was at good and satisfactory level. 1.2% teachers are very good, 18.71 % are good, 34.61% are satisfactory, 20.76 % are below satisfactory and 24.61 % do not attempt to implement the learning from the TDC.



Within these broad conclusions the results are mixed. Some indicators are very positive: 80% teachers have satisfactory or good knowledge of the content they are teaching, 60% teachers showed usage of appropriate materials, 66.66% tried

to relate the topic to the daily life, 66.66% teachers were prepared for the lesson before hand, 70% kept a good sequence and logic of the follow of lesson, 73.33% were able to explain the content clearly, 50% used examples and illustrations to clarification, 83.33% used pattern of instruction through movement, gesture, voice level, tone and pace. The data also reveals that 50% used a variety of teaching methods, 83.33% used blackboards well, and 53.3% involved students effectively in different activities. However, only 33.33% of teachers summarized their lessons, 46.66 % gave home work, 16% of teachers encouraged students to ask questions, 16.6% answered in a direct and understandable manner, 16.6 % politely received questions, 27% teachers' rate of speech was too fast or too slow, 22% maintained good eye contact and only 17% teachers used facial expressions, postures or motion to sustain student interest. While some of this data is positive, on the other hand other indicators show that a lot of learning from the TDC has not been implemented. The purpose of listing these statistics in such detail is to use them as a basis for formulating recommendations to improve this area.

It was found in the interview that almost all teachers remembered the methods being taught in the TDC, but, as we have seen from the qualitative data, only a limited number demonstrated the effective use of these methods. While half the teachers mentioned that they use group and pair work in their classroom, during the observation half of the teachers either did not attempt to use a variety of teaching methods or their use was below satisfactory. Teachers also mentioned that they use flashcards, low cost and no cost material, charts, playing toys, models, cards, and pictures.



Activity based learning

Even though some teachers mentioned that they are not using all the modern methods, they do feel that there is a significant change in their teaching styles. Teachers mentioned they are using group work (Gah, Nara, Nadral, Dk Mureed, Khokar Bala, GES Chumbi, Miani, Db Khushal, Kaloojo, and Dk Bair), they encourage students to share their ideas and feelings (Thatti Jamu, Nadral and Dk Bair), are working on the confidence of children (Thatti Jamu and Nadral), activity-based teaching to develop students' interest (Khokar Bala, GES Chumbi, Narang, Miani and Dk Wadhan), using new methodology (Dk Burj, Sosian, Kaloojo). Beside these some teachers mentioned that they have gained confidence in talking in front of others (Wadhan, Natto Wala Khar, Ransiyal, Sosian and Chattal).

Regarding the impact of the changed teaching methods, teachers mentioned that students are now more confident and their participation in the lesson has increased. Children learn much faster and their motivation level has increased. A female teacher said:

Before the application of such methods, students were [often] absent. But now students like to come to school and now the ratio of absentee is reduced. It is a great difference which is very effective for learning.

GGPS Nara Mughlan

Some teachers mentioned that schools have become more attractive places for the students. They can come to school without fear and the concept of corporal punishment is replaced with better relationships and more interaction between the teachers and students.

Some teachers mentioned that they are preparing low cost and no cost materials in their classrooms and using them in different subjects.

Using low cost no cost resources during a lesson



But other teachers mentioned that due to unavailability of other teachers in the school and therefore lack of time they are compelled to find a middle way. These teachers however mentioned they use examples from the classroom to relate the topic to the students' daily life. Teachers mentioned that using teaching and learning resources increases students' creativity and interest in the lesson. This learning is long lasting and applicable in real life situations.

The challenges that hinder the application of the new teaching methods are mostly administrative. Although most teachers showed willingness to use a variety of teaching methods and develop innovative resources, they mentioned significant challenges preventing them from doing this. Most of the teachers mentioned that there are not enough teachers in their schools or not enough classrooms. In addition they mentioned workload, shortage of time and lack of resources. Some teachers also mentioned that their schools are being rehabilitated so there is chaos and routines are not set. Some teachers are also the head teachers of their schools and they carry out both the roles simultaneously. Head teachers also have to travel to the regional offices to report to the Assistant Education Officers (AEOs) and sometimes to the District Education Office to deal with human resource (HR) issues.

Regarding the dissemination of their knowledge and skills, 19 of the teachers said that they normally talk with each other about their learning. However nobody mentioned that they sometimes provide model lessons for their colleagues. Some female teachers mentioned that when they want to share their learning with male teachers they do not value it. Reasons why teachers did not share their learning with each other included not having time in the school, sharing informally rather than through formal discussions, and some teachers showed their frustration by saying that they do not have anyone to share their learning with.

The suggestions these teachers gave to the project implementers included more frequent visits to their schools, more courses on pedagogical content

knowledge, co - teaching and co-planning, demo lessons and micro teaching. Some teachers also suggested that they should be part of the rehabilitation work as they know the requirements of the school and how to make the teaching and learning environment more conducive.

In conclusion it is worth highlighting that the data shows that some teachers have changed their teaching style significantly while others are still struggling. There are some teachers who are not implementing the SIP teaching methodologies, but they have changed their attitude towards the students and towards themselves. Some teachers need more support in specific areas, like activity – based teaching in multi grade situations, how to use teaching and learning resources, asking high order questions, encouraging students to ask questions and how to answer these. More specific input in future will be helpful for the teachers.

School Leadership

It is widely agreed that effective leadership is of fundamental importance in a school's development. To enable a school to grow towards providing quality education for all its students requires a head teacher's vision, their motivation, support and encouragement of teachers and students, and full involvement of all stakeholders in decision making. Hence one of the key outputs in the project log frame was to improve the school leadership and management in all 30 of the SIP schools. The output indicators for this were:

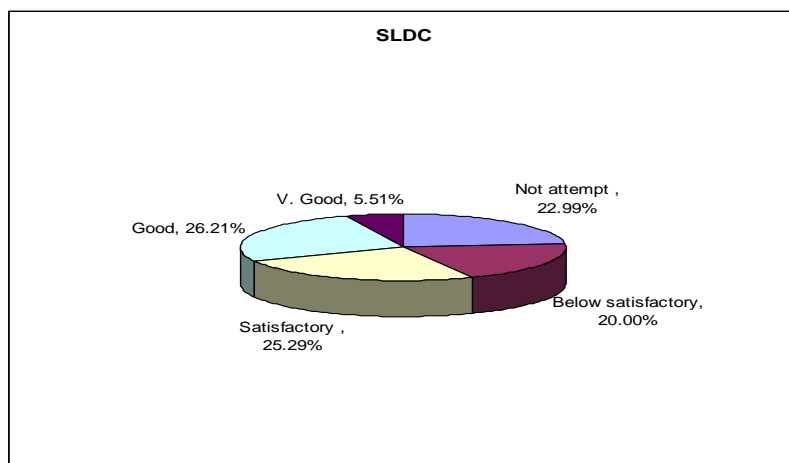
1. 120 head teachers and 30 AEOs go through 5-phase SLDC;
2. 30 EDO, DEOs, DDEOs, complete exposure visits in two groups;
3. 30 school heads & 30 AEOs completing SLDC have developed written action plans and are executing them in 30 schools;
4. 150 SLDC participants attend their relevant SIP conferences & seminars;

This section will therefore consider the learning from the SLDCs for both school leaders and AEOs as well as the outcomes of the school development plans.

Learning from the SLDCs

One of the most important activities was the running of the School Leadership Development Courses. This is designed in five phases which includes both the actual training course and follow-up support visits. These courses covered topics such as a school's vision, the importance of timetabling, effective relationships between head teachers and teachers and the community, the school environment, the creation and implementation of a school development plan, mentoring and record keeping. The data suggests that the training is well-designed so that it is meeting the needs of the school leaders. 60% of the school leaders mentioned areas where they needed further support. MIED had already established all of these areas as areas of need, and they are covered during the course. These included training in administration and management, subject based training (particularly English, Urdu, maths and science), different teaching methodologies, and planning. There is a clear need for further training however, as this was a request from 28 out of the 30 teachers.

Overall, the quantitative data shows that in just over a quarter of the schools the implementation of learning from the SLDC was designated as 'good', and a quarter was designated as 'satisfactory':



50% of head teachers were thought to keep a 'good' rapport with parents and community members, although at the same time 23% were deemed to be below

satisfactory. Just over half the head teachers maintained 'good' rapport with teachers, and only 3% were 'below satisfactory'. In 23% of schools this was not attempted given that there was only one teacher in the school. In 60% of schools head teachers maintained either a 'good' or 'satisfactory' relationship with the SRCs and helped them to play their role in the school.

School leaders gave positive feedback about the SLDC. Thirteen out of the thirty leaders unprompted gave some form of positive comments about the training, for example:

'MIED work is very good – they are providing such meaningful and fruitful training...Our schools are improving a lot.'

GGPS Gah

100% of school leaders gave some form of positive feedback about the follow-up visits. This feedback included the visible benefits to the students – several schools had noticed enhanced students participation and a growth in student confidence, and the follow-up visits were described as a 'learning opportunity'. For example, a school leader said:

'their follow-up visits are very supportive for us. Our students wait anxiously for the MIED team. We and our students learn a lot.'

GGPS Nara Muglan

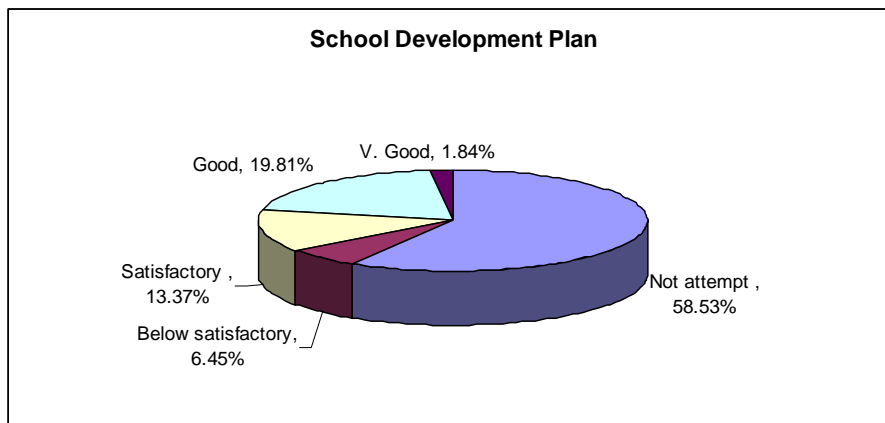
The follow-up visits were also described in terms of being a platform where problems can be shared, providing help in lesson planning and the usefulness of the professional feedback. However, most of the comments from the school leaders refer to the help given in teaching methodologies rather than support given in the specific issues of school leadership and management.

