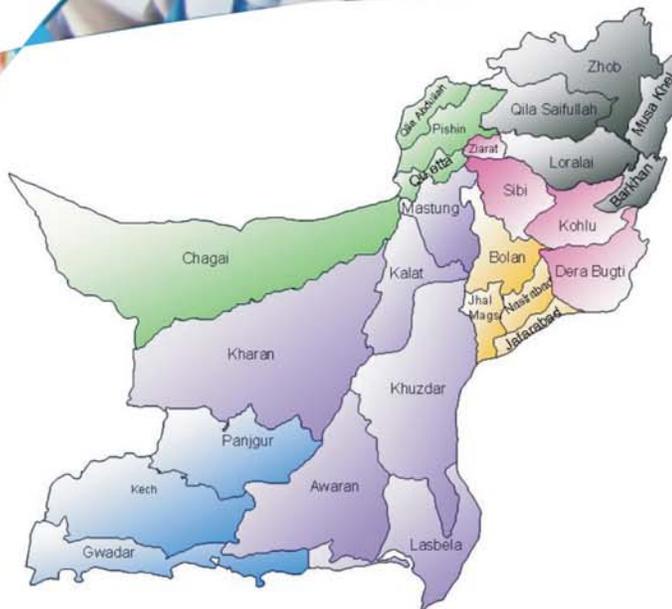


# SDCP

## Third Party Validation of Balochistan Education Support Program



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## LIST OF ACRONYMS

A&F	Administration & Finance
BoD	Board of Directors
BEF	Balochistan Education Foundation
BESP	Balochistan Education Support Program
BPEP	Balochistan Primary Education Program
CB	Capacity Building
CD	Community Development
CBO	Community Based Organization
CSP	Community Support Program
CIP	Community Implementation Partner
D&A	Design and Appraisal
DMD	Deputy Managing Director
EOI	Expression of Interest
FBS	Fixed Budget method of selection
FY	Financial Year
GA	General Administration
GM	General Manager
GER	Gross Enrollment Rate
GoB	Government of Balochistan
GoP	Government of Pakistan
HRM	Human Resource Management
IP	Implementation Partner
KPI	Key Performance Indicator
MD	Managing Director
MIS	Management Information System
MTR	Mid Term Review
M&E	Monitoring & Evaluation
NER	Net Enrollment Rate
NGO	Non Governmental Organization
PAD	Program Appraisal Document
PC	Planning Commission
PEC	Parent Education Committee
PIP	Private School Implementation Partner
QA	Quality Assurance
QBS	Quality Based Selection
QCBS	Quality and Cost Based Selection
RFP	Request for Proposal
SDCP	Sustainable Development Consultants Private limited
ToR	Terms of Reference
TIP	Technical Implementation Partner
TPV	Third Party Validation
WB	World Bank

## **Executive Summary**

1. Third Party Validation of Balochistan Education Support Program was launched by Balochistan Education Foundation, following a public procurement process, in line with the World Bank Guidelines for selection of consultants. The objective of this TPV was to assess and validate the achievements of the program against the targets, key performance indicators along with an assessment of the organizational capacity to deliver, extent of adherence to the criteria and procedures for implementing this program, as set forth in the related documents. Detailed terms of reference are placed at annexure 'A'. The team of TPV Consultants was mobilized on the 26<sup>th</sup> of February 2009.

2. Detailed design, approach and methodology prepared were shared with BEF management before embarking upon the implementation of the TPV exercise. Selection of sample, designing of set of dedicated questionnaires after identifying the target groups and tools to be used for data collection, detailed work plan and requirements for logistical support. Sample was selected randomly and the ground coverage to almost all the districts was ensured. This serves as one of the main strengths of the data analysis. Once the tools and designs were approved by BEF following technical consultations, the data enumerators were provided orientation and mobilized in the field. Total of 9 teams consisting of 18 enumerators were mobilized along with three field managers. One of the team members in each team supervised the field activity. Data was collected on the questionnaires, along with observation reports were prepared by the field managers. Daily monitoring was exercised by the task leader; the three field managers and reports were sent to Quetta/Islamabad on daily progress. Continuous troubleshooting was made available throughout the field activity to respond to any issues that surface during the field activity. The TPV covered through detailed discussions, review of collected documents and materials, collection of primary data, data analysis, reports of community development expert and field managers, the target groups including a)BEF BoD / Committees, b)BEF Management: Managing Director; Managers of Operations, M&E, A&F, Procurement Officer and other secretariat and field staff of Balochistan Education Foundation, c)Implementation Partners: Community Implementing Partners (CIPs), Private Implementing Partners (PIPs), Technical Implementing Partners (TIPs), d)Parents Education Committees (PECs), e)Schools: Community and Private and target Beneficiary Groups: Teachers, Students and Local Community.

3. This TPV covers the first two phases of BESP implementation. According to the data provided by BEF for sample selection (total community schools – 430; total private schools 140), sample of 10% for community schools (43 schools) and 20% for private schools (28) was required (total 71) to be drawn. However coverage was ensured to 74 schools during the survey. There were certain limitations of TPV, among which most importantly was the sad demise of three senior leaders of the Province which resulted in eruption of violence across the Province.

4. The BEF's legal, regulatory, human resource, financial management and procurement systems were analyzed to serve the requirement of this TPV. It is surprising to note significant achievements of BEF in almost all aspects of service delivery, despite BEF having a very lean structure. Some important recommendations to fulfill the statutory requirement of the law (enactment), framing of BEF rules,

rationalizing / strengthening human resource (job descriptions and positions made in chapter 2 have been in detail discussed) to cater for more effective and efficient service delivery. However it is worth mentioning the professional integrity maintained by BEF, which is evident from the perusal of the documents, discussions with various stakeholders and outcome of this exercise; calls for appreciation.

5. BESP's program design is a good model of community managed schools and provides strong community empowerment components in the project design. A registered and empowered Parents Education Committee is responsible to manage the school by itself, facilitated by BEF and its implementation partners, with clear roles and responsibilities. This brings more ownership in the local communities.

### **Community Schools**

6. Chapter 4 deals exclusively with data analysis on community schools. Community schools were established to provide access to quality education, in particular in the rural areas by giving ownership to the local community through parents' education committees. It is evident from the data analysis and field discussions that CIPs played an active and productive role in establishment of schools across the province and continued to provide support to the PECs in school management. These schools have been established adhering to the criteria for school establishment (no girls school in the radius of 2 kms. and at least 20 students can be enrolled by the community) as validated through field based data collection on structured questionnaires.

7. Currently despite the fact that the timing of the field survey was not ideal, 94% of the schools were validated to have been maintaining minimum enrollment of 20 students. Further analysis of data shows that in 89% of schools only 5 to 10 students are enrolled annually. Data analysis shows that in 2 schools (4.76% of the surveyed schools) there are only boys currently enrolled (100:0) while in 50% of the schools, enrollment of boys is more (than 50%) than girls. Only a single school (2.4% schools) has only girls enrolled. In 21.42% schools girls are more than boys. In remaining 21.42% schools boys and girls are equal (50:50). Overall 76.19% schools have 40% or more girl students.

8. Sampled data shows that location of community school, i.e., close to their home is the main attraction for joining the school. More than 23% of the respondents believe that convenient location of community school is the main reason for enrollment of students. PEC campaign is 2<sup>nd</sup> important factor for joining community school as stated by 17.8% respondents. Better teaching staff and financial incentives contribute for 11.85% and 9.6% respectively, increase in enrollment level. Other factors being attributed for increase in enrollment are aspirations from existing students through community interaction, general awareness and shifting of students from existing government schools (owing to poor performance of the public schools).

9. Students in 58% of the schools are enrolled without any test/interview whereas in another 26% of the schools are reported to be interviewed or administered some sort of a test. In 42% of the surveyed schools class assessment is held on annual basis whereas biannual and quarterly assessments are held frequently in the community schools (17 and 30% respectively).

10. The dropout rate in majority of the schools (59%) ranges between 0-5%. However in almost 34% of the schools, the dropout rate is between 5-10% students. The main reason for drop outs is attributed to the migration of people (68%) from one weather zone to another. Further in 26% community schools there is a single teacher for 30 students, and in 43% schools ratio increases up to 50 students per teacher. In another 24% of the schools, the ratio varies between 50 to 75 students being catered by single teacher. Survey data shows that 74% community schools have single teacher, while remaining 26% community schools have 2 teachers. Majority of teachers (96%) are recruited within the radius of 2kms from the schools. Data shows that majority of the teaching staff have Matriculation qualification level.

### **Private Schools**

11. Chapter 5 provides data analysis on private schools component of BESP. Private schools were also established to provide quality education but at affordable cost. BEF is supporting private schools (private implementation partners) by providing subsidies for enrollment, learning materials etc, Data analysis shows that in 83% schools fee is collected on monthly basis, while 17% schools receive the total dues quarterly. In 74% of the private schools charge fee in the range of Rs. 50-200, in remaining 26% schools fee dues are up to Rs. 300. Almost one third (29%) of PIPs are running these schools, at break even level and therefore poses a big question of their sustainability after BESP support is over. Another one third of these schools (37%) are saving up to 15,000, 17% between Rs. 15,000 to 25,000/-, 7% between Rs. 25,000/- to 50,000/- and another 10% are saving more than 50,000 rupees.

12. Data analysis shows that half (50%) of the students are selected on the basis of assessment test, 23% students are enrolled with only interview only while 27% of the students in private schools are enrolled without any test and interview. In private schools, one-third of the enrollment between ages 5-9 years (i.e., 30%) is up to 100 students, while half of the enrollment (53%) is in the range of 100 to 150 students. In 50% of schools only 5 to 10 students are enrolled annually. While in the next 30% of the private schools 10 to 40 students are enrolled annually. In 60% schools, boys' enrollment is more than girls. 3% schools are only for girls schools. In 30% schools girls are more than boys. In remaining 7% schools boys and girls are equal. Provision of quality education is the main reason for new enrollment in private schools, as it is supported by 83% of the respondents. Normally class assessment/examinations held biannually (37%) and quarterly (53%) in the private schools. Data shows that only very few student are reported to be dropped out annually. Ratio is less than 5% (or 1-5%). Out-migration is the core reason for drop outs as 53% of the respondents supported. Almost one fourth of the dropout is due to non-payment of tuition fees. In 38% of the private schools there is a single teacher for 30 students, and in two third of the (62%) schools ratio increases up to 50 students per teacher (i.e., 30 to 50:1). Data shows that 54% of the private schools have 5-8 teachers, in 43% schools there are 2-5 teachers, while in remaining 3% schools there are only 2 teachers. Like community schools, the majority (44%) of the teaching staff in private schools have Matriculation qualification level. However, additionally private schools have 33% of graduate teaching staff.

Chapter 6 contains data analysis on the survey conducted with teachers.

**Key Performance Indicators**

13. Chapter 3 explicitly states compliance against key performance indicators. Total enrollment validated is 2,285 with 1,291 boys and 994 girls in 44 community schools, an average of 52. The current schools being run through BESP are 188 and 226 for phases I and II which totals 414, using the average enrollment, the overall enrollment is validated as 21,528 against the PC-1 target of 19,500. Similarly for private schools, although the target of establishing 200 schools could not be attained, the total enrollment validated is 16,518 against PC-1 target of 15,000 for the two phases (for private schools). Overall the target for increase of enrollment set as 35,000; current enrollment as validated / calculated above is 38,046 (5,860 for the 73 surveyed community and private schools) which implies that the target has been met.

14. For community schools, the girls' enrollment has been validated as 43.5% whereas for private schools, the girls' enrollment is validated as 38%, against the target of 40%. Achievement against this KPI is validated

15. 81% of community schools have average student attendance of 70% or more. In fact in 31% of the schools, the average student attendance is more than 80% while in another 25% schools, the student attendance is more than 90%. In 25% of the schools, the student attendance is between 70 and 80. The students' attendance on average is better in case of private schools as compared to the community schools. As much as 94% of the surveyed private schools, the students' attendance is even more than 80%. Achievement against this KPI is validated

16. In 77% of community schools, the grade completion rate is 70% or more. In 73% of the private schools grade completion rate is in the range of 80% to 100%. In total of 86% schools, the grade completion rate is not less than 70%. This survey validates 82% of the schools having 90% and more teachers' attendance. The performance against this KPI is also better in case of private schools as compared to the community schools. Data shows that 93% of the private schools have teacher's attendance more than 90%. Achievement against this KPI is validated. Details are in chapter 6.

17. Validation has also been done for procedural compliance and for other criteria relating to the establishment of community and private schools, parents education committees. Procedural compliance / Adherence to procurement guidelines have also been supported with case studies in chapter 7. Chapter 8 is an overview of financial management of BEF/BESP. Chapter 9 is a series of consultations held with the community implementation partners whereas another chapter 10 deals with the private implementation partners. Chapter 11 is a survey with the target beneficiaries, i.e. the student. Chapter 12 is on conclusions and recommendations based on TPV's outcome; including program aspects such as BEF's role as an apex body, program design, implementation partners (Community implementation partners, private implementation partners and technical implementation partners), school performance, parents education committees, capacity building (component C), monitoring and community development.

# Chapter 1

## Introduction – TPV Background

Balochistan Education Foundation was established through ‘Balochistan Education Foundation Act 1994’ with the overall objective to ‘promote primary to secondary level education through public private partnership’, in Balochistan. The BEF since then has been run through a Board of Directors having representation of the Public as well as Private sector, the committees formed under the Board and by the MD and other officials. The Board’s composition has been undergoing changes to incorporate more private sector representatives and to restructure and strengthen service delivery, over the recent past.

2. The overall aims and functions of BEF as underlined its Act of 1994 are:
  - a) *assist the private sector to establish the educational institutes*
  - b) *give grants preferably to non-profit making private educational institutions for purchase of land, construction of building, purchase of furniture, equipment and educational materials including books, stationary and other such materials*
  - c) *give loans to the private sector institutions / organizations from the foundation’s fund or assist in getting loans from scheduled banks for the purpose mentioned in the act*
  - d) *sell or lease plots or assist the private sector in getting plots and land from Government, Development Authorities and housing agencies controlled by the Government for the establishment of educational institutions*
  - e) *perform such functions as:*
    - i. *preparing and submitting schemes to the Government for the development of educational programs including schemes for research and modernization of education*
    - ii. *giving effect to approved schemes mentioned in the above sub-clause*
    - iii. *improving teacher training and other institutions*
    - iv. *encouraging the formation of the voluntary associations in furtherance of the purpose of this act*
    - v. *Taking appropriate measures for integration and consolidation of privately managed instructions and projects, regulation of*

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*fees in the privately managed institutions particularly those receiving assistance from the Government.*

- vi. *Perform such other functions as may be assigned to it by the Government.*

3. In 2006, BEF / The Government of Balochistan launched 'BALOCHISTAN EDUCATION SUPPORT PROJECT' with the support and assistance of The World Bank for a period of 4.5 years, *FY 2006-07 to 2009-2010*'. The project was launched to further the objectives of BEF Act and to: *'promote public-private and community partnerships in order to improve access to quality education primary education, in particular for girls'*. The BESP was structured into 3 components:

***Component 1: Establishment of New Community Schools in rural areas***

***Component 2: Establishment of Private Schools***

***Component 3: Capacity Building***

- a) *Training and Skill Development*
  - i) *Quality Improvement*
  - ii) *Training of PECs, IPs and BEF staff*
- b) *Institutional Support to BEF*

4. Under the BESP, support was provided for non-public education sector. Under BESP, support and facilitation through selected NGOs as Implementation Partners was provided to the local communities to form Parent Education Committees and subsequently lead to establishment of community schools. The other component of BESP was designed to support existing private schools fulfilling eligibility criteria set forth by BEF for Private Implementing Partners; through essentially provision of subsidy on a sliding scale over the years of project performance. World Bank and Balochistan Education Foundation, worked together on the design of the program.

5. The program's first two phases were completed and community schools were established with the active involvement of the local community. Private schools were also provided support through subsidizing certain aspects of school performance.

6. The BESP spread across 4.5 years from July 2006 – 2011 January, has completed its half term. As a critical requirement, BEF initiated procurement process for engaging a third party (consultant) to undertake detailed review and assessment of the program and prepare a mid-term evaluation report identifying key achievements; bottlenecks in implementation; lessons learned; practices vs. procedures and guidelines; roles, responsibilities and performance of each of the key stakeholder in the process and provide a set of key recommendations for roadmap correction and subsequently to provide for improvement in the service delivery. Detailed terms of reference are attached at 'Annexure – A (Terms of Reference for TPV)'.

7. Following a public procurement process, in line with the World Bank Guidelines for selection of consultants, using CQS (consultants' qualification

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selection) method, in accordance with the regulations of the Government of Balochistan and with approval of the Board of Directors; the author of this report, M/s Sustainable Development Consultants (Pvt.) Limited were engaged to carry out a third party validation. The contract was signed on the 19<sup>th</sup> of February 2009 and accordingly, the team of TPV Consultants was mobilized on the 26<sup>th</sup> of February 2009.

8. General approach and methodology was shared with the Balochistan Education Foundation. Detailed design was prepared by the Consultants for carrying out the TPV involving identification of the target groups and tools to be used for data collection. A *liaison officer* was nominated by SDC from its project office in Quetta, to maintain interaction between BEF and SDC for collecting of documents, communication of correspondences and messages, work out logistics for consultants' mobilization and field activities on priority and other tasks to be assigned from time to time during the execution of this assignment. The liaison officer also coordinated logistics, team movement, coordination with BEF for site identification and for daily reporting to the SDC Head Officer and Task Leader TPV. The design tools were shared with the BEF on the 2<sup>nd</sup> of April 2009 in accordance with the contract agreement. Additionally, an inception report (though not a contractual obligation) was also prepared and shared on the 2<sup>nd</sup> of April 2009.

9. A first list, of requirements was drawn up right after contract signing. Subsequent requirements were also shared with the BEF management, on planning, execution / operational, M&E, procurement and FM aspects.

10. The provision of first set of documents and reports by BEF led to an immediate desk review by the team of consultants. The perusal of the documents led to the understanding of BEF and its mandate, legal and regulatory framework, the WB program, objectives and tangible / intangible targets, the program, its objectives and financial provisions.

11. Initial meetings with BEF were held to level off expectations and to provide for understanding of the program. During the course of the TPV, several consultative sessions were held with the BEF management along with sharing of documents and report by BEF with SDCP. Documents on legal and regulatory framework, on financial and procurement management, program operations, M&E, internal audit, sample procurements, external audit, board proceedings, and WB's reviews were obtained.

12. Various implementing arms and target beneficiary groups of the BEF service delivery mechanism were identified as follows:

- a) ***BEF BoD / Committees***
- b) ***BEF Management: Managing Director; Managers Operations, M&E, A&F, Procurement Officer and other secretariat and field staff of Balochistan Education Foundation***

- c) ***Implementation Partners: Community Implementing Partners (CIPs), Private Implementing Partners (PIPs), Technical Implementing Partners (TIPs)***
- d) ***Parents Education Committees (PECs)***
- e) ***Schools: Community and Private***
- f) ***Target Beneficiary Groups: Teachers, Students and Local Community.***

13. The TPV was structured into three phases:

### **1.1 THE PRELIMINARY / INCEPTION PHASE**

14. The first phase of TPV was the inception phase. Apart from initial meetings with the BEF management including the Managing Director, the Manager Operations, the Manager M&E, the Procurement Officer, initial set of data requirements were spelled out which led to substantial collection of existing reports. The other major activity of the inception phase was to design and develop tools for data gathering leading to preparation of evaluation report covering all the terms of reference. Accordingly, the implementing arms and target beneficiary groups of the BEF service delivery mechanism were identified (*Para 12*). Basic understanding of the BEF, its legal and regulatory framework, the procurement practices and the implementation mechanism for BEF / BEF service delivery, was reached in the first phase, i.e. The Inception and Planning Phase.

### **1.2 DESIGN TOOLS / TECHNIQUES**

15. The third party evaluation mainly depended upon data collection (both secondary and primary through field based survey). Following methods were used for data collection:

- a) ***In-Depth Interviews with key officials and other identified individuals***
- b) ***Group Discussions / Briefings***
- c) ***Collection of secondary data including legal / regulatory instruments, reports, documents and other secondary data from BEF and IPs***
- d) ***And collection of data through structured questionnaires designed***

16. Accordingly, the team of consultants designed and developed ***tools and techniques to best serve the purpose of this TPV***. Mix of the above was used for some of the target groups:

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<i>S. #</i>	<i>Implementing Arms / Target Beneficiary Groups</i>	<i>Tools</i>
1	<i>BEF BoD / Committees</i>	<i>Interviews were held individually with some of the BoD members</i>
2	<i>Managing Director; Managers of Operations, M&amp;E, A&amp;F, Procurement Officer and other secretariat and field staff of Balochistan Education Foundation</i>	<i>Detailed discussions were held by the team of consultants</i>
3	<i>Implementation Partners: Community Implementing Partners (CIPs)</i>	<i>Briefings, discussions were held, a dedicated <u>questionnaire</u> was designed</i>
4	<i>Implementation Partners: Private Implementing Partners (PIPs),</i>	<i>Briefings, discussions were held and a dedicated <u>questionnaire</u> was prepared</i>
5	<i>Implementation Partners: Technical Implementing Partners (TIPs)</i>	<i>Briefings, discussions and dedicated <u>questionnaire</u> was prepared, perusal of the collected documents complimented with group discussions</i>
6	<i>Implementation Partners: Parents Education Committees (PECs)</i>	<i>Data collection was undertaken based on questionnaires for community schools, group discussions by field managers and by the CD expert</i>
7	<i>Students</i>	<i>Dedicated <u>questionnaire</u> was designed for the purpose...</i>
8	<i>Teachers</i>	<i>A dedicated <u>questionnaire</u> was designed for the teachers.</i>
9	<i>Community Members</i>	<i>Data was collected as an observation report based on group discussion from the gathered members of the local community and discussions by the CD Expert of the team of consultants</i>
10	<i>Community Schools</i>	<i>Data collection was carried out through a specific <u>questionnaire</u> for community schools. The outcome was complimented by observations of the CD expert and field managers, for the purpose.</i>
11	<i>Private Schools</i>	<i>Data collection was carried out through a specific <u>questionnaire</u> for private schools.</i>

17. According to the above lists, seven different Questionnaires (placed at Annexure 'B' – Questionnaires for Community Schools, Private Schools, Teachers, Students, CIPs, PIPs, and student) were designed for Balochistan Education Foundation (BEF) by the team of consultants. The drafts were shared and reviewed by the experts of SDC, the backstopping technical team of SDC before being finalized for sharing with the Balochistan Education Foundation. Each questionnaire was designed after careful analysis /revision of documents viz. Project Appraisal document, PC-1, and other related documents received from BEF; at the inception stage.

18. Each questionnaire has been assigned a code to support data collation, entry and tabulation:

S.No.	Questionnaire	Code No.
01	Questionnaire for Community Schools	<b>SDC-CS-01</b>
02	Questionnaire for Private Schools	<b>SDC-PS-02</b>
03	Questionnaire for Community Implementing Partners (CIPs)	<b>SDC-CIP-03</b>
04	Questionnaire for Private Implementing Partner (PIP)	<b>SDC-PIP-04</b>
05	Questionnaire for Technical Implementing Partner (TIPs)	<b>SDC-TIP-05</b>
06	Questionnaire for Teachers	<b>SDC-T-06</b>
07	Questionnaire for Students	<b>SDC-ST-07</b>

### **1.3 SAMPLING AND THE FIELD OPERATION PHASE FOR PRIMARY DATA COLLECTION**

19. Discussions were held between the BEF and TPV teams on the draft tools, designed and shared by TPV Consultants. Accordingly BEF management approved the design tools with some changes, on the 17<sup>th</sup> of April 2009. Dr. Tariq Javed also participated in these discussions and a series of consultations held with some of the Community Implementation Partners (CIPs).

20. Need was felt to also provide the enumerators with an Urdu translated version of each of the questionnaire designed for field based survey; to avoid language barriers in collecting the data with precision and accuracy. This was done after the approval of the design tools and on the finalized set thereafter.

21. The sample was drawn on random basis, from the list of community and private schools provided by the BEF. While drawing the sample, following aspects served as guiding principles:

- *high and low enrollments,*
- *urban / peri urban / rural divide,*

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- *selecting at least one school from each of the accessible districts for broader / greater coverage of TPV*

22. According to the sample drawn from the total number of schools (provided by BEF at proposal stage) for the two phases, total numbers of school covered were 71. However 2 PIP schools were found closed during school survey.

Total Community Schools	430	Sample size 10%	=	43
Total Private Schools	140	Sample size 20%	=	28
<b>TOTAL SAMPLE SIZE</b>			=	<b>71</b>

*(note: the figure of 430 is reflected as 419 and that of 140 private schools has been reflected as 80 – phase I +51 – phase II=131 in the financial reports 2008-09)*

*(Note: TOTAL OF 74 schools were surveyed as two schools were closed)*

*(Some schools were closed by BEF between the contract signing and actual implementation due to poor performance)*

23. The field survey was re-planned to start in the third week of April 2009. However owing to the serious law and order situation that emerged after the unfortunate incident of killing of some prominent leaders; the field survey had to be postponed. There were widespread incidents of violence, protest, demonstrations, and strikes across the Province.

24. The planning for field activities resumed in the fourth week with TPV team drawing a detailed teaming plan, including mobilization and coverage of each team against each planned day of field operations. Total of 9 teams with one each, male and female were formed, totaling 18. These teams were supervised by three field managers and supervisors. Each team was formed keeping in view, the earlier geographical experience of each enumerator, tribal background and areas where each individual is considered to perform the best. 4 more teams (9 teams) were formed against the original design, to undertake and complete the survey in reduced time.

25. The selection of enumerators was a rigorous process, starting from identification of long list of qualified and experienced enumerators having exposure to various parts of the Province, and pertinent experience of conducting such surveys. The long list was drawn by the SDC office in Quetta, from various civil society organizations and from the experience of a similar assignment carried out in the recent past by SDC. Interviews were held to finalize the most suitable 18+3 individuals. All the selected enumerators were minimum graduates having experience of similar 3-5 surveys in Balochistan.

26. As requested by BEF, the teaming arrangements and list of schools selected were shared with the management, one week prior to the launch; for logistical arrangements. Vehicles for the 9 teams and 3 managers were provided by BEF.

27. On the 3<sup>rd</sup> and 4<sup>th</sup> of May 2009, comprehensive orientation was given by the Task Leader to the field managers and the enumerators. Sessions of 4-5 hours each day to elaborate upon each requirement and desired results, were held at Quetta office. Logistical arrangements, advances, movement plan, set of questionnaires both English and Urdu versions, a detailed validation check list, reporting, monitoring, instructions for precision and accuracy in results, contact details of CIPs, PIPs were

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provided as enumerators kit. The SDC and BEF staff maintained close liaison during the commencement of the field activities.

28. Accordingly, on the 5<sup>th</sup> of May 2009, all the teams were mobilized. The teaming plan, areas of coverage along with names of the enumerators and field managers are placed at Annexure 'D' – Detailed Teaming Plan.

29. The field activities were monitored on daily basis to ensure comprehensiveness, completeness in coverage. Troubleshooting and backstopping was provided by the Task Leader, other members of the TPV team, SDC offices and the field managers regularly.

30. The tiring efforts of the survey team and managers provided for completion of survey in a reduced timeframe of two weeks. The entire survey was completed before closing of schools for summer holidays (i.e. 20<sup>th</sup> of May 2009).

31. The collected primary data from the field was checked by the field managers for its completeness and passed on to the data entry team. All the survey teams also brought in an observation report, which basically provided information on various aspects relating to school performance and their other general observations relating to the surroundings of the schools and local communities.

32. The collected data was entered into SPSS (for community and private schools, teachers) and into MS Excel (for students, PIPs). The outcome of the statistical tables was used along with secondary data, for analysis and reporting writing.

33. Detailed discussions were held with all the CIP/TIPs available in Quetta during the TPV exercise. The Board Members were also consulted upon during visit of the TPV team. Field visits were also conducted by the Task Leader, the CD Expert and the Senior Data Analyst.

### **1.4 LIMITATIONS OF THIRD PARTY VALIDATION**

34. All out efforts were made to comprehensively cover the entire operations of BEF, in line with the objectives of the Third Party Validation. While terms of reference have been adequately covered, aspects related to the factors broadly but not specifically outlined in the ToRs have also been analyzed and commented upon. This report covers from legal and regulatory frameworks to procurement and financial management; role of organization along with its strengths and weaknesses and adequacy of its human resource to meet the program related expectations; evaluation of the overall design, implementation, monitoring and outcomes against the program objectives, targets / key performance indicators to overall education sector development through strengthening & empowerment of local communities; and from evaluating the roles of civil society and local communities as the real drivers of service delivery (NGOs as implementation partners and community being represented by Parent Education Committees (PEC)) and to that of the BEF as facilitating and monitoring arms of the program.

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35. This report takes the reader through the process of TPV to the consultations held at organizational level, with partners and stakeholders; the field activities resulting in collection of primary data including inputs of CD expert; desk review of collected primary and secondary data; analysis of the TPV experts; to the conclusions and recommendations while covering all the terms of reference and all major aspects of program service delivery.

36. However there were certain limitations effecting the results and outcome of this TPV; which needs to be kept in view by the target audience of this report. Some of these limitations have direct effect on the outcome of the field based exercise, outcome and overall analysis presented here. These are:

- a) The overall security situation in the country and more specifically to Balochistan has been volatile in the recent past, affecting the normal livelihoods of the local community.
- b) There is an overall slowdown of economy which has a direct impact. Every passing day has become trying for the common man who already faces multiple challenges in the form of low availability of education, health, clean drinking water; deterioration in policing and justice system; lack of adequate small and large infrastructures; depleting employment opportunities and what not.
- c) Just before the commencement of the field activity, three senior leaders of the Baloch community became victim of local terrorism, resulting in massive eruption of violence across the Province and general disruption at various basic service delivery units such as schools, dispensaries etc,...
- d) The survey ended just before closure of the schools for summer holidays.
- e) Since there were almost 3 weeks in between the closing of schools for summer holidays and strikes being observed across the Province following the assassination of the leaders, the momentum of the school education lost could not be regained in this short duration. This would have direct negative impact on the presence of children and teachers in the school.
- f) The recent mushroom growth of National Education Foundation's schools being established without any mandatory criteria in the same vicinity of BEF schools creating temporary movement of some of the students.

37. This report is a direct contribution of the TPV team of experts including Mohammad Tariq Janjua, Muhammad Zeeshan Tariq, Dr. Tariq Javed and Dr. Manzoor Ahmed Awan. The field managers namely, Jaffer Khan, Sardar M. Kasi, Arbab Nadeem and the 9 teams which worked under their supervision, contributed extensively by ensuring complete survey coverage in a timely manner. The efforts of

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the backstopping staff including Shahid Azeem, M. Asad Khan, Saeed Ahmed, Sajid Ahmed throughout the TPV exercise from planning to completion, is note worthy.

38. We would like to thank in particular, the Managing Director BEF and the Manager Operations BEF; both of them supported the TPV by providing the much required information and other inputs over the entire course of TPV. The Manager (M&E), the Manager (F&A) also provided their inputs to the TPV team. The Procurement Officer very responsibly organized the logistics for the survey other than participating in related discussions.

## Chapter 2

# Balochistan Education Foundation – Organization Structure

### 2.1 BEF's LEGAL AND REGULATORY FRAMEWORK

39. **The BEF Act 1994** provided for establishment of Balochistan Education Foundation, the objectives have already been underlined in the opening Chapter. This law was enacted by the Provincial Legislature after promulgation of BEF Ordinance 1994. Sub sections (I), (II) and (III) of section 4 of the BEF Act 1994, provides for overall management of the Foundation through a Board of Directors under the Government whose policies shall be the Governing principles for operations and practices of the BEF. Initially, 16 members Board was prescribed by the Law (section 5), with each member's tenure being three years. According to sub-section 3 of section 7, *'the Managing Director shall be the Chief Executive of the Foundation, he shall have to serve as member of the Board also, and shall exercise effective control over and make all decisions necessary for the smooth functioning of the day to day affairs of the Foundation, under the general supervision of the Board'*. This has been further elaborated in sub section 5 of section 7 which permits the MD to:

- a) *Exercise administrative control over the officers, officials of the Foundation*
- b) *Exercise, in respect of the Foundation such other management, administrative and financial powers as deemed appropriate by the Foundation;*
- c) *Submit the annual budget proposals of the Foundation to the Board;*
- d) *Maintain the accounts of the Foundation;*
- e) *Prepare the annual report of the Foundation for the Board, and the Government;*
- f) *Exercise such powers as the Board delegates to him; and Act on behalf of the Foundation, in an emergency, subject to the obligation to report such action to the Board at its next meeting and to seek the Board's ratification of any action so taken.*

40. Chapter V of the 1994 BEF Act provides for financial management of the foundation through creation and management of BEF fund. All eligible expenditures are to be charged to the BEF fund.

41. Section 23 of the BEF Act 1994, provides for making rules and regulations for management and operation to be carried out by Balochistan Education Foundation. However perusal of the record, documents and subsequent discussion with the BEF management, highlights an operational manual prepared in accordance with the provisions of the Act and requirements shared and agreed between the Government of

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Balochistan / BEF and The World Bank (funding agency of Balochistan Education Sector Program). *However, no rules or regulations have been framed under the Law.*

42. In 2004, certain amendments were made through ‘The Balochistan Education Foundation (Amendment) Act 2004 – Balochistan Act No. V of 2004’, significant amendments were:

<b>Through 2004 Amendment of section 2 of Act VII of 1994,</b>	Definition of “Governor Balochistan” was added
<b>Through 2004 Amendment of sections 4, 7, 8, 24 &amp; 26 of Act VII of 1994,</b>	The word “Government” the word “Governor” was substituted
<b>Through 2004 Amendment of section 5 of Act VII of 1994</b>	It was specified that not more than four (4) out of sixteen (16) officials members, to be appointed by the Government
<b>Though Amendment of section 6 of Act VII of 1994</b>	The word “Chairman” was substituted by “Managing Director”.

43. Another re-visit to the amended BEF Act was undertaken after consultation and agreement with The World Bank in 2006. The salient features of the amendment 2006 are as follows. However, this amendment (The Balochistan Education Foundation (Amendment) Ordinance (V of 2006) has not been enacted so far to ensure legal requirements. However the BEF has sent the request for enactment to the concerned department.

<b>Through 2006 Amendment of section 2 of Act VII of 1994,</b>	Private Sector Members were defined as well reputed individual representing civil society members from NGOs/CBOs, academia, private sector educationalists professionals like lawyers, engineers accountants, doctors;
<b>Through 2006 Amendment of section 5 of Act VII of 1994</b>	Reduced the private sector Board Members from sixteen to eleven including Chairman (Governor replaced Chief Minister as Chairman); the Managing Director; and the four Government Members, namely, the Chief Secretary, Additional Chief Secretary Planning and Development, and the Secretary Education and the Secretary Finance.
<b>Through 2006 Substitution of Section 6 of Act VII of 1994,</b>	Allowing the Board to constitute any financial, technical and advisory committees as it may deem appropriate for carrying out the objectives of the Foundation.

44. Subsequently, and as latest as 2008, another amendment was made through an ordinance which was similar to 2006, not enacted. However the BEF has sent the request for enactment to the concerned department.

## 2.2 THE BoD AND THE COMMITTEES

45. The Board of Directors of BEF was restructured as part of the reforms agreed with The World Bank by the Government of Balochistan at the time of launch of BESP. The BoD has total of 17 members out of which 4 members are from the Government of Balochistan, by designation. Governor Balochistan is the Chairman Board of Directors. The Government is represented by the following officials:

- a) *The Chief Secretary*
- b) *The Additional Chief Secretary (Development)*
- c) *The Education Secretary*
- d) *The Secretary Finance*

46. Total of 4 committees were formed under the BoD; to oversee implementation of the directions and policy prescribed by the Board of Directors by ensuring effective and efficient service delivery. These are:

### ***Planning and Program Committee***

47. The committee was formed to provide oversight to the operations carried out by BEF. This includes project management of BESP, procurement of services of implementation partners, performance of implementation through perusal of various M&E and other reports. Government is represented on the committee through Secretary Education, Government of Balochistan. Other members of the committee are private members who are in majority.

### ***Admin and Finance Committee***

48. The committee is responsible for providing oversight to the administrative and financial affairs of the BEF and BESP. The committee is also dominated by the private sector members. Finance Secretary of Government of Balochistan represents the Provincial Government. The committee receives the feedback from BEF's admin and finance section. The internal audit reports are also supposed to be perused by this committee.

### ***Investment and Endowment Committee***

49. The committee is responsible for providing oversight and overall guidance for investments and endowments of BEF. The Government of Balochistan is represented by the Finance Secretary.

### ***Grant-In-Aid Committee***

50. The Grant-In-Aid Committee has all private members and provides oversight on matters relating to grant-in-aid component. Grant-In-Aid component is a major component. BEF has provided grants of Rs. 120 million + to 891 private schools from 1995-2007.

## 2.3 THE BEF STRUCTURE

51. BEF has a lean structure with the Managing Director performing his duties as Chief Executive Officer. Procurement and Internal Audit functions report directly to the MD. The sanctioned strength of BEF as provided in the PC-1 is as follows:

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<b>DESIGNATION</b>	<b>#</b>
Managing Director	<b>1</b>
Procurement Officer	<b>1</b>
Internal Auditor	<b>1</b>
<b>Monitoring &amp; Evaluation ( M &amp; E )</b>	
Manager	<b>1</b>
Program Officer – M&E	<b>1</b>
Research & Evaluation Officer	<b>1</b>
Management Information Systems Officer	<b>1</b>
MIS Assistant	<b>2</b>
<b>Operations</b>	
Manager	<b>1</b>
Program Officer – Community Development	<b>1</b>
Program Officer – Design & Appraisal	<b>1</b>
Program Officers – Capacity Building	<b>2</b>
Field Supervisors	<b>4</b>
<b>Construction</b>	
Manager	<b>1</b>
Sub Engineer	<b>2</b>
<b>Administration &amp; Finance ( A &amp; F )</b>	
Manager	<b>1</b>
Program Officer – Administration	<b>1</b>
Program Officer – Account	<b>2</b>
Administrative Officer	<b>1</b>
Accounts Officer	<b>2</b>
<b>Support Staff</b>	
Secretaries/Computer Operators	<b>5</b>
Messengers/Peons	<b>4</b>
Drivers	<b>7</b>
Watchmen	<b>3</b>
<b>TOTAL</b>	<b>47</b>

52. BEF has been structured into four sections;

- a. *Operations section*
- b. *Monitoring & Evaluation section*
- c. *Administration and Finance section*
- d. *Construction section*

***Operations Section:***

53. The Operation Section is responsible for program planning and implementation. The section is headed by Manager Operations, who is supported by a

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team of two program officers (CD) one program officer (CB), one program officer (D&A) and two field supervisors. Currently operations section is implementing two programs, 1) *Balochistan Education Support project (2005-2009)*; 2) *Fellowship School program (2006-2011)*. The section is headed by a pro-active, hardworking Manager. Though he does not have prior experience of development sector in particular to working with civil society, local communities and education development; the section has overall performed well in relation to what was expected generally and specifically through BEF. The operations are now well structured and the initial teething problems are over. The section provides proper oversight through active coordination with the implementation partners. It is encouraging to note that the experiences of operations sections have been actually learned and utilized for corrective measures through the successive phases of program implementation. During the process, implicitly the capacity of operations section as well as those of implementation partners has been built.

54. There seems to be some overlap of monitoring of implementation activities. While it is the mandatory function of the dedicated M&E section, operations section also monitors the performance of the IPs through contract administration.

55. There is no management tier in BEF between the top level which is the Managing Director and the Managers. The qualifications and experience of a manager relates to mid level, however, such broad based and multi faceted operations across the Province with strong challenges and risks associated; a senior management level is badly missing. This becomes an inherent disadvantage to the overall satisfactory performance of the section. With large number of contracts with IPs and eight regions to manage, the time required for contract management at the head office swells up, reducing time space for field visits. The policy dialogue and deliberations with the senior government officials also requires presence of a senior tier other than the MD.

56. Capacity Building of the officials of BEF requires re-visit where focused short and medium term courses for sustainable development of the organization; are required to be built in with enhanced allocations.

### ***Monitoring and Evaluation Section:***

57. The M&E section is headed by a Manager who is supported by a Program Officer M&E, Research Officer and an MIS Officer. The M&E section is required to regularly monitor at least 20% of the schools and report quarterly to the BEF management and the World Bank. The section is required to provide qualitative and quantitative analysis on the various aspects of program delivery and recommend timely corrective actions to the management.