School leader absenteeism can be a major problem in rural schools, and it is often the case that school leaders are called to the Education Office or Markaz on school days which means that they are absent from teaching. This particularly causes difficulties in schools where there is only one teacher. Most of the school leaders replied that they had to visit the government offices between one and

four times a month scheduled, and 36% of leaders said that they could be called there on an emergency basis at any time.

School Development Plans

Creating School Development Plans are an effective way for a school to identify their existing performance and challenges, articulate a vision and set goals to achieve it, and to progress towards where they want to be. Therefore MIED aimed to help all 30 SIP schools to write and implement their own SDPs, involving the participation of all key stakeholders. Even though SDPs were completed in all 30 schools in the first year of the project, in the current academic year just under 60% of schools had not written an SDP. This raises questions for the sustainability of this particular intervention.

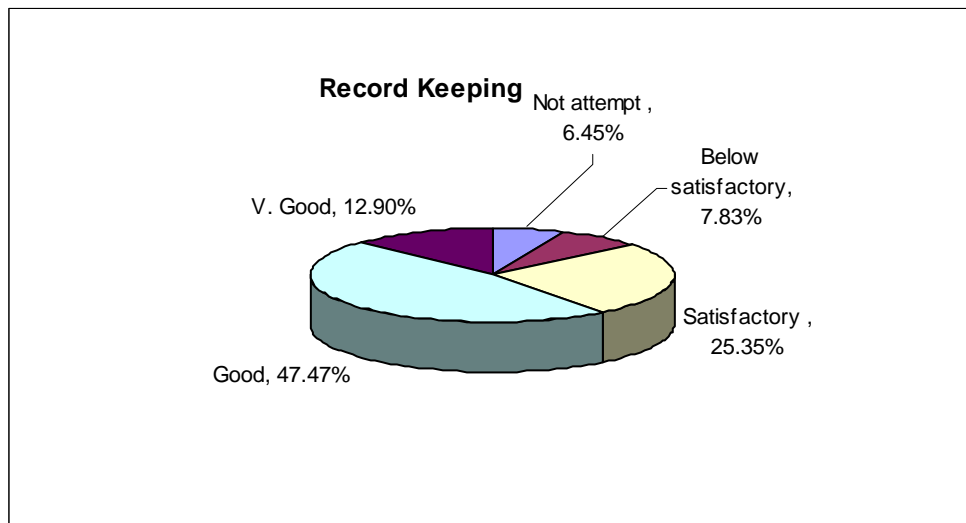


Looking at the specificities of the data, only 13% of schools had written a report giving the achievements of the SDP. More positively however, nearly all the schools who had written a plan (40%) had involved all stakeholders in its preparation. Only 33% of the schools however had included the school's vision in the plan. Comparing the quantitative with the qualitative data, it is illustrative that during all the interviews with the school leaders, not one mentioned the

school development plan at all (although there were no questions designed to prompt this area).

Record Keeping

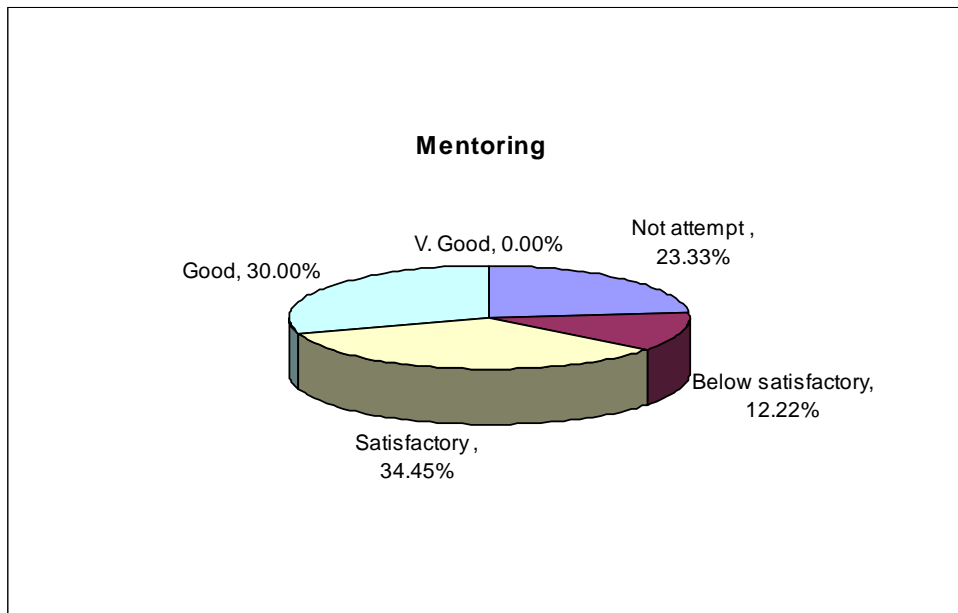
The data regarding the record keeping is very positive. Overall, just under half the schools had good records and another quarter of the schools were deemed satisfactory.



However, the government requires strict record keeping, and many of the schools had records going back long before MIED started interventions, so this cannot be considered an outcome of the SLDC, although record keeping was covered in the course. On the other hand, several schools kept detailed records of the learning and discussions from each MED visit.

Mentoring

The final area of school leadership which was analysed was mentoring. In over 60% of the schools the mentoring provided by the head teacher to other teachers was deemed to be good or satisfactory. However, at the same time in just under a quarter of schools no mentoring was attempted by the head teachers at all. The mentoring included lesson observation by the head teacher, the giving of feedback, and encouraging new initiatives.



School Leadership and Assistant Education Officers

The second major area of MIED’s interventions in school leadership relates to the capacity building and participation of Assistant Education Officers.

11 AEOs were asked to respond to a questionnaire regarding their learning from the SLDC and how they feel about MIED’s work. The AEOs gave a comprehensive summary of their learning from the SLDC, including characteristics of



AEOs participating in SLDC

good leadership, counselling and guiding, teaching methods, facilitation instead of criticism and school supervision and monitoring. They also gave a comprehensive list of how their learning from the SLDC has helped them in carrying out their duty in the schools: how to work with a lack of resources, how to listen to teachers’ problems and find solutions, celebrating success, initiating debate amongst the students, and how to enhance the school council’s

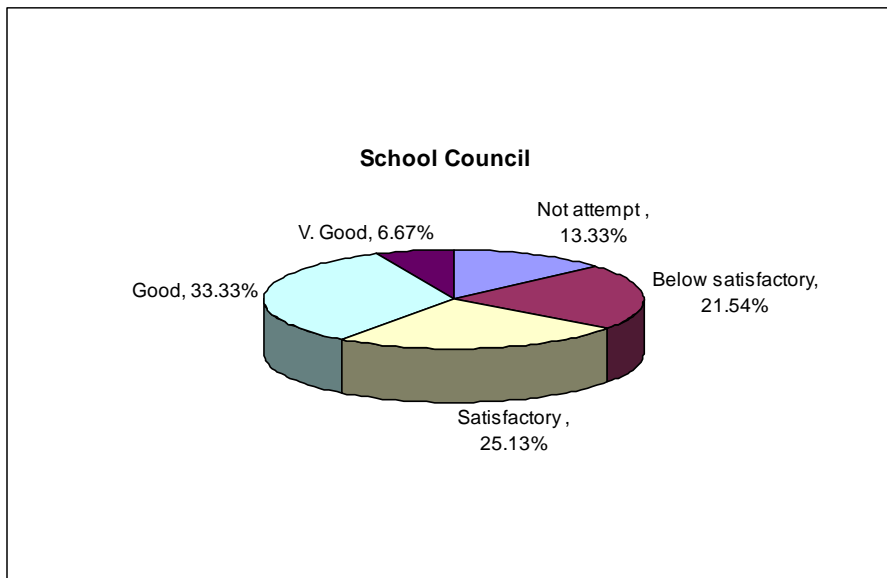
involvement in school affairs. Only a few people responded as to the effect of the exposure visit, the reason being that many of these AEOs had not participated. However, all the comments that were received were positive, for example: 'it helped in replicating some educational strategies in our schools'. The AEOs also gave a significant list of the changes that they had observed in the schools following the SIP programme. These changes included an improvement in student and teacher confidence, physical improvements and new buildings, the greater effectiveness of school councils, greater student learning through activity based teaching, and more co-curricular activities. Only one AEO commented that they thought they had seen little change in the schools. The response to how they will continue their support after the programme comes to an end was also extremely positive. Comments included: 'the way these people are working we will try and continue it', 'information from MIED will continue to be used', and 'we will implement all we have learnt in the trainings'. While this is a definite positive indicator for the sustainability of this intervention, some of the AEOs expressed a wish for the programme not to end: 'don't say goodbye for the sake of our nation', and 'the programme shouldn't end'.

In conclusion, the feedback from both the school leaders and the AEOs has been overwhelmingly positive as to the effect that the training and the support visits have had on the schools. However, the majority of this feedback, particularly from the school leaders, relates to the effectiveness of follow-up visits for teaching and learning in the schools rather than leadership and management. The school development plan was an integral part of the SLDC to help head teachers to effectively develop and lead their schools to where the stakeholders want the schools to be. However, a major issue that needs to be taken forward from this is why they are not currently being implemented in so many schools, whether the intervention is effectively designed, and what can be done to ensure greater sustainability.

Community involvement / participation

Communities play a vital role in improving learning conditions inside and outside schools. The government hopes that by 2020 School Councils will take full ownership over their schools. In spite of its importance, unfortunately little has been done so far practically in government schools. Communities still consider these schools as government schools and hence feel no sense ownership. The ideal situation in this context of the project would be for all 30 project schools to have functional School Councils, all members of the SC are trained, and they identify their school problems and try to solve them. Full community ownership over their schools would involve them increasing enrolment, encouraging parents to send their daughters to schools, working towards school rehabilitation, using local resources and contributing free labour and finance to the projects.

The data reveals that all project schools have a School Council (SC). A majority of 65.3 % are functioning at good and satisfactory level, 21.5% below satisfactory level while 13.3 % have not shown any considerable progress up to this stage.



It is interesting that whether or not the SC members have an understanding of their roles and responsibility they are highly involved in rehabilitation work in all 30 (100 %) communities. It was also found that there are only a few very active members in the SCs, but these members have successfully motivated the majority of the community members to work as unskilled labourers or to contribute money in the rehabilitation work. Besides the rehabilitation work, 19 (63%) of SC members pay regular visits to the schools and 20 (66.67 % are involved in all decision making in the schools. 25 SCs (80 %) have future priorities for their schools, while more work needs to be done with the other five (20 %). Regarding working relationships between the SC chair person and the head teacher, the data discloses that 15 (50 %) schools are designated as good, while two schools (6.6 %) are very good, and four schools (13 %) are satisfactory. Regarding head teachers encouragement of the SC members to participate in meetings, 21 SCs (70 %) participate at good and satisfactory level, but nine (30%) SCs need more support from the head teacher. However, in some schools this year some SC members were changed. The newly formed SCs have not been through trainings, (11 (36.6 %) are not trained). Some (46.6%) of SCs are unaware of the government funds available for their schools.



School council meeting

The SC members mentioned that they feel very happy to be part of the School Council because they get a chance to contribute to their schools. The SC

member at GGPS Wehali Zer mentioned “We feel that is a great honour for us that we are a member of SC. We are working willingly and with devotion.” In addition to the project-supported rehabilitation, some SCs mentioned that they have initiated and carried out their own projects; an SC member from Tatti Jamu mentioned “we provided Rs.11, 000 for electric wiring, constructed two rooms, one we financed ourselves and we spend Rs.21, 000 from school fund”. A member from Nara Mughlan said “we contributed Rs. 42, 000 for the rehabilitation”. In some communities the contribution comes through providing food for the labourers, levelling grounds, building boundary walls, and looking for funds from a local philanthropist. In GGPS Simble the member said “Peer of Chakwal provided Rs.80, 000”. Some SC members mentioned that there is now accountability in the school and the teachers know that there is somebody from the community observing their work. The reasons mentioned for not being fully aware of their roles and responsibilities were illiteracy and complexity of their roles in the contemporary education system.

In most cases the SC members thought that working for the schools have helped them in developing their personal skills. They mentioned that they have developed communication skills, self- confidence, taking responsibility, better utilization of resources and problem-solving. A female SC member shared:

‘Now we are confident – we know how to talk with government officials, now we have seen our EDO office and we feel empowered to solve our problems. We are aware and we have ownership and we now trust our abilities’.

GGPS Miani

This really emphasises that the project is empowering the community, particularly women, to identify and solve their problems within the community. However, one person said “tension, because we are responsible for our school”. This means that the SC members feels the responsibility she has and thinks she is not working the way she is supposed to work.

Both the physical development of the schools and the community mobilisation regarding the importance of female education have improved educational opportunities for girls. The students have the facility to study inside safe classrooms with electric fans installed, resource and book corners and reasonable furniture. Functional washrooms especially for girls has saved their time and honour from going outside in the open field. An SC member from GGPS Dok Mureed explained “Now we send our children to school without any fear because we know that the building is repaired and there is no danger for our children”. An SC member from Dk Burj showed his satisfaction by saying “Children could not have studied in a damaged building. We thank God that he has given us qualities that we are able to do it”.

To sum up, it is satisfying that some clearly effective work has been carried out in the project communities. The rehabilitation work has provided opportunities for SC members to both develop themselves personally and involve the community in school improvement. It has also helped the schools to open up their gates for the community to participate in improving the quality of education. Most of the communities now think they have a role to play in their schools to make them healthy learning places. Continually increasing community members’ involvement will ensure sustainability of the intervention.

Child participation

A change in the way of thinking about children’ education around the world has opened up new horizons for children to participate in their own learning. Students are no longer considered passive recipients of information transferred from an expert to non-expert. The modern education theory, like social

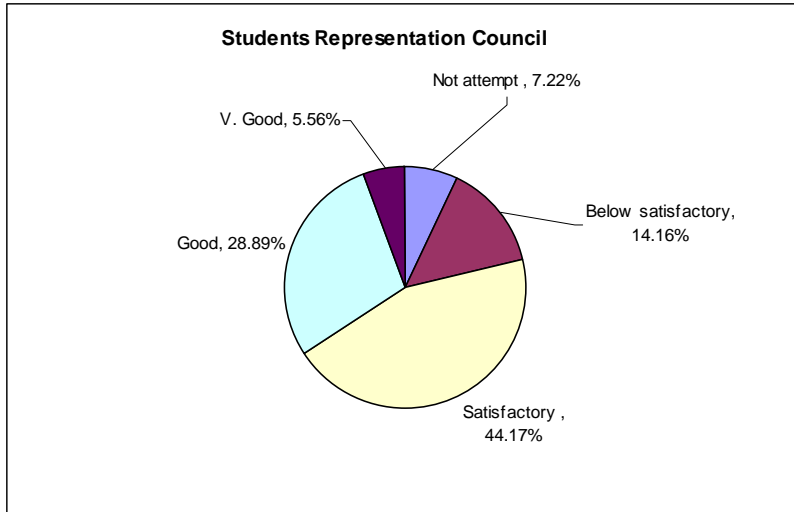


constructivism, believes that students learn from each other in a social setting. This social setting is formally called “School”. It is not only the teacher who creates an environment for learning, but rather the children can themselves develop such an environment. Living in the adults’ world does not ensure their learning as there are many differences between adults and children in terms of experience, motivation, approaches or style of learning.

Forming Student Representative Councils (SRC) in all 30 project schools was a practical step towards empowering children to create their own learning environment – an environment where children learn from each other, help to make their schools attractive, build self –confidence, learn problem-solving, and help their teacher in the teaching and learning process. The project LFA mentions the following output indicators

1. SRCs formed and functional in 30 schools;
2. Students conduct morning assembly in 30 schools;
3. SRCs take responsibility for keeping their classrooms and play areas clean;
4. Students’ participation in SDP development is documented;

The data tells us that the overall performance of the SRCs is satisfactory. 78 % of the SRCs formed so far are functioning well. Out of this figure 44 % are satisfactory meaning that the rate of change is equivalent to the desired rate, 28.9% are good, and 5.56% are at very good level. However, it is important to note that 21.38 % are still below satisfactory rate.



Not attempt	7.22%
Below satisfactory	14.16%
Satisfactory	44.17%
Good	28.89%
V. Good	5.56%

63.33 % were able to clearly define SRC. 96.6% of SRC members were able to show their understanding of their roles and responsibilities. 60 % of SRCs have their own School Development Plans. 80% of SRCs develop resources for their schools, 60 % make their own decisions, 66.67% maintain a reflective journal, 86.6% respect each other, 90% help students in the schools, 96.67% have good rapport with their teachers, 66.67% have decorated their classrooms with pictures and charts, and 83.3% SRC members showed confidence while responding to the evaluators' questions.

Most of the activities that the SRC members carry out are the ones the MIED team or their teachers have suggested to them. However, there is evidence that they implement other activities they



decided in their meetings. For example, they mentioned preventing small children from getting dirty, stopping children fighting with each other, making charts and models to decorate their classrooms, arranging morning assemblies, plantations, watering plants, making dustbins, application boxes, Eid cards, and taking care of students in the teachers' absence. In some cases they check the cleanliness of students clothes, nails etc, they clean the classroom, fetch water, and also teach the junior level children. In some cases they have raised money to buy scarves, sweaters and pencils for the needy children in their school.

Most of the SRC members mentioned that they see a positive change in their schools; the classrooms are repaired, there has been a change in teachers' attitude and drinking water is available. The SRC team of GGPS Hiraj mentioned "the school is looking nicer than before, the classrooms are looking a lot nicer than before" and GGPS Natto Wala Khar SRC told "Now with the passage of time our school is going more clean and beautiful also". Explaining a change in teachers' attitude an SRC member said "Now our teachers are not beating us, they teach us with love" and a member from Wadhan school mentioned "Now teachers sit with us and we can talk with the teachers confidently". Describing teachers' teaching GGPS Wehali Zer members said "Now teachers are teaching us with the help of pictures...and we are confident"

Most of the SRC members mentioned shortages of teachers as a challenge. When the teachers are not around they look after the younger children, which means they miss their own studies. Further challenges included the fact other students do not accept their suggestions. GGPS Dab Khushal members said "During the [morning] assembly boys tease us and they do not listen to us". However most of the SRC members who got an opportunity to visit other schools said they learnt a lot about how others are working.

Non SRC members from the project schools have varying views about the activities of the SRCs. All most all of them want to become as SRC members in future. They think that the SRC members are not only learning good skills and

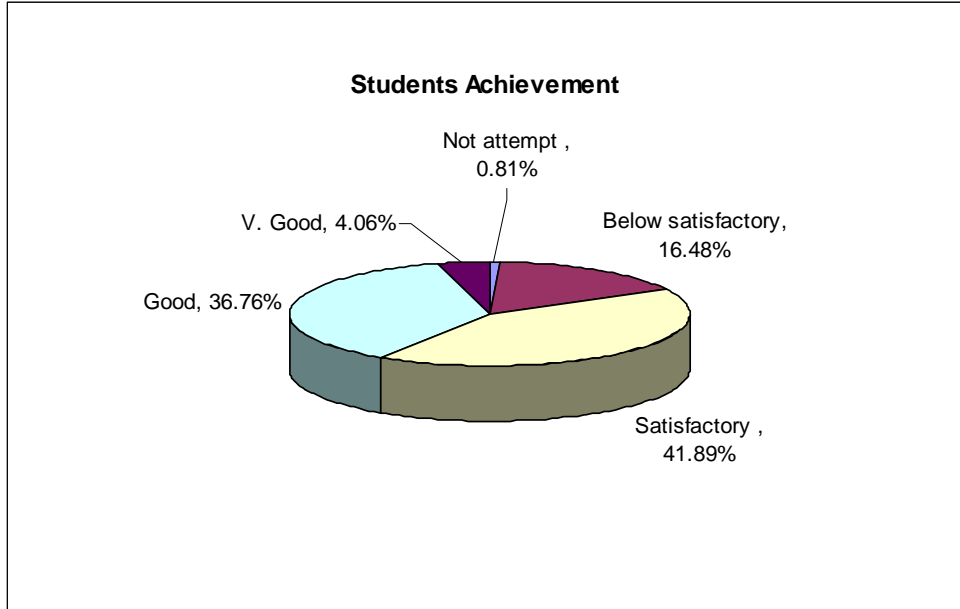
attitude for themselves but they are also helping others. SRC members of Tatti Jamu said "...SRC members have much more differences in this early stage than us. It is an excellent learning opportunity". In contrary to what other said GBPS Mohan students said "They are doing nothing. They help nothing". But at the same time they showed a willingness to join the council, "we want to become the member of SRC to know good things". One student GGPS Sosian said "If it can be then it will be a great blessing of my God on me".

To conclude this section, the empirical evidence shows that SRCs are functioning well in most of the schools. The activities they carry out must appear trivial for a lot of people but they are achieving the ultimate goal of developing self – confidence and leadership skills. It is really encouraging that these SRC members are taking care of other students. They are participating in their own learning and helping others to learn. Although some of them participate in School Council meetings but remain silent, this comes from the tradition that when adults are speaking children should keep quiet. Some schools are going through rehabilitation work which heavily disturbs the SRC routines. They are a good support to the teachers and head teachers in their schools especially in school and classroom administration. The problem this has caused, as an AEO mentioned, is that now teachers do not turn up to the morning assembly assuming that SRC members will be carrying out the activity.