### **58. Roles & Responsibilities of M&E Section (as provided by BEF):**

- Situation analysis of economic, social, & political changes in the province, in particular to their effect on education, and keep record of social development, particularly education sector.
- Identification, creation & maintaining links with major financial, development, planning & research institutions in the area of education.

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- Conducting researches, studies & documenting it with the purpose of using findings/conclusions for mid-course correction & future planning.
- Design database of private sector educational institutes throughout the province.
- Designing the reporting formats, Data collection formats, monitoring & supervisory checklists at all levels; i.e.
  - i. BEF
  - ii. Implementing Partners
  - iii. Parents Education Committees
  - iv. Schools
- Production of monitoring reports at regular intervals, for further sharing with BEF management, BoDs, Donors & other stakeholders.
- In collaboration with Provincial Educational Assessment Center, (PEACE) students learning achievements in Urdu & Math 3% & 5% respectively would be assessed annually.

59. MIS has been established to some extent. However the application being run and the forms using in the application at the MIS section and the forms used in the field by the M&E staff are different. Therefore, there is no value-addition of the application for monitoring. Other modules such as pay module are being developed. *This TPV notes with concern that there is absence of completely developed and integrated value-addition-MIS at BEF.*

60. The M&E section mobilizes its field supervisors whose turnover is stated to be more than usual. Heavy work load, vast coverage for each of the supervisor is considered to be the reason for the high turnover. The data collected is utilized by the M&E staff to prepare calculations for finance section for onward releases and disbursements. However it is our considered opinion that all such calculations should be done by the finance section instead of M&E section as they have the mandate for all financial calculations and the M&E staff may not have the requisite capacity to precisely deliver on this particular aspect. During discussions the staff shared the number of observations raised by the finance section on their submissions and that a lot of time is consumed in this regard.

### ***Finance & Administration Section***

61. The section is headed by a manager and supported by program officers and accountants. The Finance section uses a double entry accounting system in accordance with the financial manual developed by BEF. The section is also responsible to monitor adherence to the financial and accounting procedures set out, to provide advice and support to the MD and the BOD on financial management issues, to liaise with the internal and the external auditors and to present audited annual accounts to the BOD, institutionalize adequate accounting system and financial controls mechanism and maintain administrative support and services to facilitate the MD for optimum utilization of resources and efficient performance of functions of the BEF.

62. The finance section is also responsible for financial planning for seeking funds from the IDA account. This is a critical element as any delay in timely payments to the schools through PEC, can cause a setback to the program objectives and may

prove to be counterproductive for the empowerment efforts already put in for community development. The findings of the survey presented in subsequent chapters of this report depict the fact that timeliness in disbursement has certain gaps.

63. It is also important to check and reconcile payments with the intended recipient. This tracking will help in following up the transactional channel through the post office and bank to the account of the PEC and withdrawals thereafter. Any discrepancy can be assessed and corrective measures can be taken in time. More so it will also help track the impediments causing delays, if any. Disbursement is a key issue but it is equally important to track if the allocated resource, in the stipulated time has reached the intended user or not?

64. There is almost a complete reliance on WB credit, at the moment. There should be concentrated efforts of the finance section to identify other possible sources of funding without disturbing any international commitment in this regard and also by investing funds in line with the Government / BoD guidelines.

## **2.4 CONCLUSIONS / RECOMMENDATIONS – BEF STRUCTURES**

### **65. Legal and Regulatory**

- *Though the original BEF Act 1994 was comprehensive, need was felt to replace Chief Minister with Governor, as Chairman of the Board of Directors.*
- *To increase the representation of non-Government members on the Board, amendments were made to bring in a majority private sector board members against four Government members; amendments were made*
- *Broad based representation was ensured through prescribing various private sector interest groups as civil society members (NGOs/CBOs), from academia, professionals etc,.*
- *Committees for ensuring greater oversight were provided for in the amended versions of the law.*
- *Rules and Regulations which are critical ingredients of a legal and regulatory framework, have not been framed which must be done on priority basis.*
- *The latest two ordinances (2006) and (2008) need to be enacted to complete the process of law. BEF informs that the needful has been done at their end and the matter is with law department.*

### **66. Human Resources – BEF's structure**

- *To improve service delivery, a structure commensurate with the requirements and ambitions of the program, there is a requirement to rationalize the structure. Therefore there is a need to add a senior tier of management perhaps with the induction of DMD/GM/Director Planning, Coordination and Procurement and another Director of Finance, Administration and Monitoring with the following distribution of work:*

**a) Director / DMD / GM (Planning, Coordination & Procurement):**

- i. *Responsible for overall work planning on annual basis*
- ii. *Approval of annual work plan from the BoD*
- iii. *Responsible for annual procurement planning and presenting it to the relevant BoD committee*
- iv. *Review along with relevant officials, the procurement to be carried out by the PEC and provide mandated oversight of BEF to the supervision and facilitation consultants*
- v. *Coordinate with the Government counterparts on behalf of the organization and donors.*
- vi. *Monitor performance of the CIPs and TIPs.*
- vii. *Organize and plan capacity building program*
- viii. *Coordinate with the Government in particular for provision of textbooks to the school children*
- ix. *This position may be supported by a manager planning (program officer design / planning, program officer CIP coordination / monitoring and program officer trainings / CB & quality assurance) and manager procurement / procurement officer (program secretary)*

**b) Director DMD / GM (Finance, Administration and Monitoring):**

- i. *Responsible for annual financial planning and to seek its approval from the relevant forum*
- ii. *Monitor performance of the finance officers/Accountants*
- iii. *Ensure functioning of an integrated Management Information System and also technology up gradation.*

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- iv. *Overall responsible for general & personnel administration (human resource management, logistics, general administration, maintenance of assets)*
  - v. *Responsible for presenting annual accounts*
  - vi. *Provide support and facilitation to the internal and external auditing (by privately engaged chartered accountants as well as auditor general since government counterpart funding will form part of the implementation from this year onwards)*
  - vii. *Along with the other team members of BEF management, prepare monitoring indicators ensuring objectivity of the program and design a monthly and quarterly field plans for monitoring. Every school should be covered during each quarter at least once since our survey report highlights the fact that objective monitoring needs to be revisited.*
  - viii. *Monitor the monitoring activities of the wing.*
  - ix. *Responsible for coordination, monitoring and financial management of the private school and grant-in-aid components*
  - x. *Suggest and present investment proposals to the relevant committee / BoD, keeping in view the returns, the risks, how they can be hedged, relevant policies in this regard*
  - xi. *Ensure proper investments and their regular reporting to the board as per direction / decision of the BoD*
  - xii. *The team to support the director may include Manager Monitoring & Evaluation (Program Officer Field monitoring & Program Officer Research, MIS / Evaluation), Manager Financial Management & Administration (Program Officers – FM 1&2 & Program Officer HRM/GA)*
- ***The turnover at BEF's monitoring section specifically of the field supervisors is high. Perhaps there is a need to quantify work and accordingly rationalize allocations to each of the field supervisor.***

### 67. Operations

- ***The operations section may be restructured as planning section to be responsible for annual work planning for program implementation, contract management and coordination with the donors and government counterparts along with capacity building function and quality assurance through introduction of a quality test check of trainers before they are allowed to conduct training (and after selection of the TIP). QA processes may be introduced for other aspects of the program, as and when required.***

- *Some of the field monitoring is also done by the operation section which should be essentially done by the M&E section.*
- *The outcome of the M&E does not provide the inputs required to the operations section for timely corrective measures.*
- *Too much focus and energies of the operations section is devoted to the contract management of CIPs and TIPs.*
- *Operations section like the other sections has graduated over the past two years + learning from the experiences.*

68. **Financial Management**

- *Financial Management should be ensured end-to-end, i.e. from disbursements to receipts at PEC level. The receipt end reconciliation should also start along with expenditure tracking in order to facilitate an audit trail in case conducted.*
- *There is a need to benchmark the capacity of the officials of financial management. Keeping in view the various functions and outputs that are expected from the section including the ones recommended here for overall improvement of the financial management; the officials may be trained for expenditure tracking, internal controls, financial monitoring and even financial management performance assessment. Various PFM related tools can be used for the purpose.*
- *All the calculations that are being done by the field supervisors should be done by the finance section as this is considered an additional task.*

69. **Monitoring & Evaluation**

- *Detailed monitoring indicators explicitly and implicitly relating to the key performance indicators; the objectives, targets and outcomes of the program, should be developed.*
- *The monitoring of 20% sample (present mandate) is done each quarter. However, some of the monitoring reports (e.g. 2007) did not cover all the aspects for monitoring and reporting. Accordingly, if possible the sample size may be increased to 25% along with ensuring reporting on all aspects of service delivery. Quarterly field plan should be prepared in advance according to the timelines for outputs and inputs for prompting payments to CIPs / PECs... Field supervisors should be allocated rationalized work load. Compensation should be adequately made in order to avoid high turnovers of the field supervisors.*
- *The management information system, without any further delay should be purposefully developed to compliment the field monitoring and to provide*

*useful inputs for analysis and for enabling the management to take corrective measures.*

- *All the staff of M&E needs to be trained for professional monitoring and evaluation including monitoring techniques and tools*

## Chapter 3

### Key Performance Indicators

191. The Project Document sets forth certain key performance targets with a focus to achieve the overall objectives of Balochistan Education Sector Program. These include increase in enrollment, annual school attendance of students and teachers, grade completion rates and increase in learning achievement. Based on the primary data collected and analyzed in the preceding chapters on community and private schools; paragraphs below deals with achievements as calculated and validated based on the primary data collected in relation to the key performance indicators of the program.

#### **6.1 KPI - TOTAL ENROLLMENT OF STUDENTS (Target: enrollment increased by 35,000)**

192. There is some difference in the enrollments reported to BEF by the partners and the actual enrollments at the school as validated by this survey. However the difference is not wide as is evident from the table below.

**Community Schools – Table E/C-1**

Current enrollment

S#	Name of School	Girls	Boys	Total
1.	Killi Sher Ali	18	14	32
2.	Killi Abdul Salam			76
3.	Regai Abdul Hameed	8	23	31
4.	Hafiz Mateullah Abad	33	88	121
5.	Killi Musa Khail	21	26	47
6.	Vision Community School	12	12	24
7.	Killi Zam Shadzai	8	14	22
8.	Killi Luk Jonthal	4	16	20
9.	Zahar Chatki	9	14	23
10.	Killi Soorgill	27	18	45
11.	Killi M. Azion Siachang			33
12.	Killi Rai Burma	31	21	52
13.	Killi M Usman	15	14	19
14.	Mir Asad ullah Blidi	43	89	132
15.	Goth Muhammad Umar Magi	18	47	65
16.	Knwar Abad Loralai	54	48	102
17.	Ameer Ali Bazar	51	44	95
18.	Killi Muhammad Hassani	22	35	57
19.	Killi Abdul Rahman	18	12	30
20.	Arif Abad	56	56	112
21.	Zeeq Dost Muhammad	37	37	74

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22.	Ghulam Jan Kakar	62	60	122
23.	Killi Said Abad	24	14	38
24.	Daak Bazar	19	33	52
25.	Killi Cher Masaizai	47	54	101
26.	Killi Zulfiqar	-	36	36
27.	Killi Khushrod	13	27	40
28.	Sray Toy	31	42	73
29.	Spin Tangi	15	12	27
30.	Shorai Ornach	52	32	84
31.	Killi Spadar	21	92	113
32.	Killi Khushrod	42	26	68
33.	Killi Lakhlishah	14	14	28
34.	Killi Haji Abdul Aziz	15	15	30
35.	Goth Khudai Peprani	14	12	26
36.	Goth Mathani Gongga	30	37	67
37.	Murad Wah	13	19	32
38.	Babar Dodoi	6	12	18
39.	Mehila Singa Kalat	34	55	89
40.	Mehboob Abad Ch-9	13	29	42
41.	Lehri Abad	35	28	63
42.	Murad Wah	-	-	-
43.	Killi Thal Hulmark	9	14	23
	<b>Total</b>	<b>994</b>	<b>1,291</b>	<b>2,285</b>

**Private Schools – Table E/P-1**

Current enrollment

S#	Name of School	Girls	Boys	Total
1.	Model Public School Girls	50	66	116
2.	New Al- Hadeed Community Public school	59	90	149
3.	Iqra Public School killi Bangulzai	90	76	160
4.	Moon Light Girls Public School	283	-	283
5.	Rehman Baba Public School	32	48	80
6.	Roshni Public School	44	80	124
7.	Model Girls School	45	105	150
8.	Al Raza Public Boys/Girls School	47	87	134
9.	Kiran Public School	19	94	113
10.	The Hira Science School			70
11.	Chiltan Public School	28	90	118
12.	Universal Grammar School Kalat	39	82	121
13.	Al-Hamd Islamic			65
14.	Azat Foundation Public School	49	76	125
15.	Maradian Academy	28	48	76
16.	Horizon Public School Gawadar	65	65	130
17.	Ghous Ul Azam Public School	18	117	135
18.	Eagle Welfare Public School	40	200	240
19.	Al-Yusuf Educational Foundation	40	140	180
20.	Dar-ul-Ilm Public school	19	96	115
21.	Moiz Model Public School	100	62	162

### Third Party Validation of Balochistan Education Support Program

22.	Iqra Public Private School	90	79	169
23.	Itehad English Medium Public Model School	37	72	109
24.	Ulus Knowledge Academy Grammar school Khajjak	22	53	75
25.	Bright Future Grammar School	24	96	120
26.	Islamia Public School DM Jamali	4	14	18
27.	Bright Future Public School	68	68	136
28.	New sir Syed public school near Afghan Hotel Killa Saifullah	26	205	231
	<b>Total</b>	<b>1,366</b>	<b>2,209</b>	<b>3,575</b>

#### **Community Schools**

193. Total enrollment as has been verified by the school survey was 2,285 with 1,291 boys and 994 girls in 44 community schools as provided in the table E/C-1 above. Taking an average from these numbers, enrollment per school comes out to be 52.

194. The current schools being run through BEBP are 188 and 226 for Phases I and II which totals 414 (as per BEF statement). Extrapolating the average worked out for children per school, the overall enrollment is calculated / validated as **21,528** for all community schools (phases I and II) against the PC-1 target of **19,500** for the two phases spread across three years (2006-07, 2007-08 and 2008-09). **Therefore the target of enrollment for community schools is validated to have been achieved.**

#### **Private Schools**

195. The enrollment in 29 selected private schools was assessed as 3,575 with 2,209 boys and 1,366 girls that come to an average of 123 students per school. As per BEF statement, total of 81 schools for phase I and 53 for phase II (total 134) were established and are still operational. Accordingly, taking the average number of student per school as basis, the total enrollment is assessed / validated (extrapolated based on the survey results) as **16,518** against PC-1 target of **15,000** for the two phases (for private schools). Therefore the KPI for enrollment has been achieved for private school enrollment and collectively with community schools, the overall enrollment.

196. **Overall the target for increase of enrollment set as 35,000; current enrollment as validated / calculated above is 38,046 (5,860 for the 73 surveyed community and private schools) which implies that the target has been met.**

## **6.2 KPI – INCREASE IN ENROLLMENT WITH AT LEAST 40% GIRLS**

197. The KPI was to have a share of 40% of girls in the increase in enrollment.

#### **Community Schools**

198. For community schools, the girls enrollment has been validated as 994 out of a total of 2,285 which is **43.5%** ( $994/2285*100$ ) and more than the target of **40%**. Extrapolating this percentage of 43.5%, the share of girls in the overall current enrollment of 21,528 is **9,364 (43.5% of 21,528)**. Therefore the KPI of girls being 40% of the increased enrollment is validated to have been met.

**Private Schools**

199. For private schools, the girls enrollment has been validated as 1,366 girls out of the total enrollment of 3,575 which is **38%**, a little lower than **40%**. Extrapolating the survey outcome, the girls’ enrollment is calculated as 6,276 out of the total 16,518.

200. Overall the total girls’ enrollment is **2,360** in both the community and private schools, out of a total enrollment of **5,860** of community and private schools surveyed which is **40.3%**.

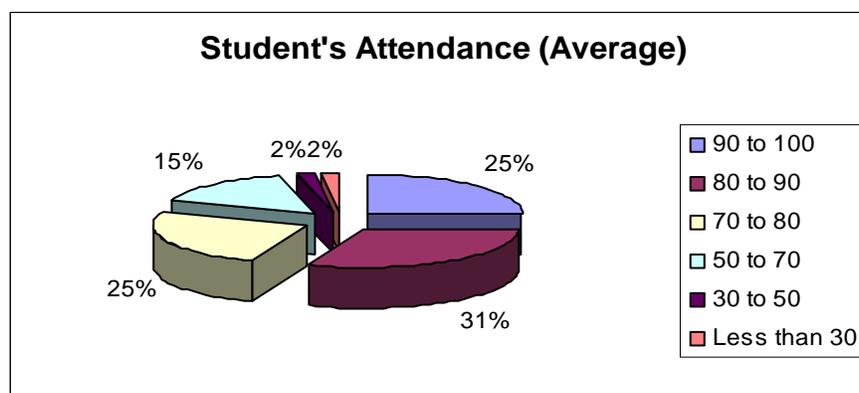
**6.3 KPI – AVERAGE ANNUAL STUDENT ATTENDANCE**

**(Target: average attendance not less than 70%);**

**Community Schools**

201. Table and graph below show that **81% schools** have attendance averaging between **70 to 100 percent** highlighted in three categories (90-100, 80-90 and 70-80). In remaining 19% schools, students’ attendance is below 70%. However, based on the surveyed data, since most of the schools have students’ attendance of 70% issues of law and order and socio-economic conditions limit the attendance of students at schools.

COMMUNITY SCHOOLS	RESPONSES	%AGE	
<b>Student Attendance (Average)</b>	90 to 100	13	25%
	80 to 90	16	31%
	70 to 80	13	25%
	50 to 70	8	15%
	LESS THAN 50	1	4%

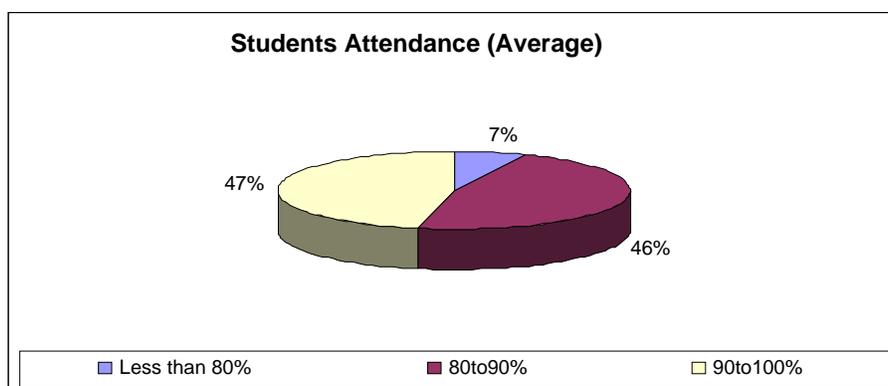


202. From the perusal of the table above, it is further evident that in 31% of the schools, the average student attendance is more than 80% while in another 25% schools the student attendance is more than 90%. In 25% of the schools, the student attendance is between 70 and 80. Therefore the related KPI of having annual student attendance of 70% is validated as being met for community schools. In 4% of the schools, the average attendance is less than 50.

**Private Schools**

203. The students’ attendance on average is better in case of private schools as compared to the community schools. As much as 94% of the surveyed private schools, the students’ attendance is even more than 80%. In only 6% the schools, students’ attendance is less than 80%. Therefore the KPI target for student attendance being more than 70% is also validated for private schools as being achieved (table and graph below)

PRIVATE SCHOOLS		RESPONSES	%AGE
Student Attendance (Average)	90 to 100%	14	47%
	80 to 90%	14	46%
	Less than 80%	2	6%

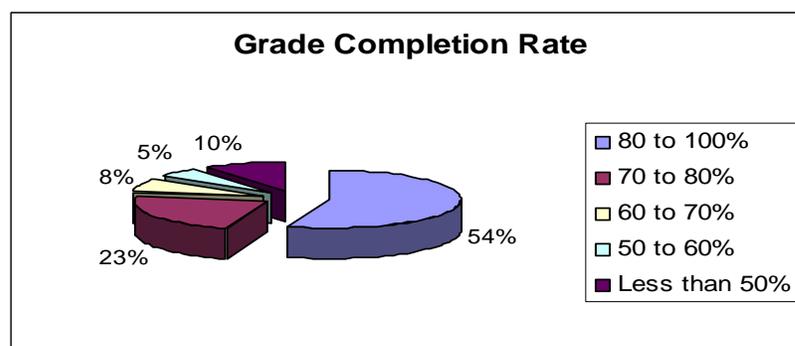


**6.4 KPI – AVERAGE GRADE COMPLETION RATE**

**(Target: average completion rate not less than 70%);**

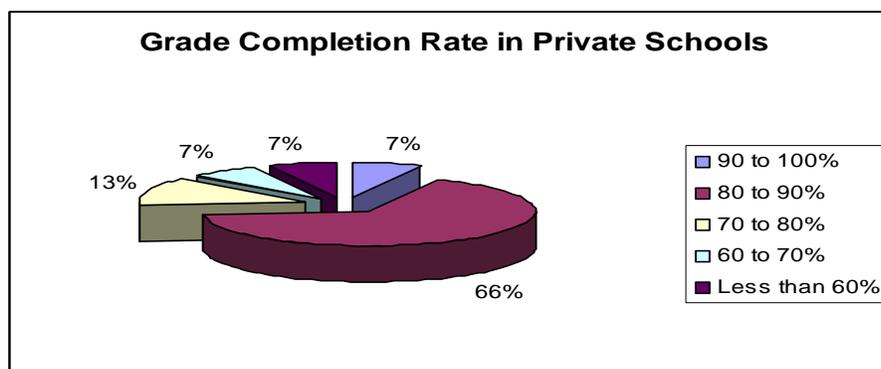
04. Table: 11 and pie Chart: 15 show that in 54% of the community schools grade completion rate is in the range of 80% to 100%. While in other 23% of the community schools grade completion rate is 70 to 80%. This comes to a **77% of school having 70% or more grade completion report against a target of all schools having 70% grade completion rate. Another 8% are on the margin (rate between 60-70%). Therefore we validate that the relevant KPI has been broadly met.** BEF and its partners need to work on the remaining schools (15%) which are not performing very well in this regard. These include the 5% which has a grade completion rate between 50-60% and another 10% which has even lower than 50% of grade completion rate. Also an effort is required to help and support another 8% schools to cross over the margin and comply with the key performance indicator of schools having a 70% minimum grade completion rate.

Grade Completion Rate (Community Schools)	80 to 100%	22	54%
	70 to 80%	9	23%
	60 to 70%	3	8%
	50 to 60%	2	5%
	Less than 50%	4	10%



205. Table: 31 and pie Chart: 44 show that in 73% of the private schools grade completion rate is in the range of 80% to 100%. While in other 13% of the private schools grade completion rate is 70 to 80%. In total of 86% schools, the grade completion rate is not less than 70% whereas in 14% schools, the grade completion rate is less than 70%. **Therefore the KPI target for grade completion rate is validated to have been substantially met.**

PRIVATE SCHOOLS		RESPONSES	%AGE
Grade Completion Rate	90 to 100%	2	7%
	80 to 90%	20	66%
	70 to 80%	4	13%
	60 to 70%	2	7%
	Less than 60%	2	7%



## 6.5 KPI – AVERAGE ANNUAL TEACHER ATTENDANCE

(Target: average annual teacher attendance not less than 90%)

### Community Schools

206. Table below show that 96% of the community schools have teachers' attendance of more than 80% which shows a better opportunity for the students to pursue educational activities in the community schools. However, as per KPI of BESP, the target for teachers' attendance was set at 90%. **This survey validates 82% of the schools having 90%** and more teachers' attendance with another 14% being on the margins of KPI (80-90%) whereas, in 4% schools, the attendance of teachers was found to be below 80%. Therefore this TPV validate related KPI being achieved.

**Community Schools**

<b>Teacher's Attendance (Average)</b>		<b>Percentage</b>
90 to 100	36	82%
80 to 90	6	14%
Less than 80	2	4%

207. The performance against this KPI is also better in case of private schools as compared to the community schools. **Table below shows that 93% of the private schools have teacher's attendance more than 90%**, while remaining 7% teachers have attendance more than 80%. This also validates achievement against the KPI target of all teachers having 90% or more attendance, for private schools.

**Private Schools**

<b>Teacher's Attendance (Average)</b>		<b>Percentage</b>
90 to 100	28	93
80 to 90	2	7
Less than 80	0	0

## Chapter 4

### Community Schools

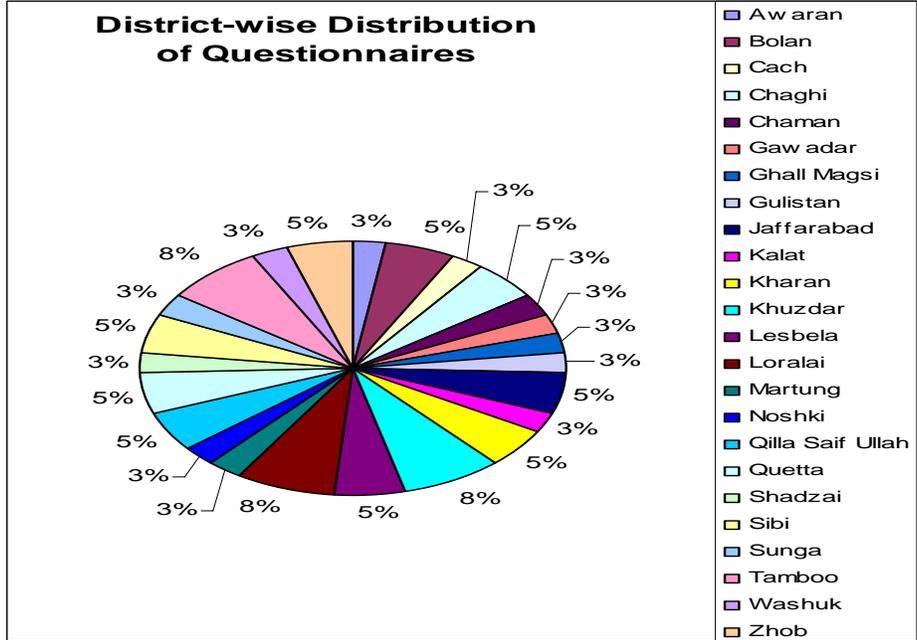
70. Establishment of community schools is the first component of BESP. Schools have been established across Balochistan with the active support of the local community and BEF's implementation partners; following the criteria for school establishment (no girls school in the radius of 2 kms. and at least 20 students can be enrolled by the community) as assessed through field based data collection on structured questionnaires. The validation done was complimented by the findings of the consultant for community development. The details on non-existence of schools within 2 kms radius and of schools maintaining an enrollment of 20 or more students are presented in this chapter.

71. To ensure adequate coverage, an effort was made to reach out to almost all the districts which were accessible in terms of law and order situation. Accordingly sample was drawn. The share of each district surveyed ranges between 3-8%. The following table shows the percentage share of each of the district against the total number of community schools surveyed.

**TABLE: 1**

DISTRICT	SAMPLES		DISTRICT	SAMPLES	
Awaran	1	3%	Killa Abdullah	2	5%
Bolan	2	5%	Lesbela	2	5%
Chaghi	2	5%	Loralai	3	8%
Dera Murad Jamali	3	8%	Mastung	3	8%
Gawadar	1	3%	Noshki	1	3%
Jaffarabad	2	5%	Qilla Saifullah	2	5%
Jhall Magsi	1	3%	Quetta	2	5%
Kalat	1	3%	Sibi	2	5%
Kech	1	3%	Washuk	1	3%
Kharan	2	5%	Zhob	2	5%
Khuzdar	3	8%			

**CHART: 1**

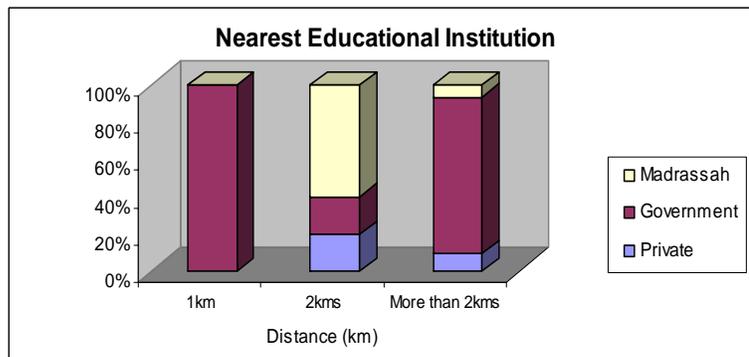


#### 4.1 LOCATION OF COMMUNITY SCHOOLS

72. The main objective of BESP under BEF is to provide education in remote rural areas, close to the community. From the discussions during the survey, the local communities, PEC and school staff identified 5 out of 44 schools as being within the radius of 2 kms. Whereas all the remaining 89% community schools established under the BESP, did not have any school with in the 2kms radius; thus conforming to the criteria for school establishment. The criteria being met, is validated.

Schools within the radius of 2 kms.	5
Schools outside the radius of 2 kms.	39
Total schools	44

**CHART: 2**



73. Among the 5 schools which are within the 2kms radius; all are Government schools as can be seen in the above chart no. 2. For the remaining 39 schools, those which are located at 2 kms or more radius, most of them are also Government schools with very few being madrassah or private schools.

## 4.2 ESTABLISHMENT OF COMMUNITY SCHOOLS

74. Most of the surveyed community schools were established in the last two years, which correspond to phases I and II of BESP. Table 2 shows distribution of schools in years 2007 and 2008 corresponding to BESP Phase 1 and Phase 2. One of the community schools (*Muradwah Sibi*) visited was found closed.

**TABLE: 2**

Establishment Year	Total
2007	18
2008	23

## 4.3 COMMUNITY MOBILIZATION

75. From the assessment of the CD consultant and the field managers, it was assessed that incentive based mobilization approach was adopted by CIPs, and the primary drive of the parents for PEC formation was the “establishment of schools”, a free education facility in their own village. The evidence suggests that, education was “felt need” of some of the parents and community activists with adequate awareness, but there were no demonstrated efforts by the parents to access this right before. **The parents were further motivated through community meetings and sessions organized by the CIP staff and the efforts of the local activists.** The women expressed that, some elderly women also played a role in mobilizing mothers to send their children to school. There were some clear voices of some of the parents who were **desperate from the performance of nearby government schools**, and wanted to educate their children and found this project *as a better alternate and an opportunity*. They were the key activists who further mobilized the community to be a part of this initiative.

76. However discussions (a complimentary effort) of the CD consultant at two schools (*Matezai in Ziarat and Killi Syed Abad in Pishin*) revealed that the women were not consulted in PEC formation for these two schools. It was reported that the PECs were selected through nomination and unanimous consensus of the community members. Some of the key findings are:

- *Enhanced level of parent’s ownership on schools and PECs is needed to be achieved.*
- *The PEC formation was a result of efforts by CIP to translate the ‘felt-need’ into a real opportunity.*
- *PEC formation and registration was facilitated by the CIPs, with less participation of the parents. In particular the process of registration with the*

*social welfare department could not have been done without the assistance of the CIP.*

- *Participatory reflection and action techniques and tools were rarely used.*

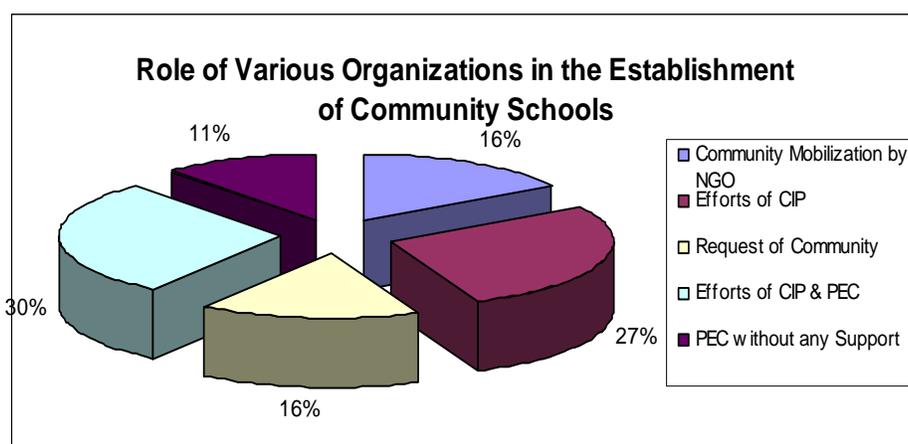
77. In the establishment of community schools various organizations played important role to activate the local community, form a PEC leading to subsequent establishment of schools.

78. For making a precise assessment of the role of NGOs engaged as CIPs; data against 4 categories were collected, through indirect options made available in the questionnaire, all leading to establish whether or not the CIP (in one way or to the other) has played the envisaged role. Only one option was related to ‘no intervention by any NGOs’. Table: 3 and pie Chart: 3 highlight the contribution of various players in the establishment of community schools. It is apparent from the Table: 3 that the role of community implementing partners (CIPs) and parent’s education committees (PECs) – an implicit role of CIPs (as PECs were formed basically through active advocacy and mobilization by the CIPs), individually as well as collectively, is dominant (89%) – options 1-4; in creating the awareness, about education, among the community. The active role of CIPs was also validated through field visit of consultant for community development. It is interesting to note the response of 11% respondents stating that they had not received any support for forming the PEC and was their own initiative. This may not be entirely true as some role must have been there (perhaps not strong enough) to sensitize them about PEC itself and why should they form it?

**TABLE: 3**

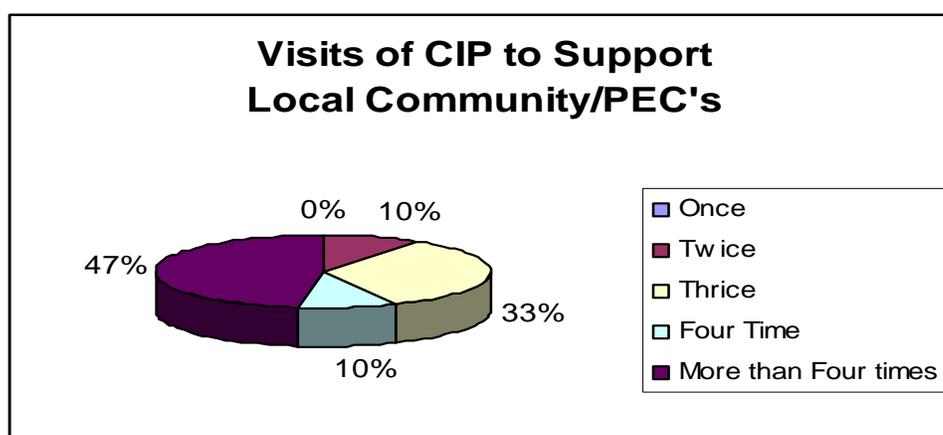
S.NO	ROLE OF VARIOUS ORGANIZATION IN THE ESTABLISHMENT OF COMMUNITY SCHOOL	PERCENTAGE
1	Active Community Mobilization by NGO	16
2	Efforts of CIP	27
3	Request of Community	16
4	Efforts of CIP and formation of PEC	30
5	PEC without any Support from NGO/IPs	11

**CHART: 3**



79. Further, to motivate local community/PECs, for the *establishment of schools*, community implementing partners (CIPs) visited the area several times as is indicated by the pie Table: 4 and Chart: 4, below. They show that most (47% of the school surveyed) of the schools were visited by CIP staff, four times while for another 10% of the school visited, the CIP staff is believed to have visited more than 4 times. Another 33% schools benefited from at least three visits of the CIP staff. However, for only 10% of the schools witnessed two visits whereas none reported to have not received any CIP staff. 90% of the schools overall benefited from 3 or more visits of CIP staff during establishment which is a satisfactory performance against 10 % schools which received lesser support by CIP (quantified in the form of physical visits).

**CHART: 4**



80. Those who responded that CIPs in one or the other way supported formation of PEC and subsequent school establishment stated the fact that the response of CIPs was very productive (72%) and substantial (23%). The data shows that over whelming majority (95%) of CIPs Staff was helpful in establishing community schools in the remote areas of Balochistan districts. Only 4% contribution of the CIPs was endorsed as mere satisfactory and non-satisfactory.

The above is shown in the following table:

**TABLE: 4**

COMMUNITY MOBILIZATION BY CIP STAFF		RESPONSES	PERCENT AGE
<b>Visits of CIP to Support Local Community /PECs</b>	Once	0	0%
	Twice	4	10%
	Thrice	14	33%
	Four Times	4	10%
	More than Four times	20	47%
<b>Efforts of CIP in Establishment of Schools</b>	Very Productive	31	72%
	Substantial	10	23%
	Satisfactory	1	2%
	Non Satisfactory	1	2%

81. Local community also appreciated the efforts of Community Implementing Partners (CIPs) in establishment of schools. Results shows that total of 57% of the schools surveyed, it was found that community members interacted with the school very frequently, and for another 32% of the schools; the community members interacted frequently with the school. Only with 9% of the schools surveyed, interaction of the community with the school is either minimum or non-existent. This is evident of the efforts of CIP and BEF. Further analysis of survey results (table 5) shows that the community is empowered substantially (around 48% of the schools surveyed) to understand the objectives of promotion of education and BEF’s Program whereas survey of another 47% of the schools surveyed (communities around), understands the objectives to some extent such as an overall effort to promote education. This makes total of 95% of the schools and communities around surveyed, demonstrated understanding of BEF’s objectives. Only local communities around 5% of the schools surveyed did not demonstrate any understanding of the BEF’s objectives.

**TABLE: 5**

<b>ROLE OF COMMUNITY IN ESTABLISHMENT OF SCHOOLS</b>	<b>RESPONSES</b>	<b>PERCENTAGE</b>	
<b>Interaction of Community with the School</b>	Very Frequent	25	57%
	Frequent	14	32%
	Sometimes	1	2%
	Never	4	9%
<b>Community's Understanding for BEF's Objectives</b>	Substantially	21	48%
	To some extent	20	47%
	Not Empowered	2	5%

#### **4.4 FACILITIES IN COMMUNITY SCHOOLS**

82. Survey results also provide information about the basic facilities available in the community schools. According to survey results presented in Table 6 and Chart 5; 91% of the community schools have proper roof/shelter. More than 84% of the community schools possess “school set up items” and “learning support material”.

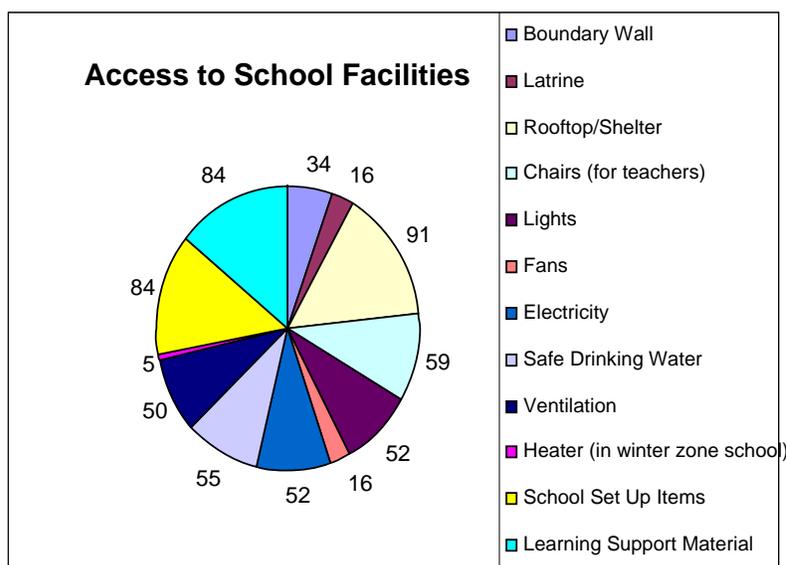
**TABLE: 6**

<b>ACECESS TO SCHOOL FACILITIES</b>	<b>RESPONSES</b>	<b>PERCENTAGE</b>
Rooftop/Shelter	40	91%
School Set Up Items	37	84%
Learning Support Material	37	84%
Chairs (for teachers)	26	59%
Safe Drinking Water	24	55%
Electricity	23	52%
Lights	23	52%
Ventilation	22	50%
Boundary Wall	15	34%
Latrine	7	16%
Fans	7	16%

Heater (in winter zone school)	2	5%
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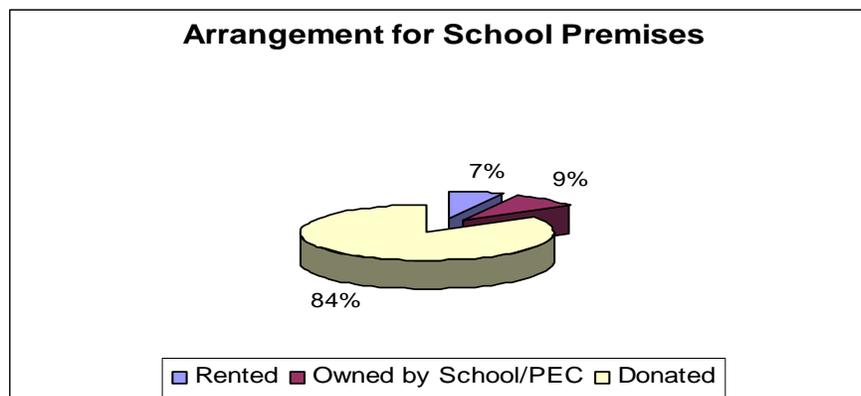
83. **Only 59% schools have chairs for teachers, but most of the community schools do not have chairs for students, which is a matter of great concern.** Safe drinking water is available in more than half of the community schools (or around us) in the surveyed sample. Electricity is also available in more than half (52%) of the schools, all of them have access to lights but only 16% of them have fans. Most of the community schools lack the facility of latrine; only 16% of surveyed schools have established latrines. Only 2% of the schools have heaters or heating arrangement.