3.4 Students' Performance

The ultimate aim of schooling and school improvement programs is to ensure students' learning. But education also has a broader definition including development in cognitive, affective and psychomotor domains. The notion of banking of information has lost meaning. Educationists look for the range of approaches used to ensure children's performance.

Students' performance in this evaluation was measured through interviews and observation. The team also tried to gauge students learning in knowledge, skill and attitude bases.



Not attempt	0.81%
Below satisfactory	16.48%
Satisfactory	41.89%
Good	36.76%
V. Good	4.06%

The overall performance of students is encouraging as 82.71 % students scored well in all the tests. 90% students actively participate in their learning process, 86.6% students showed confidence in expressing their feelings and ideas, 83.3 % are able to demonstrate four basic skills in Urdu, 36.6 % students were able to demonstrate four basic skills in English, 90 % students mentioned that they enjoy studying in their schools, 83.3 % students mentioned that they care for the school environment and resources and 86.6% students mentioned that they see a positive change in their schools. In most of the cases it was

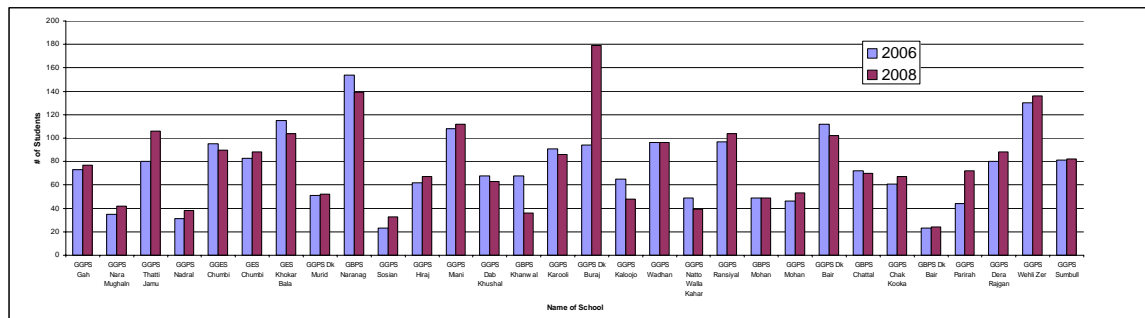
observed that students are more comfortable in talking to their teachers as compared to the past.

Enrolment and drop out rates:

An aim of the programme was to increase enrolment, particularly of girls, in the SIP schools. The indicators to achieve this were:

1. 90% pupils in 30 schools stay enrolled through project life;
2. Girl drop-out rate does not fall below 50% of boy drop-out rate

The following graph shows the changes in enrolment in all 30 schools between 2006 and 2008.



In 17 (56%) of the schools enrolment has increased to some extent, and in 9 schools enrolment has decreased. The schools with the most significant increases in enrolment are Thatti Jamun (an increase of 26), Sossian (an increase of 10), Dhok Burj (an increase of 85), and Parerah (an increase of 28). All four schools are ranked as either good or satisfactory in the overall ranking of the schools. However, there could be many reasons for increased enrolment - for example in Dhok Burj there is only one school so parents do not have a choice where to send their children. While the data suggests that could be a correlation between good SIP performing schools and increased enrolment, it is not possible to draw this as a precise conclusion.

The schools with the most significant decreases are Khakar Bala (-11), Khanwal (-32), Narang (-15), Kalojo (-17), Nattawalla Kahar (-10), and GGPS Dk Bair (-10). Of these only Khanwal was ranked as the poorest. Four of the others

were ranked as either satisfactory or good. We cannot therefore conclude that a school's poor performance in SIP has any affect on enrolment.

The total number of drop outs from all the project schools totalled 61 over two years. An aim of the project was to ensure that 90% of students remain enrolled. This corresponds to a drop out rate of 2.6% in one academic year. Therefore 97.4% of pupils remained enrolled over one academic year. Furthermore, the drop out rate does not automatically mean that students leave education: migration was a major reason for students leaving the project schools, but not education in general.

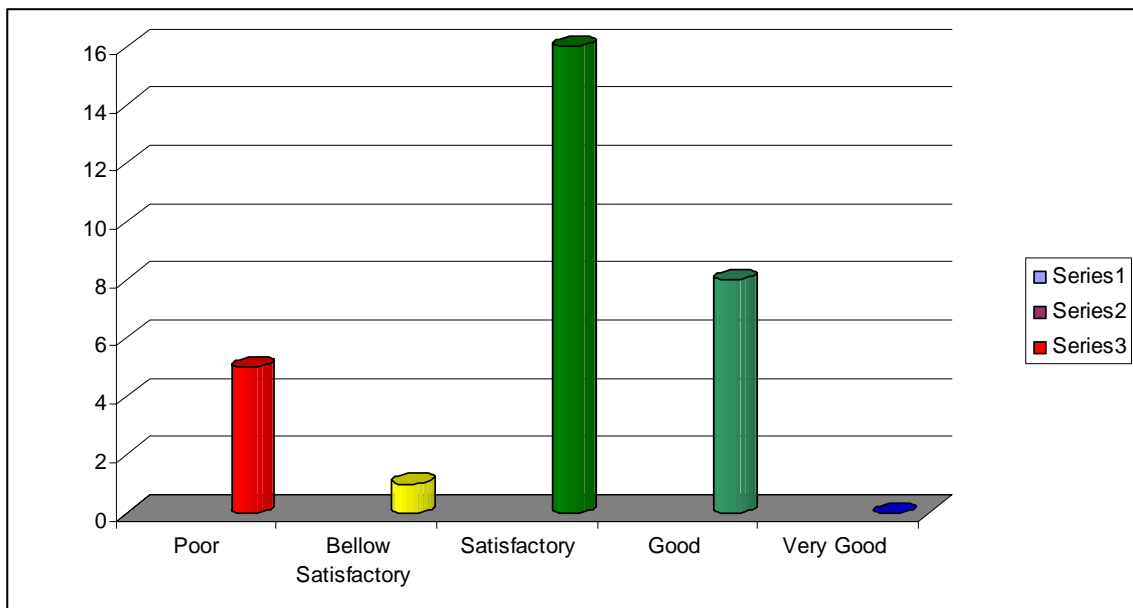
The second indicator for drop outs was that the girl drop out rate does not fall below 50% of the boy drop out rate. In fact, 2.65% of girls dropped out in one year, and 3.85% of boys.

School Ranking

The schools are rated against 103 verifiable indicators with the purpose to develop some achievable recommendations. An important conclusion is that in the higher ranking schools all components of SIP are functioning well: the School Council, Student Representative Council, head teacher, teachers and students all are actively involved in the school improvement process. All those schools which have performed well in which all the above components have integrated nicely and supported each other. Schools that have some active members whether that is a teacher, parent, community member, head teacher, SC member or students are good performing schools. These few people have motivated or inspired others to take interest in the school. In other words they have acted as a catalyst for change. MIED team has tried to pull all these factors together to make a unifying team of change agents.

It was found that six out of eight higher performing schools have more than two teachers while two schools have two teachers, but this is not the only reason for the performance. It was also found that all eight school teachers

belong to the same village where the school is located. While in low performing schools all teachers come from outside the village. In the low performing schools four schools have single teacher, one school has two teachers and one school has five teachers (three educators). It means that the number of teacher has a significant impact on the quality of education but does not necessarily ensure quality.



Conclusion

The School Improvement Program (SIP) specifically designed for the Chakwal context has major strengths. Offering substantial change to all stakeholders of the school has significant impact on students' learning. The programme was aiming to achieve a lot of things in a short time and with the available resources. The project has tried to change the whole attitude of the community involved. There is still long way to go but the project schools are pleasant places to visit and one feels the pleasure students are having in their education. Development education has boosted the confidence of the children and allowed them to think broadly.

The TDCs and SLDCs are designed according to the needs of school leaders and teachers. The themes offered are broad in nature and require more practical examples from the training conductors. To overcome this gap follow – up support plays an important role. In many schools the learning from the courses are very prominently visible, while in some schools the change is not very prominent. Some teachers and head teachers need more support because some teachers have been transferred from the project school and new teachers and head teachers have taken charge. The teaching and learning materials provided to the teachers are relevant and useful, however more demonstration of the items will yield better results.

School Development Plans (SDP) plays an important role in preparing the school community to think for the schools. The product in the form a written plan is very important but the process it even important. Some schools have carried out the exercise and if they continue, it will highly help in sustainability of the programs in schools.

Students Representative Councils (SRCs) are an innovation of which the project designer and implementers should be proud. These student councils are playing a crucial role in their own leadership skill development as well as helping other children in the school to create a positive environment. The child-

to-child approach used here is easily replicable in other contexts. It was also found that other non – SRC students also dream to be a part of it. Empowering SRC will definitely ensure sustainability of the project.

School Councils are functioning very well and they have played a pivotal role in the rehabilitation process. They have bridged the gap between the school and the community. They own their schools and think they can play even bigger roles in future. However, most SC members have been changed very recently and it has some negative effects on the program. It takes years to prepare people and when they are no longer part of their school the whole process starts from the beginning.

The data reveals that all those schools which have integrated approaches of school improvement are functioning better and rank higher. The whole process of school improvement works like cogs, if one cog is slow or lodged it hinders others cogs' movement. It also suggests there are no quick fixes for quality education.

Lessons Learnt

- Schools perform better when all aspects of SIP work together supporting each other
- Motivated individuals, either community members, teachers, head teachers or students act as important catalysts for change by inspiring others
- Communities are more willing to get involved in the rehabilitation aspect of school improvement when tangible change can be seen, rather than the softer interventions

Recommendations

1. Increasing follow – up support to the teachers who have already been trained by MIED on themes like multi-grade teaching, utilization of teaching and learning resources, questioning and answering, making short lesson planning, and teaching different subject through activity – based approaches.
2. The new teachers transferred to the project schools need some support, it is therefore recommended that they should be paired- up with experienced and TDC trained teachers. If the new teacher is the only one some short courses of two or three days might be beneficial.
3. More focused support should be provided to the head teachers, support in mentoring, school management and administration, and developing School Development Plans (SDP) will help the head teachers to accelerate the pace of the progress of their schools.
4. Some schools have not updated the School Development Plan (SDP) for 2008. It is recommended that all should have a SDP. Taking the teachers, head teachers, students, SC and parents through the process will encourage them to make long term plan for their schools. Working on the vision of the school and planning to reach to the vision will ensure sustainability.
5. Some schools are functioning very well and there are some schools that are slow in pace. We therefore think that exposure visits of teachers, head teachers and SRC members will help in learning through comparison.
6. Transferring of head teachers and teachers has caused a lot of problems in the project schools. Advocacy with Education Department to stop transferring more teachers is necessary for the sustainability of the project.

7. If possible finding some volunteers who could teach in the local schools will help in filling the gap of shortage of teachers. These volunteers should be paired with the regular teachers for their mentoring.
8. We recommend closer collaboration between Plan Chakwal education officer and MIED team in understanding the project
9. More joint visits of MIED, Plan and District Officer, Education will help in solving problems of school at the spot
10. The data shows that some School Council members are changed, the new members need training and it is also recommended that all SC should be orientated on school funds available for them
11. SRC members needs to be empowered more and allowed to plan for their school with the help of head teachers, teachers and community members
12. In some cases the teachers turn up to the schools after the morning assembly assuming that the SRC members will be conducting the assembly. We therefore suggest that the teachers need to realise that it is not the SRC's responsibility per se to work instead of a teacher.

Appendices

Mountain Institute for Educational Development – MIED

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School Improvement Program [SIP] in 30 govt. Primary schools in Chakwal in partnership with PLAN PAKISTAN with funding support from the SSO Sweden

Mid Term Review (November 2005 – April 2008)

TOR

Background:

School Improvement Program (SIP) is a systematic and sustained effort aiming to achieve educational goals more effectively. According to Hopkins, SIP is an approach to educational change that has the twin purposes of enhancing student achievement and strengthening the schools capacity for managing change (*Hopkins et al 1994*)

The School Improvement Program (SIP) in 30 govt. schools in district Chakwal was launched as a project in partnership between Plan Pakistan and MIED supported by Swedish Students Organization (SSO) in November 2005. A comprehensive Baseline Survey followed by a Stakeholders conference was organized to document the specific needs of the project schools before the systematic initiation of SIP interventions. SIP activities according to the partnership agreement for FY06 and FY07 were successfully completed. On going reflective and reviewed sessions were organized in order to develop a shared understanding and modify the SIP implementation plans and working strategies in view of the contextual realities and specific needs of the project schools.

Chakwal is a district situated in Punjab province in Pakistan. The district contains vast distributed population of around 1.2 million people. Plan-International works with deprived communities in several parts of the district to uplift the vulnerable children. Majority of the people belong to the underprivileged families and the children have less opportunities to groom and access to quality education.

Mountain Institute for Education Development (MIED) in Partnership with Plan-International in Pakistan is working to improve the quality of education in Pakistan for the deprived children in the government driven schools, since September 2004. School Improvement Program (SIP) is one of the

unique interventions of the MIED to target various aspects of schools and district education system through its Decagonal Approach¹ of school Improvement. In November 2005, MIED entered into partnership with Plan Pakistan to implement SIP in 30 schools to be modelled as model schools, and capacity building of teachers and other stakeholders in 400 schools in Chakwal district. So far this program has benefited 353 primary teachers, 186 head teachers, more than 855 SCs and 641 SRCs members and 50 Assistant Education Officer (AEO) in Chakwal through various capacity building sessions.

After the successful interventions of SIP, MIED now through the financial support from Plan Pakistan, organizing a mid term review in all 30 schools to identify the strengths and weakness of the SIP model implemented in Chakwal. This Evaluation/review will help us learn lessons and improve the model for a way ahead. This concept paper describes the process and procedure of the mid term review.

Purpose of Mid term Review;

‘To measure the outcomes of SIP interventions in 30 project schools in Chakwal and to establish the underlying constraints and enabling factors behind the successes and challenges for further learning.’

Objectives of the evaluation:

- To reconsider the relevance of the SIP interventions in the Chakwal context
- To establish the efficiency of the SIP interventions.
- To analyse the key factors constraining and enabling the sustainability of the project
- To measure the impact and effectiveness of the interventions by classifying the SIP schools into categories
- To determine the factors behind the successes and persisting challenges of the SIP interventions to enable organizational learning
- Use the learning to improve the SIP model and its processes for a broader Pakistani context

Major Review Questions

3. What is the nature and degree of outcome of ongoing SIP intervention in project schools?

¹ For detail please see Appendix A

4. Why do some of the project schools improve better than other schools? What factors contribute to SIP process and its sustainability in schools system?

Sub Questions

- What is the outcome of the SIP in project schools, particularly with reference to Plan's Octagonal and MIED's decagonal models of SIP?
 - To what extent Teacher Development Course (TDC) meet the need of SIP school teachers?
 - Does field support help teachers implement their learning from TDCs, and create conducive environment for learners. What impact have the activities had in students learning and teachers' professional development?
 - Does School Councils (SC) participate in school improvement activities? If yes, what impact have the activities of the School Councils had on the schools' improvement?
 - Do school leaders implement the learning from the school leader development courses? Has this learning influenced the way the school is run?
 - Do students in SIP schools find the concept of SRC and MIED methods of their capacity building beneficial for their school affairs? Has it helped in developing leadership and teambuilding skills?
 - What learning materials/resources are provided in the school and to what extent it is helpful for teachers?
 - What development education activities have been carried out in SIP process? Has it provided opportunity for students to explore and develop their creative potential?
- What are the perceptions of the stakeholders about SIP and its impact on schools? How do they perceive the change process caused as an outcome of SIP intervention?
- What are the main contributing factors and obstacles/challenges with SIP in the project schools?

Review Process, Methodology and Tools

The MTR will be based on a systematic approach of collecting and analyzing data and writing up to document the learning from SIP intervention the district Chakwal. Through a participatory review process, both qualitative and quantitative methods will be used during the data collection and analysis. Quantitative methods will be mainly used to collect and analyze the numerical data of the SIP in the project schools.

The process of the review will include developing review plan and instruments, data collection, data analyzing and writing up.

The following methodologies and tools will be used for data collection from students, teachers, head teachers, School Councils, Concerned AEO, Student representative Council, and Parents.

- Focus group discussions
- Formal and non formal meetings
- Semi structured interviews
- Questionnaires
- Classroom observations checklists and field notes
- Official document (e.g. proposal, LFA, Management Plans, manuals, reports, attendance of participants, brochures, pictures and videos etc.)
- Pictures & video (if possible new pictures & video will be taken / made to compare scenarios before and now)

Team of Reviewers;

Since SIP intervention is a joint venture between Plan Pakistan and MIED in supporting the government schools so the approach for this mid term review will also be a participatory to work together, explore together, make shared decision and get an ownership. However, two external consultants will be hired to lead the team with external perspectives. Therefore, the team for this review is as follows;

Review Team

- Tayib Jan, MTR consultant from MIED, Team Leader 1
- Safida Begum, MTR consultant from MIED, Team Leader 2
- DO/AEO Male (Nomination awaited)
- DO/AEO Female (Nomination awaited)
- Ejaz Ahmad Swati, Plan Pakistan
- Ms Rehana, Plan Pakistan
- Tanveer-ul- Islam, MIED Chakwal
- Muhammad Yusuf, Academic Support, MIED Chakwal

Specific ToR for Reviewers;

The ToR for these reviewers will be as follows;

- Developing concept paper and detailed plan for the review
- Developing methodology and tools for data collection
- Liaison with Management Committee (MC) and accommodating feedback
- Data collection, data entry, memos, encoding and decoding

- Report writing, dissemination and presentation

Management Committee/ Advisory Committee

- Executive District Officer – Education, Chakwal
- Program Unit Manager, Plan Chakwal
- Executive Director MIED
- Learning Advisor Plan - Pakistan

Specific ToR for Management Committee (MC)

The MC will be responsible to;

- Provide overall guidelines and support to the review team during the process
- Provide feedback /second opinion on the overall methodology, findings, and recommendations
- Make sure that the findings and recommendations are taken forward in good spirit (including upscale)

Tentative work plan

S #	Date	Activities
01	April 25, - 03 May 2008	Initial preparation, team formation, documentation, tool development)
02	May 05 – 20, 2008	Data collection
03	May 19 – 23, 2008	Data Analysis
04	May 25 – 30, 2008	Report writing, Presentation to Stakeholders

Appendix A

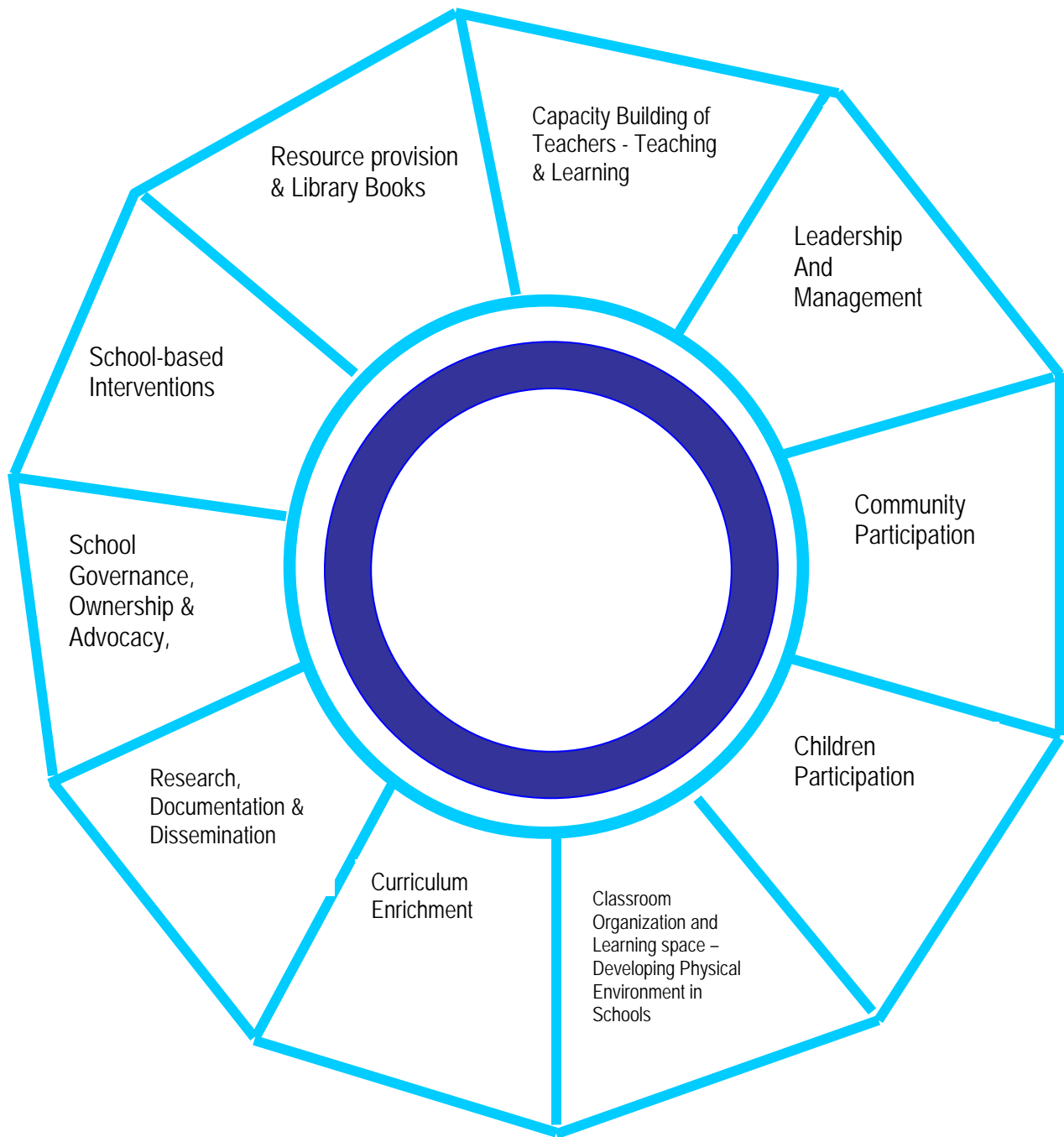
School Improvement Program [SIP]

The school consists of, human resources, material resources, routines, budget, community, and information sharing process. The Stakeholders are all those involved in its success; donors, school council, head-teachers, teachers, parents, officials, teachers, educators and children. If one of these components is not in place with its level of contribution then the quality of education is difficult to achieve. In schools with the coordinated efforts of all stakeholders with their roles and responsibilities, there is a positive impact on the community and the outcomes in learning for the children successful. School Improvement programme is a holistic and multi-input intervention to rehabilitate and improve all aspects of school. The programme aims to strengthen the educational services (infrastructure, building and basic facilities), improve the quality of and access to education for children in the government driven primary and middle schools in Pakistan.