**CHART: 5**



84. Pie Chart: 6 shows that 84% of the community school buildings are provided by the local community (shows as donated). Survey results also indicate that parents' education committees (PECs) and others negotiated with the providers for the school premises/building.

**CHART: 6**



#### 4.5 DEMOGRAPHICS OF THE AREA

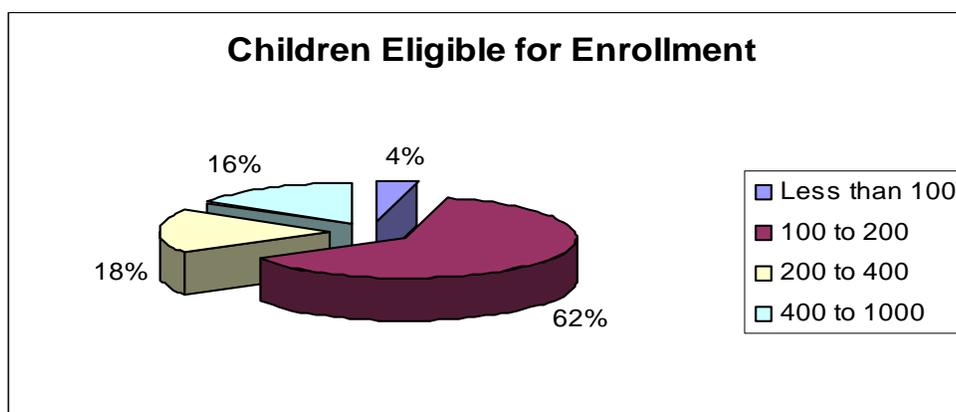
85. Keeping in view the unique features of Balochistan, in terms of low population density; most of the schools in the surveyed districts have the potential for further enrollment (out of school children). From the discussions with the school, PEC and local communities; there are around 100+ school-age out-of-school children around the surveyed schools (62%).

**TABLE: 7**

DEMOGRAPHIC CHARACTERISTICS OF THE AREA		RESPONSES	PERCENTAGE
<b>Number of Children to be Enrolled in the School</b>	Less than 100	2	4%
	100 to 200	31	62%
	200 to 400	9	18%
	400 to 1000	8	16%
<b>Gender Distribution of school going (Enrolled + Un-enrolled) Children (Boys: Girls)</b>	70:30	12	28%
	60:40	11	26%
	50:50	13	30%
	40:60	7	16%

86. Only 16% of the area around the surveyed community schools has potential enrollment of 400+ (as has been roughly estimated by data collectors); as is reported in Table 7 and pie Chart 7. *Since 96% of the area around school has still more than 100 out of school children, this also validates the criteria for school establishment which has been followed and that available potential enrollment (more than 20) formed the basis of selection of site.*

**CHART: 7**

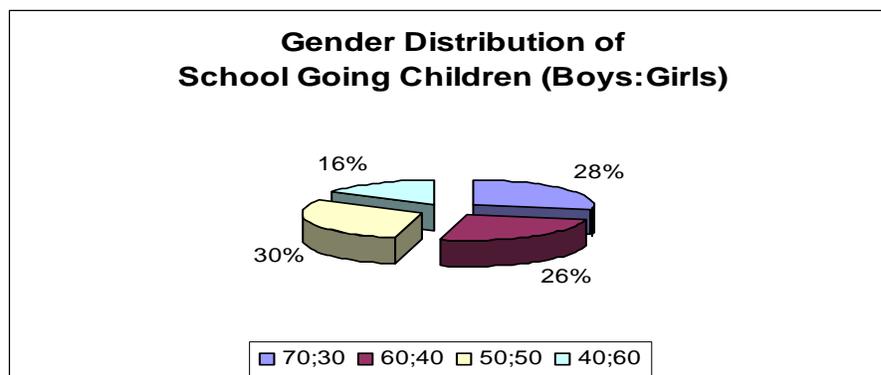


87. Among the potential students, the gender distribution of the local population is 54% for as against 46% girls available for enrollment.

88. Only 16% of targeted area, girls are estimated to be more than boys (as is depicted by 40:60 ratio) – Table 7. In the remaining 30% of the sample, boys and girls are in equal ratio (50:50). In almost 28% of the targeted population, the ratio of boys to girls is 70:30 and in the remaining areas (26%) it is 60:40. This means that setting the target of 40% girls is not unrealistic. However to explore this potential for further

enrollment, one must consider the social (in particular to Balochistan) and economic barriers to educating a girl child.

**CHART: 8**



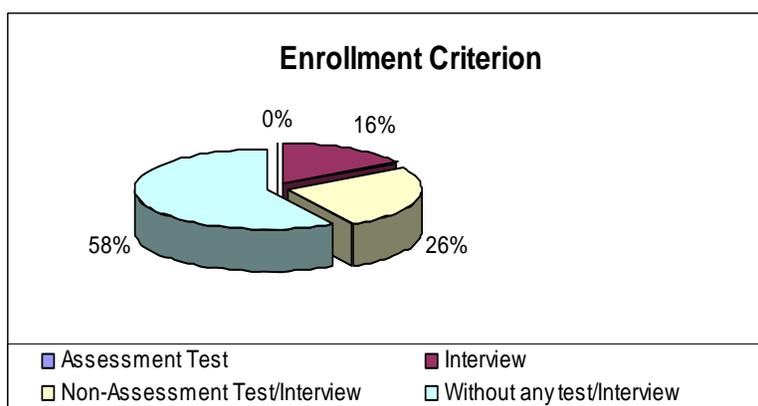
#### 4.6 ENROLLMENT CRITERIA

89. Table 8 and pie Chart 9, show that none of the students is selected on the basis of assessment test. Students in 58% of the schools are enrolled without any test/interview whereas in another 26% of the schools are reported to be interviewed or administered some sort of a test.

**TABLE: 8**

ENROLLMENT CRITERION	RESPONSES	PERCENTAGE
Assessment Test	0	0%
Interview	7	16%
Non-Assessment Test/Interview	11	26%
Without any test/Interview	25	58%

**CHART: 9**



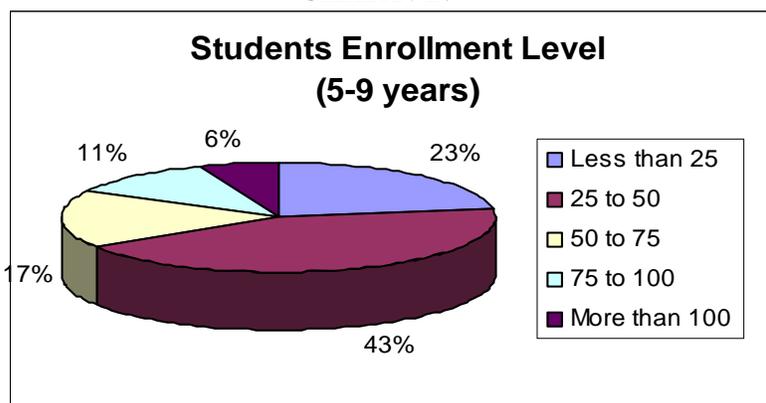
**TABLE: 9**

ENROLLMENT	RESPONSES	PERCENTAGE	
Student Between 5-9 Years	Less than 25	8	23%
	25 to 50	15	43%
	50 to 75	6	17%
	75 to 100	4	11%
	More than 100	2	6%
Current Enrollment	10 to 20 (>20)	3	6%
	20 to 40	18	41%
	40 to 80	13	30%
	80 to 150	10	23%
	More than 150	0	0%
Gender Segregation Among Currently Enrolled Students (Boys: Girls)	100:0	2	4.76%
	70:30	8	19.05%
	60:40	13	30.95%
	50:50	9	21.42%
	40:60	9	21.42%
	0:100	1	2.4%

**Enrollment (5-9 years children)**

90. Number of children enrolled in the community schools within 5-9 years of age are analyzed in Table 9 and Pie Chart 10. In this category (of students in 5-9 years) 23% of the schools have less than 25 numbers of students enrolled. However in most of the schools (43%) the enrollment was more than 25 students and less than 50 students per school as is indicated by the survey results. Remaining 34% of the schools had an enrollment of 50 or more.

**CHART: 10**



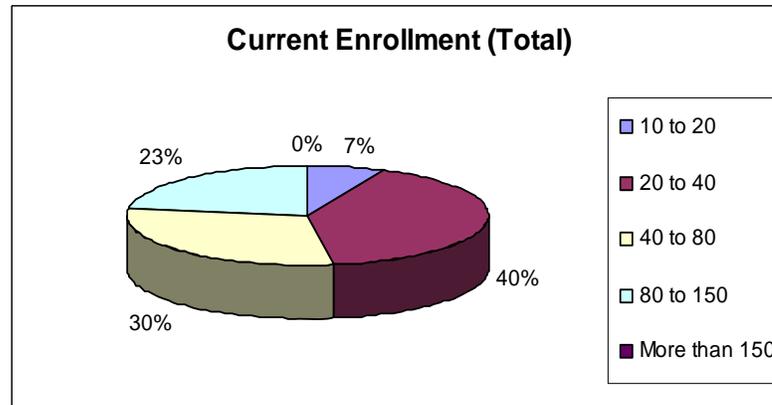
**Current enrollment**

91. Only in 6% of the schools, the current enrollment (table 9, chart 11) was less than 20 (criteria for school establishment: potential of enrolling at least 20 students), however in the **94% of the community schools, enrollment of 20 or more has been maintained** which is in itself an achievement of the program. Since there were also limitations of adverse law and order situation and the timing being close to vacations, the enrollment being lower than 20 students in some of the schools (3 in number) may be otherwise (20 or more) during the normal course of academic sessions. However the details of the survey may be used to monitor and assess actual enrollment during

the course of the academic sessions. *The enrollment number being 20 or more, maintained during the two phases of BESP, is validated (94%). This in turn also validates fulfillment of the criteria for establishing schools where at least 20 students can be enrolled.*

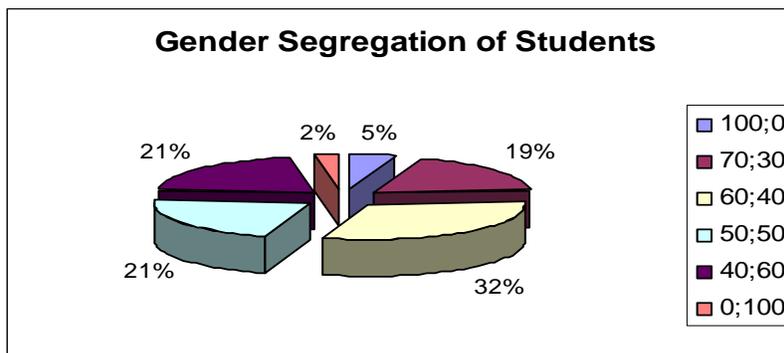
92. *Further analysis of data shows that in 89% of schools only 5 to 10 students are enrolled annually. While in the remaining schools only 10 to 20 students are enrolled annually.*

CHART: 11



93. Table 9 and Pie Chart 12 show that in 2 schools (4.76% of the surveyed schools) there are only boys currently enrolled (100:0). In 50% of the schools, enrollment of boys is more (than 50%) than girls. Only a single school (2.4% schools) has only girls enrolled. In 21.42% schools girls are more than boys. In remaining 21.42% schools boys and girls are equal (50:50). *Overall 76.19% schools have 40% or more girl students. If the overall enrollment versus number of schools is calculated the 40% enrollment of girls in the schools is validated, therefore the related KPI is validated to have been met.*

CHART: 12



94. *Sampled data shows that location of community school, i.e., close to their home is the main attraction for joining the school. More than 23% of the respondents believe that convenient location of community school is the main reason for enrollment of students. PEC campaign is 2<sup>nd</sup> important factor for joining community school as stated by 17.8% respondents. Better teaching staff and*

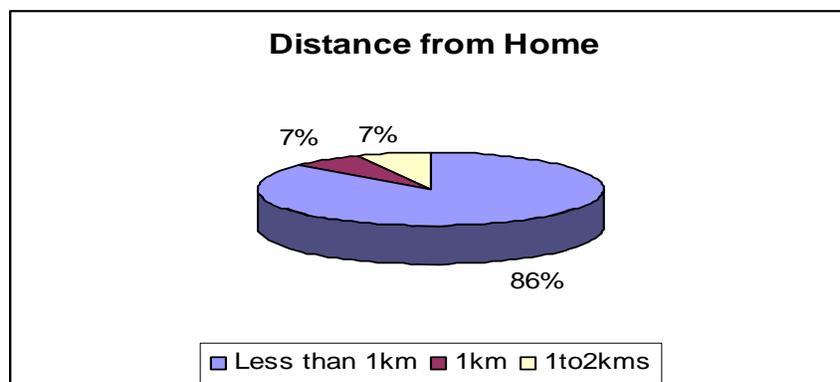
*financial incentives contribute for 11.85% and 9.6% respectively, increase in enrollment level. Other factors being attributed for increase in enrollment are aspirations from existing students through community interaction, general awareness and shifting of students from existing government schools (owing to poor performance of the public schools)*

**TABEL: 10**

REASONS FOR NEW ENROLLMENT OF STUDENTS	RESPONSES	%AGE
Near to home	32	23.70
PEC campaign	24	17.8
Financial incentives (free schooling, text books)	13	9.6
Better teaching staff	16	11.85
Aspiration from existing students	12	8.9
IPs/NGOs campaign	11	8.14
General awareness	9	6.67
Better environment/facilities	8	5.9
School shifting from other school categories (private/Govt./Madrassah) to community school	5	3.7
Drop out from Government schools	3	2.22
Bigger playgrounds	2	1.48

95. Surveyed data also support this view as 86% of the students live in the radius of less than 1km from schools.

**CHART: 13**



96. Table 11 gives us the evaluation of student's performance by using different criteria, such as average attendance, class assessment/examination, and grade completion etc.,

**TABEL: 11**

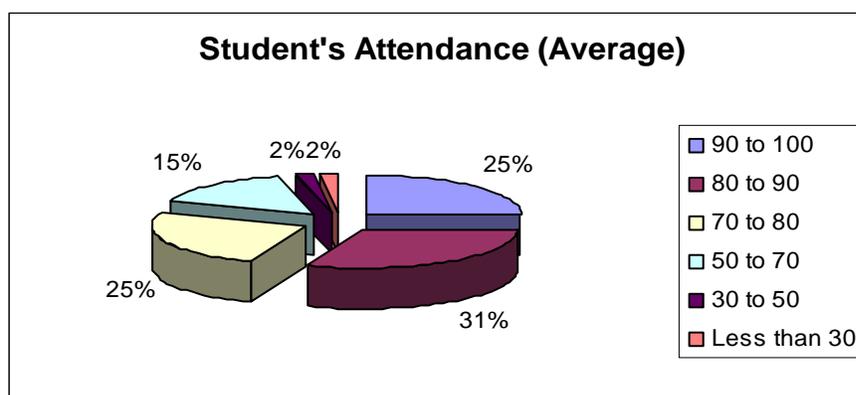
STUDENT'S PERFORMANCE		RESPONSES	%AGE
<b>Student Attendance (Average)</b>	90 to 100	13	25%
	80 to 90	16	31%
	70 to 80	13	25%
	50 to 70	8	15%
	30 to 50	1	2%
	Less than 30	1	2%
<b>Class Assessments/Examination</b>	Annually	19	42%
	Biannually	8	17%
	Quarterly	14	30%
	More than 4-times	5	11%
<b>Grade Completion Rate</b>	80 to 100%	22	54%
	70 to 80%	9	23%
	60 to 70%	3	8%
	50 to 60%	2	5%
	Less than 50%	4	10%
<b>Dropout Rate</b>	0 to 5%	24	59%
	5 to 10%	14	34%
	More than 10%	3	7%

**Students' Attendance**

97. Table: 11 and pie Chart 14 show that **81% schools** have attendance averaging between **70 to 100 percent** (70%+/at least 70%), whereas, in the remaining 19% schools, students attendance is below 70%. In 15% schools, the student attendance averages between 50 and 70.

98. In 31% of the schools, the average student attendance is more than 80% while in another 25% schools the student attendance is more than 90%. In 25% of the schools, the student attendance is between 70 and 80. **Therefore the related KPI of having annual student attendance of 70% is validated as being met.** In 2% of the schools, the average attendance was between 30 and 50% whereas in another 2% schools, the annual student attendance is even lower than 30%.

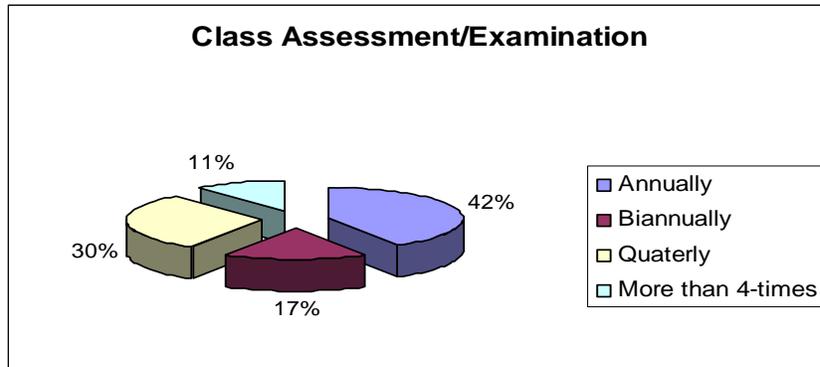
**CHART: 14**



**Class Assessment / Examination**

99. Table: 11 and pie Chart: 15 show that normally class assessment (42%) is made on the annual examination. However, biannually and quarterly assessment is done frequently in the community schools (17 and 30% respectively). In another 11% schools, the reported assessments are held with greater frequency (more than 4 times). From the perusal of the record and discussions, there seems to be improvement in learning English and Mathematics, but could not be quantified.

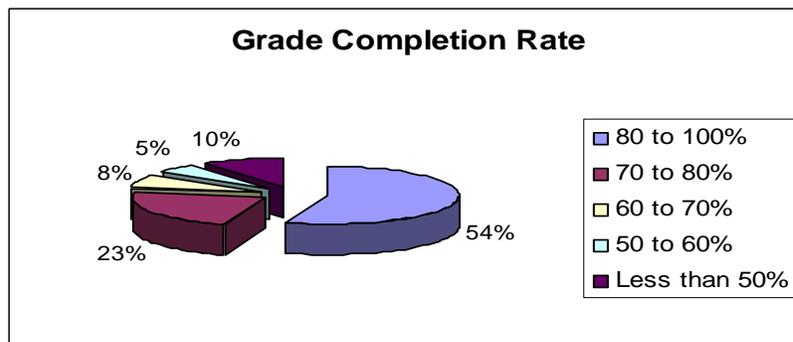
**CHART: 15**



**Grade Completion Rate**

100. Table: 11 and pie Chart: 15 show that in 54% of the community schools grade completion rate is in the range of 80% to 100%. While in other 23% of the community schools grade completion rate is 70% to 80%. This comes to a 77% of school having 70% or more grade completion report against a target of all schools having 70% grade completion rate. Another 8% are on the margin (rate between 60-70%). Therefore we validate that the relevant KPI has been broadly met. BEF and its partners need to work on the remaining schools (15%) which are not performing very well in this regard. These include the 5% which has a grade completion rate between 50-60% and another 10% which has even lower than 50% of grade completion rate. Also an effort is required to help and support another 8% schools to cross over the margin and comply with the key performance indicator of schools having a 70% minimum grade completion rate.

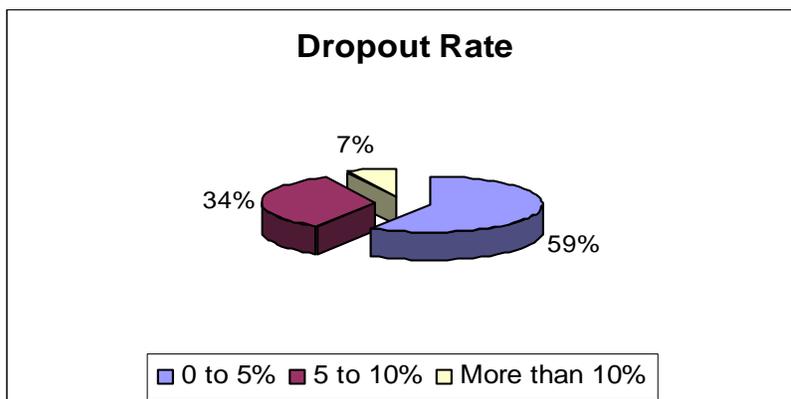
**CHART: 16**



### Drop Out Rate

101. Table: 11 and pie Chart: 17 show that the dropout rate in majority of the schools (59%) ranges between 0 to 5%. However in almost 34% of the schools, the dropout rate is between 5-10% students. As identified earlier, since almost 89% of the schools get 5-10 children (not % students) as new enrollment annually, it is important to check the dropout rate of 5-10% students to ensure real and continuous growth in school enrollment.

**CHART: 17**



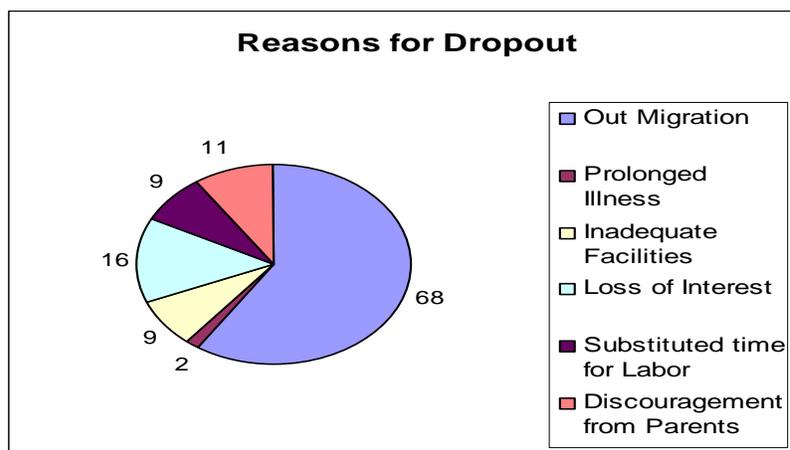
### Reasons for Drop Out

102. The main reason for drop outs is attributed to the migration of people from one weather zone to another owing to the special geographical/climate conditions in Balochistan and also due to economic reasons. The survey result in Table: 12 and pie Chart: 19 reveal that out migration is the main reason (68%) for dropout. Lack of interest on part of parents as well as students is 2<sup>nd</sup> major reason for drop out. As some students are supporting their families financially by being engaged in one or another form of child labor, which also results in irregularity in schools attendance, and hence finally being dropped out.

**TABLE: 12**

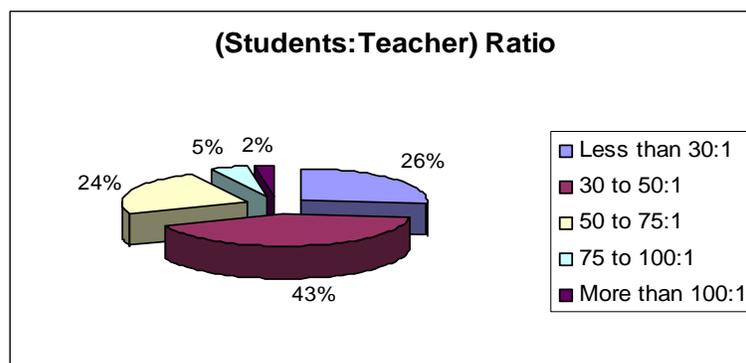
NO	REASONS FOR DROPOUT	RESPONSES	PERCENTAGE
1	Out Migration	30	68%
2	Loss of Interest	7	16%
3	Discouragement from Parents	5	11%
4	Inadequate Facilities	4	9%
5	Substituted time for Labor	4	9%
6	Prolonged Illness	1	2%

**CHART: 18**



103. Chart: 19 shows that in 26% community schools there is a single teacher for 30 students, and in 43% schools ratio increases up to 50 students per teacher. In another 24% of the schools, the ratio varies between 50 to 75 students being catered by single teacher.

**CHART: 19**



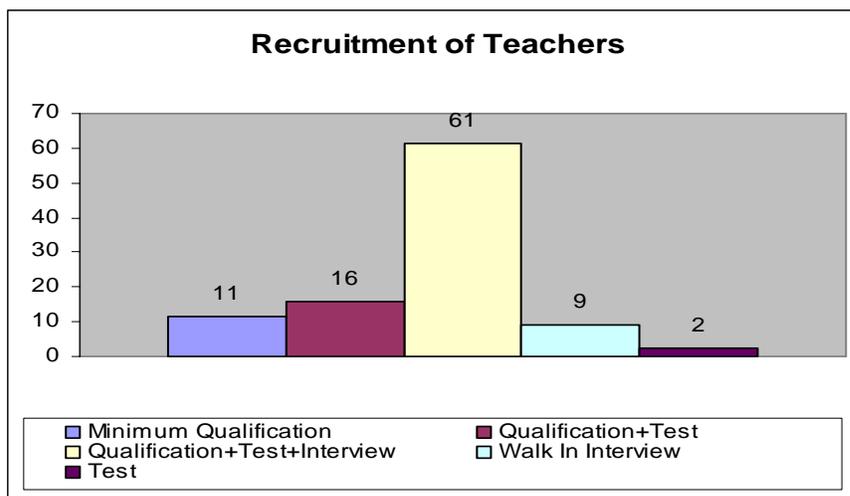
#### 4.7 TEACHERS' RECRUITMENT

104. Survey data shows that 74% community schools have single teacher, while remaining 26% community schools have 2 teachers. Table: 13 and bar Chart: 20 show that qualification, test and interview is the main procedure adopted by the community schools to hire new teachers. **Majority of teachers (96%) are recruited within the radius of 2kms from the schools.**

**TABLE: 13**

RECRUITMENT OF TEACHERS	RESPONSES	PERCENTAGE
Minimum Qualification	5	11%
Qualification + Test	7	16%
Qualification + Test + Interview	27	61%
Walk In Interview	4	9%
Test	1	2%

**CHART: 20**

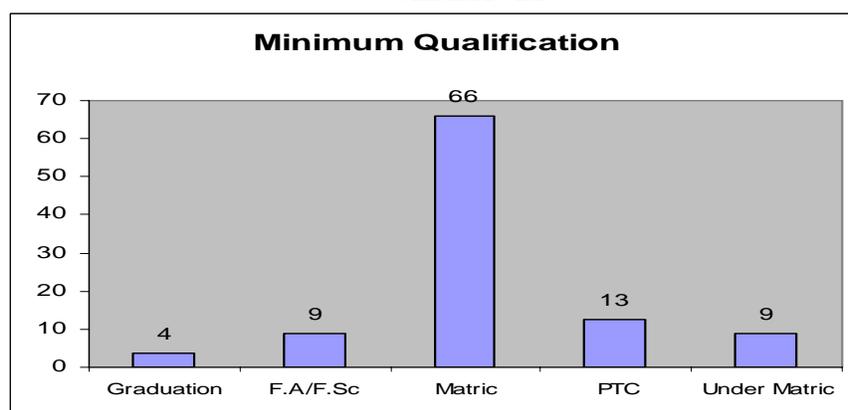


105. Table: 14 and bar Chart: 21 show the qualification level of community school teachers. Data shows that majority of the teaching staff have Matriculation qualification level. And in some areas due to non-availability of teachers, specifically for female teachers, minimum qualification is even below Matriculation.

**TABEL: 14**

MINIMUM QUALIFICATION	RESPONSES	PERCENTAGE
Graduation	2	4%
F.A/F.Sc	5	9%
Matriculation	37	66%
PTC	7	13%
Under Matriculation	5	9%

**CHART: 21**

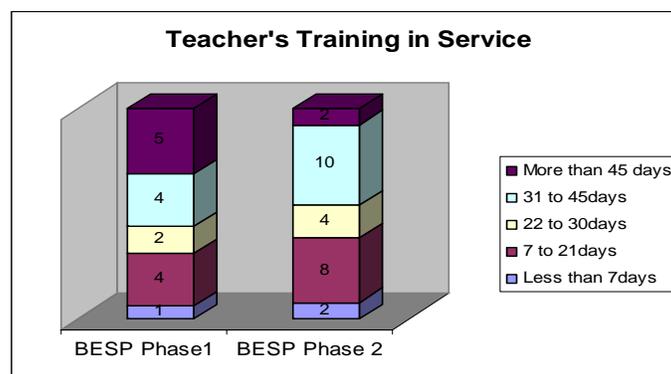


106. To improve the performance of existing teaching staff in service training is affective and feasible way to achieve the target. Table: 15 and Chart: 22 show that various training programs are designed for the teachers in the community schools.

**TABLE: 15**

TEACHER'S TRAINING IN SERVICE			RESPONSES
Teacher's Training (number of days)	Less Than 7days	BESP Phase 1	11
		BESP Phase 2	2
	7 to 21days	BESP Phase 1	4
		BESP Phase 2	8
	22 to 30days	BESP Phase 1	2
		BESP Phase 2	4
	31 to 45days	BESP Phase 1	4
		BESP Phase 2	10
More than 45 days	BESP Phase 1	5	
	BESP Phase 2	2	
Teacher's Training (Frequency)	Once		4
	Twice		2
	Thrice		25
	3 to 5 times		5
	More than 5 times		7

**CHART: 22**



107. Table 16 shows that 96% of the community schools have teachers' attendance more than 80%, which shows a better opportunity for the students to pursue educational activities in the community schools. However, as per KPI of BESP, the target for teachers' attendance was set at 90%. This survey validates 82% of the schools having 90% and more teachers' attendance with another 14% being on the margins of KPI (80-90%); whereas, in 4% schools, the attendance of teachers is below 80%. Therefore we validate related KPI being achieved.

**TABLE: 16**

Teachers' Attendance (Average)		Percentage
90 to 100	36	82%
80 to 90	6	14%
Less than 80	2	4%

#### **4.8 PARENTS EDUCATION COMMITTEE (PEC)**

108. Apart from the primary data collection through the questionnaires, discussions were also held by the team managers in more than 12 districts, as well as group discussions by the community development expert in 2 different districts.

109. During these discussions with the local community; criteria of the PEC formation was clear to some of the members, but parents in general were not aware, except a few. The community was not very much aware about all the PEC members and their roles, except some of the key members i.e. President and General Secretary as the key decision makers. In all the cases education and wellbeing were the key indicators of leadership.

110. During the survey, it was found that the committee members had some understanding about the key roles and responsibilities of the PEC with some degree of variation among themselves on the level of understanding. The level of understanding varied with the level of literacy among the members. PEC presidents and general secretaries were the key decision making authorities, but the literate general secretaries in these committees were considered as the most empowered persons in the committees by the PEC members. Teacher selection was done by the PEC. Given the concept, presence of teachers can be useful in cases all members of PEC are illiterate and the business cannot be conducted without help, but this should not have been the practice in cases where one or two literate members were available (which reflects lack of interest on part of the PEC).

111. No teacher was found to be the blood relative of any PEC member, but in few of the schools, the teacher was a close relative, which is unavoidable in the rural setting. This gives birth to the argument that criteria may be considered for relaxation in certain circumstance by keeping in view the broad objectives of having a qualified person and secondly to the extent possible on merit avoiding favoritism and nepotism.

112. Salary of some of the teachers' was less than the revised minimum labor wage i.e. Rs. 6,000 per month and the project shall take this into account. Revisions should be made to the design accordingly.

113. It was observed that teachers were generally nominated by one or more activists, interview and test were taken by the CIP in consultation with the PEC. There was only one candidate in a number of schools, who were consulted along with the community members. A broad based, level playing field for all, following some sort of a public notice or announcement; was missing. This reduced possibility of getting better qualified and experienced teachers who might be available in the area.

114. In few of the cases, some of the key decision making positions in the PEC were occupied by the close relatives i.e. cousins, which is though broadly speaking acceptable, but a more diverse composition is desirable. There were no two real brothers or father and son in the PEC executive committee. Some of the key findings are:

- PEC executive body composition was not evenly distributed among the parents and aggregated in one or more hamlets or among the close relatives

- Community was not well aware about the PEC composition and roles and responsibilities, indicating lack of ownership and interaction with the PEC members
- Teachers participation in PEC meetings is helping the committees in note taking but it was observed that teachers are also influencing PEC decision making to a larger extent, undermining the basic principles of community empowerment
- No women were involved in PEC formation, although their interest in schools and children education was high
- Teacher selection process was appropriately followed, jointly by PEC and CIP. Only one candidate in both the schools was interviewed, although in once case there were more qualified candidates. There is a need to ensure more competitive process in teacher selection.

### **Meetings of the Parent Education Committees**

115. The PEC members were aware about the monthly meetings, but the frequency of PEC meetings varied in the schools. In general, there was no regularity of the meetings observed across the variety of schools and in some cases formal meetings were not reported for more than six months. The PEC members expressed that, they were holding a number of informal meetings but those were not reported. Lack of documentation of such meetings was also evident.

116. It was observed that meetings were not entirely and cross board where BESP operated, facilitated by CIPs social organizers, and even if the facilitation was there, it was not reported in the register. The PEC has generally reported about a few facilitated meetings, but those were not the monthly meetings. In a number of schools, the visits of CIP as evident from the visitors' book did not fully endorse the claims of CIP staff to have visited and supported the schools and PEC, quantitatively to meet the requirements.

117. Some of the general findings related to PEC meetings as observed in the field visits are:

- *PEC monthly meetings were not held on regular basis and a gap of more than six month was observed in one school*
- *Keeping in view the educational status of the PEC members, the practice of minutes taking was encouraging, but it needs improvement particularly in capturing the decision making process*
- *Presence of teacher in PEC meetings was reported in both the schools, which is not desirable for community empowerment*
- *Very few or no organized meetings of the PEC were held with the parents, which results in losing interest of the parents in PEC functions*

- *The meetings minutes talk about the financial decision making, but the supporting documents were not approved or verified by the concerned PEC staff and sub committees*

### **Registration of PEC**

118. All the PECs were registered with the social welfare department and it was evident that the registration was very well facilitated by the CIP in both cases, as this was a difficult task entrusted to the PEC and could not have been done without the help and support of a facilitator. This was a useful role of the CIP, but at the same time the PEC members overall could not play a very proactive role, owing to the issues of illiteracy and lack of understanding of the government office procedures, besides the fact that a cumbersome and relatively difficult process is in place for registration. However, this milestone was achieved by all. We note that PEC registration under the social welfare act being a very useful step for sustainability, should have had more involvement of the parents in the registration process. It should not have been a process for empowerment of local communities and not merely a 'tick off' from the 'do list' of the PEC registration requirements. Keeping in view the ground realities, particularly the poor literacy rate of PEC members and community; it was observed during the field visits and interactions with the local communities, the PECs are functioning better than initial expectation. Although broadly speaking, the PECs are capable of managing schools, subject to regular flow of funds and support from the NGOs and BEF; immediate issues of capacity needs to be addressed particularly keeping in view, that the construction phase is about to start. Teachers and the educated members are still the key players of the PEC, and one or two powerful members are still considered as the decision makers.

119. Based on the primary data collected through the questionnaire, Table 17 below highlights different aspects of PEC registration. Majority of the respondents are aware of the importance and pivotal role of PEC and its legal responsibilities which implies that PECs were established with strong support by community.

120. All school administration / PECs stated to have registration certificates of PECs however 5% of the schools did not have these readily available at the time of the survey. 88% stated to have formed the PEC before establishment of school. Although for remaining 12%, PEC must have been formed as it was a criterion for establishing schools, but perhaps the respondents (PEC members) may not be aware. 95% of PECs stated that an orientation session was held with their community before formation of PEC. 93% responded to have conducted the community gathering for selection of PECs. The remaining 7% were not aware of the gathering and stated negative on whether a gathering of the community took place or not. 90% of PEC members expressed their belief that 70% of the community gathered for selection of PEC, record was verified. Overall 88% of the relevant record was made available, which was verified.

**TABLE: 17**

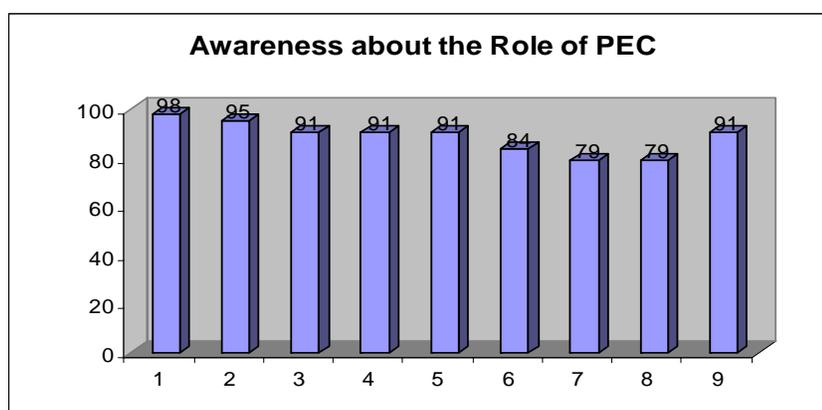
About PEC	Yes	No	Total
Registration under control ordinance 1961	42	2	44
PEC formed before establishment of school	39	5	44
Orientation session with community before PEC formation	42	2	44
Arbitrary selection of PEC by community	26	18	44
Community meeting for the selection of PEC	41	3	44
70% votes on the selection day	40	4	44
Availability of record of PEC formation & Selection	39	5	44

121. Table 18 and bar Chart 23 demonstrate the role of PEC and awareness of community about the responsibilities of this body. Most of the respondents responded affirmatively on having awareness on most of the (listed 1-9 below) roles of PEC.

**TABLE: 18**

No	Awareness about the Role of PEC	Positive Responses	Percentage
1	Enrollment of children in the school	42	98%
2	To ensure children attendance	41	95%
3	Hiring & firing of teacher	39	91%
4	Manage school's financial affairs	39	91%
5	Monitor teacher's attendance & Performance	39	91%
6	Maintain school record	36	84%
7	Maintain financial record	34	79%
8	Display monthly expenditure sheet for community's information	34	79%
9	Procurement of school's material	39	91%

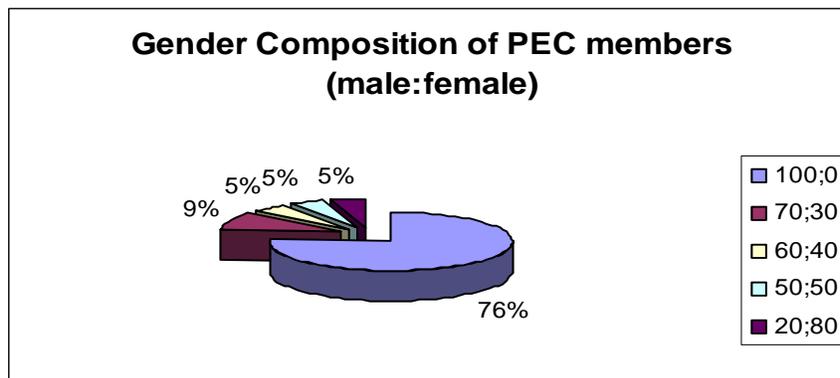
**CHART: 23**



122. Survey data shows that more than 90% (range 93-98%) PEC members have their children studying in the school. Even to the extent, that in two of the visited schools, it was encouraging to note that both PECs had decided to cancel membership of one of the members whose children were not enrolled in the school. Pie chart 24 shows the gender composition of PEC members. Data shows that in 76% of the PECs,

there is no presentation of female members at all, only in 24% of PECs there is some representation of females.