The main purpose of MIED's School Improvement Program (SIP) through stakeholders' development is to simultaneously help and stimulate the qualitative and sustainable improvement in schools as well as in the educational system by addressing all areas that interlink and impact on each other to improving the quality of education. MIED's model of School Improvement Program (SIP) has the following specific objectives:

- Facilitate teachers and other stakeholders to develop school improvement plans
- Ensure community partnership in the school activities
- Enhance teachers' pedagogical skills and bring about positive change in their attitude towards children
- Develop leadership and research skills of school leaders – system line supporters
- Inculcate the culture of caring, interdependency, conducive learning environment and self-reliance
- Encourage systematic follow-up of improvement in order to identify strategies for quality and sustainability of education and its on-going improvement processes
- Provide adequate implementation time with proper on the job-support.
- Encourage children and facilitate them in developing capacity of enhancing achievements
- Facilitate schools in defining their own direction of improvement
- Develop a mechanism of institutionalization of change at school and system level

MIED's model of school Improvement: - Decagonal Approach to School Improvement



I) Capacity Building of Teachers

- a) Teacher development courses
- b) Field Support
- c) Child Centered learning

II) Leadership & Management

- a) School leadership development courses for heads
- b) Meetings/Seminars for AEO's
- c) Reflective sessions
- d) Exposure visits – Learn form best examples

III) Community Participation

- a) Capacity building of school council
- b) Awareness sessions
- c) Mothers meetings
- d) Parents meetings

IV) Child participations

- a) Students Representative Council formation
- b) Capacity Building
- c) Communities based activities
- d) Exposure visits
- e) Meetings/dialogue with children
- f) Sport day
- g) Event celebration

V) Developing physical environment in schools

- a) Building construction/rehabilitation
- b) Developing class room walls as learning place
- c) Furniture
- d) Library books
- e) Student's display boards

VI) Curriculum enrichment

- a) Contextualization of curriculum goals
- b) Developing supplementary materials
- c) Integrated lesson plan
- d) Activity base teaching

VII) Research, Documentation and dissemination

- a) Information education communication material
- b) Developmental education seminars

- c) Paper presentation
- d) Web site
- e) Case studies
- f) News letters
- g) Reports

VIII) School governance, ownership and advocacy

- a) School development Plan (SDP)
- b) Phase out strategies
- c) Institutionalization

IX) School based interventions

- a) On the job, follow up support
- b) Co-planning
- c) Team teaching
- d) Workshops
- e) Reflective sessions

X) Local Resources Generation

- a) Teaching Kits
- b) Learning Materials
- c) Low cost/No cost materials
- d) Local resource generation

School Improvement Program (SIP) SSO, Chakwal
Mid Term Evaluation
SRC

Name of School:

Total Number of Students in SRC:.....

Boys:, Girls:.....

Guided Questions²

Q. 1. What do you mean by SRC?

.....
.....

Q. 2. What work do you do as SRC member?

.....
.....
.....

Note: probe by asking about enrollment, plantation, cleanness, resource development, helping teacher, taking care of school in absence of their teacher etc.

Q. 3. What changes do you see in your school in the last two years and what is your contribution in it?

.....
.....
.....

Q. 4. Which challenges do you face and who help you to overcome those challenges?

.....
.....

5. In which event/exposure visit did you participate and what did you learn form there?

.....
.....

Q. 6. In how many meetings of School Council did you participate and what role did you play?

.....
.....
.....

² Please add additional sheet for recording students answers

General

Key: 0: Not attempted, 1: Below satisfactory, 2: Satisfactory, 3: Good, 4: Very good

S. #	Evaluation Checkpoint	0	1	2	3	4	Remarks
1	Students are able to explain SRC					*	
2	Students know their role as SRC members						
3	SRC has their own SDP						
4	SRC has initiated some activities in school						Which Activities:
5	SRC develop some resources for school.						Which Resources:
6	SRC is able to take their own decisions.						
7	SRC are maintaining their reflective journal						
8	SRC member respect each other						
9	SRC helps students in the school.						
10	SRC has good rapport with their teachers						
11	SRC has decorate their classroom with pictures and charts						
12.	SRC members show confidence in responding to questions						

For Non SRC members /teachers/Head Teacher ³

³ Add additional sheet for recording the answers

1. Who are the members of SRC in the school and what do they do?

.....

2. How SRC members help you in at your school?

.....

3. Do you want to be a member of the SRC? If YES why and if NOT why not?

.....

School Improvement Program (SIP) SSO, Chakwal

Mid Term Evaluation

SLDC Evaluation Format (Head Teachers)

Guided Questions for interview

What is your opinion about the work of MIED at your school?

What do you feel about the follow – up visit of MIED staff?

How many times you need to pay visit to Education offices at Markaz and District levels and why?

What sort of training program do you need to improve your school?

School Management and Administration

Key: 0. Not attempted, 1. below satisfactory, 2. Satisfactory, 3. Good, 4. Very good

S. #	Evaluation Checkpoint	0	1	2	3	4	Remarks
1	Name of school is written on the main gate of the school.						
2	School vision is clearly stated.						
3	Time table is displayed in staffroom/headmaster room.						
4	Head teacher has maintained rapport with teachers.						
5	Head teacher has maintained rapport with parent and community members						
6	The School is neat and clean						
7	Students' work is displayed on the wall/soft board						
8	There are arrangement of drinking water in the school						
9	There are enough number of washroom						

	in working condition							
10	Washrooms are neat and clean.							
11	There is soap/other alternative for washing hand after toilet.							
12	Head teacher organizes Co-curricular activities in school							
13	Head teacher facilitates SRC to play their role in school							
14	Head teacher has close link with local organizations and other head teachers							
15	Head teacher conducts parents meeting in their school							Mention Frequency: (once a month)

School Development Plan

S. #	Evaluation Checkpoint	0	1	2	3	4	Remarks
1	All stakeholders were consulted in the preparation of the plan.						
2	The plan includes the school's vision, values and aims						
3	Priorities are clearly stated and are based on evidence of performance						
4	Priorities are costed with sources of funding clearly identified						
5	Responsibilities and accountabilities for actions are clearly specified						
6	Timescales and deadlines are included for each action						
7	Report is prepared of all goals accomplished.						

Record Keeping

S. #	Evaluation Checkpoint	0	1	2	3	4	Remarks
1	Scholastic General Register (GR)						
2	Teachers' attendance register						
3	Students' attendance register						
4	Visitor register						
5	Record of letters sent to parents and other stakeholder available.						
6	Stock Register						
7	Students results						

Mentoring

S. #	Evaluation Checkpoint	0	1	2	3	4	Remarks
1	Head teacher observes lesson						
2	Head teacher gives feedback to teachers on their work						
3	Head teacher encourages teachers to initiate new ideas and methods						

School Improvement Program (SIP) SSO, Chakwal

Mid Term Evaluation

Checklist for Classroom Observation

0: not attempted 1: below satisfaction 2: satisfaction 3: Good 4: Very Good

S. No	Indicators of classroom observation	0	1	2	3	4	Remarks
1	Knowledge of Subject Matter of the teacher						
	Mastery of the content						
	Appropriate materials meet the objective of the lesson						
	Relate the topic with students' real life experiences						
2	<u>Organization and Clarity</u>						
	A) Structure:						
	Teacher well prepared for class						
	Sequence and logical						
	Able to present and explain content clearly						
	Use examples and illustrations to clarification						
	B) Teaching Strategies:						
	Pattern of instruction through movement gestures, voice level, tone and pace						
	Use variety of methods (e.g. individual/pair or group work, discussion, questioning or any other practical activity)						
	Black board work visible for students						
	Use the classroom environment						
	Effectively involve every student in different activities						
	C) Closure:						

Use facial expressions, posture, or motion to sustain student interest						
Summarizes and integrate major points of the lesson or discussion at the end of class						
Gives homework, assignment or reading at the end of the lesson						
<u>3. Teacher -Student Interaction</u>						
A) Discussion:						
Purpose and guidelines clear to students						
Teacher encourages student questions						
B) Kinds of Questions:						
Question one at a time or multiple						
Use centering questions (to refocus students' attention), <ul style="list-style-type: none"> - Probing questions (to require students to go beyond a superficial or incomplete answer) - Redirecting questions (to ask for clarification or agreement from others) 						
C) What is done with student questions:						
Answered in a direct and understandable manner						
Questions received politely or enthusiastically						
D) What is done with student response:						
Wait time for student responses (<i>giving sometime to the students to think the answers</i>)						
Verbal reinforcement and non – verbal						
Receptive to student suggestions or viewpoints contrary to his or her own						
<u>4. Presentation and Enthusiasm</u>						
Rate of speech too fast or slow						
Maintain eye contact with students						

School Improvement Program (SIP) SSO, Chakwal

Mid Term Evaluation

School Council

Q.1: How do you feel Being SC Member of your school?

Q.2: How many projects/activities you were able to carry out in the last two years and how do you see it out comes?

Q. 3: How the Role helps you in developing your personal skills?
(Give two examples)

Q.4: What are your views about carrying out rehabilitation of your schools and what was your contribution in it?