**CHART: 24**



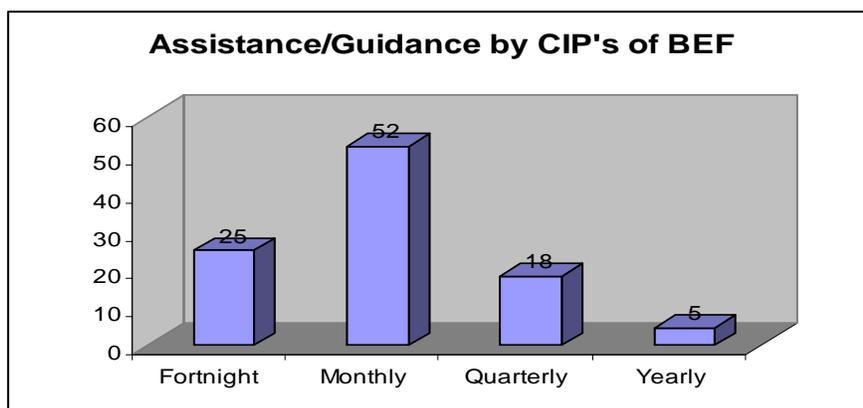
123. Table 19 shows that 75% PEC members got training two times whereas 16% of the interviewed members got training a single time.

**TABLE: 19**

Training of PEC Members by CIP's & TIP's of BEF		Responses (yes)	Percentage
Training of PEC members	Once	7	16%
	Twice	33	75%
	Thrice	4	9%
Assistance/Guidance by CIP's of BEF	Weekly	0	0%
	Fortnight	11	25%
	Monthly	23	52%
	Quarterly	8	18%
	Yearly	2	5%
TIP's Training on Procurement and Financial Management	Very Useful	21	48%
	Useful	18	41%
	Not Useful	5	11%
Increase in the Capacity of PEC after Training	Substantially	23	53%
	To Some Extent	20	47%
	No Improvement	0	0%

124. Table: 19 and bar Chart: 25 provide the schedule of training provided by Community Implementing Partners (CIPs) of BEF.

**CHART: 25**



125. Table: 19 shows that 48% of the respondents are of the opinion that PEC received very useful training on procurement and financial management by Technical Implementing Partners (TIPs), while 41% graded it useful training only 11% have the opinion that this training is not useful. On the other side, 53% members of PEC feels that their capacity has “substantially” increased after training, while 47% say that it increases up “to some extent” as is presented in Table: 19.

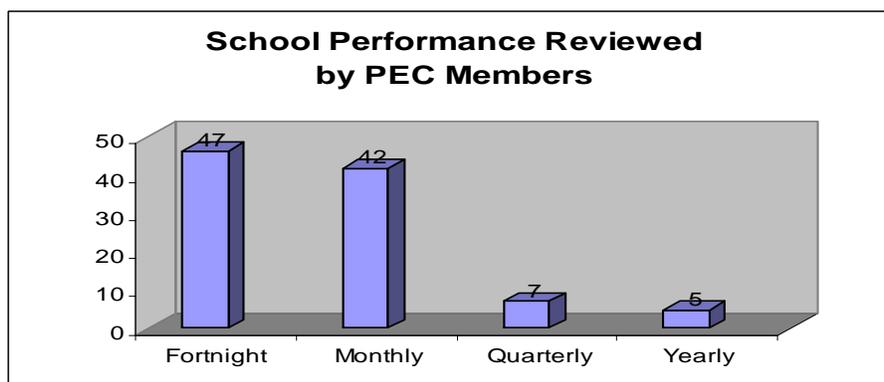
126. Table 20 provides the opinion of respondents about the school performance reviewed by PEC members and their role in physical maintenance of premises of community schools.

**TABLE: 20**

Role of PEC Members		Responses	Percentage
<b>School Performance Reviewed by PEC</b>	Fortnightly	20	47
	Monthly	18	42
	Quarterly	3	7
	Yearly	2	5
<b>Physical Maintenance of Premises</b>	Yes	37	86
	No	6	14

127. Results show that 80% of their visits are fortnightly and monthly, which show a very close interaction between PEC and community.

**CHART: 25**



128. Table 20 also shows that 80% of PEC school management ensures proper maintenance and physical conditions of the premises.

#### 4.9 MONITORING BY CIPs, BEF, AND OTHERS

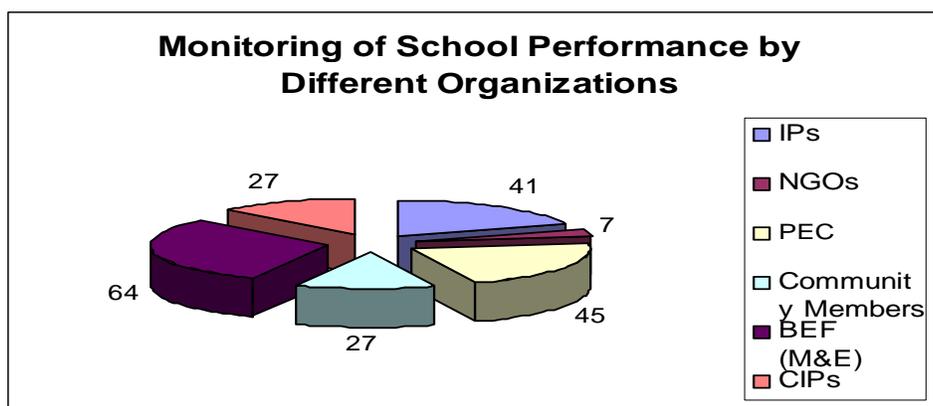
129. Table 20 and pie Chart 25 provide us the relevant information about the monitoring of community schools' performance by various community organizations.

**TABLE: 20**

<b>MONITORING OF SCHOOL PERFORMANCE BY DIFFERENT ORGANIZATIONS</b>	<b>RESPONSES</b>	<b>PERCENTAGE</b>
BEF (M&E)	28	64
PEC	20	45
IPs	18	41
CIPs	12	27
Community Members	12	27
NGOs	3	7

130. Data reveals that BEF and its implementing partners dominantly influence the performance of community schools. 64% of the responses acknowledged the monitoring by BEF directly. Among the same group, 45% also acknowledged the monitoring by PECs which is limited. While also monitoring by implementation partners was validated by 68% responses.

**CHART: 25**



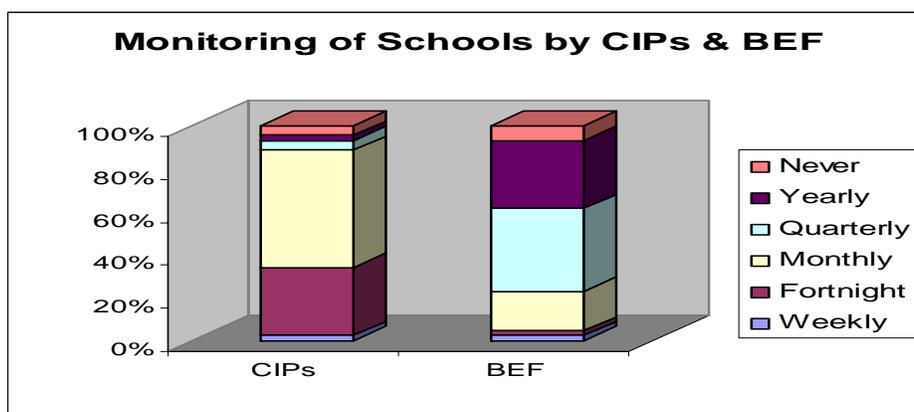
131. Table 21 highlights the Monitoring schedule of CIP and BEF for community schools.

**TABLE: 21**

MONITORING OF COMMUNITY SCHOOLS BY CIP AND BEF		RESPONSES	PERCENTAGE
<b>Monitoring by BEF</b>	Weekly	1	2
	Fortnightly	1	2
	Monthly	8	18
	Quarterly	17	39
	Yearly	14	32
	Never	3	7
<b>Monitoring by CIPs</b>	Weekly	1	2
	Fortnightly	14	32
	Monthly	24	55
	Quarterly	2	5
	Yearly	1	2
	Never	2	5
<b>Maintenance of Record by CIPs</b>	Monthly	32	73
	Quarterly	10	23
	Yearly	2	5
<b>Meetings held by CIPs</b>	Monthly	26	59
	Quarterly	16	36
	Yearly	2	5

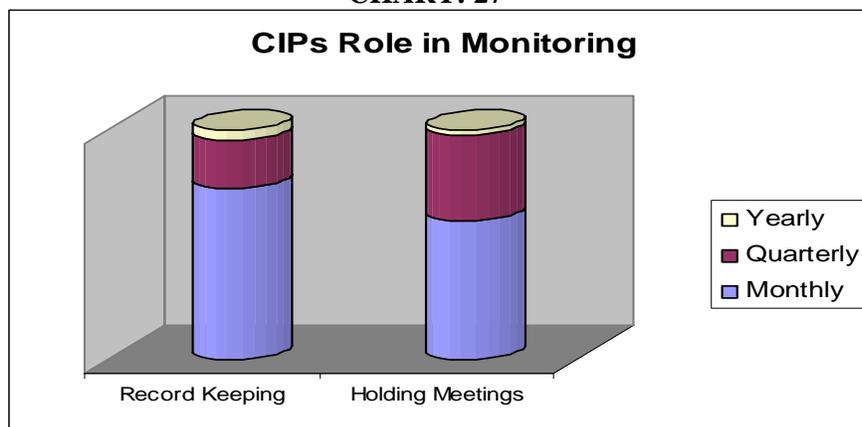
132. Table: 21 and bar Chart 26 show that mostly BEF monitors community schools on quarterly and annual basis, whereas monitoring by CIPs is done more frequent on monthly and fortnightly basis.

**CHART: 26**



133. Table: 21 and bar Chart 27 show the time framework of record keeping and holding meetings by CIPs. Data shows that they hold meetings and evaluate the record on monthly basis.

CHART: 27



#### 4.10 RECORD KEEPING

134. Record keeping is very important at community school level to access and evaluate their performance and to keep the transparency of their monitory transactions. Table: 22 shows that all the stakeholders feel comfortable the way the record is maintained and managed.

TABLE: 22

	RECORD KEEPING BY SCHOOL		RECORD MANAGEMENT & MAINTENANCE BY PEC		RECORD MAINTENANCE BY CIP/BEF/OTHERS	
	Yes	%age	Yes	%age	Yes	%age
Admission/Withdrawal Registers.	43	97	36	82	42	95
Payroll Register	42	95	36	82	39	89
Cash Book	41	93	35	80	41	93
Bank/PO Account Record	36	82	34	77	39	89
Daily Student Attendance	42	95	32	73	40	91
Daily Teacher Attendance	41	93	32	73	41	93
Financial Transaction	39	88.6	37	84	39	89
PEC Meeting Record	41	93	39	89	40	91
Demand of Textbooks & Other Requirements	34	77	35	80	37	84
Payment Record	39	88.6	38	86	41	93
Operation & Malignance (O&M) Account	25	56.8	26	59	29	66
Invoices/Comparative Statement/Report	34	77	29	66	34	77
Inventory: Stock Register	41	93	35	80	38	86
Correspondence	25	56.8	25	57	33	75

Third Party Validation of Balochistan Education Support Program

Visit Record/Log Book	42	95	38	86	40	91
Teacher Contract	39	88.6	-	-	-	-
PECs & BEF Grand Agreement	38	86	-	-	-	-
PEC & CIP Agreement	38	86	-	-	-	-
Copy of Registration with Social Welfare	35	80	-	-	-	-

## Chapter 5

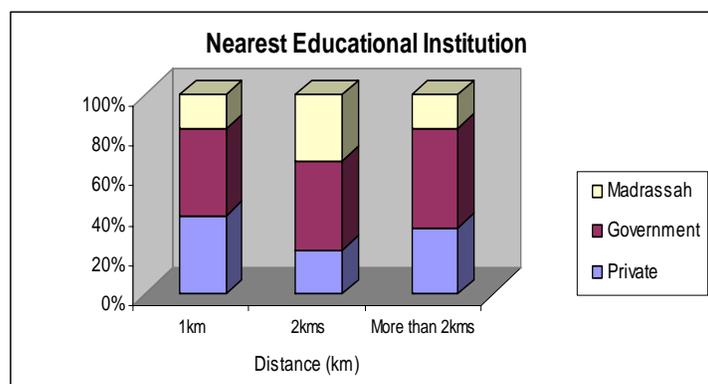
### Private Schools

135. The second component of the Balochistan Education Support Program was to support and facilitate private sector education through low-fee schools. According to the design, total of 250 schools were to be established in the first two phases. Total of 100 schools were to be established in phase I and remaining 150 for Phase II. However, as stated by BEF, total of 81 schools were established and have sustained from phase I and another 53 schools for phase II. The target not being met has been justified by BEF, owing to lack of PIPs interest, violation of criteria and non-responsiveness to adherence of the program requirements (issues of fees, savings, transparency in accounts and operations).

136. Total of 30 schools were surveyed, 2 more than the sample. This was done as one school was found closed. Further two schools closed before launch of the field survey (TPV) intimated by BEF, were substituted with two other schools for survey.

137. Bar Chart 28 shows the distance of nearest educational institution from the sampled private schools. It shows that in all ranges the dominating category is government schools, followed by other private schools in the range of 1km and more than 2kms, while madrassahs lie in the range of 2kms from a the targeted/surveyed private schools. There were some schools which had a government school within the range of 2 kms.

**CHART: 28**



#### 5.1 ESTABLISHMENT OF PRIVATE SCHOOLS

138. Table 23 shows that most of the community schools were established in last two years, corresponding to the two BEP phases. Out of 29 schools, one was established in 1997, whereas 22 were established in 2007 for phase I and remaining 6 were established for phase II.

**TABLE: 23**

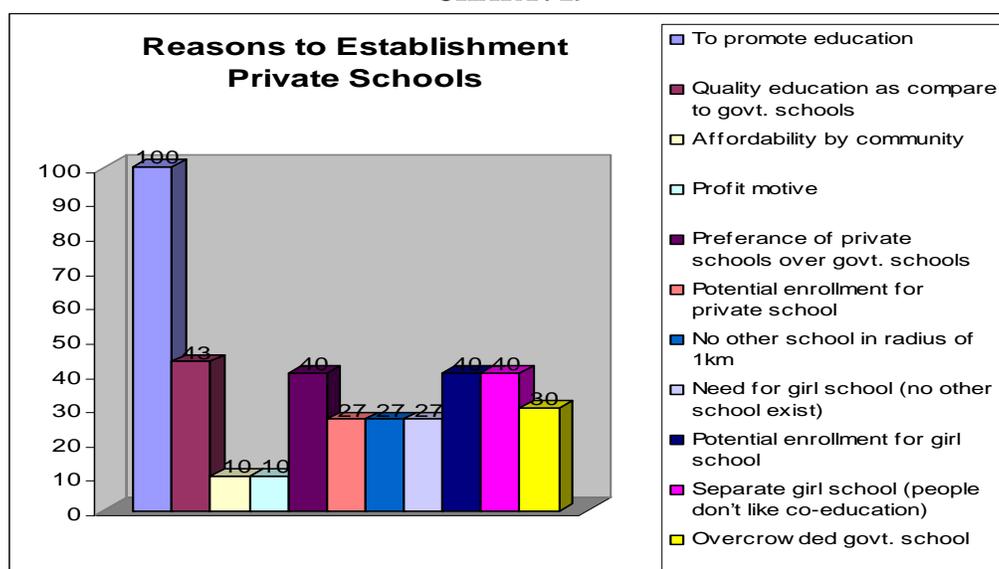
Establishment Year	Total
1997	1
2007	22
2008	6

139. Table 24 and bar Chart 29 provide the reasons for the establishment of private schools. Main incentive for the establishment of private schools came out to be to “promote” quality education as compare to Government schools. Secondly, potential enrollment for girl schools, and separate educational institute for girls are other reasons for its establishment. Surprisingly, profit motives weigh less in the establishment of private schools.

**TABLE: 24**

No	Reasons to Establishment of Private School	Responses	Percentage
1	To promote education	30	100%
2	Quality education as compare to Govt. schools	13	43%
3	Preference of private schools over Govt. schools	12	40%
4	Potential enrollment for girl school	12	40%
5	Separate girl school (people don't like co-education)	12	40%
6	Overcrowded Govt. school	9	30%
7	Potential enrollment for private school	8	27%
8	No other school in radius of 1km	8	27%
9	Need for girl school (no other school exist)	8	27%
10	Affordability by community	3	10%
11	Profit motive	3	10%

**CHART: 29**



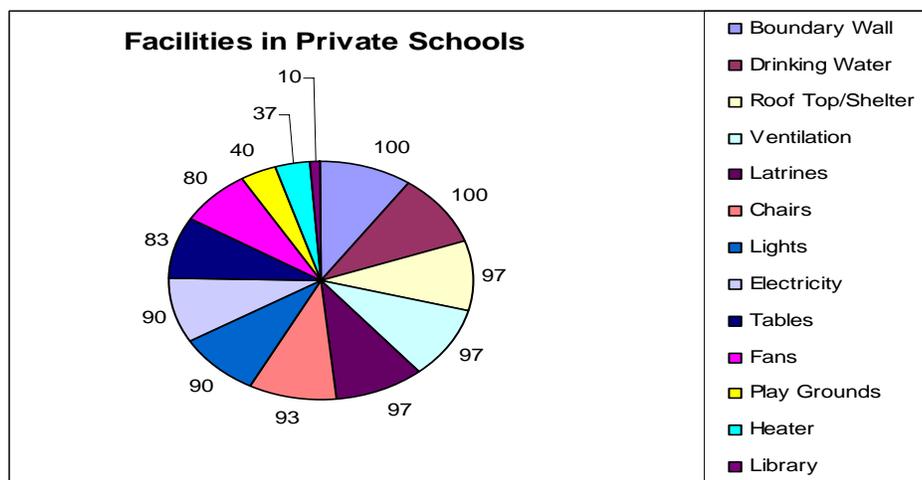
## 5.2 FACILITIES IN PRIVATE SCHOOLS

140. Table 25 and pie Chart 30 give information about the basic facilities available in the private school. According to survey results all private schools (100%) have proper boundary wall and safe drinking water. 97% of the private schools have roof top, proper ventilation and latrines. Electricity is available in 90% of the schools, all of them have access to lights but only 80% of them have fans.

**TABLE: 25**

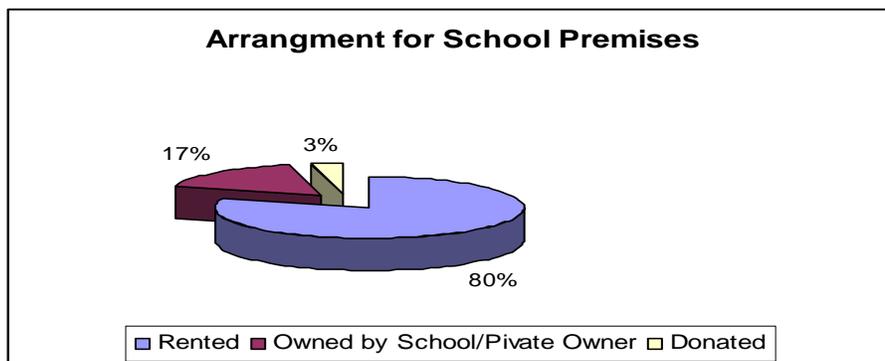
NO.	FACILITIES IN PRIVATE SCHOOLS	RESPONSES	PERCENTAGE
1	Boundary Wall	30	100
2	Drinking Water	30	100
3	Roof Top/Shelter	29	97
4	Ventilation	29	97
5	Latrines	29	97
6	Chairs	28	93
7	Lights	27	90
8	Electricity	27	90
9	Tables	25	83
10	Fans	24	80
11	Play Grounds	12	40
12	Heater	11	37
13	Library	3	10

**CHART: 30**



141. Pie Chart 31 shows that 80% of the private school buildings are rented.

**CHART: 31**



### 5.3 TUITION FEE IN PRIVATE SCHOOLS

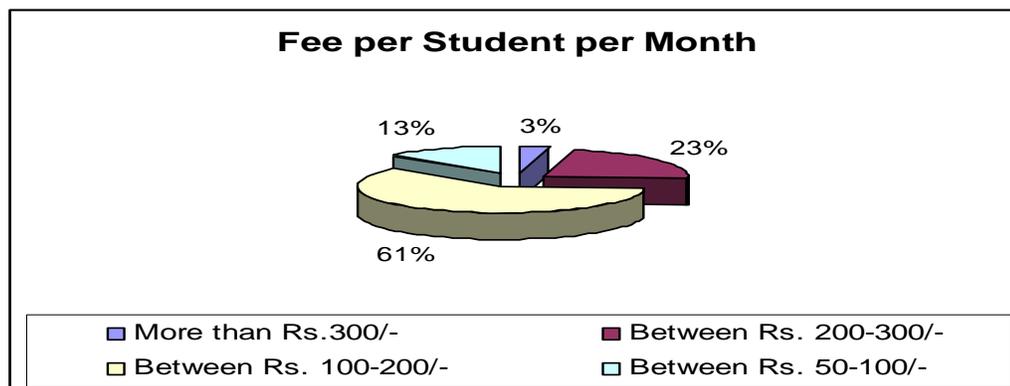
142. Table 26 and pie Chart 32 show that in 83% schools fee is collected on monthly basis, while 17% schools receive the total dues quarterly.

**TABLE: 26**

FEE SCHEDULE		RESPONSES	%AGE
Fee is charged	Monthly	25	83%
	Quarterly	5	17%
Fee per Student per Month	More than Rs.300/-	1	3%
	Between Rs. 200-300	7	23%
	Between Rs. 100-200	18	61%
	Between Rs. 50-100	4	13%
Savings from fee	Nil	9	30%
	Up to 10,000	5	17%
	10,000 to 15,000	6	20%
	15,000 to 25,000	5	17%
	25,000 to 50,000	2	7%
	50,000+	3	10%

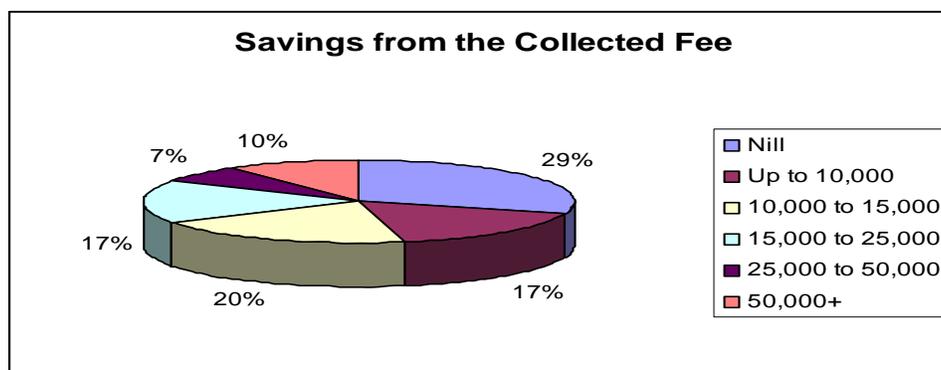
143. Fee per student per month in the private schools is shown in Table 26 and pie Chart 32. Up to 74% schools fee charged is in the range of Rs. 50-200, in remaining 26% schools fee dues are up to Rs. 300. *This is within the prescribed range by BESP.*

**CHART: 32**



144. Table 26 and Chart 33 highlight the saving of private schools from the dues they collect from students. Almost one third (29%) of respondent claims they are running at break even level and are barely covering the expenditure. This partially validates the justification given by BEF as schools are not been able to retain savings and thus a big question of their sustainability after BEF support is over. More than one third of the schools (37%) claim that they are saving up to 15,000. 17% claim to save between Rs. 15,000 to 25,000/- whereas another 7% claim to save between Rs. 25,000/- to 50,000/- However 10% claim to save more than 50,000 rupees.

**CHART: 33**



#### 5.4 DEMOGRAPHICS OF THE AREA

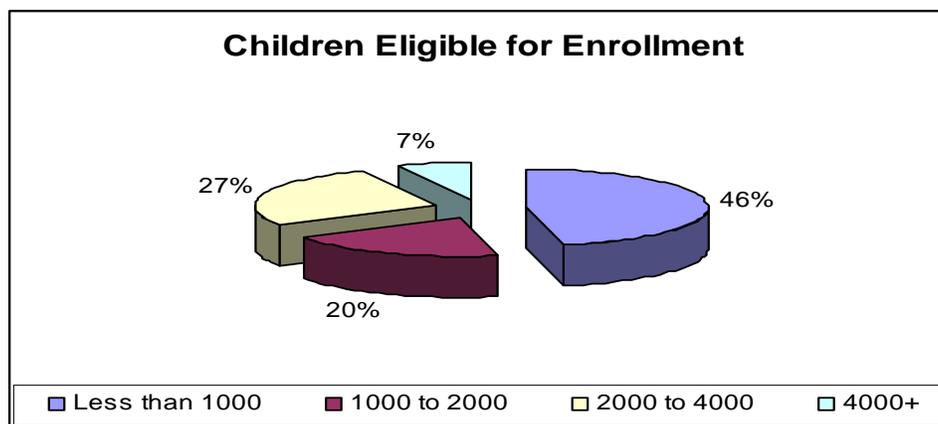
145. Table 27 and pie Chart 34 show that in the close areas of 46% private schools in the surveyed districts there is a potential enrollment of up to 1000 children. While in another 46% of adjacent areas, potential enrollment is between 1000 to 4000 children.

**TABLE: 27**

DEMOGRAPHIC CHARACTERISTICS OF THE AREA	RESPONSES	PERCENTAGE	
Number of Children to be Enrolled in the School	Less than 1000	14	46%
	1000 to 2000	6	20%
	2000 to 4000	8	27%
	4000+	2	7%
Gender Distribution of school going (Enrolled + Un-enrolled) Children (Boys: Girls)	90:10	3	10%
	70:30	6	20%
	60:40	8	27%
	50:50	4	13%
	40:60	7	23%
	10:90	2	7%

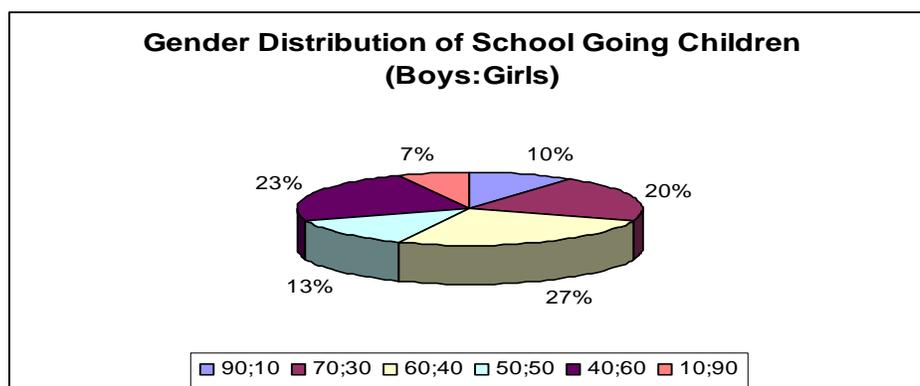
146. Only 7% of the surveyed private schools have potential enrollment in adjacent areas, above 4000 children, as is reported in Table 27 and pie Chart 34.

**CHART: 34**



147. This enrollment potential has a composition of 57% boys. Out of the surveyed schools, the potential of enrollment with gender distribution is presented below.

**CHART: 35**



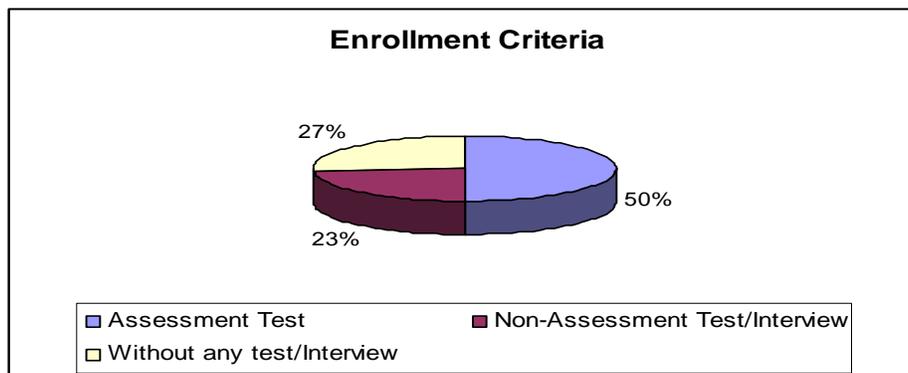
## 5.5 ENROLLMENT CRITERIA

148. Table 28 and pie Chart 36 show that half (50%) of the students are selected on the basis of assessment test and 23% students are enrolled with only interview. 27% of the students in private schools are enrolled without any test and interview.

**TABLE: 28**

ENROLLMENT CRITERION	RESPONSES	PERCENTAGE
Assessment Test	15	50%
Non-Assessment Test/Interview	7	23%
Without any test/Interview	8	27%

**CHART: 36**

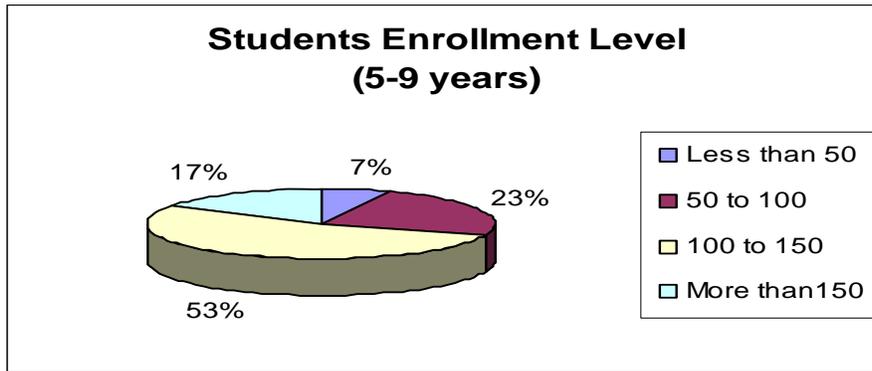


149. Number of children enrolled in the private schools within 5-9 years of age are analyzed in Table 29 and Pie Chart 37. One-third of the enrollment (i.e., 30%) is up to 100 students, while half of the enrollment (53%) is in the range of 100 to 150 students.

**TABLE: 29**

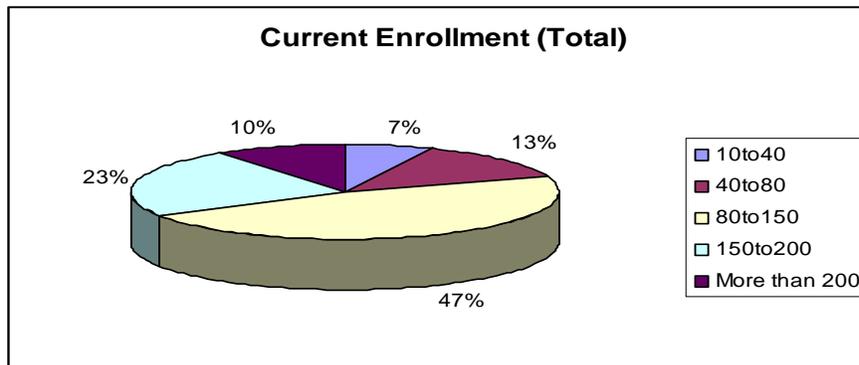
ENROLLMENT		RESPONSES	PERCENTAGE
Student Between 5-9 Years (Total)	Less than 50	2	7%
	50 to 100	7	23%
	100 to 150	16	53%
	More than 150	5	17%
Current Enrollment (Total)	10 to 40	2	7%
	40 to 80	4	13%
	80 to 150	14	47%
	150 to 200	7	23%
	More than 200	3	10%
Annual Increase in Enrollment	5 to 10	15	50%
	10 to 20	7	23%
	20 to 40	2	7%
	40 to 60	2	7%
	60 to 100	3	10%
	100+	1	3%
Gender Segregation Among Currently Enrolled Students (Boys: Girls)	80:20	2	7%
	70:30	6	20%
	60:40	10	33%
	50:50	2	7%
	40:60	4	13%
	30:70	5	17%
	0:100	1	3%

**CHART: 37**



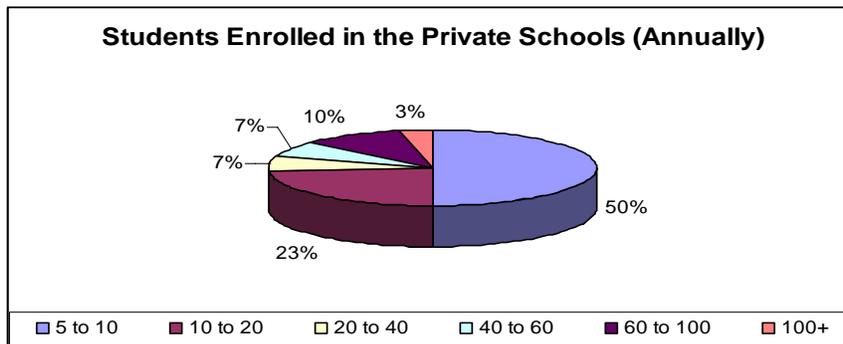
150. *67% of the current enrollment of students, in the private schools, is up to 150 students.*

**CHART: 38**



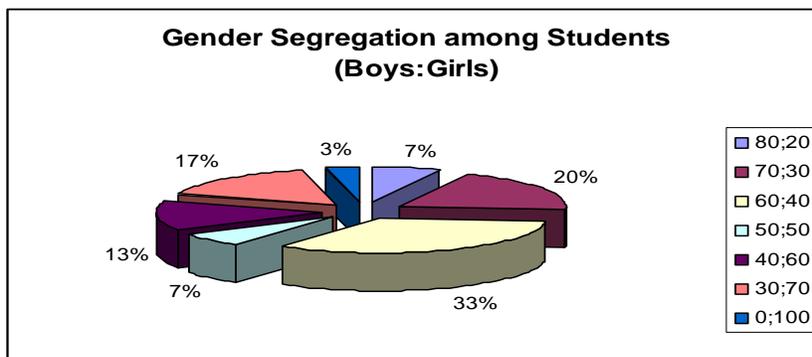
151. Table 29 and pie Chart 39 show that in 50% of schools only 5 to 10 students are enrolled annually. While in the next 30% of the private schools 10 to 40 students are enrolled annually.

**CHART: 39**



152. Table 29 and Pie Chart 40 show that in 60% schools, boys' enrollment is more than girls. 3% schools are only for girls schools. In 30% schools girls are more than boys. In remaining 7% schools boys and girls are equal.

**CHART: 40**



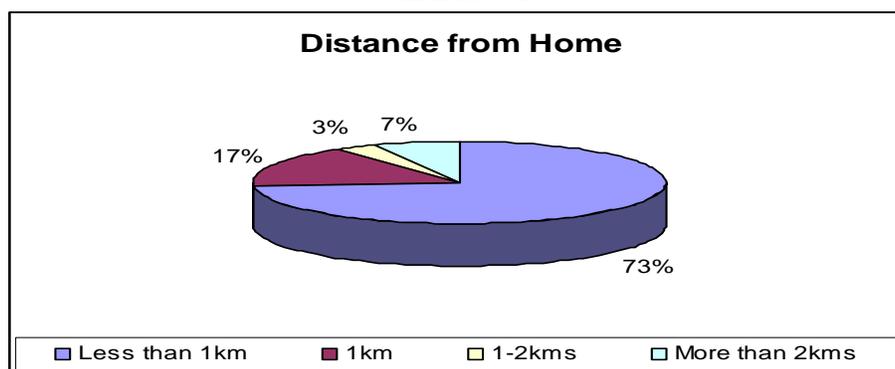
153. Table 30 provides the reasons for the preference of private schools over other. Provision of quality education is the main reason for new enrollment in private schools, as it is supported by 83% of the respondents. Nearness to home is the second reason for enrollment, as 60% respondents vote for it. Third reason is that, 53% respondents are of the opinion that private schools show better results than other schools, due to qualified and experienced teachers. 23% people like these schools because of (i). Good teaching techniques & material, and (ii). Better facilities, including drinking water, playground and equipments.

**TABLE: 30**

REASONS FOR NEW ENROLLMENT	RESPONSES	PERCENTAGE
Provision of Quality Education	25	83%
Near to Home	18	60%
Better Result	16	53%
Qualified & Experienced Teachers	14	47%
Good Teaching Techniques & Material	7	23%
Better Facilities	7	23%
Only for Girls	4	13%

154. Pie Chart 41 shows that nearness of private school from home is another reason for enrollment in these schools. Surveyed data also supports this view as 73% of the students live in the range of less than 1km from schools, and 17% lives in the radius of 1km from school.

**CHART: 41**

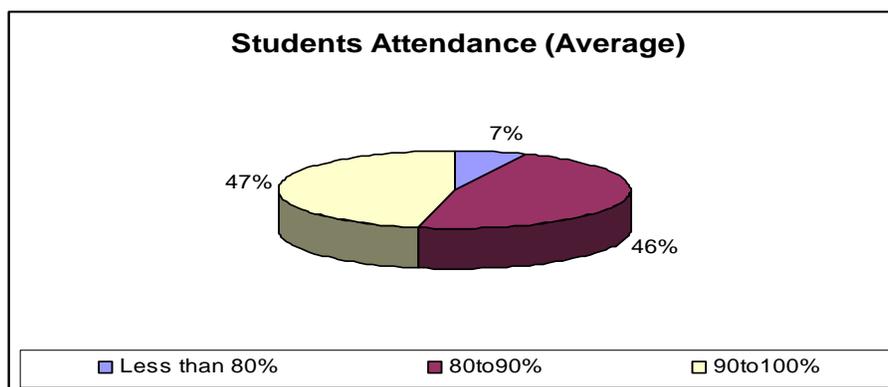


**TABEL: 31**

STUDENTS' PERFORMANCE		RESPONSES	%AGE
Student Attendance (Average)	90 to 100%	14	47%
	80 to 90%	14	47%
	Less than 80%	2	6%
Class Assessments/Examination	Annually	1	3%
	Biannually	11	37%
	Quarterly	16	53%
	More than 4-times	2	7%
Grade Completion Rate	90 to 100%	2	7%
	80 to 90%	20	66%
	70 to 80%	4	13%
	60 to 70%	2	7%
	Less than 60%	2	7%
Dropout Rate	0 to 5%	23	77%
	6 to 10%	3	10%
	More than 10%	4	13%

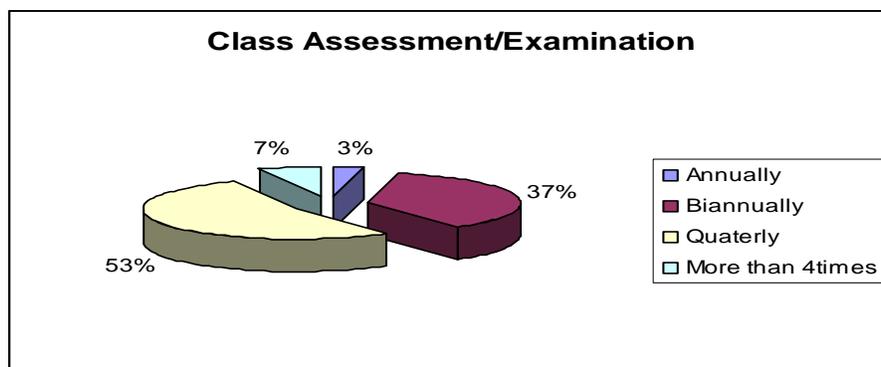
155. Table 31 and pie Chart 42 show that 94% schools have 80 to 100 percent student attendance. *Therefore the KPI target for student attendance being more than 70% is validated for being achieved.*

**CHART: 42**



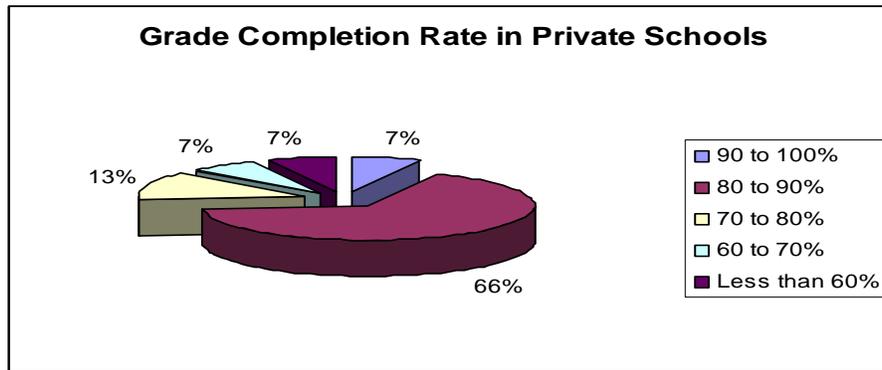
156. Table 31 and pie Chart 43 show that normally class assessment/examinations held biannually (37%) and quarterly (53%) in the private schools.