Key: 0. not attempt, 1. below Satisfactory, 2. Satisfactory, 3. Good, 4. Very good

S.#	Evaluation Checkpoint	0	1	2	3	4	Remarks
1	School Council is aware of funds available for their school						
2	SC members aware of their role						
3	SC members attended trainings						
4	Head teacher involve SC in school related matters						
5	The chairperson and the head teachers have a respectful working relationship						
6	SC members are able to express their opinion freely in meetings.						
7	They take decisions about their schools?						
8	Contributions (monitory/services) they made towards their schools						
9	Have some future priorities for their school						
10	know enough about issues to effectively participate in discussions						
11	Members are encouraged to participate in the meeting						
12	SC participates in preparing SDP						

13	SC pay visit to schools					Twice a month is ideal (Twice a month)
----	-------------------------	--	--	--	--	--

School Improvement Program (SIP) SSO, Chakwal Mid Term Evaluation

Guided questions for TDC

Questions;

1. What was your main learning from the Teacher Development Course (TDC)?
2. What learning did you apply in your school and How?
3. Do you think, it helped students for effective learning? (Any example)
4. What kind of activities and teaching strategies did you use in your classroom and why?
5. What teaching and learning materials did MIED provide to your school and how did you use them?
6. Did you also develop any Low Cost No Cost (LCNC) material for your teaching? If yes, what? If not, please share some reasons
7. How LCNC and other teaching and learning materials helped children's learning? Please, give any example.
8. What challenges did you face in using the new teaching techniques and how did you overcome?
9. Any suggestion for MIED for improvement of their work in SIP schools
10. How do you share you knowledge with other teachers and how do they react it?

General

Rating

Key: 0.:Not attempted, 1. Below satisfactory, 2. Satisfactory, 3. Good, 4 .Very good

	Questions	0	1	2	3	4	Remarks
1.	Teacher maintain reflections						
2.	They can explain SIP.						
3.	There is evidence of curriculum enrichment						What:
4.	Teacher is using variety of teaching strategy						
5.	She/he is following his/her prepared action plan						
6.	She/he prepare his/her lesson plans.						
7.	She/he prepares LCNC materials						What:
8.	She/he uses MIED teaching and learning materials during their lessons						
9.	She/he encourage students to prepare class display						
10.	She/he engage students in meaningful activities						
11.	She/he encourages students to ask questions						
12.	She/he assigns group tasks.						
13.	She/he provides opportunities to students for presentation.						

Teachers

S#	Name	Designation	Qualification	P. Qualification.	Trainings	# years in this school
1						
2						
3						
4						
5						
6						

Students' Achievements

	Questions	0	1	2	3	4	Remarks
1	Students actively participate in learning process						
2	Students are confident in expressing their feelings and ideas						
3	Students are able to demonstrate four basic language skills in Urdu (reading, writing, listening and speaking)						
4	Students are able to demonstrate four basic language skills in English (reading, writing, speaking, and listening)						
5	Students are able to draw picture						
6	Students greet each other and their teacher every day						
7	Students are enjoying studying at school						
8	Students respect each other opinion						
9	Students care for their school environment and resources						
10	Students use the play ground effectively						
11	Students use the sport equipment equally						
12	Students see a positive change in their classroom and school						

School Improvement Program (SIP) SSO, Chakwal Mid Term Evaluation

Enrolment form 2006-2008

Village:.....

EMIS Code:

Grade	Enrollment Sept 2006		Total	Enrollment May 2008		Total
	Girls	Boys		Girls	Boys	
KG/Kachi						
Class 1						
Class 2						
Class 3						
Class 4						
Class 5						

Number of Student Who passed Class V:

Number of Students Who did not passed Class V:

Number of Dropouts During the Year (if any)

Grade		Migration	Lack of Interest	Financial problem	Transfer to another school	Any other
KG/Kachi	Boys					
	Girls					
Class 1	Boys					
	Girls					
Class 2	Boys					
	Girls					
Class 3	Boys					
	Girls					
Class 4	Boys					
	Girls					
Class 5	Boys					
	Girls					

Progress of Rehabilitation Work

	School	Scope of work	Progress
First phase	GGPS Wehali Zer	Floors, furniture, one roof, windows, boundary wall, WST, toilet block, electrification, main gate steps, roof improvement, whitewashing, school supplies, teaching aids, plinth construction,	Completed
	GGPS Dehra Rajgan	Road approach, toilets, water supply, WST, electrification, whitewashing, plinth protection, school supplies, furniture	Completed
	GBS Chattal	Furniture, installation of main gate, plastering two rooms, construction of toilets, WST, water supply, doors and ventilators, replacement of one roof, flooring f two classrooms, whitewashing, electrification, teaching aids	Completed
	GGPS Miani	Addition of classroom, reconstruction of classroom, supply of furniture, toilets, water supply, veranda, WST, ventilator shed, construction of main gate, roof improvement, white washing, electrification	Completed
	GGPS Naran Muglan	Roof improvement, earth filling, water supply, toilets, furniture, flooring of one classroom and veranda, white washing, windows and ventilators, plinth protection, school supplies	Completed
	GGPS Simble	Grouting, toilets, WST, water supply, plinth protection, internal	Completed

		plastering, white washing, teaching aids, school supplies	
	GGPS Karooli	Furniture, boundary wall, footpath, whitewashing, toilets, installation of main gate, plinth protection,	Completed
	GBPS Dhok Bair	Boundary wall, electrification, repair of roof, white wash, WST, wash rooms, boring for a well	Completed
	GGPS Dhok Bair	Levelling of ground, white wash, WST, repairing of classrooms, boring, wash rooms	Completed
Second phase (supposed to be completed 25 December)	GGPS Dhok Murid	Construction of ring beams in 2 classrooms, improvement of classroom wall, electricity supply, boring and installation of submersible pump, reconstruction of school sub/super structure, construction of WST, repair of toilets, improvement of main gate, plinth protection, white washing, school supplies	Completed except school supplies, library books and teaching kits – these have not been provided in none of the schools in the second phase yet
	GGPS Dhab Khushal	Boring and installation of submersible pump, functioning toilet lock, WST, plumbing and sanitary fitting, construction of store, plinth protection, complete flooring and veranda, roof improvement, construction of blackboards, fixing glass, electrification and white washing	Completed except school supplies
	GGPS Ransyal	Boring and installation of pump, construction of pavement, WST, iron girders, roof improvement,	Completed except school supplies

		preparation of backboards, white washing, electrification, school supplies, teaching kits and library books	
	GGPS Parerah	Construction of new classroom, WST, veranda, plinth protection, stairs, school supplies, concrete flooring of veranda, improvement of roof, preparation of blackboards, fixing glass, electrification, white washing, school supplies	As above
	GGPS Chumbi	WST, water supply, maintenance of toilet block, flooring of veranda, fixing of ventilators in one block, plastering, plinth protection, electrification, white washing,	Completed except electrification and white washing which are in progress
	GBPS Chumbi	Boring and installation of submersible pump, preparation and fixing of windows and ventilators, extension of boundary wall, earth filling, internal and external plastering, improvement of floors, construction of toilet block, construction of WST, preparation of black boards, roof improvement, plumbing and sanitary fitting, electrification, white washing,	Completed
	GPS Narang	Supply o furniture, improvement of one classroom, electrification, grouting, construction of WST, school supplies	Completed except school supplies
	GPS Nadral	Boring and installation of submersible pump,	Completed

		construction of WST, rehab of school structure, roof improvement, functioning toilet blocks, improvement of boundary wall, plinth protection, plastering, electrification, plumbing and sanitary fitting, white washing,	
	GBPS Mohan	Boring and installation of hand pump, construction of WST, toilet block, Plinth protection, construction of boundary wall – new, construction of veranda, plastering, electrification and white washing	Completed except: Hand pump provided but water not found. Plumbing work pending Plastering, electrification and white washing pending
	GGPS Mohan	Submersible pump, construction of WST, earth filling, plinth protection, boundary wall, installation of main gate, flooring of three classrooms and veranda, grouting, electrification, fixing of glass, white washing, sport equipment, construction of blackboards, construction of septic tank, school supplies	Completed except some materials provided for pump, boring undertaken but no water found
Phase three	GGPS Dhok Wadhan	Construction of classroom and veranda, functioning the toilet block, boring and installation of submersible pump, plinth protection, plastering, electrification and white washing	Boring, classrooms, plastering and WST completed, rest to be finished by 10 June
	GGPS Nattowalla Kahar	Reconstruction of class room, electrification, plinth protection, installation of water pump, plumbing and	Started, to be completed 15 June

		sanitary fitting, repairing toilets, doors, windows and glass, white washing	
	GBPS Khokhar Bala	Wall reconstruction, reconstruction of a cass room, improvement of main gate, WST, electrification, grouting, blackboard	Started, to be completed 10 June
	GGPS Kalojo	Boring with submersible pump, construction of toilet block, electrification, plinth protection, roof improvement, chairs, white washing	To be started 27 May
	GGPS Sossian	Plumbing and sanitary fitting, roof construction, improvement of boundary wall, doors, glass, electrification, chairs, plastering and white washing	To be completed 15 June
	GGPS Chakoka	Plinth protection, improvement of boundary wall, white washing, boring with submersible pump, roof improvement, sanitary fitting, electrification,	Work started
	GGPS Gah	Construction of wash room, levelling and grouting, sports equipment, WST, electrification, white washing	Work started

School Ranking as on May 20, 2008

1	GGPS Gah	55	29	17	6	1
2	GGPS Nara Mughaln	41	17	24	27	4
3	GGPS Thatti Jamu	16	10	11	64	6
4	GGPS Nadral	34	30	37	5	0

5	GGES Chumbi	7	29	37	5	0
6	GES Chumbi	6	12	60	32	0
7	GES Khokar Bala	22	21	38	28	0
8	GGPS Dk Murid	16	26	39	13	11
9	GBPS Naranag	16	39	32	21	0
10	GGPS Sosian	35	10	19	38	0
11	GGPS Hiraj	6	20	40	37	4
12	GGPS Miani	12	16	20	42	17
13	GGPS Dab Khushal	3	3	15	74	12
14	GBPS Khanwal	37	33	23	16	0
15	GGPS Karooli	11	22	53	13	1
16	GGPS Dk Buraj	18	34	36	11	12
17	GGPS Kaloojo	30	16	32	29	0
18	GGPS Wadhan	11	14	25	37	21
19	GGPS Natto Walla Kahar	18	16	50	14	1
20	GGPS Ransiyal	28	21	39	20	0
21	GBPS Mohan	19	30	33	23	0
22	GGPS Mohan	23	14	27	41	7
23	GGPS Dk Bair	16	12	44	34	1
24	GBPS Chattal	13	16	34	37	3
25	GGPS Chak Kooka	20	14	55	18	0
26	GBPS Dk Bair	19	21	34	29	2
27	GGPS Parirah	29	35	40	1	0
28	GGPS Dera Rajgan	39	21	32	15	2
29	GGPS Wehli Zer	10	5	5	52	35
30	GGPS Simble	61	26	16	6	50