**CHART: 43**



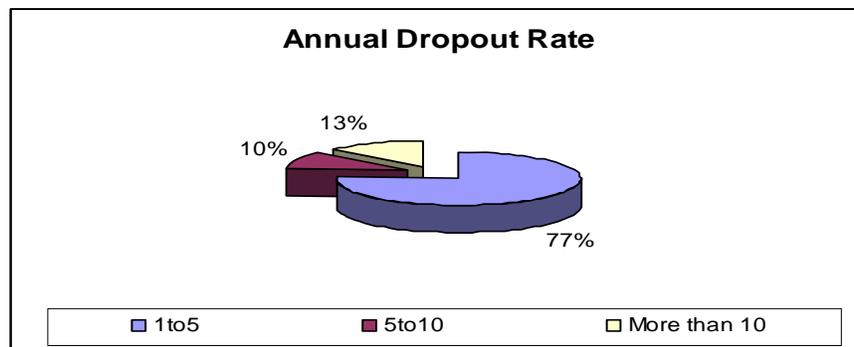
157. Table 31 and pie Chart 44 show that in 73% of the private schools grade completion rate is in the range of 80% to 100%. While in other 13% of the private schools grade completion rate is 70 to 80%. In total of 86% schools, the grade completion rate is not less than 70% whereas in 14% schools, the grade completion rate is less than 70%. *Therefore the KPI target for grade completion rate is validated to have been substantially met.*

CHART: 44



158. Table 31 and pie Chart 45 show that only very few students are reported to be dropped out annually. Ratio is less than 5% (or 1-5%).

CHART: 45



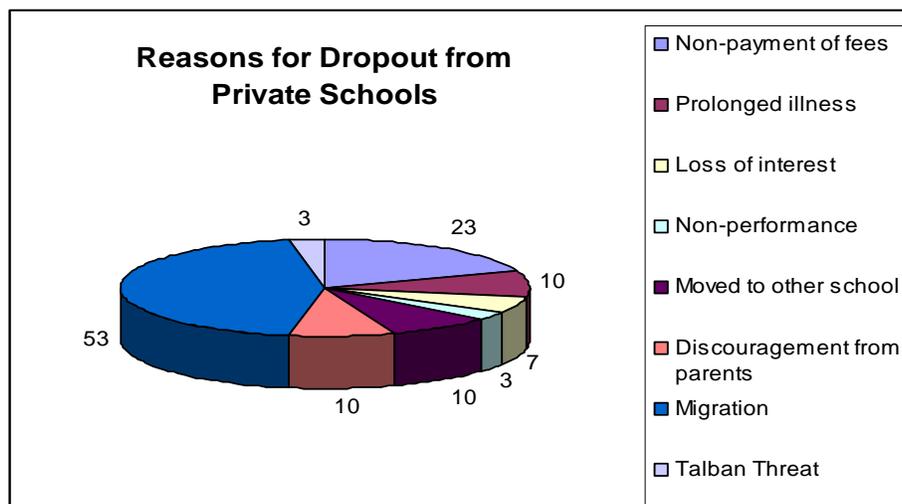
159. Table 32 and pie chart 46 show that migration of family to other locations during the year is the main reason for dropout. Sample data shows that 53% of the respondents support this argument. Almost one fourth of the dropout is due to non-payment of tuition fees. This high dropout level is a reflection of poor economic conditions of the families.

**TABLE: 32**

NO	REASONS FOR DROPOUT	RESPONSES	PERCENTAGE
1	Migration	16	53%
2	Non-payment of fees	7	23%
3	Prolonged illness	3	10%
4	Moved to other school	3	10%
5	Discouragement from parents	3	10%
6	Loss of interest	2	7%
7	Non-performance	1	3%
8	Security reasons / law & order	1	3%

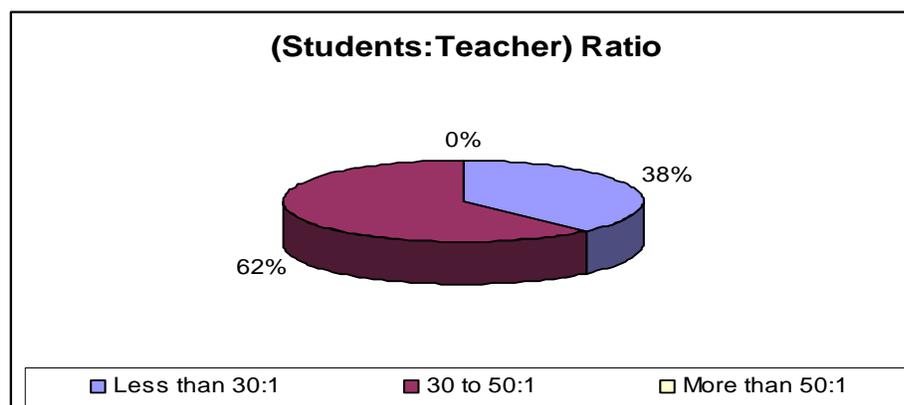
160. According to 10% of the respondent dropout occurs due to prolonged illness, shifting of school, and discouragement from parents.

**CHART: 45**



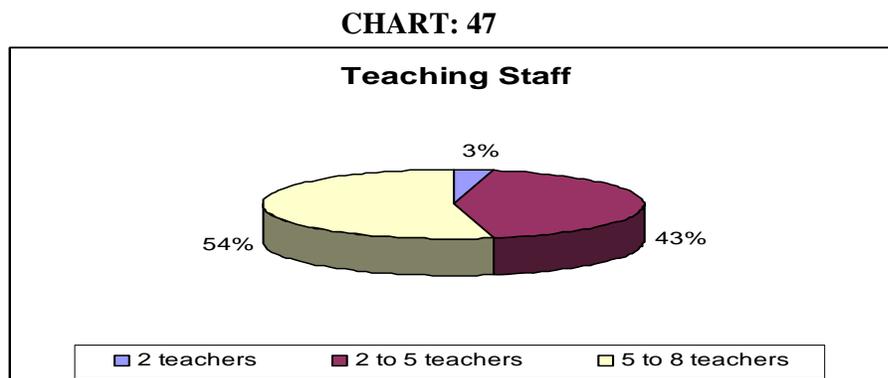
161. Chart 19 shows that in 38% of the private schools there is a single teacher for 30 students, and in two third of the (62%) schools ratio increases up to 50 students per teacher (i.e., 30 to 50:1).

**CHART: 46**



## 5.6 TEACHERS' RECRUITMENT

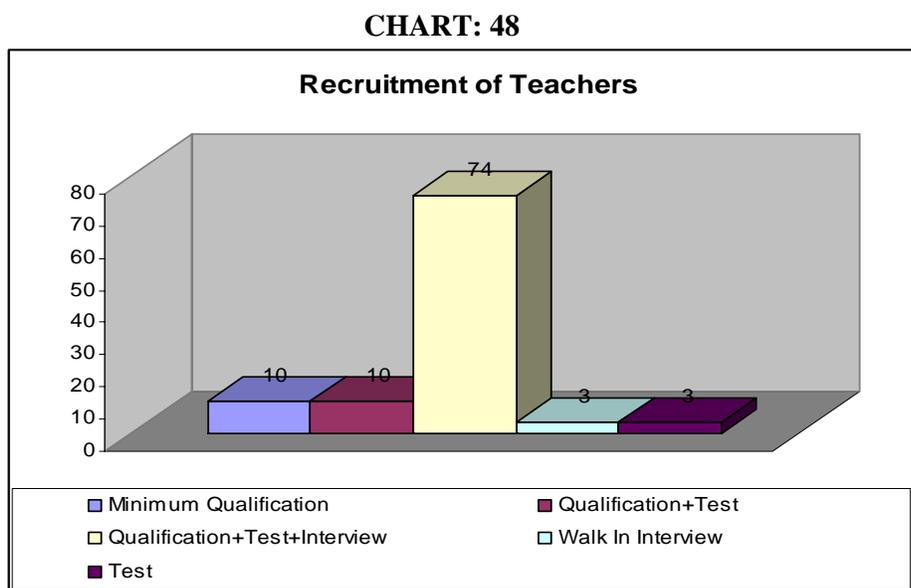
162. Pie Chart 47 show that 54% of the private schools have 5-8 teachers, in 43% schools there are 2-5 teachers, while in remaining 3% schools there are only 2 teachers.



163. Table 13 and bar Chart 48 show that qualification, test and interview is the main procedure adopted by the private schools to hire new teachers.

**TABLE: 33**

RECRUITMENT OF TEACHERS	RESPONSES	PERCENTAGE
Minimum Qualification	3	10%
Qualification + Test	3	10%
Qualification + Test + Interview	22	74%
Walk In Interview	1	3%
Test	1	3%

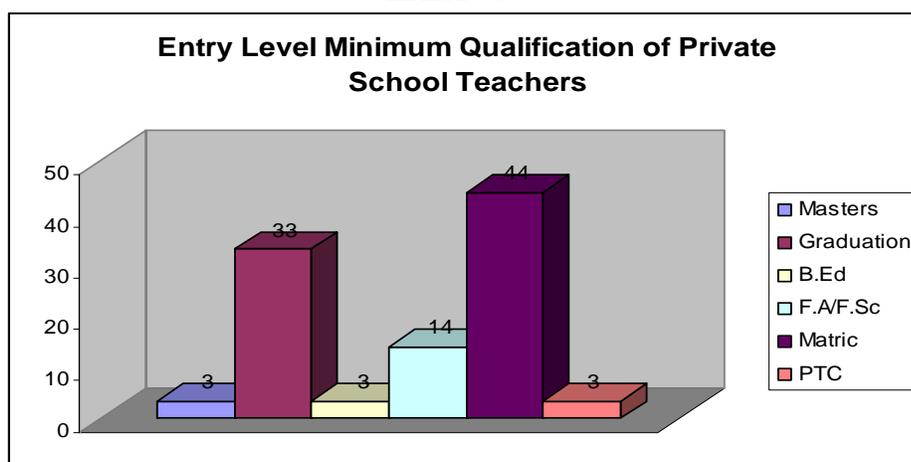


164. Table 34 and bar Chart 49 show the minimum qualification level of private school teachers. Data shows that majority of the teaching staff (44%) have Matric qualification level.

**TABLE: 34**

MINIMUM QUALIFICATION	RESPONSES	PERCENTAGE
Masters	1	3%
Graduation	10	33%
B. Ed	1	3%
F. A/F. Sc	4	14%
Matric	13	44%
PTC	1	3%

**CHART: 49**



165. To improve the performance of existing teaching staff, in service training is effective and feasible way to achieve the target. Table: 35 shows that various training programs are designed for the teachers in the private schools.

**TABLE: 35**

TEACHERS' TRAINING IN SERVICE		RESPONSES	PERCENTAGE
<b>Teacher's Training (Frequency)</b>	Once	16	53%
	Twice	4	14%
	Thrice	1	3%
	None	9	30%
<b>Teachers' Training (number of days)</b>	Less Than 5days	11	55%
	15days	5	25%
	30days	3	15%
	45days	1	5%

166. Table: 36 shows that 93% of the private schools have teachers' attendance more than 90%, while remaining 7% teachers have attendance more than 80%. This also validates substantial achievement against the KPI target of all teachers having 90% or more attendance.

**TABLE: 36**

Teachers' Attendance (Average)		Percentage
90 to 100	28	93
80 to 90	2	7
Less than 80	0	0

## 5.7 MONITORING BY TIPs AND BEF

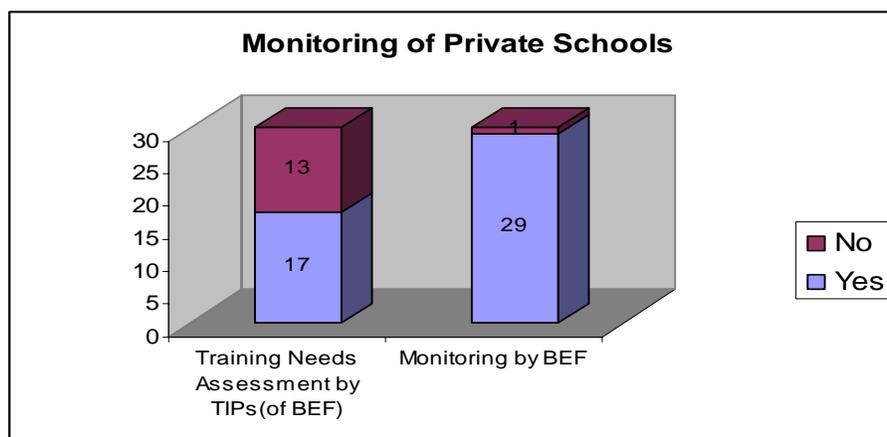
167. Table 37 and bar Chart 50 show that Technical Implementing partners (TIPs) of BEF carry out some sort of training needs assessment.

**TABLE: 37**

Monitoring	Responses		Percentage
Training Needs Assessment by TIPs of BEF	Yes	17	57%
	No	13	43%
School Performance Monitored by BEF	Yes	29	97%
	No	1	3%
	Monthly	1	3%
	Quarterly	28	94%
	Yearly	1	3%

168. Table: 37 and bar Chart: 50 also show that 97% of the respondents stated that the school performance is monitored externally by BEF itself. Further analysis of data shows that they monitor quarterly.

**CHART: 50**

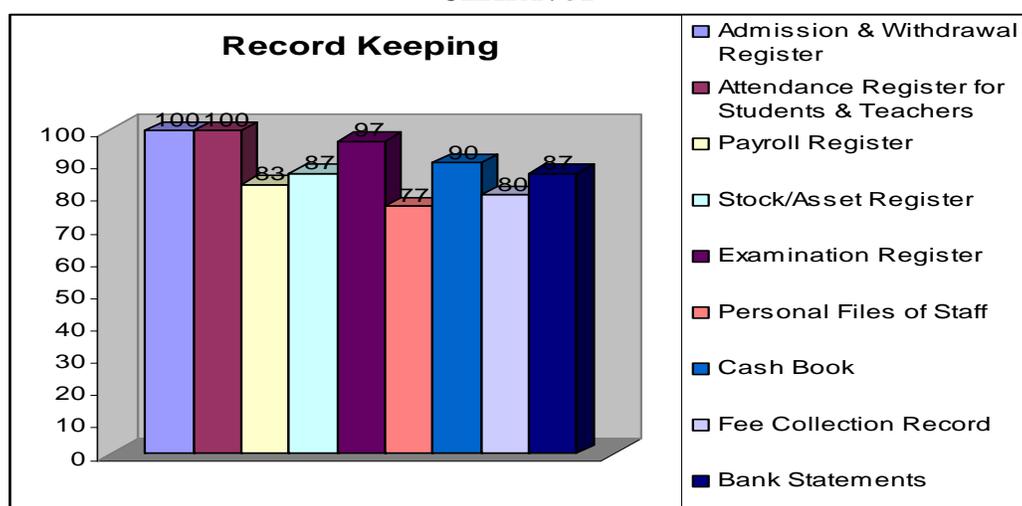


169. Record keeping is very important at private school level to access and evaluate their performance and to keep the transparency of their monitory transactions. Table: 38 shows that all the stakeholders feel comfortable the way the record is maintained and managed.

TABLE: 38

NO	RECORD KEEPING	RESPONSES	PERCENTAGE
1	Admission & Withdrawal Register	30	100
2	Attendance Register for Students & Teachers	30	100
3	Examination Register	29	97
4	Cash Book	27	90
5	Stock/Asset Register	26	87
6	Bank Statements	26	87
7	Payroll Register	25	83
8	Fee Collection Record	24	80
9	Personal Files of Staff	23	77

CHART: 51



## 5.8 BEF's SUPPORT

170. List of the Balochistan Education Foundation's (BEF's) support to the private schools is provided in Table: 39. *53% respondents agree that BEF provides training to the teachers regularly, 90% accept that BEF provides subsidy annually, per student for facilities and material costs. 93% agrees that BEF provides subsidy every quarter against students' enrollment, 90% agrees that BEF provides subsidy every quarter against student's attendance, and 77% agrees that BEF provides attendance bonus after 80% of attendance is reached. Data shows that attendance ranges from Rs.100 to Rs.225 per student.*

**TABLE: 39**

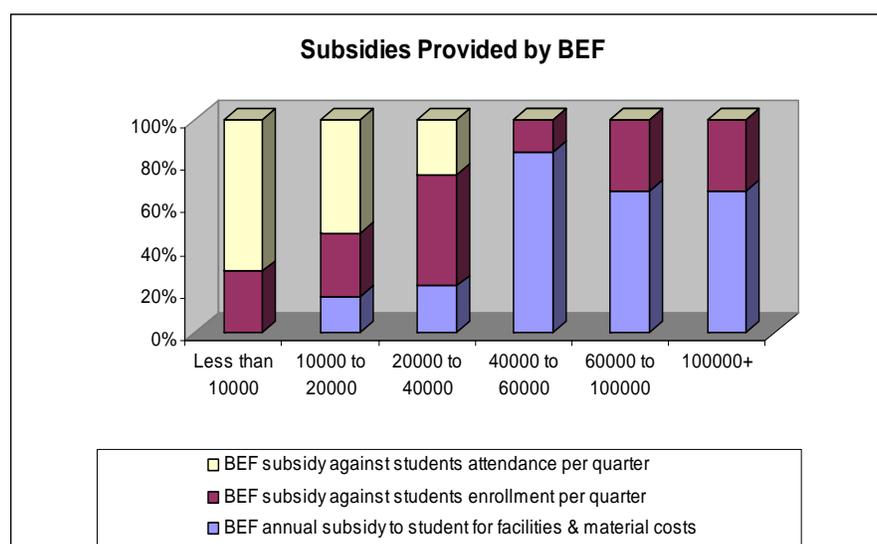
BEF SUPPORT		RESPONSES	PERCENTAGE
BEF provides training to the teachers	Yes	16	53
	No	14	47
BEF annual subsidy for student and for facilities & material costs	Yes	27	90
	No	3	10
BEF subsidy against students enrollment per quarter	Yes	28	93
	No	2	7
BEF subsidy against students attendance per quarter	Yes	27	90
	No	3	10
BEF attendance bonus after 80% of attendance	Yes	23	77
	No	7	23

171. Table: 40 and bar Chart: 52 provide the details of amount paid as subsidy under each category.

**TABLE: 40**

	BEF ANNUAL SUBSIDY FOR STUDENT AND FOR FACILITIES & MATERIAL COSTS	BEF SUBSIDY AGAINST STUDENTS ENROLLMENT PER QUARTER	BEF SUBSIDY AGAINST STUDENTS ATTENDANCE PER QUARTER
Less than 10000	0	2	5
10000 to 20000	5	9	16
20000 to 40000	5	12	6
40000 to 60000	11	2	0
60000 to 100000	2	1	0
100000+	4	2	0

**CHART: 52**



172. The opinion of respondents about the portion of fee compensation by these subsidies is provided in the following Table: 41. Data shows that 90% of the payments are made by a compliance check by BEF management. **70% respondents say that delay in the payments from BEF affects school's performance, while 30% say that it's not affected by delay in payments. The delays in payment are highlighted from an overwhelming response of 70%.**

**TABLE: 41**

<b>EFFECTS OF BEF MONITORY SUPPORT</b>	<b>RESPONSES</b>	<b>PERCENTAGE</b>	
<b>Percentage Portion of Fee Covered by Subsidies</b>	80 to 100%	6	20
	50 to 80%	14	47
	25 to 50%	2	7
	10 to 25%	1	3
	0 to 10%	7	23
<b>Payments by Compliance Check by BEF Management</b>	Yes	27	90
	No	3	10
<b>Delay in Payments affects School Performance</b>	Yes	21	70
	No	9	30
<b>Sustainability in Growth of Enrollment after BEF Support is over</b>	Not at all	0	0
	With some difficulty	10	33
	Can sustain	20	67

173. All respondents say that their school can sustain growth in enrollment after BEF support is over. However in cases where there are no savings, this seems to pose an issue. 33% of which say that though they do so with some difficulty, and 67% can do so without any difficulty.

## Chapter 6

### Teachers

174. Teachers are one of the target beneficiary groups of BESP. Total of 129 teachers were interviewed. Both private and community school teachers are sampled in the survey. Ratio of private school teachers is 76%, and community school account for 41%. In this sample 57% respondents are male teachers, and 43% are female teachers.

**TABLE: 42**

CHARACTERISTICS		RESPONSES	PERCENTAGE
Gender of Respondent	Male	73	57%
	Female	5	43%
School Type	Community School	53	41%
	Private School	76	59%

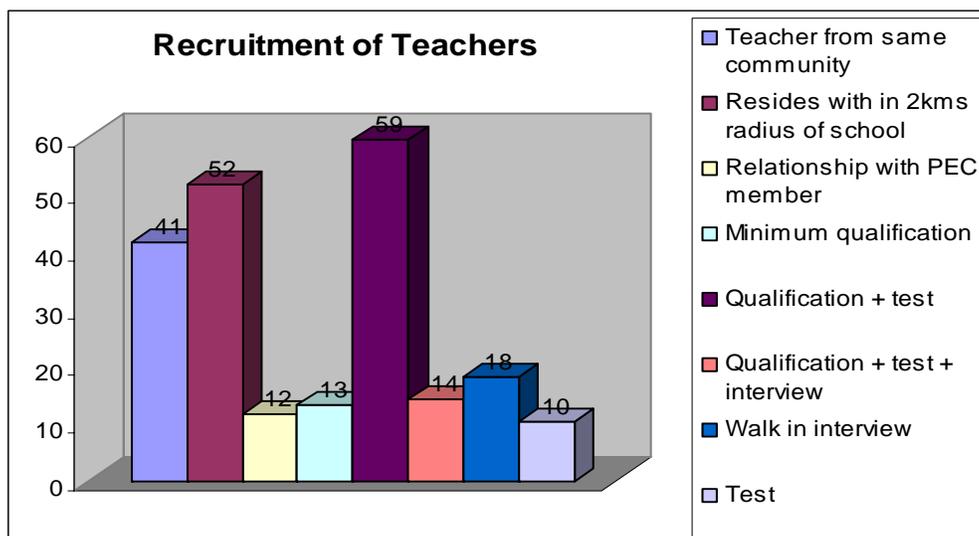
#### 6.1 RECRUITMENT OF TEACHERS

175. Table 43 and bar Chart 52 show that 59% of the respondents say that teachers are selected on the basis of their qualification plus results of the test. Second important reason for selection of teacher is that they reside within 2 kms radius of school. Third reason for their selection is that they belong to the same community. However 12% were found to be relatives of the PEC members.

**TABLE: 43**

No.	Teachers' Recruitment	Response	Percentage
1	Qualification + test	76	59%
2	Resides with in 2kms radius of school	66	52%
3	Teacher from same community	53	41%
4	Walk in interview	23	18%
5	Qualification + test + interview	18	14%
6	Minimum qualification	17	13%
7	Relationship with PEC member	15	12%
8	Test	13	10%

CHART: 52

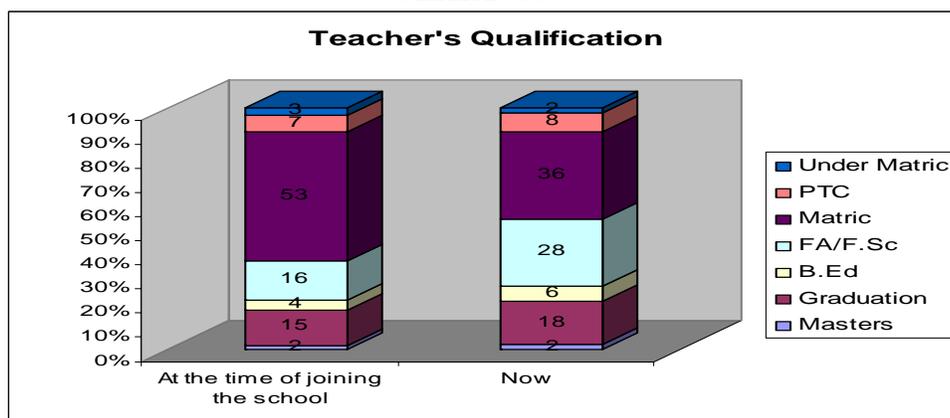


176. Table 44 and bar Chart 53 provide us the qualification of teachers at the time of joining the school and their current level of qualification. At the time of joining the school, the number of Matric and under-Matric teachers, especially females, were higher, but latter on its proportion decreases, as the respondent improves his/her degree, as is depicted by an increase in number of PTC, FA/F. Sc, B. Ed, graduates and Masters.

TABLE: 44

NO.	QUALIFICATION	AT THE TIME OF JOINING THE SCHOOL		NOW	
		Count	Percentage	Count	Percentage
1	Masters	2	2%	3	2%
2	Graduation	19	15%	23	18%
3	B. Ed	5	4%	8	6%
4	FA/F. Sc	21	16%	36	28%
5	Matric	67	53%	46	36%
6	PTC	9	7%	11	8%
7	Under Matric	4	3%	2	2%

CHART: 53

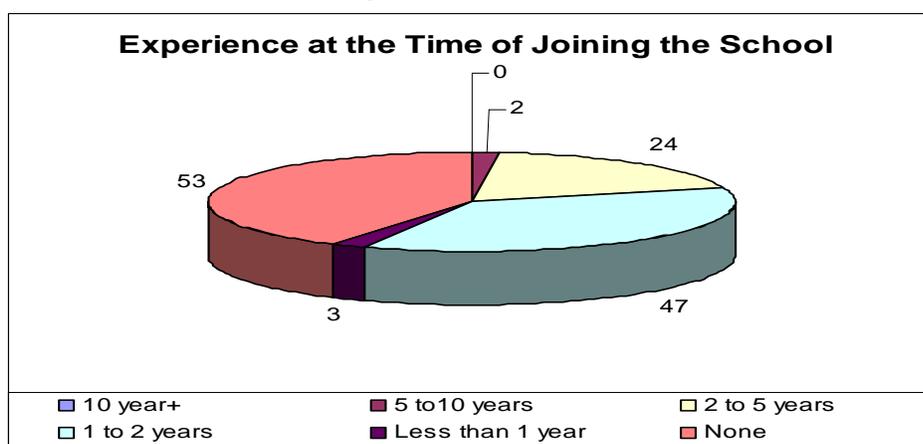


177. Table 45 and pie Charts 54 provide us the details of the experience achieved by the teachers. 36% of the teachers have experience from one to 2 years. 19% of the teachers have experience from 2 to 5 years. A significant number of teachers (41%) at the time of recruitment have no experience what so ever.

**TABLE: 45**

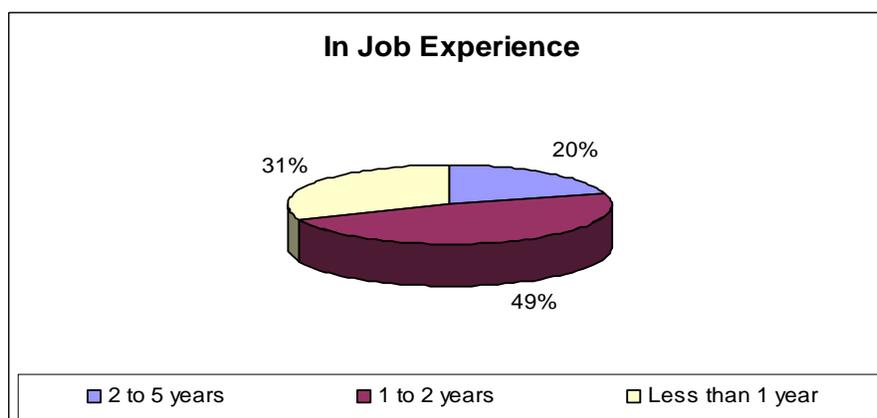
EXPERIENCE OF THE TEACHERS		RESPONSES	
<b>Experience at the Time of Joining the School</b>	10 years+	0	0%
	5 to10 years	2	2%
	2 to 5 years	24	19%
	1 to 2 years	47	36%
	Less than 1 year	3	2%
	None	53	41%
<b>In job Experience/ duration of job</b>	2 to 5 years	26	20%
	1 to 2 years	63	49%
	Less than 1 year	40	31%

**CHART: 54**



178. Table: 45 and pie Chart: 55 show that 49% of the teachers have been employed before 2 years that is they have job experience. 31% teachers have in job experience less than one year. Only 20% teachers have experience in the range of 2-5 years.

**CHART: 55**



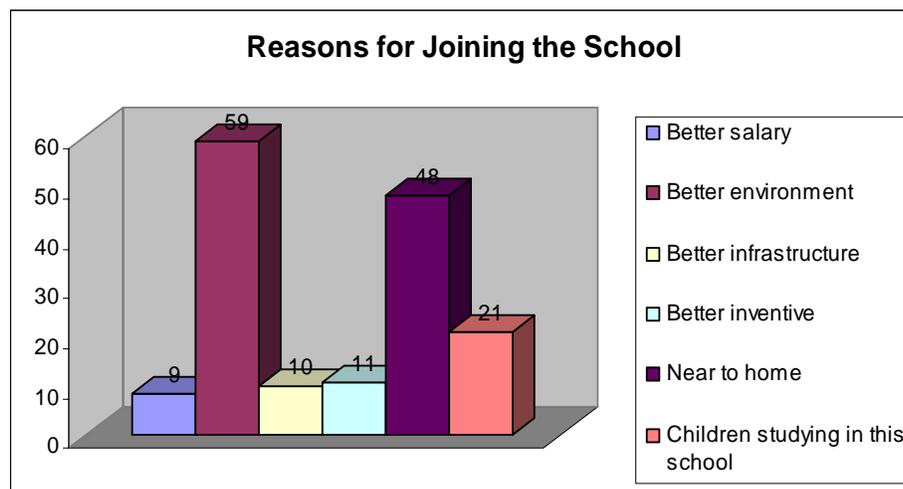
## 6.2 REASONS FOR JOINING THE SCHOOL

179. Table 46 and pie Chart 56 show that majority of the teachers select the school for better environment (59%), and secondly that it is near to their home (48%). They give less important to salary, only 9% of the respondents are impressed with high pay.

**TABLE: 46**

No	Reasons for Joining the School	Responses	Percentage
1	Better environment	76	59%
2	Near to home	62	48%
3	Children studying in this school	27	21%
4	Better inventive	14	11%
5	Better infrastructure	13	10%
6	Better salary	11	9%

**CHART: 56**



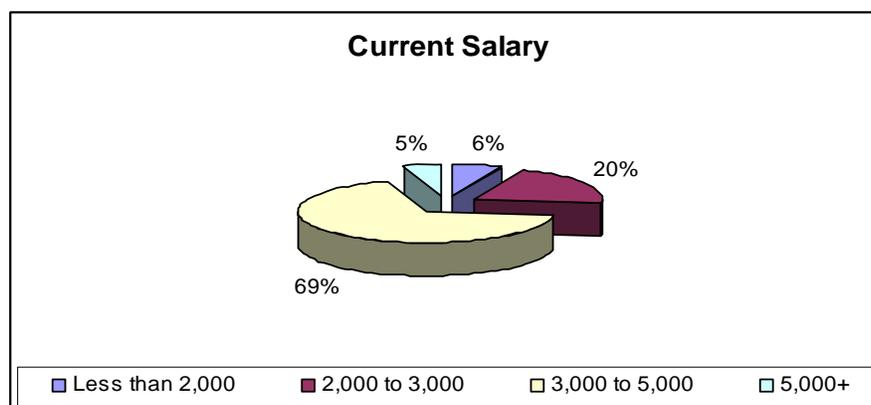
180. Table 47 shows that 88% of the respondents get salary on time, while only 12% respondents don't receive salary on time.

**TABLE: 47**

SALARY INCENTIVES		RESPONSES	PERCENT AGE
Do you get salary on time?	Yes	114	88%
	No	15	12%
Current Salary	Less than 2,000	8	6%
	2,000 to 3,000	26	20%
	3,000 to 5,000	89	69%
	5,000+	6	5%

181. Table 47 and pie Chart 57 show that almost 95% of the teachers in the sample survey receive monthly salary up to Rs.5,000/-. Only 5% teachers get salary above Rs. 5,000/-

**CHART: 57**



### 6.3 CAPACITY BUILDING

182. Teachers training play a very crucial role in improving the quality of education in both private and public schools. Overall results show that 69% of respondents claim that they have received training during the service, however, 31% did not receive any type of training.

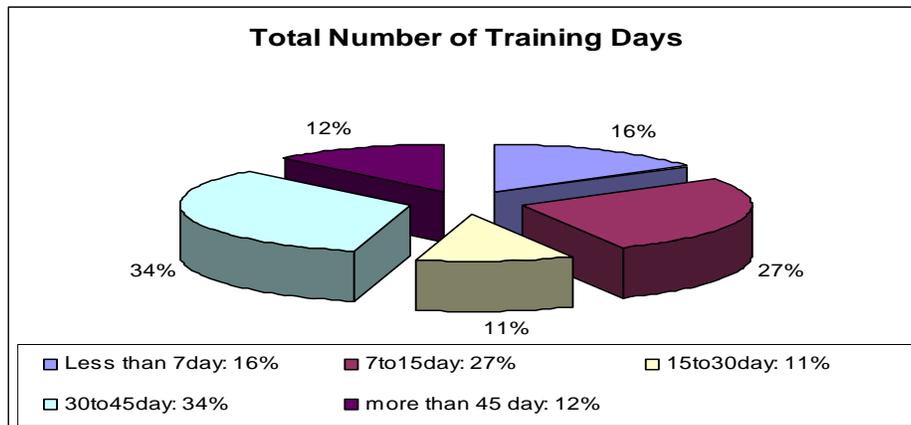
183. To make training more effective various training modules are used such as in-service training, direct-ongoing classroom support training, workshops and seminars. From survey sample data 43% respondents receive face to face training, 30% respondents receive training through field assignments. In class room support training 50% of respondents completed lessons plan, and class room management. 52% of the respondents receive training on teaching skills and ideas. Very few respondents participated in workshops and seminars.

**TABLE: 48**

S.NO	TRAINING RECEIVED BY TEACHERS	RESPONSES	PERCENTAGE
<b>i</b>	<b>In-service training</b>		
a	Face to face training	55	43
b	Field assignment	39	30
c	Feedback	33	26
<b>ii</b>	<b>Direct-ongoing classroom support training</b>		
a	Skills to develop teaching skills & ideas	67	52
b	Lessons plans	64	50
c	Classroom management	65	50
d	Teacher's guides	54	42
e	Through mentors	39	30
f	In-school professionals meetings	37	29
<b>iii</b>	<b>Other Trainings</b>		
a	PTC	4	3
b	B. Ed	1	1
<b>iv</b>	<b>Workshops</b>	18	14
<b>v</b>	<b>Seminars</b>	2	2

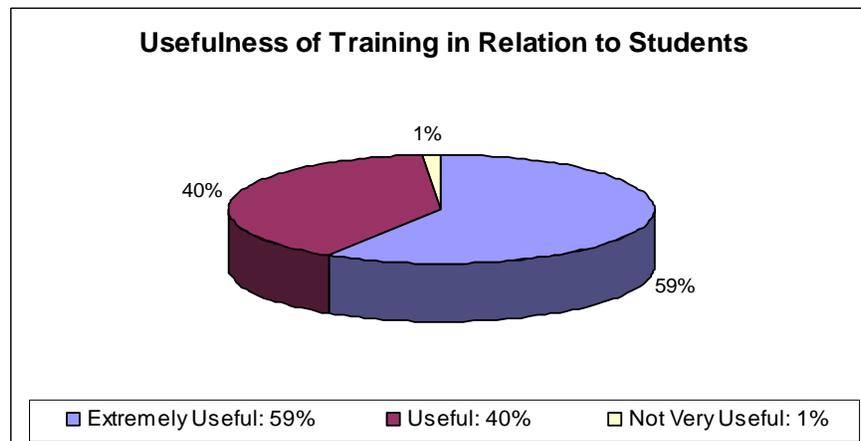
184. Total number of training days for teachers varies from one week to more than 45 day. Data in Table 58 shows.

**CHART: 58**



185. Teachers who received some sort of training during the service think that it has helped in building their capacity and related teaching abilities. These teachers also believe that as a result of these trainings, students can also benefit from this training as shown in the pie Chart: 59.

**CHART: 59**



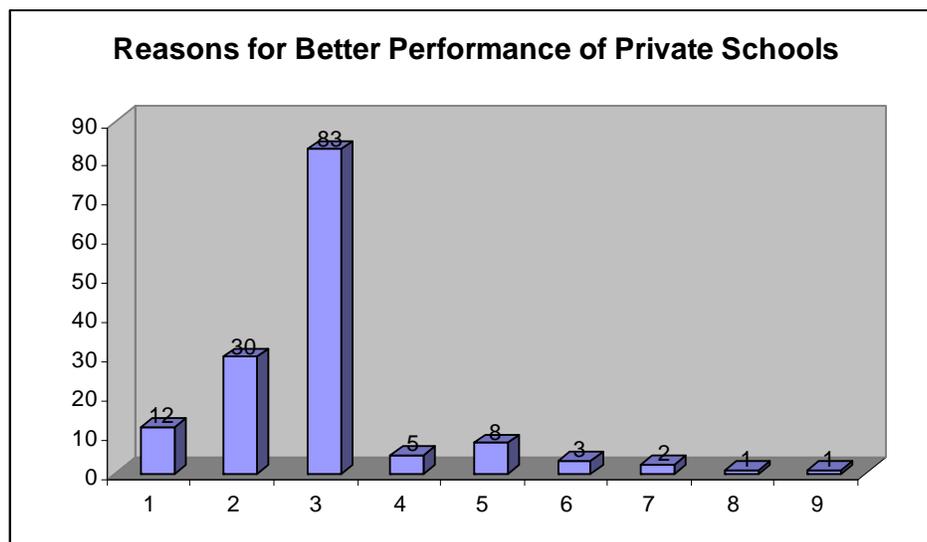
186. The table 49 below portrays the various reasons for better performance of private schools than community or public schools.

**Table 49:**

NO.	REASONS FOR BETTER PERFORMANCE OF PRIVATE SCHOOLS THAN PUBLIC/COMMUNITY SCHOOLS	RESPONSES	PERCENTAGE
1	Following general trend	15	12
2	Better teachers (hard working & efficient) due to better package	38	30
3	Better learning environment & Infrastructure	106	83
4	Public schools being put of the govt. faces similar downfall	6	5
5	Teachers' attendance rate is low in community schools	10	8
6	Better teaching methods and tools (via teachers training)	4	3
7	Validity of certificate of private schools	3	2
8	Private schools are near to home	1	1
9	Separate girl schools	1	1

187. Accordingly, the main reason comes out to be a better learning environment & infrastructure that a private school offers in comparison to the community or public school. 83% respondents were of this view. 8% expressed higher attendance rate of teachers at private schools than at community or public schools since there is greater check and accountability (the attendance of teachers has come out to be better in private schools than that in community schools). 30% of the same group also expressed the overall efforts of the teachers are better in private schools than in community schools. This is shown in the pie chart 60, as follows:

Chart 60



188. On a related but critical note, the respondents suggested various mode of support from BEF to further the objectives of the program and to overall improve effectiveness and efficiency in the overall service delivery.

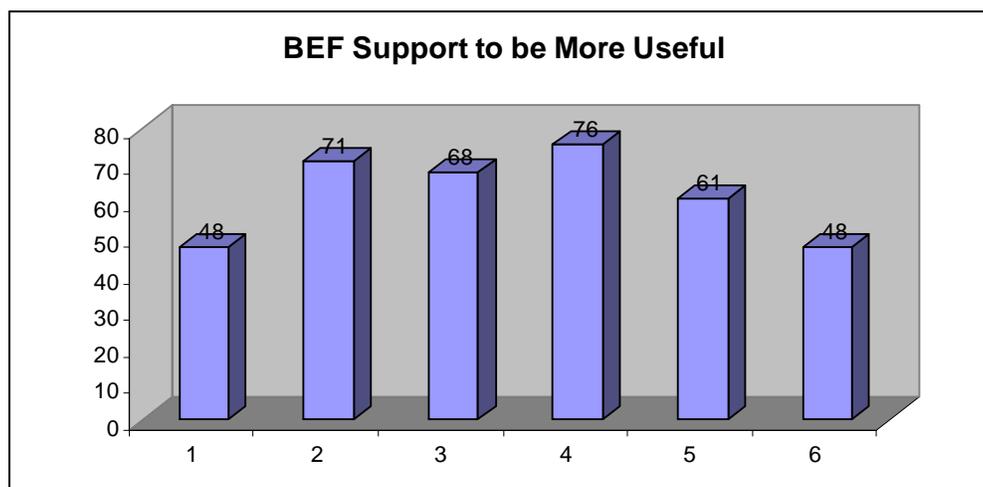
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189. According to their priorities, there should be more training (76%), followed by infrastructure support / construction of schools & related infrastructure (71%), provision of furniture and fixture (68%) and provision of clean drinking water, latrines and laboratories (61%). This has been shown in table 50 and pie chart 61 below.

Table 50

S.NO	HOW BEF SUPPORT BE MORE USEFUL	RESPONSES	PERCENTAGE
1	Provision of textbooks & uniform	61	48
2	Infrastructure support	91	71
3	Provision of furniture & fixtures	87	68
4	More training	97	76
5	Provision of drinking water, latrines, laboratory	78	61
6	Provision of Heating/cooling, boundary walls & other facilities	61	48

Chart 61

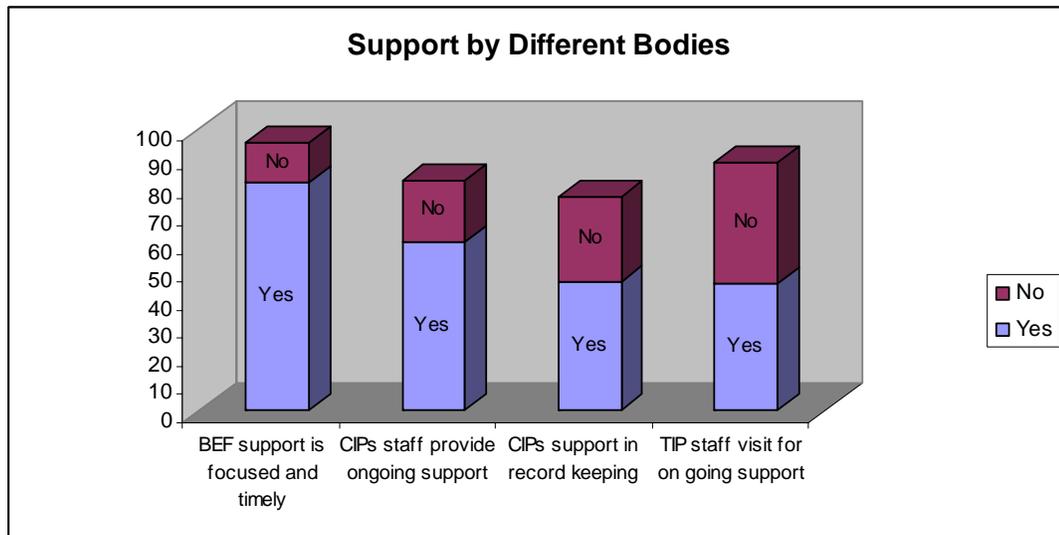


190. Respondents at the private schools were queried on different aspects of service delivery by BEF. 81% stated that BEF support to them is focused and timely, 60% stated that implementation partners have been providing support and in particular to record keeping (46%). This is shown in the table 51 and pie chart 62, 63 and 64.

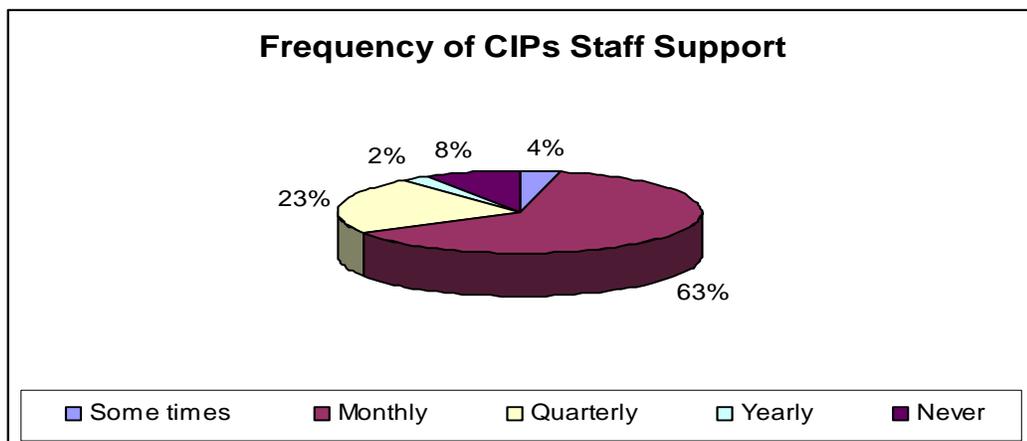
Table 51

S.NO	SUPPORT BY DIFFERENT BODIES	YES		NO	
		Responses	Percentage	Responses	Percentage
1	BEF support is focused and timely	104	81	18	14
2	IPs staff provide ongoing support	77	60	28	22
3	IPs support in record keeping	59	46	39	30
4	TIP staff visit for on-going support	57	45	55	43

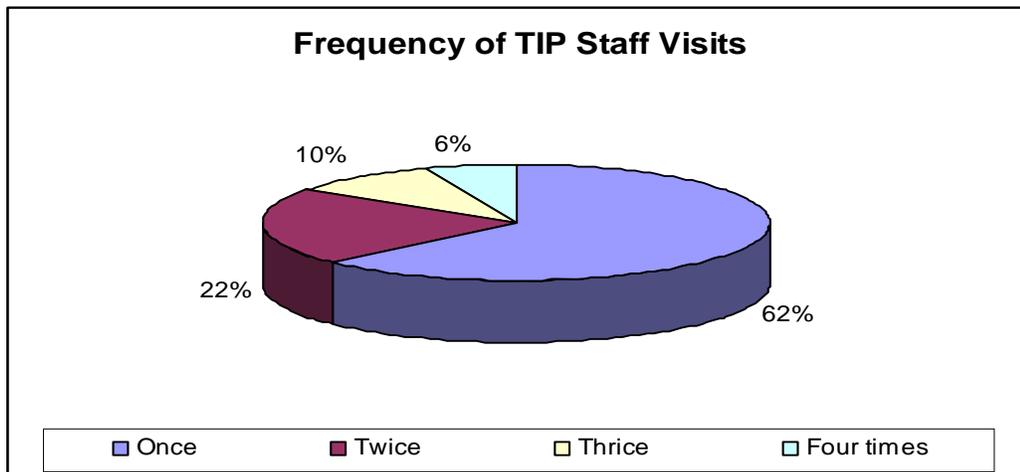
Chart 62



Pie Chart 63



Pie Chart 64



## Chapter 7

# Validation of Procedural Compliance of BESP

### A. ESTABLISHMENT OF COMMUNITY SCHOOLS

208. Community schools were established with the objective to improve access to quality education, in rural areas of Balochistan. The establishment of these schools was undertaken with the active involvement of community implementation partners (engaged NGOs by BEF following criteria for CIP selection and following procurement process).

209. The main criteria for community school establishment were:

a) **the ability of the community to enroll at least 20 students,**

To assess, whether the community had an initial enrollment / potential (out of school children) of at least 20 students for school establishment, data on current enrollment and on an estimate of out-of-school children at the time of TPV survey; validates this criterion to have been met.

ENROLLMENT		RESPONSES	PERCENTAGE
Current Enrollment	10 to 20 (>20)	3	6%
	20 to 40	18	41%
	40 to 80	13	30%
	80 to 150	10	23%
	More than 150	0	0%

From the perusal of the above table, it is evident that 94% of the community schools, enrollment of 20 or more have been maintained. This enrollment being 20 or more, maintained during the two phases of BESP (being 94%), in turn validates fulfillment of the criteria for establishing schools where at least 20 students can be enrolled.

DEMOGRAPHIC CHARACTERISTICS OF THE AREA		RESPONSES	PERCENTAGE
<b>Number of Children to be Enrolled in the School (out-of-school children) - guesstimate</b>	Less than 100	2	4%
	100 to 200	31	62%
	200 to 400	9	18%
	400 to 1000	8	16%

Further, from the discussions with the school, PEC and local communities; there are even presently around 100+ school-age out-of-school children around 96% of the surveyed schools (96%) as is evident from the table above. This also validates

the criteria for school establishment has been followed and that available potential enrollment (more than 20) formed the basis of selection of site.

**b) And where there is no girls' school within a radius of 2 kms.**

From the discussions during the survey, the local communities, PEC and school staff identified 5 out of 44 schools as being within the radius of 2 kms. Whereas all the remaining 89% community schools established under the BESP, did not have any school within the 2 kms radius; thus conforming to the criteria for school establishment. The criteria being met, is validated.

Schools within the radius of 2 kms	5
Schools outside the radius of 2 kms.	39
Total schools	44

210. Table 3 and pie Chart 3 of Chapter 3, highlight the contribution of various players in the establishment of community schools. PECs (89%) endorsed the active role played by CIP as envisaged, for establishment of schools.

**B. PARENTS EDUCATION COMMITTEES**

211. Parent Education Committees (PECs) were established as a pre-requisite to schools establishment and becoming eligible to secure BEF's funding. These parents' education committees were envisaged to be formed with the help of the CIPs, from the local community at a declared day and venue where 70% of community members are present. Further technical implementation partners were engaged by BEF to build the capacities of these PECs and teachers.

212. PECs have the most critical and central role in implementation of this program. The PECs have been given the overall mandate and ownership in school management and supervision. The PECs are required to; a) provide premises, b) arrange for and employ local qualified teachers, c) open and maintain a bank or postal account, d) keep financial and meeting records, e) ensure proper maintenance and physical conditions of the premises, f) oversee enrollment, participation and performance of the school, g) monitor dropouts and hiring / firing and monitoring the performance of teachers.

213. Registration of these community schools with the local government authorities under relevant law (Voluntary Agencies Registration and control ordinance 1961) was mandatory requirement of BEF. Other requirements were to have a presence of 70% community members on the day, PEC was formed and that only parents of children studying in the school are eligible to be PEC members. The outcome of survey in relation to the validation for these two aspects is (related data in the table below):

- a) While all the school administration / PECs stated to have registration certificates of PECs, **95%** of these schools could produce a copy at the time of survey whereas only 5% of the schools did not have these readily

available at the time of the survey. **Mandatory requirement being fulfilled is therefore validated.**

- b) 88% stated to have formed the PEC before establishment of school.
- c) 95% of PECs stated that an orientation session was held with their community before formation of PEC.
- d) 93% stated to be aware of the community meeting on the day of selection of PEC.
- e) 90% of PEC members expressed their belief that 70% of the community gathered for selection of PEC, record was verified.
- f) Overall **88%** of the relevant record was made available for presence of 70% community members on the day PEC was formed, which was verified; **therefore the requirement being met is validated.**
- g) **Survey data shows that more than 90% (range 93-98%) PEC members have their children studying in the school.**

About PEC	Yes	No	Total
Registration under control ordinance 1961	42	2	44
PEC formed before establishment of school	39	5	44
Orientation session with community before PEC formation	42	2	44
Community meeting for the selection of PEC	41	3	44
70% votes on the selection day	40	4	44
Availability of record of PEC formation & Selection	39	5	44

### C. ESTABLISHMENT OF PRIVATE SCHOOLS

214. Private schools component was included in the BESP design to promote access to low-fee quality private primary education in semi-urban and rural areas. The criteria for establishment of these private schools were:

- a) **new schools can be established if there are at least 50 children (ages 4-9 out of school),**

The table below shows that 93% of the private schools surveyed have an enrollment of 50 children (age between 5-9 years) being maintained. Only 7% of schools have an enrollment of less than 50 students for ages 5-9 years. Further, the current enrollment (overall) is also above 40 students in 93% of the schools. In 80% of the schools, the overall current enrollment is more than 80 students. Therefore the criteria are validated to have been met.

Student Between 5-9 Years (Total)	Less than 50	2	7%
	50 to 100	7	23%
	100 to 150	16	53%
	More than 150	5	17%
Current Enrollment (Total)	10 to 40	2	7%
	40 to 80	4	13%
	80 to 150	14	47%
	150 to 200	7	23%
	More than 200	3	10%

Table 27 of chapter 4 further validates that in the close areas of 96% of the schools there is still a high potential of enrolling further children. This means that despite new school being established, the existing potential is not significantly captured for enrollment. Therefore it is validated that at least 50 children were available at the time of establishment of these schools.

- b) there is no other school within the radius of 2 kms,**  
 Only 1 school out of the surveyed 30 private schools, in district Dera Murad Jamali has a school within the radius of 1 km. Remaining 97% of the schools surveyed either do not have a school nearby or is outside the radius of 2 kms. Therefore, the criterion is validated to have been met.
- c) And that these new schools will charge low fee (fee should not exceed Rs. 300 / student)**  
 Table below shows that in 97% schools, fee charged is less than Rs. 300 as mandated by the BEF. Therefore criterion being met is validated.

FEE SCHEDULE		RESPONSES	%AGE
Fee per Student per Month	More than Rs.300/-	1	3%
	Between Rs. 200-300	7	23%
	Between Rs. 100-200	18	61%
	Between Rs. 50-100	4	13%

#### **D. PROCUREMENT**

215. The mandate of the section is to plan procurements periodically in consultation with the other sections, as per the requirements and objectives set forth in the project document, program design and operational manual. Procurement section is looked after by a Procurement Officer who is assisted by a Program Secretary.

216. The procurements are planned against timelines. However an annual cost procurement plan does not exist for each of operation. BEF follows the procurement guidelines of The World Bank. Provincial Government of Balochistan does not have its own set of procurement law, rules and regulations which could have been followed in case of the other provinces (in case they were not in conflict of the guidelines of the donors : part of international commitment). Procurement of Services tops the three categories of Goods, Works and Services procurement, for phase I and II. Now, with the inception of construction phase of schools, procurement section directly or indirectly will need to support the PECs for procuring contractors services for construction of school buildings.

217. As the program design envisages various categories of implementation partners including community implementation and technical implementation partner (contracted service delivery NGOs) apart from the private implementation partners;

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the area of project influence (entire province) is categorized into regions for the purposes of implementation of this program (BESP).

218. For phase I, there were total of 4 regions which were further bifurcated into 8 regions for Phase II implementation. The following tables provide data on each of the procured contract for CIP and TIP (each for teachers' capacity building and PEC capacity building presented separately).

219. It is evident from the tables below, that the total cost of outsourced component of BESP mainly comprising of services of CIPs and TIPs have doubled in the phase II, owing to the change in design by bifurcating the 4 regions into 8. This is seen as a major action resulting in cost and time overruns. Such overruns result in less effective planning, management and monitoring of program functions. This would have resulted in BEF's management (already a lean structure) to serve much more time in procurement planning, tendering, selection, and contracting; along with contract management must have become more challenging and painstaking. Such actions, if not fully justified can cause diversion of management's attention from other important aspects of service delivery such as operations, monitoring and financial management. This has also been validated during various discussions with the management of BEF and even the CIP/TIPs. Some sufferings in service delivery such as but not limited to Procurement & Financial Management, Monitoring and Implementation through a large number of implementation partners

#### ***CIP contract details for Phase-I***

S. #	CIP Name	Contract Amount (in PKR)	Region
1.	SCSPEB	8,043,840	Central
2.	LAFAM	7,388,325	North
3.	MHI	7,902,495	South West
4.	SPO	8,194,805	South East
<b>A</b>	<b>TOTAL COST (CIP Phase I)</b>	<b>31,529,465</b>	

*Source: Procurement Section, Balochistan Education Foundation*

#### ***TIP (teachers capacity building) contract details for Phase-I***

S. #	CIP Name	Contract Amount (in PKR)	Region
1.	NIRE	5,692,575	North
2.	SEC	5,390,385	South West
3.	PITE	4,555,700	South East
4.	SCSPEB	5,477,115	Central
<b>B</b>	<b>TOTAL COST (TIP Phase I)</b>	<b>21,115,775</b>	

*Source: Procurement Section, Balochistan Education Foundation*

#### ***TIP (PEC capacity building) contract details for Phase-I***

S. #	CIP Name	Contract Amount (in PKR)	Region
1.	IDO	5,920,058	North and South West
2.	ROOTWORK	5,931,975	Central and South East

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<b>C</b>	TOTAL COST(TIP/PEC Phase I)	<b><u>11,852,033</u></b>	
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Source: Procurement Section, Balochistan Education Foundation

**GRAND TOTAL FOR PHASE I – A+B+C -(outsourced): PKR 64,497,273/-**

*CIP contract details for Phase-II*

S. #	CIP Name	Contract Amount (in PKR)	Region
1.	WESS	10,804,177	Central A
2.	MHI	11,509,526	Central B
3.	IDO	10,806,486	North A
4.	LAFAM	10,327,391	North B
5.	MHI	11,512,676	South West A
6.	NRSP	11,743,451	South West B
7.	ROOTWORK	11,101,430	South East A
8.	SPO	11,087,214	South East B
<b>D</b>	TOTAL COST (CIP Phase II)	<b><u>88,892,531</u></b>	

Source: Procurement Section, Balochistan Education Foundation

*TIP (teachers capacity building) contract details for Phase-II*

S. #	CIP Name	Contract Amount (in PKR)	Region
1.	PITE	2,413,385	Central A
2.	PITE	2,555,500	Central B
3.	NIRE	5,999,710	North A
4.	SCSPEB	3,189,045	North B
5.	SCSPEB	3,189,045	South West A
6.	NRSP	3,541,125	South West B
7.	PITE	2,255,500	South East A
8.	PITE	2,255,500	South East B
<b>E</b>	TOTAL COST (TIP Phase II)	<b><u>25,098,810</u></b>	

Source: Procurement Section, Balochistan Education Foundation

*TIP (PEC capacity building) contract details for Phase-II*

S. #	CIP Name	Contract Amount (in PKR)	Region
1.	IDO	6,687,031	North A & Central –A&B
2.	ROOTWORK	3,371,131	South East – A&B
3.	SCSPEB	3,315,008	North B and SW-B
4.	NRSP	2,058,100	South West A
<b>F</b>	TOTAL COST(TIP/PEC, Phase II)	<b><u>15,431,270</u></b>	

Source: Procurement Section, Balochistan Education Foundation

**GRAND TOTAL FOR PHASE II – D+E+F -(outsourced): PKR 129,422,431/-**

220. BEF procurement section has sufficiently maintained the procurement record of various procurements undertaken. A number of such complete sets were obtained to analyze the effectiveness, adherence to principles and procedures and to validate the extent of compliance in practices against these procedures undertaken by BEF for phase I and II. These procurement records were reviewed to provide comments and overall analysis on procurement practices versus principles, guidelines and procedures in particular and overall to serve the objectives of this TPV exercise. Accordingly, separate and brief case studies have been presented and placed at annexure ‘C’:

## **CONCLUSIONS AND RECOMMENDATIONS**

### **(CASE STUDIES – Annexure ‘C’)**

221. *The above case studies are presented with a view to understand the procurement practices at Balochistan Education Foundation in comparison with the general principles of public procurement, general procurement regulations of the Government, WB guidelines (validate compliance to the procedures).*

222. *Following are conclusions emanating from the above 5 case studies, and discussions with the relevant officials:*

- a) *Overall procurement has been carried out broadly in compliance with the World Bank guidelines.*
- b) *The procurement section is under staffed and seems to have come under stress owing to large number of contracting*
- c) *Procurement record / documentation have been adequately kept.*
- d) *The BEF management and in particular the procurement section has demonstrated good professional practices with integrity*
- e) *Capacity Building of officials involved in Procurement and those involved in contract management needs to be adequately addressed for both short and long term requirements*
- f) *Procurement efficiency is challenged when ‘package-able’ or ‘wholesome’ contracts are substituted by greater number of individual contracting. Costs go up as would have happened by bifurcating 4 regions into 8 (phase II of BESP) – Total 16 contracts.*
- g) *The significant increase of costs in particular to training development could have been avoided keeping in view earlier investments of Phase I for similar task, by proper cost estimation*
- h) *The CIP, PIP and TIPs have been selected in accordance with the procurement guidelines of The World Bank.*

## Chapter 8

# Financial Management

### 8.1 INTERNAL AUDIT

223. Internal Audit is an integral and critical part of the management. For effective implementation of organizational objectives and targets; comprehensive, timely reports needs to be provided on systemic issues in particular, for the decision makers to take corrective measures timely. World over, essence of an effective and efficient internal control mechanism governed by periodic submissions / provision of technical inputs to the management in the form of reports highlighting the systemic issues in the public financial management systems in particular and overall in other parts of the service delivery system; is understood. Internal Audit in Pakistan is many times considered to be a limited function of pre-auditing only. However, efforts of Government (Federal and Provincial Government) and the partner donors are now concentrated on improving internal controls by also strengthening the internal audit system.

224. In Balochistan Education Foundation, position of internal auditor was filled early 2007 after the significance of an effective system to cater for the requirements of internal controls for funds management, was realized, discussed and mutually agreed. The position and the job descriptions of the internal auditor were laid down in the approved project document (PC-1). Accordingly, the internal auditor was *tasked to coordinate and manage internal auditing of Balochistan Education Foundation program financial activities<sup>1</sup>, responsibilities included:*

- a) *Prepare the internal audit charter. This charter establishes the authority and responsibility conferred by the BoD/MD to the internal auditor,*
- b) *Prepare the internal audit manual. This internal audit manual describes all policies, methodologies, responsibilities, reporting and investigation as per financial policies and procedures of BEF manual of procedures,*
- c) *Develop procedures for the internal controls and procedures of the BEF,*
- d) *Preparation of an annual internal audit plan, which fulfils the responsibility of internal audit;*
- e) *Confer with BoD/MD on policies, programs, and activities of internal audit services; make recommendations regarding specific areas of responsibility,*

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<sup>1</sup> Job Responsibilities of the internal auditor – PC1 of Balochistan Education Sector Program

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- f) *Develop and update internal audit program and checklists; plan and monitor audit work schedules; implementation of forms, systems and procedures to carry out responsibilities and accomplish goals of the internal audit services,*
- g) *Conduct compliance test to ensure the presence, effectiveness and continuation of the internal control systems,*
- h) *The internal auditor will advise and assist in the updating of the audit needs assessment and long and short-term audit plans,*
- i) *Conduct the audit of the BEF, BEF's implementing partners, PECs in order to verify the utilization of funds provided to them,*
- j) *Ensure that accepted accounting and audit principles and policies are followed, and evaluate the adequacy and effectiveness of internal accounting procedures and operating systems and controls,*
- k) *Meet with BoD/donors/World Bank as necessary, to discuss audit plans and results and make recommendations to resolve audit findings requiring corrective action,*
- l) *Undertake any work assigned by the Managing Director.*

225. ***According to the project document / PC-1, the internal auditor's reporting officer is the Managing Director.***

226. Further, the sub section 12.1 of the operational manual lists the functions of the internal audit. According, to the operational manual, the audit should focus on compliance with;

- *Accounting Systems and procedures*
- *Internal Control Mechanism*
- *Proper utilization of funds*

227. ***And for doing so, there shall be a bi-monthly internal audit of BEF's accounts; a bi-annual audit of accounts of the school, NGOs and implementing partners and that 'any errors found should be clearly explained with a recommendation for corrective actions'; there should be an annual management letter at the end of the audit year, to be placed before the audit and finance committee to place before the BoD with a list of corrective actions.***

228. ***According to the operational manual, the internal auditor is directly responsible to the Board of Directors.***

229. There have been issues in relation to the preparation and submission of timely internal audit report as envisaged in the project document and the operational manual.

230. So far, as confirmed by BEF management and the internal auditor himself, only one report has been submitted in February 2008 as against three years of

operations. *For which, there should have been three annual management reports / letters, 6 bi annual audit reports of the schools, PECs, implementation partners. Further, since the timeliness has not been adhered to, without going into the contents of the first (the only) report submitted, it can be suggested here, that most of the purpose of an internal audit report which is to be served through timely submission, has not been fulfilled.*

231. The causes explained by the internal auditor mainly related to the reporting channel of the internal auditor. According to the internal auditor he is required to report to the Board of Directors instead of the general impression, of MD being the reporting officer. This led to the issue of non-compliance of majority of internal audit requirements not being fulfilled. Another issue, highlighted by the internal auditor was the non-availability of any supporting staff, which even WB endorsed during its several review missions. However, after looking at various documents listed above and discussions with the management of BEF and in particular the internal auditor, we understand that:

- a) *For any reasons, whether tenable or not, broadly speaking the functions of internal audit have not been performed as per recognized standards and expectations set forth in the project document and some WB review mission's aide memoire.*
- b) *From the perusal of the documents, it emerges that the MD is the reporting officer (PC-1) of the internal auditor and that he (the internal auditor) can also functionally report to the Board. Generally speaking the entire management of the BEF works under the overall guidance of the BoD which provides the oversight to the implementation of the policies spelled out by it from time to time. Furthermore, reason provided for non-performance in the context of the ambiguity about reporting officer is found to be not tenable.*

232. Despite efforts, the single management report submitted (as claimed by the Internal Auditor) was not provided. However, Finance Section provided a summary depicting various proposals / recommendations made by the Internal Audit section, their follow up and current status. These included various aspects of systems delivery of BEF and its partners. The summary presents specific incidents / findings and recommendations made against them. The overall systemic issues to be addressed strategically by the BEF *have not been covered in the desired manner and comprehensively*. However, some of the issues highlighted implicitly reflects overall systemic issues but these need to come up more explicitly.

233. For instance, overall comment on the procurement system identifying major areas of weakness or financial management system based on scientific and structured performance assessment; are missing. The IT / MIS systems; the recruitment process, staff appraisal, career planning, motivational aspects of service delivery; donor/ GoP /BoD coordination; reporting and other aspects are not highlighted in relation to systemic issues existing in the system (if any).

234. For instance, though a comment has been made (by the internal audit) that the M&E has performed more than mandatory visits of schools (thus causing wastage of

resources), is not found tenable as the requirement was at least 20% and not maximum 20%. The cap was placed by determining reasonable outputs commensurate with the objectives of M&E. However, if M&E could actually visit more schools, this cannot be held against them as they had surpassed their target (a positive notion). It would have been more useful to comment, that this increase has resulted into a value-addition input for timely corrective actions or has caused a block in implementation and what were the circumstances that made M&E undertake more visits.

235. The above mentioned summary provides a column indicating follow up actions. ***The column mainly reports ‘no action’ or ‘agreed by the management but no action’; with a few exceptions. However, where ‘no action’ is stated without the additional prefix ‘agreed by the management but...’ suggest implicitly that the management perhaps ‘did not agree with the findings / proposals & recommendations by the IA.*** In this case, the IA should have stated the same disagreement along with reasons / justifications / view of the management; in order to present a complete and comprehensive picture.

## **8.2 FINANCIAL PLANING AND IMPLEMENTATION**

236. The finance section prepares budget for BEF and BESP annually, in close consultation with the spending units (operations, M&E, finance, procurement). Copies of budget execution statements were obtained to analyze the extent of budget predictability. Enclosed is a budget execution report for quarter July-December FY 2008-09 for Balochistan Education Foundation including BESP. Under the component ‘*setting of community schools*’, Rs. 67.622 million was the budget allocation for 2008-09 (July-December 2008-09 FY) whereas Rs. 26.277 million was spent during the quarter. The utilization for this component for the quarter was only 38.86% whereas the variance between budget and actual was 61%. Similarly, for component ‘B’, ‘*Support to new private schools*’, Rs. 23.724 million was allocated for the same quarter. The utilization remained as low as Rs. 9.807 million which is 41% of the allocation. The variance between budget and actual for this quarter and for component B is 59%.

237. Against component ‘C’, ‘*Trainings / Capacity Building*’, the utilization was Rs. 8.04 million against a budgetary allocation of Rs. 37.066 million which is even a lower utilization of 21% and accordingly variance between budget and actual is 79%.

238. ***Overall against the total allocation of Rs. 147.638 million, the utilization for July-December financial year 2008-09 remained as low as Rs. 59.652 million which is 40% utilization and the variance between budget and actual was 60%. This clearly depicts the fact, that budget credibility is an area of weak performance. There are critical gaps between budget planning and execution as there appears to be a disconnect between them.***

239. **The finance section has presented justifications for these deviations. Some of them are reproduced below:**

“Payment to CIPs / Phase 1: The budget head is meant for Monitoring & Supervision Cost of the Phase I CIPs. Under- utilization resulted due to delays

in receipts of invoices/requests by the CIPs. Payments to some CIPs were withheld due to non- fulfilling of contractual obligation like submission of annual Audit Reports by an authorized Chartered Accountant's firm. Moreover, payment to CIPs are linked with achievement of milestones, delays in achievement of milestones by the CIPs resulted in delay in releases".

240. *The finance section has focused its justification on the issue of capacity of CIP to perform and fulfill contractual obligations and in a timely manner. This also depicts the fact that during selection of CIPs, financial management review of the CIPs if conducted has not been able to identify organizational issues in this relation. More so, since this was the first phase, financial prudence in particular for budgeting should have been observed.*

"School set-Up costs – Phase I: It was assumed that 50-60 schools will be constructed by end of 4<sup>th</sup> quarter and remaining 50% school set up costs will be released to the newly constructed community schools, however, the activity has been delayed for a year due to non-clearance of DSC ToRs by the World Bank. The cost shall be incurred in the 4<sup>th</sup> quarter of 2009/10"

"Construction of Schools – Phase I: This amount was kept for construction of schools inclusive of various consultancy costs for DSC. BEF would not be able to construct the schools on scheduled time. The budget may be revised and only Rs.5 million be kept for initial payments as mobilization advance to DSC".

241. *This relates to inability of the other arms of the organization to execute as planned and does not indicate any ambitious budgeting.*

"Recurrent Cost for CS – Phase I:

The budget head is meant for quarterly payments to the PECs of Phase I. Underutilization under this head is due to the delays in the payments to the PECs, as payments to the PECs are initiated on receipt of invoices for PEC payments by the CIPs, which is subject to release on the achievement of milestones and at least 20% sample verification of milestones by BEF.

242. *The calculations after 20% survey and verifications by M&E section are also carried out by the field supervisors. This activity should be done by the finance section in order to avoid delays.*

243. *More so, since Phase I was the initial launch. There are always teething problems in the beginning and can be well justified. However, it is expected that once the infancy stage is over, there should be greater predictability in planning and execution.*

"Payment to CIPs - Phase-II-III:

The budget head is meant for Monitoring & Supervision Cost for Phase II & III CIPs. Under-Utilization resulted due to delays in receipts of invoices/requests by the CIPs. Payments to some CIPs were withheld due to non-fulfilling of contractual obligation like submission of annual Audit Reports by an authorized Chartered Accountant's firm. Moreover, payments to

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CIPs are linked with achievement of milestones; delays in achievement of milestones by the CIPs resulted in delay in releases. Unpaid Monitoring & supervision Cost shall be claimed in next year budget 2009-10”

### School setup Costs-Remaining amounts (253 Schools) – Phase II

#### Recurrent Cost for CS

In total 233 community schools were established against the targeted 253 schools. Moreover, while calculating the cost teachers’ salaries have been calculated @ 6050 per month(as reflected in PC-I calculations) while in actual the average salaries are Rs. 5000/- month. The budget is proposed to be revised downward by Rs. 2,400,000/-

#### Schools Setup Costs

Approximately 100 community schools were supposed to be established by Sep 2008 and school set cost to be released. However, the activity delayed by more than four months, and set up cost for only 21 schools were released by Dec31, 2008; the remaining amounts will be released by march/April 2009. Moreover, the budget was calculated for 200 schools. CIPs could not establish required number of schools in phase-II and some schools were dropped by BEF therefore the target for phase-III has increased to 231. This requires additional allocation of Rs. 1,500,400/- to cover the back log of 31 schools.

#### Recurrent Cost for CS

The salary of teachers was calculated at Rs.6050/month while average salary is around Rs. 4500/month for phase-III. Therefore no payments have been made to BTBB. The payment is expected to be made in the third week of April 2009.

#### Facility Material Cost / Enrollment Subsidy / Attendance Bonus

The payments to the PIPs are linked to achievement of milestones agreed on contacts between PIPs & BEF and subject to verification by BEF. 81 PIPs were established in Phase I. The PIPs is to initiate and submit the invoices for the release of quarterly subsidy. It was observed that the invoices for subsidy claim were not submitted to BEF which resulted in low releases. Moreover, subsidy payment to PIPs was also stopped for the Oct-Dec 2008 Quarterly due to non-submission of Audit Reports Chartered Accountant’s Firm for the year 2007. Allocation is proposed to revise downward to the amount Rs 7.3 Millions and the detailed working for the accrued liabilities would be allocation in the FY 2009-10”.

244. *The above justifications are not found tenable as for the second phase, lessons learned during phase-I, should have been the basis for budgetary planning. The budget predictability should have considerably improved but this was not the case. More so, various targets of setting up community schools and support to private schools were missed along with some gaps in performance of CIPs.*

245. *Further to some of the justifications provided here, the PEC and school management complained of delayed payments / releases to the PEC, therefore affecting the school performance.*

246. *Financial Management has a key role to play. Aspects such as internal control and audit, timely disbursements and reconciliation, budget predictability and precise and accurate financial reporting needs to be overall, strengthened at BEF perhaps through designing training programs for staff of the finance and IA sections, by imparting focused trainings.*

## Chapter 9

# Community Implementation Partners of BEF

### 9.1 NATIONAL INSTITUTE OF RESEARCH AND EDUCATION – Phase I and II

247. Consultative session was held with the Representatives of NIRE in Quetta on the 9<sup>th</sup> of April 2009 to:

- *understand the role of NIRE as TIP;*
- *learn first-hand, the experiences of NIRE in the first two phases;*
- *the problems faced by the TIP during execution of the contractual obligation;*
- *the partnership between the TIP and BEF including obligations of BEF, interaction and supervision by BEF;*
- *and monitoring by BEF*

248. NIRE is essentially NWFP based with operations in NWFP. The organization was established in 2002<sup>2</sup>. The organization has three off-the-shelf main products. These include comprehensive curriculum for private sector schools; 1 year accelerated program for bringing out of school and drop out children between the ages 8-12, into mainstream education; and basic literacy program for the illiterate.

249. NIRE was selected after following the procurement procedure by BEF for Phase 1 implementation, as Technical Implementation Partner for teachers training, at the cost of Rs. 5.692 million. NIRE performed its activities in the north region. In the second phase, NIRE was selected again at an enhanced cost of Rs. 5.99 million<sup>3</sup>.

250. Training Needs Assessment was provided to the TIP by BEF which it had developed as a benchmarking exercise, through outsourcing the assignment.

251. NIRE was tasked to conduct 4-5 days training of trainers before each of the training sessions which were classified into 4 parts. In the first part, training for a total of 9 days were to be provided to the teachers whereas in each of the remaining 3 parts; training of 12 days each was to be imparted by NIRE. The contract also included 1 day school support to the teachers aimed overall at improving the teaching techniques and quality of education. Trainer and Trainee Manuals were developed by the TIP and used for training.

<sup>2</sup> Source: NIRE Director during consultation session on 9<sup>th</sup> April 2009

<sup>3</sup> Source: Balochistan Education Foundation, Quetta (Procurement Section)

252. NIRE completed the contractual obligation for phase I and for phase II, it has recently completed the last Training of Trainers before embarking upon the last part of 12 days training to the teachers.

## 9.2 OUTCOME/RECOMMENDATIONS BY NIRE

- a) The textbooks prescribed and printed by the Government of Balochistan are used in the BEF managed schools. The quality of these books is still wanting. NIRE was of the view that BEF should make an attempt to have its own textbooks and that it is important that Government of Balochistan is providing free of cost textbooks to the school children, it should not be the sole criteria for using the GoB textbooks.

*(TPV opinion: While it is important that efforts need to be made by BEF but more in close association with the Government of Balochistan to complement their recurrent activity of providing textbooks annually, the BEF should not embark upon another major area of textbook development and provision of textbooks to the schools supported by BEF. The BEF can provide technical assistance to GoB for textbook development as a complementarily.*

- b) The criteria for school selection should be revisited to be made more realistic.

*(TPV opinion: The criteria should be explicit as it is. Revisit was made to the criteria by BEF and the earlier criteria of 'not opening a school where a girl school is within the radius of 2 kms' was revised to 'not opening a school where a school is within the radius of 2 kms'. More so, the criteria should be revisited in consultations with the partners and PEC, at least once a year; to be revised based on merits coming out of such a consultation. At this point in time, criteria may be revisited, by allowing opening of another school within a radius of 2 kms of an existing school in case there is evident proof that out of school children are more than 40 (at least 50% can be attracted to the new school) or the existing school is overcrowded and it is obvious that opening of school will attract more than 20 children from the exiting school)*

- c) The frequency of training should be increased from the current practice of 45 days.

*(TPV opinion: The frequency of training should be increased provided it is sustainable. The training programs should be implemented at least twice in a year. Experiential learning should be used more)*

## 9.3 CONSULTATIONS WITH IDO

253. IDO was established and registered as a not-for-profit organization under the voluntary social welfare agencies (registration and control) ordinance 1961 (XL VI of 1961) in 2003. IDO is currently implementing a number of projects with various partners in Balochistan. IDO was selected as a technical implementation partner by the BEF and then also as Community Implementation Partner. For the 1<sup>st</sup> phase, IDO

was selected as TIP for PEC training for regions North and South West. For the II<sup>nd</sup> phase, IDO was selected as CIP for North region A and PEC TIP for North Region – A, Central Region ‘A’ and ‘B’.

254. *IDO as CIP:* IDO collected aggregate level information at village level on the BEF’s provided formats. As stated by IDO, PEC registration with the office of EDO – Community Development was a difficult task to perform. In this regard, there were various issues with the EDO CD at Killa Saifullah, an instance quoted. Active mobilization was also a challenge in particular mobilizing women. In the earlier part, postal accounts were opened at most of the places instead of bank accounts. The criterion for school establishment was changed by BEF during execution of the agreed implementation program, creating difficulties for the CIP. Monitoring related format of data reports were changed from time to time, depicting the fact that the exact requirements, outputs at BEF could not be precisely quantified and worked backwards to design a format for sustained use. Revising the formats, time and again, created delays in implementation as a lot of time was consumed in data collection.

255. According to the IDO officials, sustainability of the BESP was a key issue as PEC’s capacity is still lagging behind the desired level. Unless school building is provided, the interest of the local community is also expected to reduce. There should also be an adult literacy program for PEC members. Only 6 months were provided for mobilization which is considered to be inadequate.

256. IDO and other TIPs were asked to prepare curriculum which was later consolidated as one. Training of trainers and trainees programs were designed and implemented in the 1<sup>st</sup> phase for 4 regions. A workshop was conducted for consolidation of the curriculum. In the first phase, BEF M&E staff was also trained along with the CIPs. However this practice was discontinued for the other two phases. On a query from TPV team, IDO stated that no formal baseline for identifying training needs was conducted in the first phase and nor was part of the TIP’s obligations. IDO developed participants’ manual including a trainer’s manual. Accordingly, Training of Trainers, a 7 day long training was conducted by IDO followed by a 3 and 4 days training for trainees.

257. In the second phase, revision was made to the training manuals, participants manual, and materials including handouts. The IDO officials stated that focus of the program is more on quantitative aspects rather than the qualitative aspects.

***TPV opinion:***

258. *Perusal of the manuals prepared by IDO, discussions with other stakeholders, the field survey led us to the conclusion that IDO performed well as a TIP. However, somewhat being comparatively less experienced, IDO faced some issues in implementation of CIP component.*

259. *There should have been a thorough baseline established for identifying training needs of each of the target groups including CIPs, BEF staff, PECs.*

260. *The training manuals had a focus on the target groups as they were developed with easy to understand, concept.*

261. *Revision of the training manuals and the costs associated were not adequately rationalized.*

262. *Quantitative aspects of the program are important but it was equally important to look into the qualitative aspects as capacity of the teachers to perform, capacity of the PECs to manage and sustain in particular as they have to manage and supervise school constructions eventually, efforts to involve community at large for greater and broader ownership and the extent of quality education being received by the students, target beneficiaries.*

263. *Training of BEF staff in particular of the M&E staff has not been to adequate levels.*

264. *Formats of M&E data reporting should remain consistent with the in-house MIS of BEF and should not be changed during implementation of a phase or for one year, minimum.*

265. *Capacity of a potential bidder needs to be adequately understood. A good TIP may or may not be a good CIP and vice versa.*

266. *Procurement guidelines as are provided for PECs in the operational manual needs to be revisited with a view to provide an easy to understand, comprehend and implementable set of guidelines with a focus on ensuring transparency.*

#### **9.4 CONSULTATIONS WITH SPO**

267. SPO was established in 1994 under article 42 of companies act as a 'not-for-profit' organization. In 1994, SPO worked for village education program. SPO also worked for adult literacy at village council levels in a project titled 'Izzat'. SPO was tasked to establish 50 schools in Phase I and 31 in Phase II, for south east region, which they accomplished. Some issues were faced by SPO in implementation, including the vast geographical spread of the region, the mass gap in literacy.

268. Since, the SPO had an outreach at the grass root level; they had an advantage however, the mobilization phase was extended from 4 months to 6 months. According to the SPO officials, ideally there should have been more time for mobilization phase as it was the most critical phase.