ACHIVEMENTS AGAINST SIP MANAGEMENT PLANⁱ

OUTPUTS ⁱⁱ	ACTIVITIES ⁱⁱⁱ	RESULTS ^{iv}	06	07	08	09	Achievements as on April 30, 2008	Variation
1. Situation analysis	1. Conduct baseline survey of project area schools ^v	1. Specific Needs Assessment of 30 schools completed	30		-	-	30	Nil
		2. Manuals developed against Needs Assessment	4	-	-	-	4	Nil
		3. 30 schools identified for SIP infrastructure improvement	30	-	-	-	30	Nil
		4. 30 schools identified & finalized for SIP/SRC interventions	30	-	-	-	30	Nil
		5. 800 teachers short-listed & signed-up for TDCs	800	-	-	-	800	Nil
		6. 150 including Head Teachers, Govt./DoE officials short-listed for capacity-building	150	-	-	-	189	+ 39
		7. Logistical calculations available for 400 schools, i.e. distances etc.	400	-	-	-	400	Nil
2. School infrastructure improvement	1. Construct minimum required classrooms & boundaries ^{vi}	1. 30 schools have minimum required rooms & boundaries	1	10	19	0	29	1 BW, hard, steep and disputed land
		2. 30 schools have drinking water & functional washrooms					26 DW 02 WR	- 4 DW 3 even after digging 300 feet, could not find water 1 school is going to be shifted on a new location, 1 water not available
	2. Provide drinking water & washrooms ⁴	3. 30 school units have minimum required furniture	1	10	19	0	30	Nil
		4. 30 schools have designated spaces for learning activity	1	10	19	0	30	Nil
		5. 30 schools are made child-friendly as per	1	10	19	0	30	Nil
3. Provide minimum required classroom furniture ⁴								
4. Set aside spaces for learning activity ⁴								
5. Make buildings child-friendly ^{vii}								

	as per Plan guidelines	Plan guidelines							
3. Improve teaching	1. Provide teachers training and on-the-job support, including multi-grade teaching skills	1. 800 teachers complete centre- and cluster-based trainings.	130	300	320	320		782	- 288
		2. 800 teachers attend 2 SIP conferences	130	400	270	-	1	1	
4. Enhanced community participation schools & functional SCs	1. Run community awareness events ^{viii}	1. 90 awareness sessions for identified communities Run 104 awareness sessions (conducted need base)	18	36	36	-	1-104	1- Run 104 awareness sessions (conducted need base)	
		2. Quarterly newsletter developed & disseminated	-	4	4	1	2	7	
	3. Disseminate IEC material to project schools	3. 25 IEC packages developed disseminated to schools	4	7	7	7	12	13	
	4. Conduct parents meetings in school clusters	4. 90 parent meeting sessions held	18	36	36	-	81	9	
	5. Train School Council (SC) ^x members	5. 240 members representing all 30 SCs complete training <ul style="list-style-type: none"> ▪ Restructured SCs in 30 schools ▪ Conducted orientation on SC role & responsibility in 30 schools ▪ 18 school councils went through the training in which 270 members participated (as per government rule the membership is not fixed minimum is 07 members and maximum is 15). ▪ Refresher, SC meetings & follow up is continue ▪ SC follow-up support in 30 SIP schools continued in FY07, FY08 and up to FY09 	40	80	120	-	240 30 30 22 school 327 members continue 140 visits	Nil Nil Nil 08	
			6. Involve SCs in school governance and mobilization	6. 6 (70%) out of 8 members attend 12 scheduled meetings in each school <ul style="list-style-type: none"> ▪ Rehabilitation work is completed in 10schools in which community contributed ▪ Rehabilitation work is continue in 20 schools ▪ Managing of rehabilitation work is given to the community (as a piloted) to empower the community 	12	12	12	12	More than planned 15 8

5. Improve child participation	1. Form Student's Representative Council (SRC) and train members	1. 30 SRCs formed & complete 2 trg. & 10 follow-ups/yr.	5	10	15	-	30 SRCs formed & completed 3 trainings (Art+Roles & Responsibilities+ Diary writing for record keeping) 175 follow-ups/year	1- One extra training in 30 schools 2-Trag on resource development in 20 schools (extra) 3- Trainings on child rights in 10 schools (extra)
		2. SRC nominee attends 4 SC meetings & at least 4 events/yr.	4	4	4	4	SRCs attended 15 events in total	
6. School Dev. Plans	1. Develop School Development Plans (SDPs) for identified schools	1. 30 schools have written School Development Plans (SDPs)	-	10	15	5	30	Nil
		2. All SDPs culminate successfully as planned	-	-	-	30	30	Nil
7. Capacity-building of HTs & AEO	1. Run School Leadership Dev. Courses (SLDC)	1. 100 HTs and 50* DoE complete SLDCs	30*	50	70	-	262	112 extra
	2. Facilitate AEO joint visit to schools	2. 36 joint visits of AEOs, MIED & Plan staff completed	6	12	12	6	29	7
	3. Facilitate exposure visits for DoE staff	3. 30 DoE staff complete exposure visits	30	-	-	-	30	Nil
8. Improve DoE capacity	1. Set up EMIS database	1. Government DoE has database of area schools	1	-	-	-	Done	Nil
9. Disseminate Learning	1. Organize 2 SIP Conferences for reflective sessions	1. Stakeholders participate in conference organizing tasks	-	1	1	-	1	Nil
10. Increase availability of learning aids	1. Provide schools with appropriate learning kits	1. 400 schools have teaching kits & display learning aids	-	200	200	-		
	2. Backstop teachers to develop learning aids	2. Teachers display learning aids in SIP conference	-	-	-	400	Yes	Nil
	3. Recognize teachers for optimal use of learning aids	3. Prizes for "Best Learning Aids" at SIP conference	-	1	1	1	Nil	
11. Create conducive learning environment	1. Administer rating scale for SRC interaction	1. 30 schools documented and reported by end-project	-	-	20	10		
	2. Administer observation	2. 30 schools documented and reported by	-	-	20	10		

	checklist for child participation	end-project							
	3. Administer corp. punishment observation checklist	3. 30 schools documented and reported by end-project	-	-	20	10			
	4. Demonstrate models for seating arrangements	4. Observations recorded for 30 schools	-	-	20	10	30	Nil	
12.	Ensure Distt. Govt. & DoE participation	1. Signed MOU with District Govt, DoE on file	1	-	-	-	01	Nil	
	2. Increase awareness of Govt. officials on SIP	2. 2 awareness sessions attended by 30 DoE officials	1	1	-	-	01	01	
Establish docu- mentation mechanisms	1. Develop, validate and implement process documentation relevant to project needs	1. Mgt. Plan displayed	1	-	-	-	01	Nil	
		2. Annual/Monthly Workplan displayed	1	-	-	-	01	Nil	
		3. Project proposal & LFA on file	1	-	-	-	01	Nil	
		4. Partnership Agreement on file	1	-	-	-	01	Nil	
		5. Staff TORs/JDs on file	1	-	-	-	01	Nil	
		6. School Dev. Plan format on file	1	-	-	-	01	Nil	
		7. Annual/Qtrly Report format on file	1	-	-	-	01	Nil	
		8. Field Observation Checklists on file	1	-	-	-	01	Nil	
		9. Monthly Update format on file	1	-	-	-	01	Nil	
	2. Develop and implement monitoring documentation	1. Monthly Monitoring Check list on file	1	-	-	-	01	Nil	
		2. Financial Report format on file	1	-	-	-			
	3. Develop and validate outcomes analysis formats	1. Training Manuals in stock	1	-	-	-	1	Nil	
		2. School Profiles on file	10	20	-	-	30	Nil	
3. Case Studies on file		-	3	3	3	04			
4. Video-documentation in archive		-	1	1	1	1	Nil		
5. TORs for External Evaluation on file		1	-	-	-	1	Nil		
13. Establish effective support services & systems	1. Launch functional office	1. 1 Office acquired & furnished	1	-	-	-	1	Nil	
	2. Induct Vehicles & Equipment	2. 3 Vehicles & equipment procured	1	-	-	-	1	Nil	
	3. Complete Staffing	3. 13 Staff inducted and deployed	1	-	-	-	1	Nil	
	4. Train Staff	4. Training Plan implemented	1	-	-	-	1	Nil	

14. Development Education	1. Celebrating Sweden's Day June 6, 2006.	Raised awareness about the project at all levels by involving all stakeholders and made all participants realize about the importance of the noble cause for the money being raised.	1				Celebration of National/ International Days of Pakistan	
	2. Student's Operation Day	Children events, excursion and fundraising for youth groups held (this could be done as inviting pop/folk singer: <i>Meena bazaar</i> (stalls) etc.)		1	1	1	1 Excursion+ 2fundrasing+2 meena bazar	
	3. Connecting Youth from Pakistan with Sweden	Youth trained in the use of internet, surfing internet sites, website development and develop diary exchange program. TV Conferencing.		1	-	-	Nil	
	4. Disseminating information on issues faced by girl children in their education, three issues identified Write Articles in newspaper Radio Program	Parents, teachers and youth get educated on the importance of girls education.	1	4	4	2	1 article Radio program in pipe line on 20-25 th May 2008ss	
	5. Celebrating Sponsor Day	SC and their families educated about the sponsors country information.		2	3	3	SRCs and their families are sensitized during various awareness sessions and trainings	
	6. Documenting articles on the SIP Program and local organization.	Awareness raised by publishing articles in the leading newspapers.	1	2	2	1	4	2

EXPLANATORY NOTES

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- i This Management Plan summarizes the operationalization of the School Improvement Project in Chakwal-Pakistan, with the purpose of providing MIED, Plan-Pakistan, Plan-Sweden and other counterpart agencies a uniform point of reference to interpret the planning and progress of the project over the project timeline. This Management Plan document is based on the Project Proposal and Logical Framework already in place, and was developed during an independently facilitated 2-day participatory workshop attended by MIED and Plan-Pakistan.
 - ii Specific Objective as contained in the approved Project Document, and LFA etc.
 - iii Activity Package is the smallest doable activity required to achieve the Specific Objective
 - iv Verifiable Indicator is a quantifiable observation that confirms completion of an Activity Package
 - v Baseline Survey is envisaged as a tiered activity comprising initial analysis of available government school census data followed by a field assessment of individual schools in the entire project area in Chakwal District.
 - vi Each school will be considered a mini-project for the purpose of infrastructure development, and will be individually assessed for how many rooms or civil works are required, leading to a customized SDP duly validated.
 - vii Child-friendly school means
 - viii Community Awareness Event means
 - ix IED materials include quarterly monthly newsletter, posters, celebrations etc, as specified in the project document
 - x School Council is a body of School Management structure comprising of parents, village elders and the head teacher