269. Once the PEC was established with the support of SPO, teachers identified were assessed by the SPO officials before PEC made their appointments. Since then, SPO has been providing 'on-site support' to the schools and the teachers for effective and efficient school management. Every month at least one visit to every school was ensured for providing on-site visit.

270. Since PEC has to manage school, teachers and ensure higher enrollment coupled with reduced drop outs and eventually, oversee construction phase as well; adequate capacity of PECs is critical. It is therefore required to have a more focused capacity building program to ensure sustainable capacity development of PEC and its members.

271. Issue of non-availability of textbooks was also highlighted by the SPO officials during the discussion. They also shared that this is affecting the quality of education in the school. Since the textbooks have to be provided by the Textbook Board and Directorate of Education, Government of Balochistan; it has to be ensured by the Government that the textbooks are made available to all and in a timely manner otherwise the excellent intervention under BESP will be negatively affected. Further the quality of the textbooks is wanting in many ways.

272. SPO has also formed forestry clubs along with the forest department of the Government for promotion of forestry in the schools. Another supporting intervention was provision of clean drinking water through a TVO intervention; this was possible due to active involvement of PEC and other community members who have been empowered by SPO community mobilization and awareness campaign.

273. According to the SPO, overall awareness of the local communities and teachers have raised owing to the continuous support by the CIP and TIP. SPO has ensured that income / expenditure has been displayed in each school, being supported and facilitated by them.

274. Issues of delayed payments to PEC in some cases were also identified as a bottleneck in smooth implementation, of the program design.

#### ***TPV Opinion***

275. *SPO had an earlier experience of forming village councils involving local communities. This helped them in carrying out the agreed implementation of PEC formation, establishment of schools and supporting there management.*

276. *Bank accounts need to replace the postal accounts gradually since postal system has its serious issues of transparency, effectiveness and timeliness.*

277. *Since the issue of change of formats by M&E section has been identified by all CIPs, it is required to maintain the same format which should be designed, following due diligence and should be well integrated with the management information system; at least for a period of one year.*

278. *SPO stated to have been spending a lot of time in data collection for BEF, than been able to actually focus on the support and facilitation to the school. The requirement of data collection should be bare minimum and more focused approach should be to allow CIP to spend maximum time in support and facilitation to the PEC, teachers and overall for school management.*

279. *Payments to PEC have to be timely.*

280. *It appears that there wasn't adequate monitoring of CIPs performance at the school level. M&E section needs to be strengthened and its role should not be limited to production of a periodic report only. The overarching role of M&E needs to be understood and applied.*

## 9.5 CONSULTATIONS WITH WESS

281. WESS is a not for profit organization, registered under the societies registration act in July 1999. WESS has a number of partners including Balochistan Education Foundation, UNICEF, Save the Children, Concern Worldwide, CIDA, Islamic Relief, European Commission, and UN World Food Program; which are currently being serviced. While UNHCR, Islamic Relief, TVO, Save the Children US, Tear Fund, Mercy Corps and Plan Pakistan were partners earlier.

282. WESS has been providing support to various developmental projects in a number of districts in Balochistan including Quetta, Loralai, Pishin, Noshki, Musakhail, Killa Saifullah, Killa Abdullah, Ziarat, Kalat, Kharan, Khuzdar, Mastung, Awaran and Chaghi. Currently WESS is working in 11 districts of Balochistan. There focus is on child rights, child protection, disaster rehabilitation, livelihood, formal and non-formal education while the core area of expertise is water and sanitation. WESS was made partner by BEF for Phases II and III. Total of 18 schools were established by WESS in phase II and 38 have to be established in phase III / 2009 (as communicated by WESS).

283. According, to the requirement, WESS identified more potential sites to BEF for school establishment that was mandatory. However owing to the due diligence of BEF, 18 schools were established in phase II. Recently, BEF has added 5 more schools to the profile of WESS for implementation.

284. During discussion with WESS officials including its Managing Director and Project Manager – BEF, they expressed the initial problems of getting the PEC's registered with the Social Welfare Department as the EDO (Community Development) office is generally not supporting nor encouraging to the whole concept of school management through PEC and does want to use the 'power' of registration as per there discretion. The field supervisors stated to have visited the EDO (CD) office many a times for registration but would not be entertained. A lot of time was wasted in this exercise.

285. Further, the issue of opening accounts at scheduled banks was very cumbersome for a number of reasons including illiteracy among the PEC members, non-existence of NIC cards among PECs, and non-cooperation of the bank staff in particular in the case of national bank of Pakistan. However, they agreed with the TPV team that postal accounts have their own issues. They even highlighted the issues faced in transacting through the postal accounts such as non-timely payments to the PECs, issues of accounts reconciliation and general attitude of postal officials basically being reluctant while making payments.

286. While agreeing with the concept of empowering local communities by ensuring their ownership to the BEF and building their capacity for managing and sustaining these schools, WESS staff expressed the bottlenecks in the implementation of the program, some of which are indicated below:

- a) According to the WESS staff, the criteria for school establishment are prone to manipulation. The criteria need to be tightened up.

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- b) Financial implications for implementing BEF's program are not well calculated by the management.
- c) The operations of BESP on part of the BEF are very transparent.
- d) The right approach for sustainable education sector development is through active participation of the local communities and creating their broad based ownership.
- e) They expressed the need for BEF to be supported by their respective Board of Directors as government representatives are not fully conversant with the concepts of empowering local communities and building up non-government education sector.
- f) National Education Foundation has embarked upon implementation of a similar intervention and that too without any criteria for school establishment. This has caused invariably issues for the BESP since the program has criteria for school establishment.
- g) Procurement requirements prescribed by the BEF are difficult to follow. This includes the extent of documentation required and in particular the requirement of GST registered vendors for purchases above Rs. 25,000/-
- h) There is no integration between various Government sponsored similar interventions in the education sector such as BEF, NEF, cash stipends and provision of free textbooks, NRSP, NCHD etc,...

287. *TPV Opinion: BEF has stated that they have closed 13 schools supported by WESS, in the second Phase owing to violations in eligibility criteria and biases in teachers' selection. This implicitly means more than 70% schools established by WESS were closed due to the violations in school establishment and teachers selection. However, if this was the case, addition of 5 schools for phase III against an earlier agreed mandate of 38 schools. Further the timing of the closure is important, in case this was validated and action was taken in time, WESS would not have been selected for phase III as well.*

288. *It is important that requirement of opening bank accounts should be as widely implemented as possible gradually replacing the postal system due to issues of transparency, timeliness, financial reporting.*

289. *There should be an integrated approach by the Government for addressing the challenges faced in education sector development and against various multi-year targets such as Education for All by 2015. All partners and their programs should have an adequate level of integration to ensure that there is no duplication and counter efforts to each other, and that the collective effort is in the desired direction of education sector development and overall to alleviate poverty through social and human development.*

290. *National Education Foundation should be approached through Provincial Government of Balochistan to take stock of BEF's program and not to aggressively launch something similar which may be counter-productive for both the interventions. Further this has to be assessed if NEF has the mandate of going into implementation being a national apex body for guiding the other sister organizations, for educational promotion.*

291. *Provision of free textbooks by the Government needs to be adequately ensured as most of the children in BEF schools did not have textbooks provided to them and as has been mentioned by many of the CIPs during discussions with TPV team including the officials of WESS.*

292. *One of the global criteria for school establishment should be a demonstration of adequate number of out-of-school children whether there is any school within a radius of 2 kilometers or not. **There should be a genuine demand to meet the available supply.***

293. *Cost estimation of the role of CIP needs to be adequately made to be commensurate with the expected outputs.*

294. *CIPs need to be adequately trained.*

## **9.6 CONSULTATIONS WITH MHI**

295. *MHI has been providing assistance to the private education sector across Pakistan. It has been running schools and is an international organization. But it got registered under the 1961 Act, in 2002 in Pakistan.*

296. *A discussion was held with the MHI that gave an account of their interaction with the local communities, the problems faced. MHI has been making efforts to reach out to the local communities and despite some difficulties; repeated attempts were made without giving up.*

297. *Before this MHI had not worked as partner to the Government or donor, therefore did not have prior experience of implementing a program with number of implementation and monitoring stakeholders. The documentation with MHI readily available was not very adequate indicting the comparatively weaker organizational systems and structure to support the implementation of developmental programs. However, as assessed on the ground, the support extended by the MHI to the PECs and schools was broadly satisfactory.*

### ***TPV Opinion***

298. *MHI has ensured adequate outreach to the PECs, local communities and in school management, in their assigned regions.*

299. *Some specific training is required to be imparted to the CIP. MHI's organization systems and structure is not adequate to support documentation and reporting at a central level.*

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300. *Postal accounts need to be replaced with bank accounts as indicated by MHI, other partners and the recently conducted survey.*

301. *PEC's capacity is still wanting; in particular as they are entering the construction phase.*

302. *M&E of BEF needs to be strengthened for ensuring consistency in reporting formats, its integration with the management information system.*

303. *MHI unlike the other CIP had identified a gray area of implementation. Since the end-receipts by PECs are not reconciled with the disbursements, there can be some gaps. MHI identified a PEC getting paid more than the due and leaving another behind without payment, a simple accounting issue. (The issue has still not been identified)*

304. *It appears from the field surveys that MHI has demonstrated professional integrity in particular to reaching out the target beneficiaries; including the PEC, the teachers and the local communities.*

## Chapter 10

# Private Schools Implementation Partners of BEF

305. **The objective of this component is to promote access to low-fee quality private primary education in semi-urban and urban areas.** Private Schools were brought into the fold of the program, by making partnerships with private sector organizations and individuals, seeking from them expression of interest through a public procurement process. These partners are called ‘private schools implementation partners – PIPs as per design of the program. Each PIP is entitled to receive a per-student subsidy including annual subsidies per students for facilities and material costs, and a monthly subsidy linked to student enrolment and attendance.

306. New schools could be established (according to the criteria), if: (a) *there are at least 50 children (age 4-9) out of school; and (b) there is no government primary school or any other school for girls in a radius of 2 kms and c) an additional school in the same locality can also be established if it is justified due to growing demand or overcrowding in the previously established school.* These schools are required not to charge fees exceeding Rs. 300/- per month.

307. This component has struggled to perform mainly due to lack of private sector education in most part of the province. This was also flagged as an area posing ‘*substantial risks*’ in the program appraisal documents of The World Bank (BESP). The relevant extract of PAD is as follows:

<p>The market for new fee charging private schools may already be saturated in the Urban areas.</p>	<p>Low tuition is criteria for BEF support, and the project has been designed so that these types of schools are primarily established in urban areas. Preliminary discussion with private school operators indicates that there is clearly a demand for low fee schools in urban and peri-urban areas. This has also been borne out by previous Bank experience with fellowship schools in Balochistan, and in Punjab. In the worst case scenario, with no partners able or willing to establish new private schools, the project can shift funds to strengthen other components.</p>	<p><b>S</b></p>
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*Note: ‘S’ for substantial risk*

*Source: PAD BESP*

308. According to the PC-1 (project document of BESP); total of 300 schools were required to be established with PIPs with the following break up:

Phases

Number of Schools to be established

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Phase I	100
Phase II	150
Phase III	50
<i>TOTAL</i>	<u>300</u>

309. The year wise number of schools for community and private schools to be established and projected enrollments is given below:

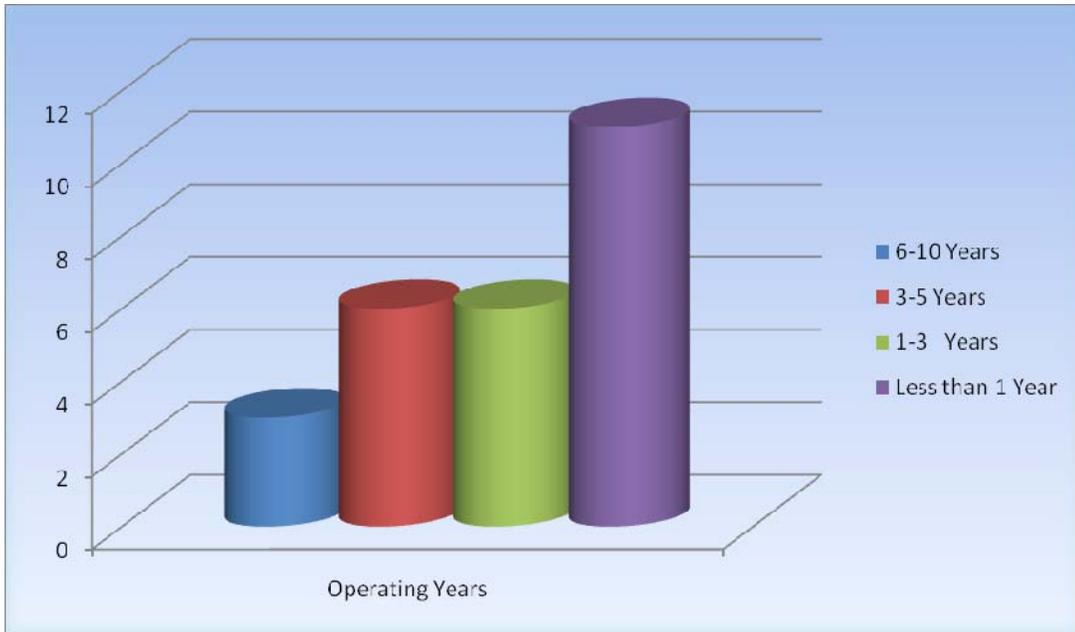
Year	2006-07	2007-08	2008-09	Total
Cumulative No. of Community schools	200	450	650	650
Enrollment	6,000	13,500	19,500	19,500
<b>Cumulative number of Private schools</b>	<b><u>100</u></b>	<b><u>200</u></b>	<b><u>300</u></b>	<b><u>300</u></b>
<b>Enrollment</b>	<b><u>5000</u></b>	<b><u>10,000</u></b>	<b><u>15,000</u></b>	<b><u>15,000</u></b>
Total Schools	300	650	950	950
Total Enrollment	11,000	23,500	34,500	34,500

310. Projected numbers of teachers, year wise against schools to be established (as per PC-1) are given below:

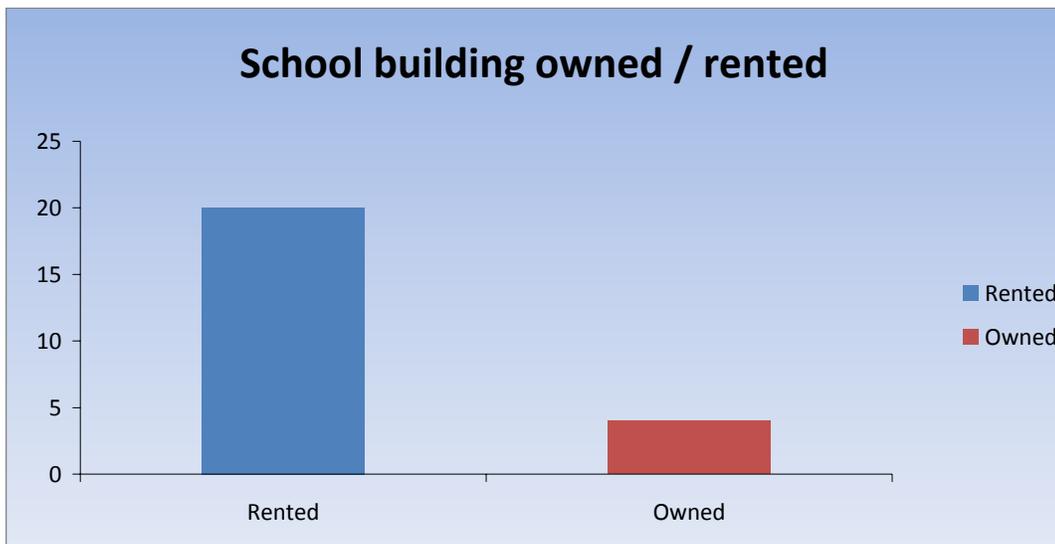
Year	2006-07	2007-08	2008-09	Total
Cumulative No. of private schools	100	200	300	300
Teachers	200	400	600	600

311. As part of the TPV exercise, interviews were also sought from the PIPs. In most of the schools, the PIPs were available during the course of the field survey or became available during the day. Though not required, this part was only done to compliment the overall field survey of the selected schools and to additionally provide an input for the assessment / validation. This also provides a feedback from the PIPs through collection of primary data on a structured questionnaire. The results obtained may be a bit different to the actual reality, but implicitly highlights the capacity gaps among the PIPs (only 3 out of 26 were such), even on understanding the objectives, the process and implementation of the program. For instance, though we understand that all private schools were newly established, the graph below shows at least 3 PIPs stating that they have been operating the school for 6-10 years. Although 89% did state that their schools been established in the last three years (total of the three sets of ranges, 3-5 and 1-3 and less than 1 year /phase II) corresponding to the years of BESP operations, 11% responded otherwise. This included 15 schools of phase I and 11 schools of phase II. 11 PIPs responded that there schools were established within last 1 year corresponding to the period for II<sup>nd</sup> phase implementation and thus verifying their establishment against Phase II. From among the remaining, 12 respondents stated to have established the schools within last 3 years whereas the remaining 3 PIPs stated to have the schools established in last 6-10 years.

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312. To ascertain whether the school building is owned / or is a rented property; a direct question was posed. Out of the 24 respondents, 20 respondents stated to be paying rent (investing more) for their schools and remaining 4 respondents claimed that the premises, is owned by them, this is shown graphically in the following diagram:



313. Some candid view was obtained from the PIPs on their selection for BESP. Details on criteria for their selection were obtained from the PIPs. 3 out of 24 respondents (12.5%) stated to have not been registered under the existing laws of Pakistan (marked as 'A' in the following graph) at the time of selection against the

### Third Party Validation of Balochistan Education Support Program

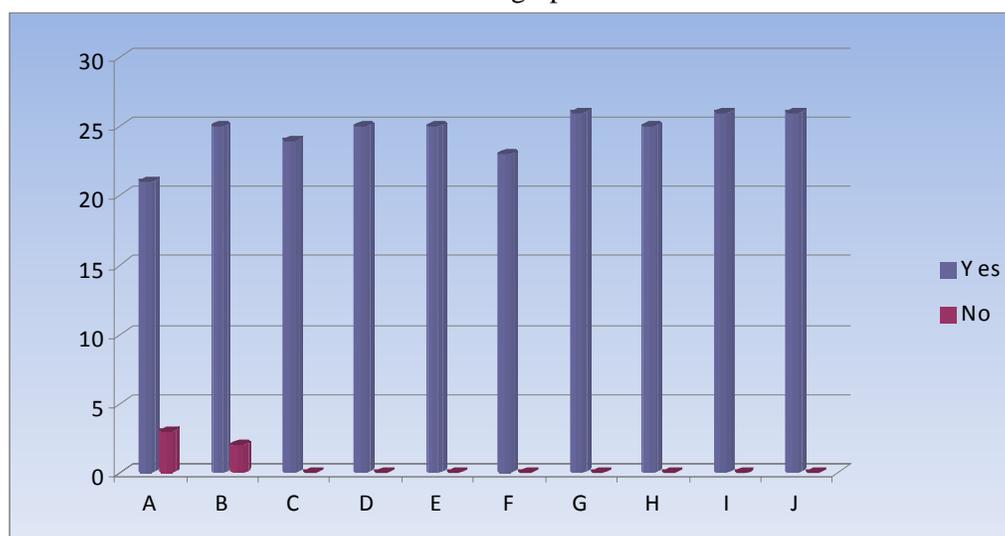
other 21 (87.5%) that stated to have been registered at the time of applying for partnership with BEF. 2 PIPs did not respond to this question.

314. However all respondents (25) except one who did not respond; stated to have a track record of at least two years involvement in the social sector (including education) at the time of selection by BEF (marked as 'B' in the following graph). On question 'C' as to whether they had the capacity to expand outreach and a well-developed strategy and work plan for the future, submitted School Plans for 4 years linked to the projected increased enrollment of pupils, especially girls. The School Plans would be submitted for appraisal to the BEF by the concerned PIP. It would identify the strategy to increase enrollments and promote quality with a link to performance indicators; 24 out of 26 respondents (92%) stated in affirmative. 25 out of 26 stated to have assured BEF of their acceptance to carry out external audits by a CA firm (D) and claimed to have a transparent source of funding and democratic governance structure (E).

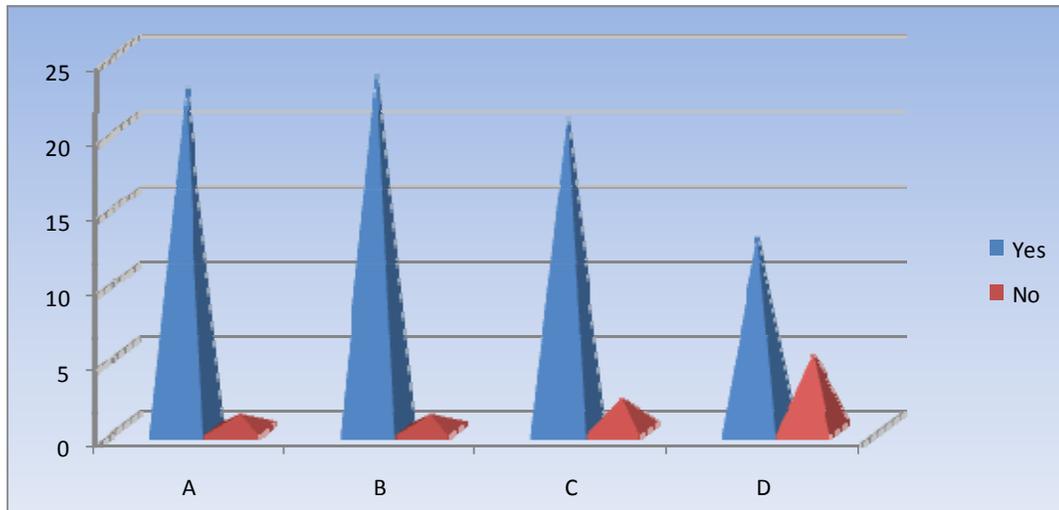
315. 23 (88%) responded to have stated to BEF that they were willing to maintain all records of agreed monitoring indicators, documents and information in respect of financing received from BEF (F). Although all 26 respondents stated to have agreed with BEF for engaging the parents of children in school affairs and for an agreement on the fee, since a number of schools (10 in number) were closed from a small set of selected schools, owing to among other reasons, for non maintaining savings from fees, this aspect does not seem to be catered by the PIPs during implementation (G).

316. All had agreed to adhere to the curriculum and textbooks prescribed by the Government (H), abide by the provisions of operational manual relating to them (I) and maintain various registers (J) including Admission and Withdrawal Register, attendance Register for Students and Teachers, Payroll Register, Stock/ Asset Register, Examination Register, Personal Files of Staff and Stock registers. However the results of the private school survey presented in the data analysis chapter of this report actually validates adherence to various aspects relating to the criteria.

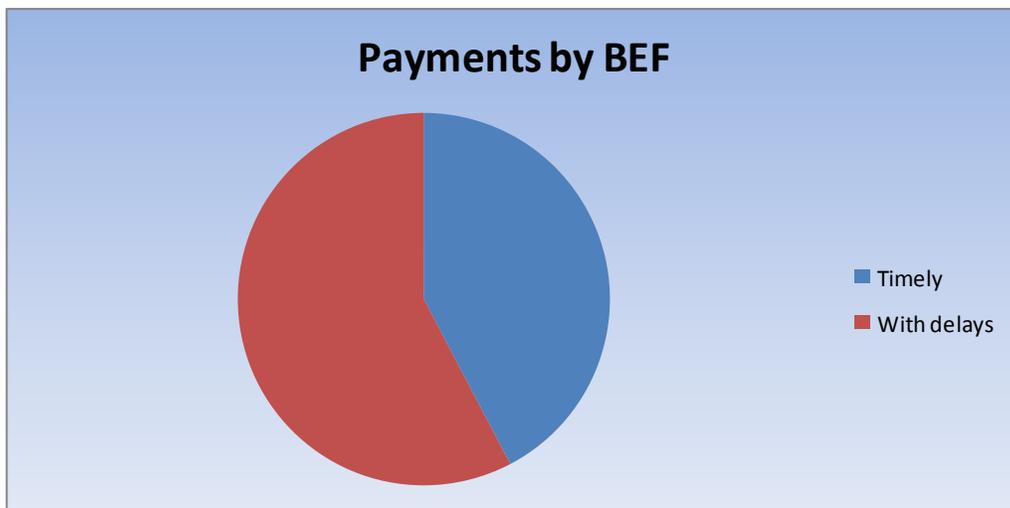
317. The above results are shown in the graph below:



318. 92% of the respondents stated that the community was willing to participate in carrying out a household base-line survey of the community along with the PIP's staff at the time of launch through BESP (marked as 'A' in the graph below). 92.3% responded that they adhered to the criteria and accordingly established schools where there were at least 50 children (age 4-9) out of school or no government primary school or any other school for girls in a radius of two kilometers or added a school in locality with pre-existing schools was justified due to overcrowding ('B'). Further they stated that they certified to BEF lack of schools in this area or that the existing school is unable to enroll all the school going age children of the locality ('C')



319 On a very related question of whether the subsidies by BEF transferred to them timely or not, 57% of the respondents (15 out of 26) replied that they do not receive these transfers in time or that they are delayed. The remaining (43%) stated to be receiving the transfers in time which is presented graphically as follows:



320. According to BEF (June 2009), total schools targeted for establishment, were 250 by PIPs for phases I and II. The target for phase I was 100 schools and accordingly 91 were established. However violation of the requirements for

maintaining BEF support, led to 10 schools being dropped after establishment. Similarly, for phases II, total of 479 expressions of interests were received by BEF, however following for diligence, total of 53 schools were consequently established through PIPs. Since more rigorous home and field based assessment of the EOIs and the potential of PIPs; none of these schools were dropped in the second phase. This implicitly indicates some gaps in the first phase while engaging PIPs.

321. BEF states following reasons for closure of schools:

- a) *Lack of PIPs interest*
- b) *Embezzlement*
- c) *Incorrect reporting of data*
- d) *Non collection of fees*
- e) *Non maintenance of financial savings with private schools*

322. While, a short criterion has been prescribed for the private schools education program, it is important to consider the socio-economic conditions of the community being serviced through these schools. Primarily, if the local community has the potential of paying a fee of around 300/ rupees and in particular, why should it prefers a private school over a community or government school where education is free of cost.

323. This model can better work in two cases. Firstly, if is a demonstrable achievement by a PIP/ private sector educator and can be included in the program with the same target of increasing enrollments, addressing gender and rural disparities. Secondly, if new schools have to be established, a focused small scale feasibility study using structured questionnaire and a field based survey should be conducted. In case the outcome leads to the establishment of private school, there should be a focused intervention (group discussions, small programs, other advocacy programs) of sensitizing and mobilizing the target groups, should be dovetailed in the implementation plan. This facilitating interventions need to go on, along with the implementation.

324. It was noted during the assessment that adherence to the criteria for selection of PIP was ensured which resulted in selection of lesser PIPs; thus a gap in achieving the number targets. The randomly selected PIP schools for the TPV survey were 28. Adequate monitoring is also a challenge among the PIPs. During discussions with BEF and subsequent survey, it is expected that some more schools may be closed.

325. Performance of the PIPs was gauged through the data collected from the structured questionnaire by selecting 28 private schools randomly from phase I and II. The data collected was collated and analyzed to form part of the detailed data analysis on performance of the private schools selected for this TPV and presented in another chapter (data analysis – private schools).

## Chapter 11

### Target Beneficiaries – The Children

326. BESP is designed to cater to the local communities by bringing their children into the fold of the formal education. Addressing the challenge of increasing literacy and thus reducing poverty, is an uphill task. It has proved to be even more difficult in a region such as Balochistan which is faced with multiple problems as compared to the other three provinces of the country. The low social, economic and human development indicators coupled with wide urban-rural and gender disparities (most of the population is either in rural or peri-urban areas) continuously poses threat to any developmental initiative. The private sector is small, in fact negligible and does not contribute much. The potential of the private sector to this day remains largely under-explored. Since, reliance is mostly on the public sector; which has its own number of problems including governance, human resource and management issues, the overall development of the province mainly lies with it.

327. Through BESP, two major approaches to address quality access to education, were designed and implemented. It was to establish schools using a community-driven concept. These community schools have been established by empowering parents from the local community and schools being managed through a parent education committee. The second approach was to explore the potential of the private sector for educational development. These private schools were established in line with the eligibility criteria set forth by the BEF and support and facilitation was extended not only by providing student based subsidies for low-cost education but also by strengthening these schools through focused capacity building / professional development initiative.

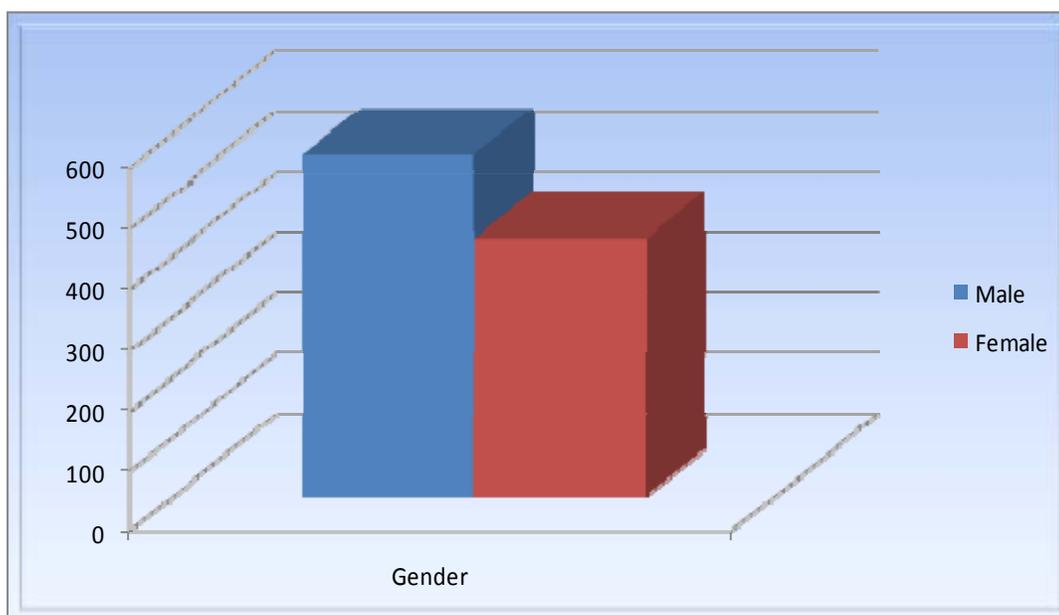
328. Overall, the end beneficiary in particular is a school-age child and generally the local community (directly and indirectly: employment, education, poverty reduction and development), the people of the region, province and the country.

329. Keeping in view the above critical factor and focal point of the BESP, while designing the field survey, a separate questionnaire was also developed to obtain feedback from the children (the students enrolled in the community and private schools). It is imperative to also include these enrolled children, while seeking the view of all the stakeholders involved in the process. The field survey of the consultants and the field staff provided an ample opportunity to interact with the children.

330. This chapter provides the analysis of the responses obtained from the students of community and private schools.

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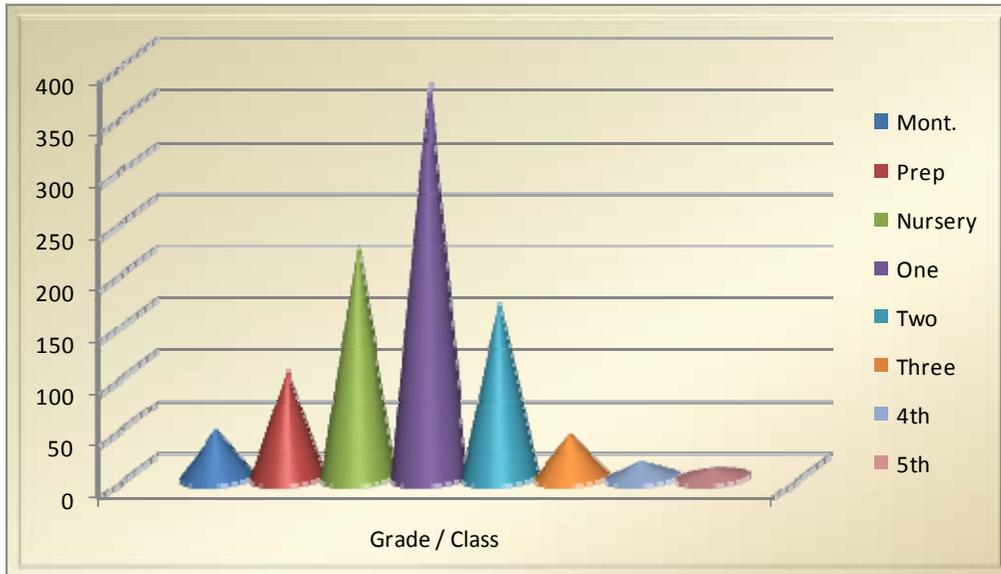
331. In all, 987 students were interviewed in almost 70 schools averaging 14 students for every school. Among these the gender distribution was 57% boys to 43% girls (boys 562, girls 425) as presented in the graph below.



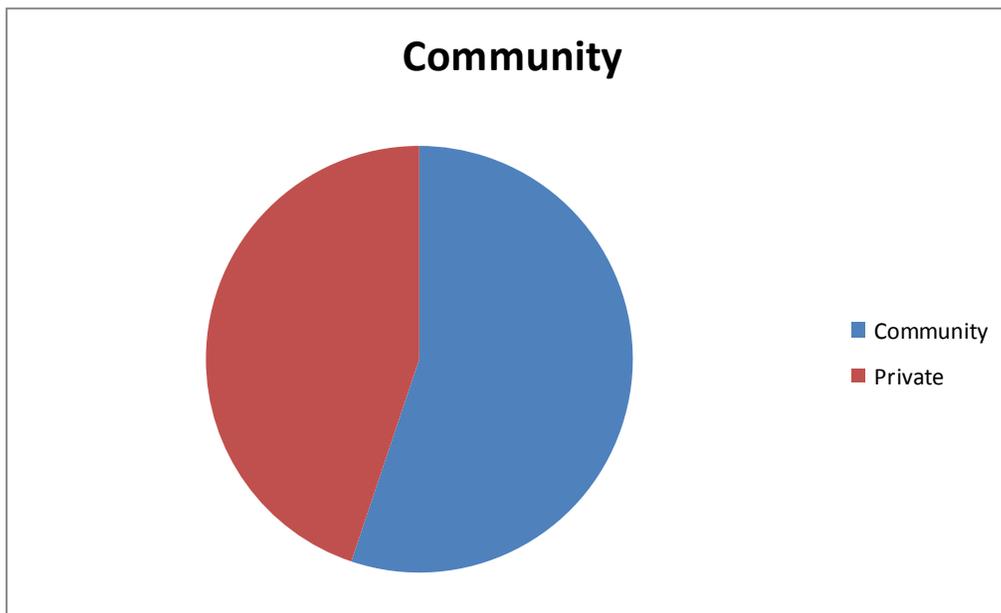
332. Students from Montessori to grade 5 were included in the survey. 89% of these were in prep and grades 1 and 2. Most of the students were from grade 1 (381). The number of students interviewed along with their respective classes is provided in the table and graph below:

<b>Grade / Class</b>	
Montessori	45
Prep	103
Nursery	224
One	381
Two	169
Three	41
4 <sup>th</sup>	15
5 <sup>th</sup>	9
<b><u>TOTAL</u></b>	<b><u>987</u></b>

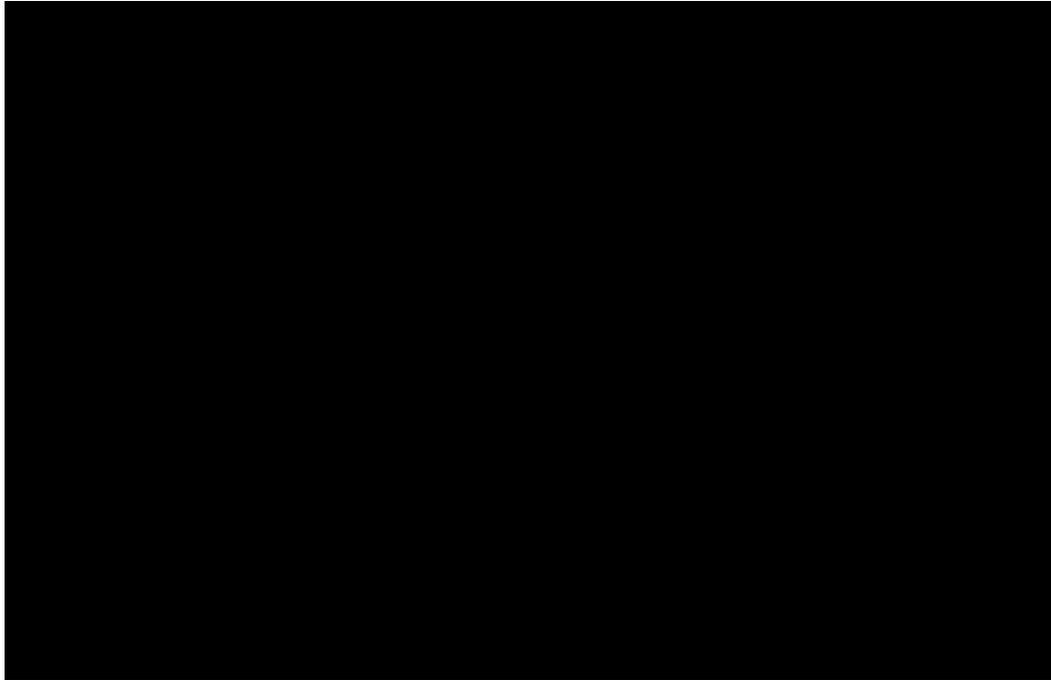
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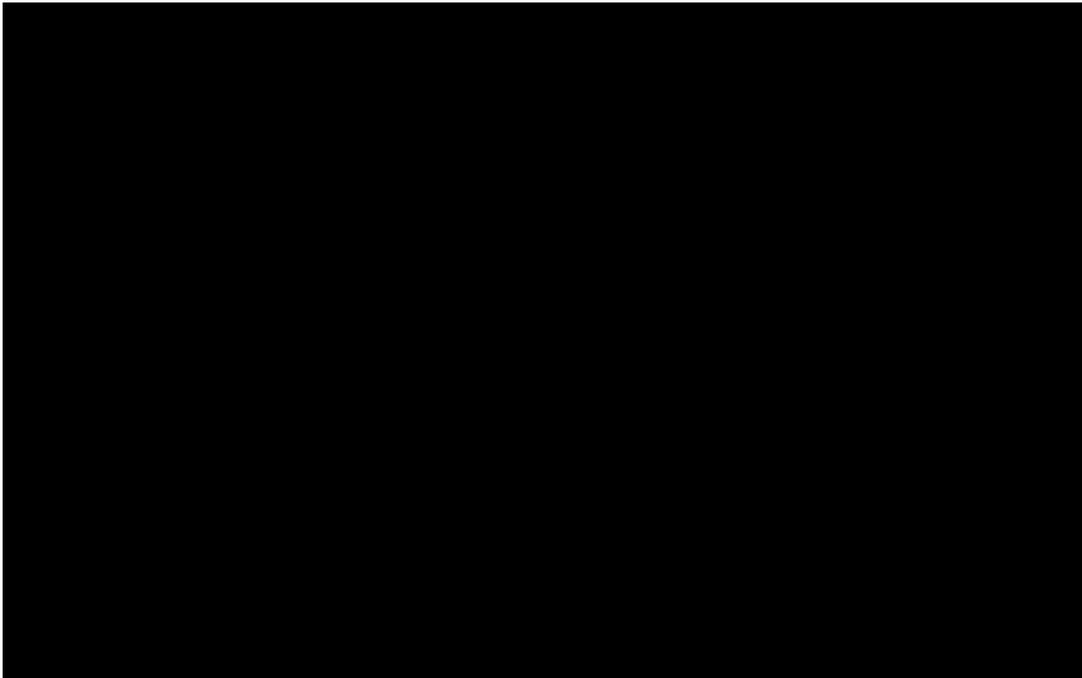
333. Out of these 545 students were interviewed in community schools and remaining 443 (45%) at private schools as presented graphically, below.



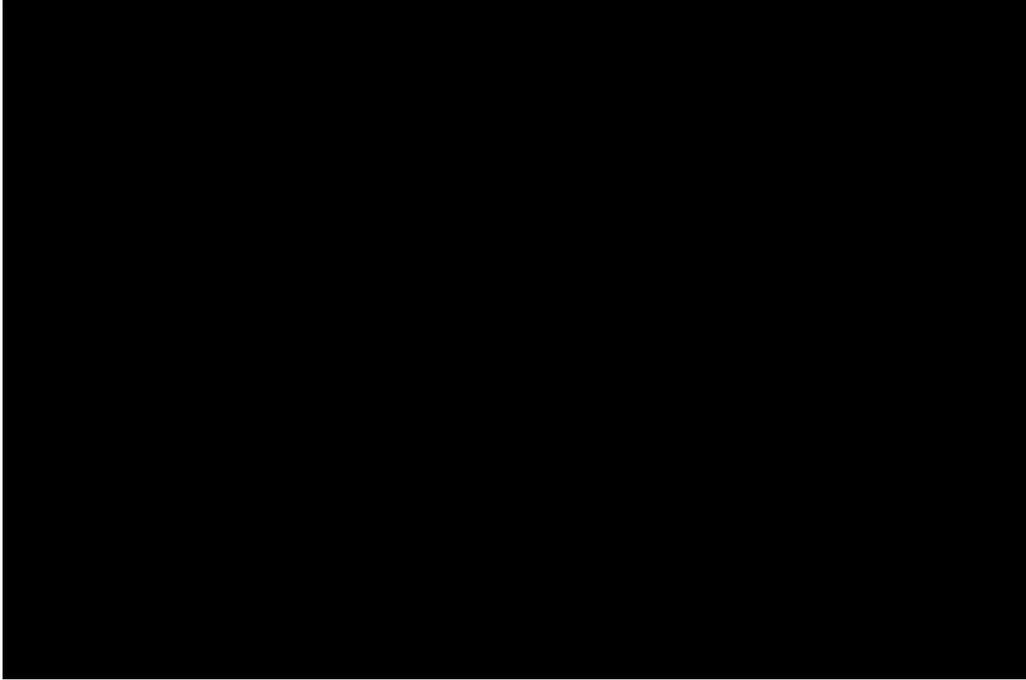
334. 53% of these students (520) were admitted in nursery. Out of the remaining 21% were admitted in grade 1, 7% in grade 2 and around 6% to grade 3. In numbers, 71 of these interviewed students were admitted to the school in Montessori, 57 in prep, 204 in grade 1 while 27 were admitted in grade 2, 9 in grade 3, 8 in grade 4 and 1 in grade 5. This is also shown in the graph below:



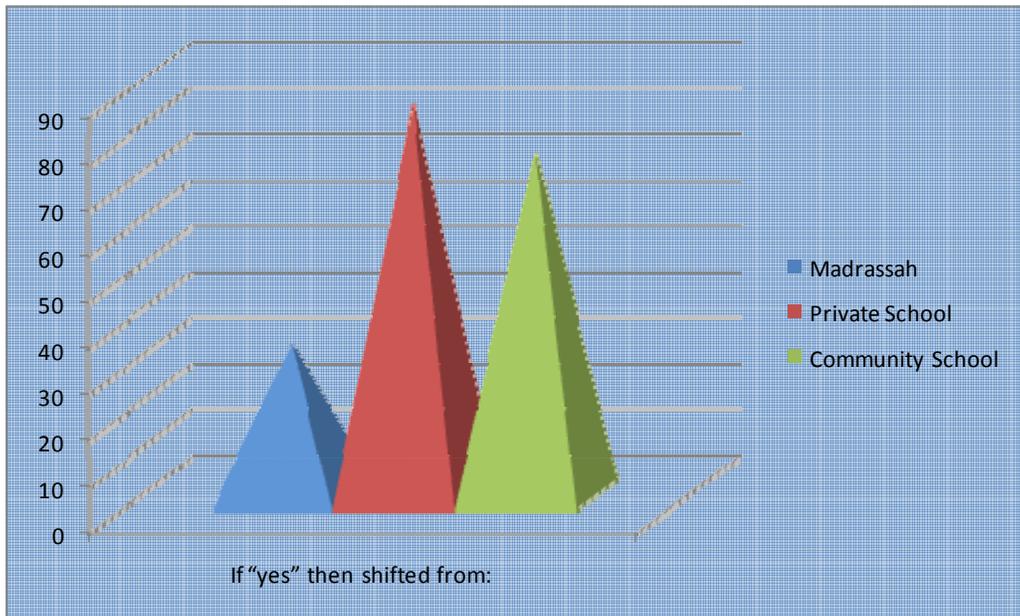
335. Students were asked to how they got admission in the school. 251 (25%) stated to have gone through a walk-in interview whereas the majority (68%) of the respondents (668) stated to have been admitted without any assessment test, interview or on the basis of past record. 31 Or 3% responded to have undergone an assessment test whereas 22 or 2.23% stated to have been admitted to the school on the basis of their past record.



336. Out of the total 987 students, 201 or 20.36% stated to have been regular students at other schools whereas majority i.e. 786 (79.64%) stated not to have been regular students in any school. This has been graphically represented.

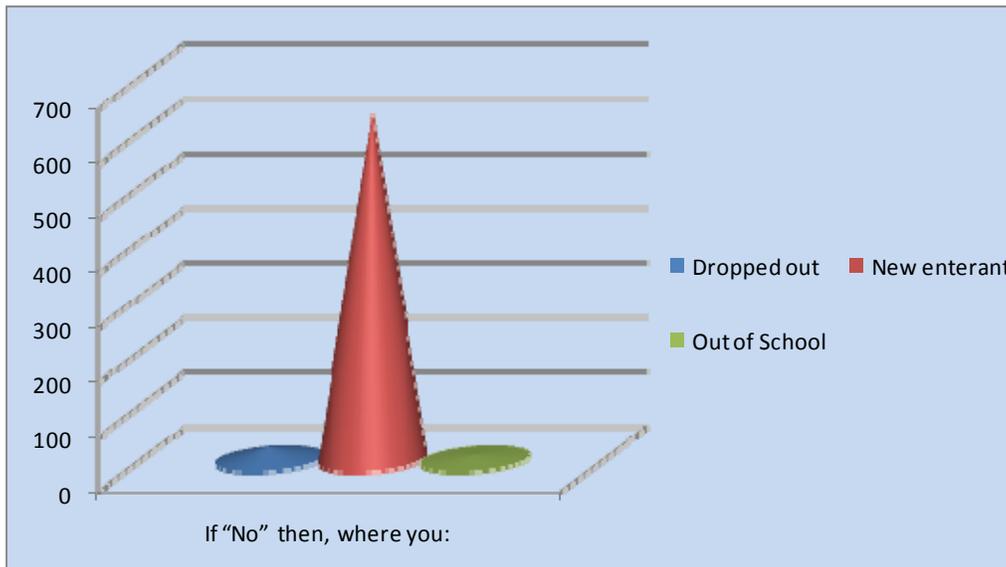


337. Among the regular students coming from other schools, 33 or 3.34% of them came from *madrassahs* while 85 or 8.6% were shifted from private schools to community schools and 7.6% or 75 of them came from community schools to private schools:

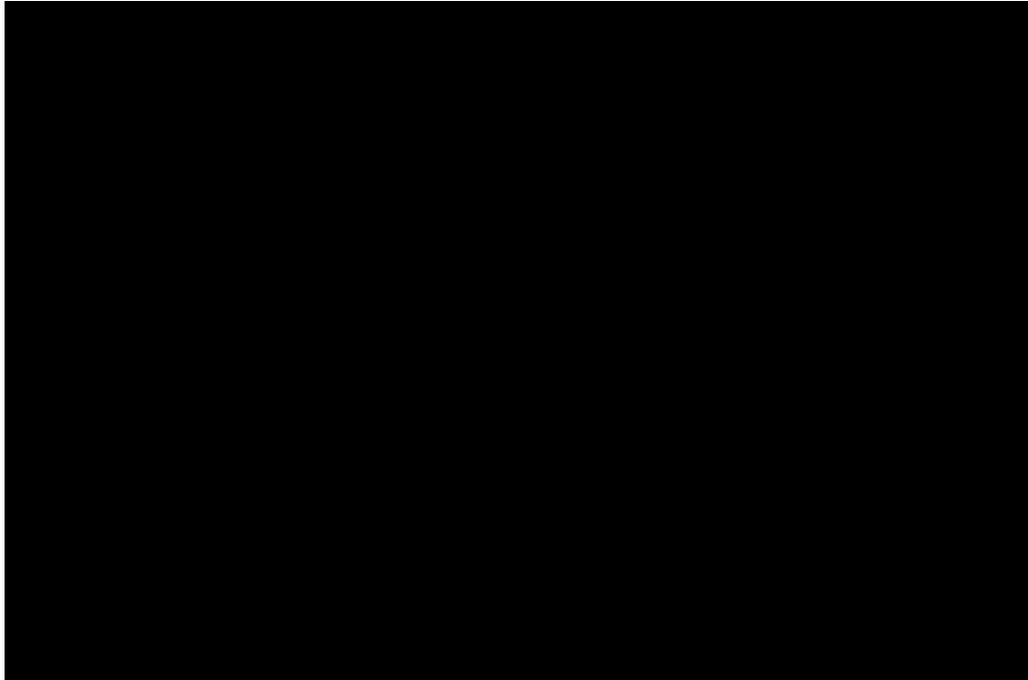


338. While this does not depict a real increase in interest among parents to shift the children from religious to mainstream education, some change can be seen. Further the comparatively higher 8.6% migration of children from private to community schools point to two possibilities; inability of parents to sustain private education due to the worsening socio-economic situation and / or private schools not delivering the desired results. This is presented in the above graph:

339. 64% or 633 of them stated to be new entrants, whereas 21 or 2.13% stated to have been dropped out from other schools while 7 of the others stated to have neither been shifted from other schools and nor were dropped out from the school. This small number basically is the 'new entrant group' but did not respond accordingly. This is graphically presented below:

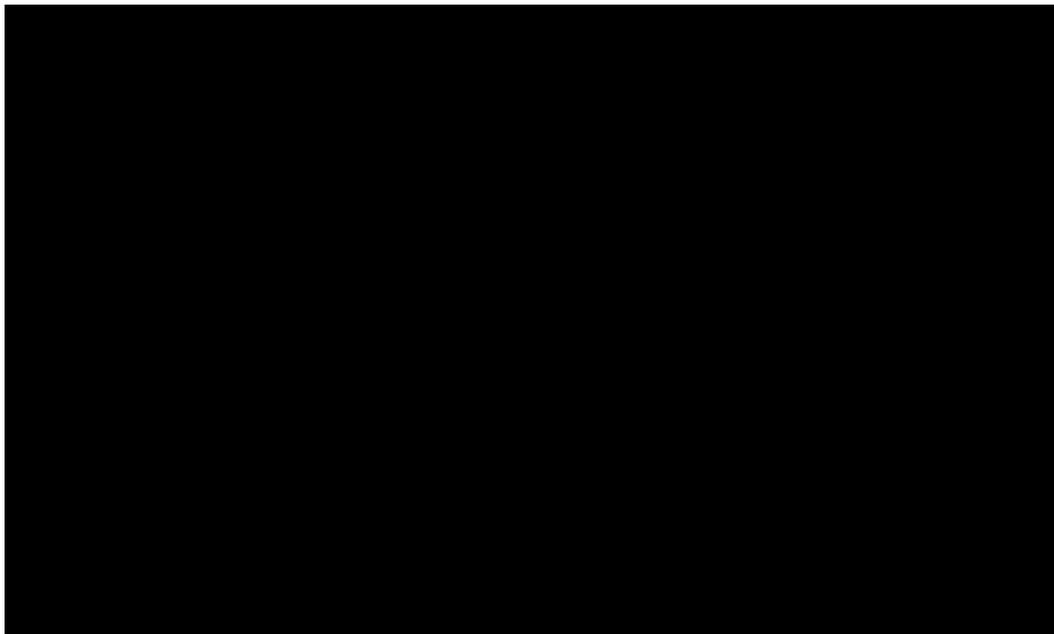


340. Reasons for drop out including non-payment of fees, expensive books / material etc, was asked from the students. 73 of the students stated that coming to this school was mainly due to the fact that there earlier school was far from their home. This reason was stated by 55% of those who were earlier dropped outs (out of a total of 132 students). 8% stated non-payment of fees while only 2 of 132 stated not to be able to afford expensive books / material. A very small number (2 out of 132) of students stated that since they have to work, they had to leave their education earlier. Substantial number, 32.58% of the remaining stated to have other reasons for being dropped out (graph below).



### **11.1 SCHOOL PERFORMANCE**

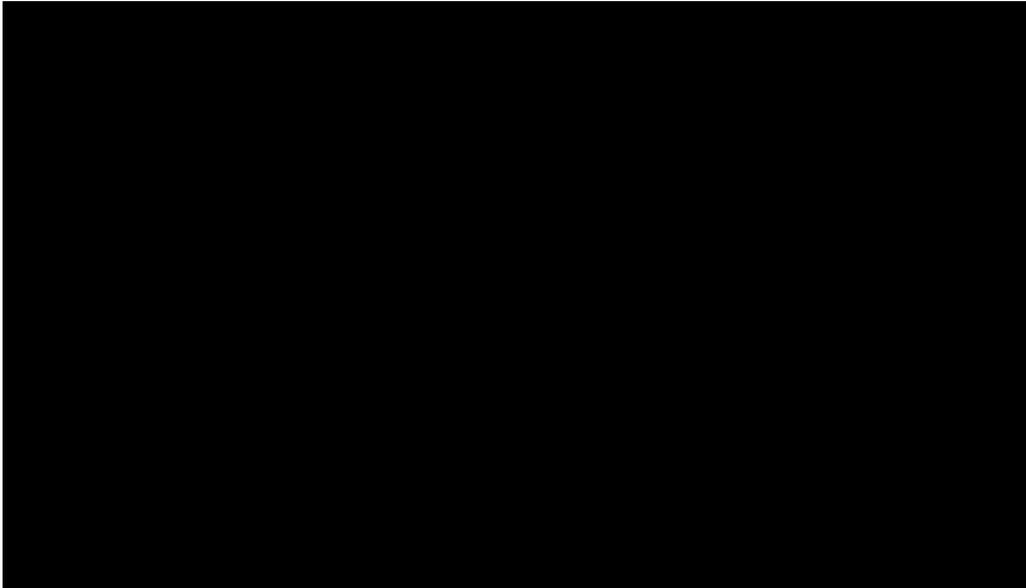
341. School performance was also assessed as part of the feedback obtained from the students. 948 students stated to be regular in attending school whereas only 33 or 3 % stated in negative.



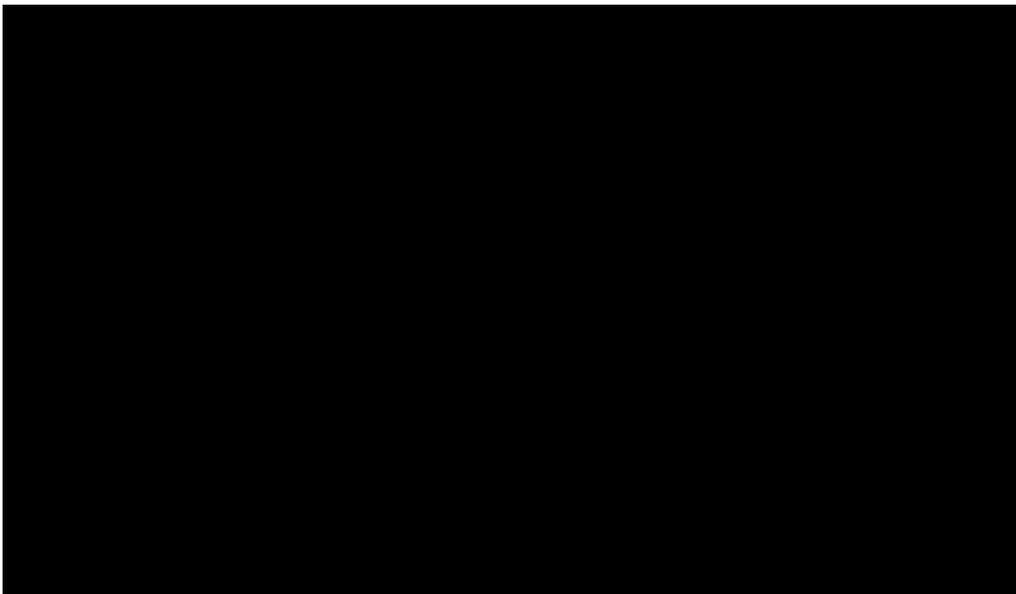
342. From those who volunteered that they are not regular in their attendance, a direct question was asked to understand the reasons for those who cannot make it regularly to the schools. 14 out of 33 which are 42% stated that the present school is far from home while 24% (8 in number out of 33) stated that they have to work for

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their family and therefore cannot attend the school. 6 out of 33 stated that since there was no transport, they could not attend the schools. Frequent illness was stated to be reason for not attending the school regularly by 2 out of 33 students (6%).



343. The respondents were asked to state the reasons for their joining this school. 441 (45%) replied to have joined the school as they believed that the school offers better quality education as compared to others.

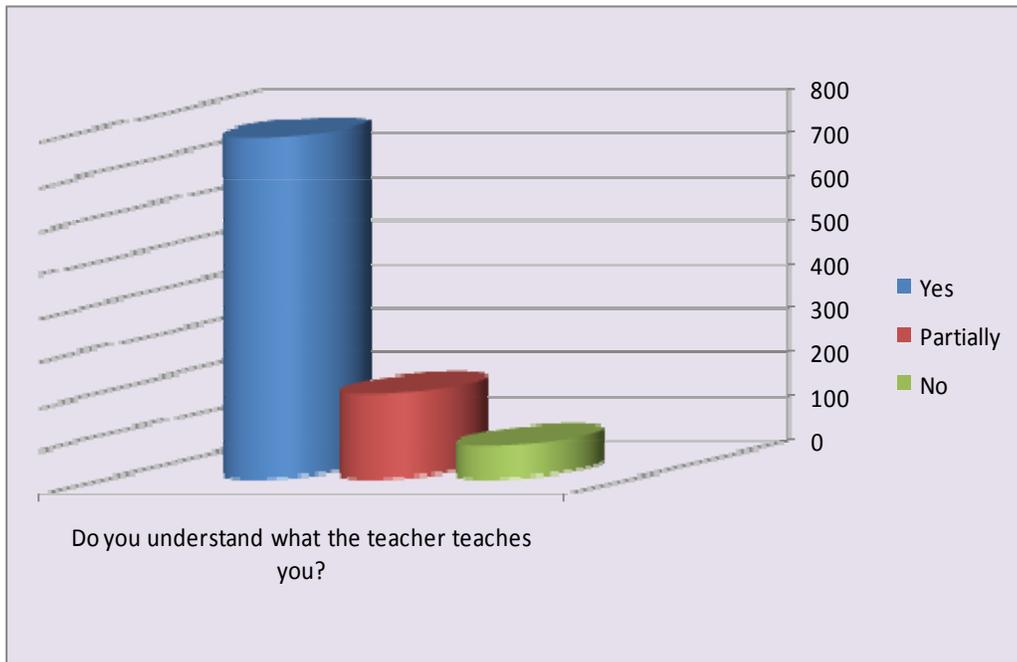


344. 230 or 23% responded to have joined the school since it has better infrastructure facilities. 14 or 1.4% stated that since they get an incentive, they have joined this school. Remaining 302 or 30.2% either did not respond to this query or

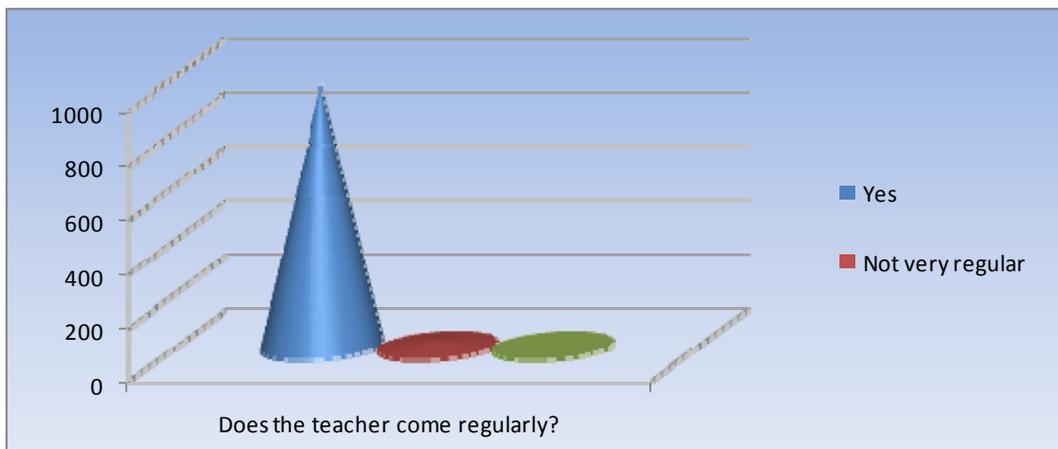
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stated that there were other reasons for joining this school. The outcome is presented graphically, above:

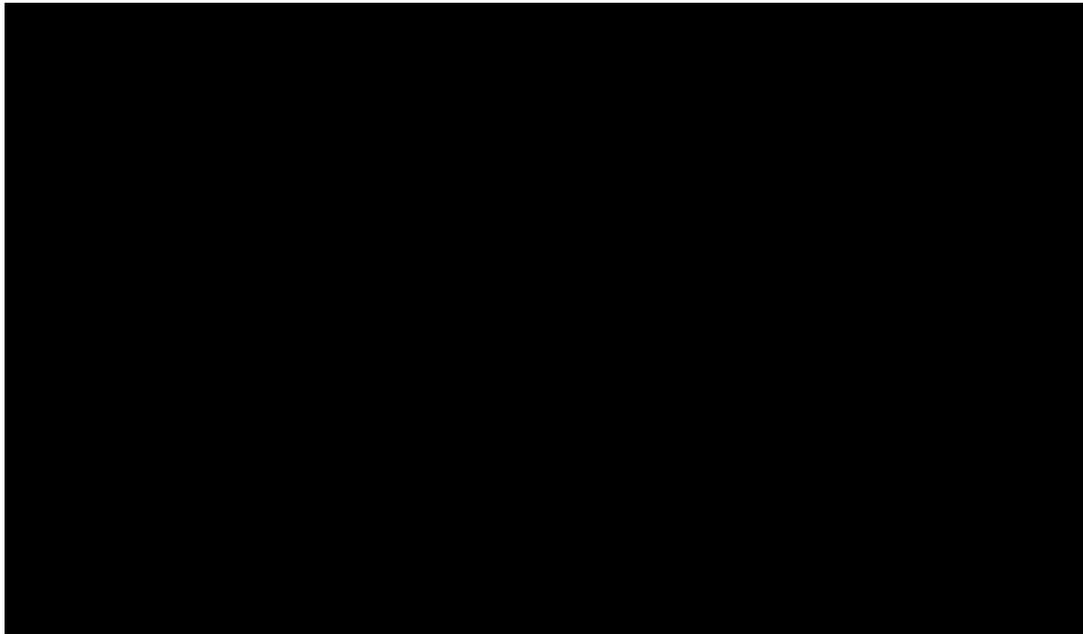
345. On a question related to the understanding of the students, to the contents being taught by the teachers. 77% or 772 responded that they do understand what the teacher teaches, however 191 or 19% stated to partially understand what is being taught and 23 of the respondents stated not to understand what is being taught by the teacher at all. (Graph below)



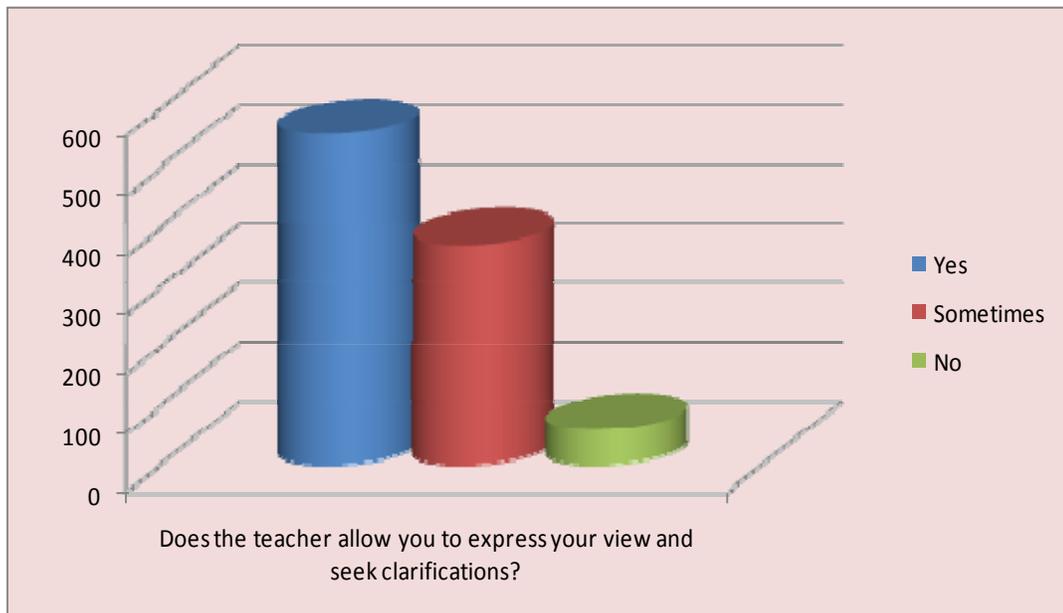
346. Students were asked whether their teachers are also regular in attending the school. 96% replied in affirmative and only 2.1% replied otherwise.



347. On teaching practice, it was inquired from the students that does the teacher demonstrate on board?, What she teaches; 777 or 77% replied in negative whereas 200 or 20% replied as 'sometimes' while only 13% replied not to have seen the teacher demonstrating on the board.

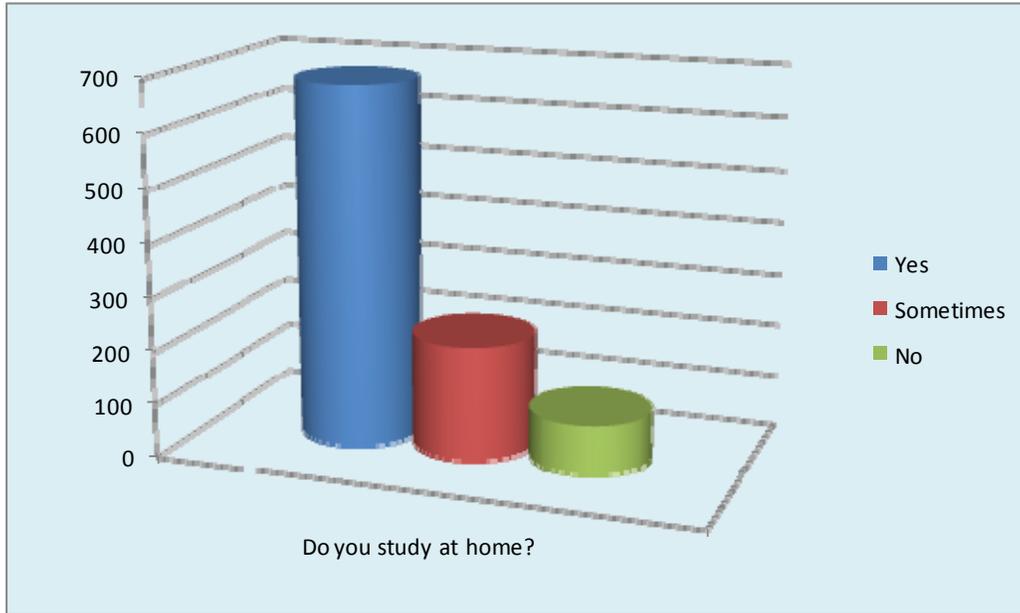


348. 556 stated that the teacher allows them to express their views and seek clarifications from them. 37% replied that the teacher only lets them express their views and concerns sometimes whereas 6% stated that the teachers did not let them express their views and seek clarifications.

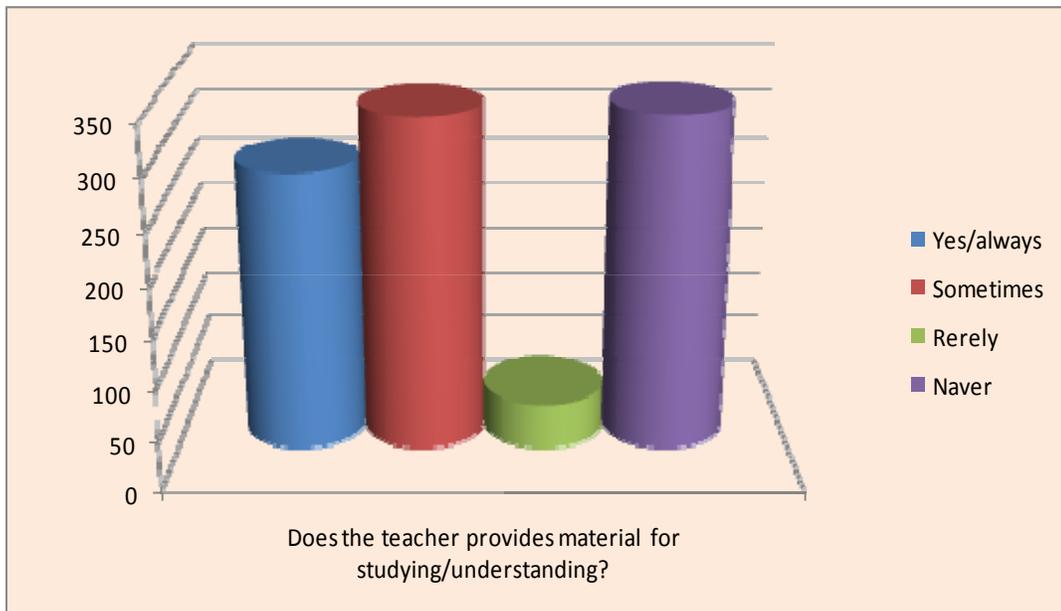


349. 68% replied to a query, stating that they study at home after the school whereas 21% replied that they sometimes study at home whereas 9% stated not to study at the home, at all.

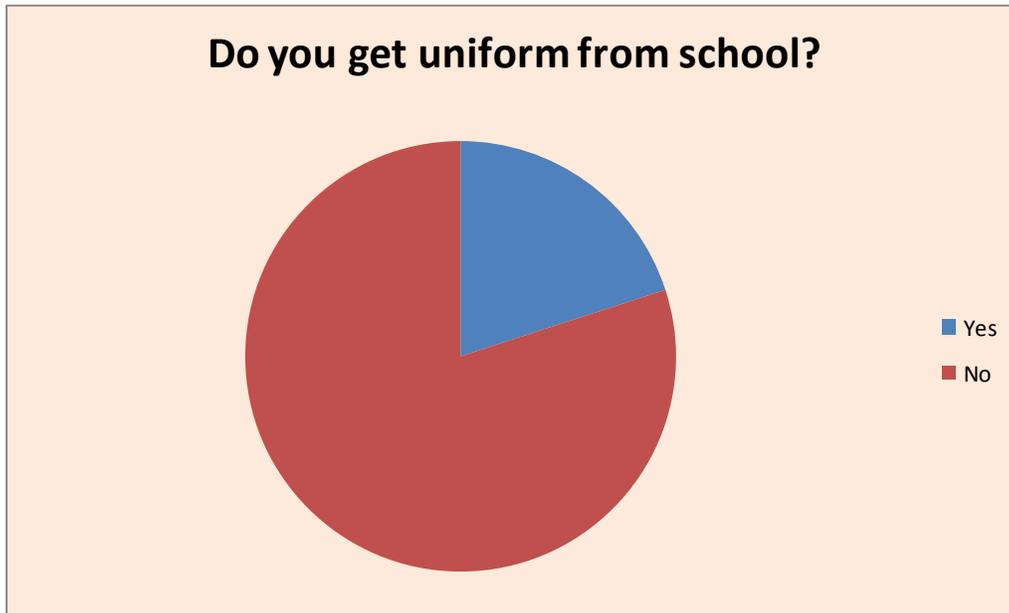
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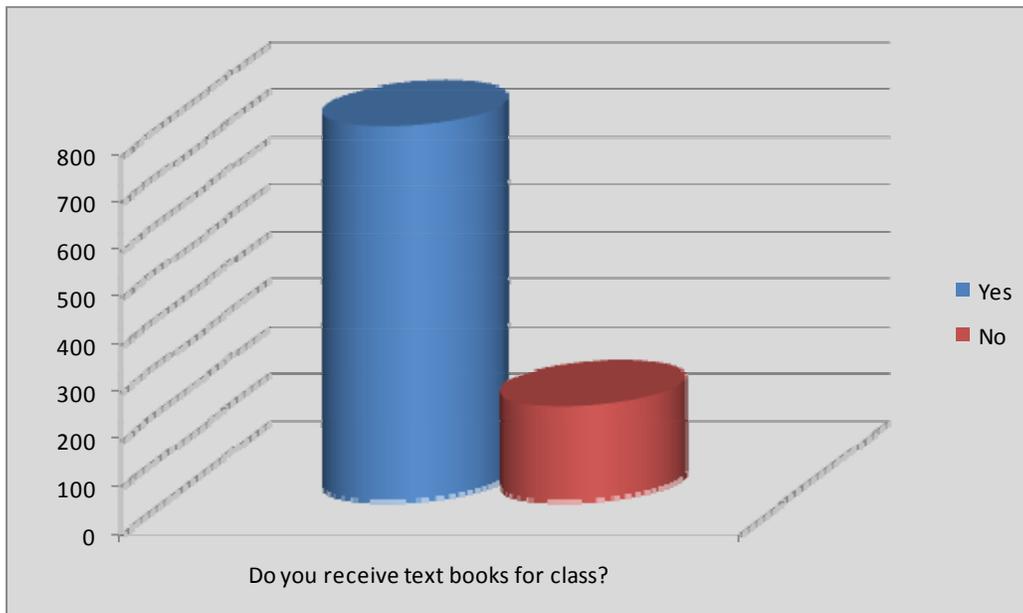
350. 33% stated that they have not received the learning materials. 276 replied that they have been provided learning materials by the teachers. This 27% is lesser than the 33% who states that only sometimes the teachers provide them with learning materials.



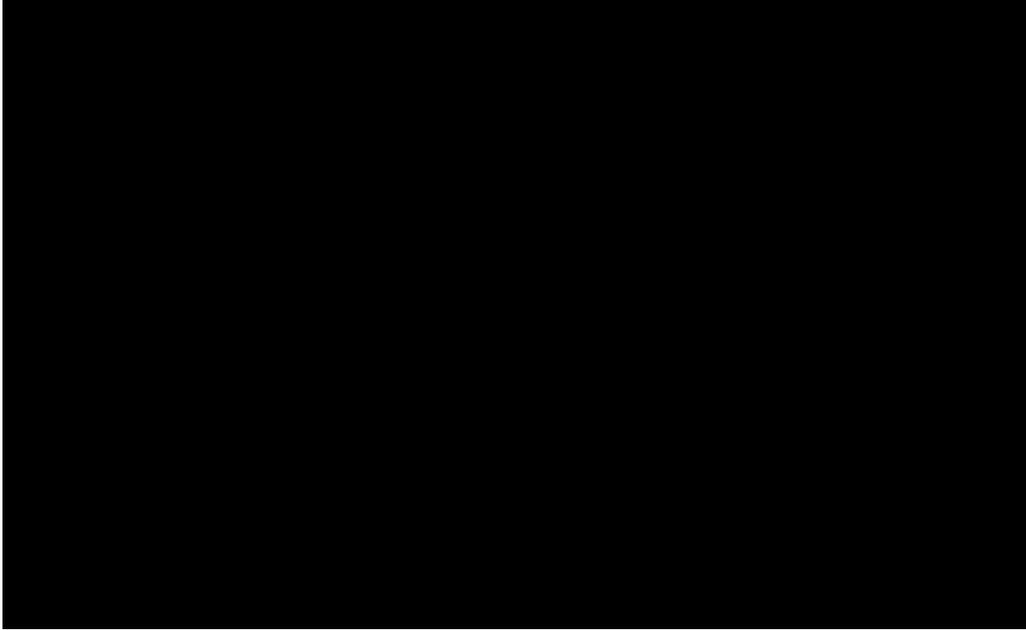
351. 78% replied that they do not get any uniform from the school whereas 19% stated to have been provided uniform from the school.



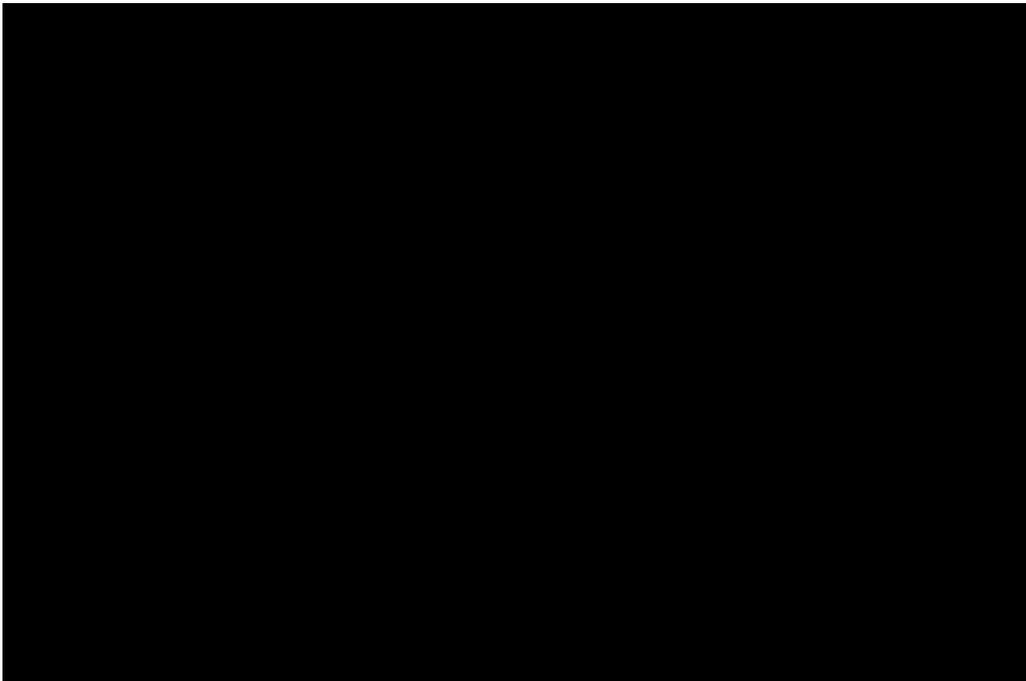
352. 78% stated to have been receiving textbooks from the school. However, 19% replied not to be receiving textbooks at all.



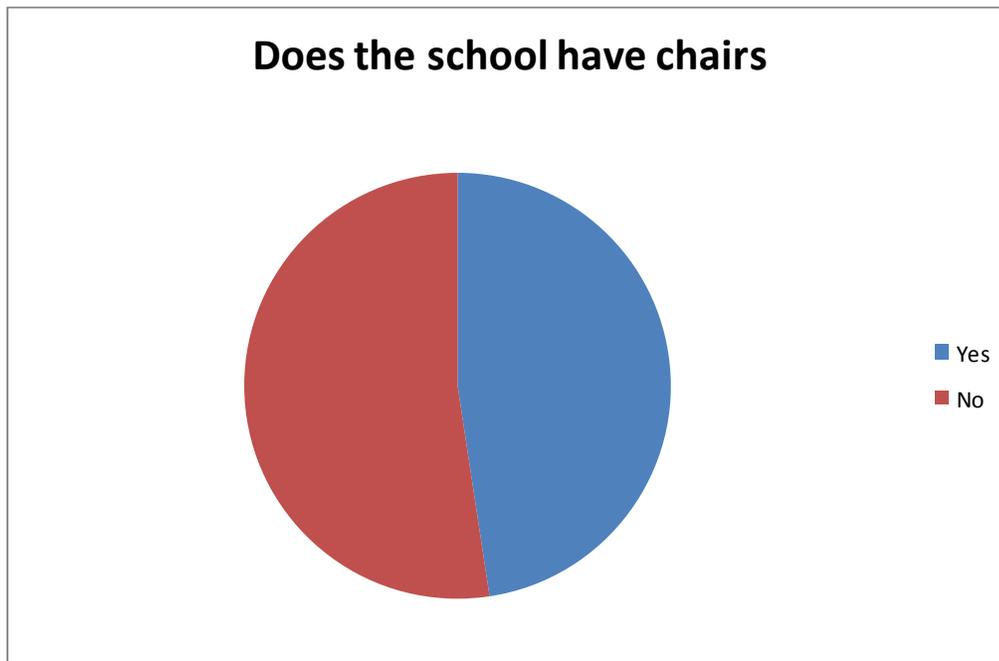
353. 591 respondents stated to have received the textbooks, free of cost while remaining 31% stated to have paid for getting the textbooks.



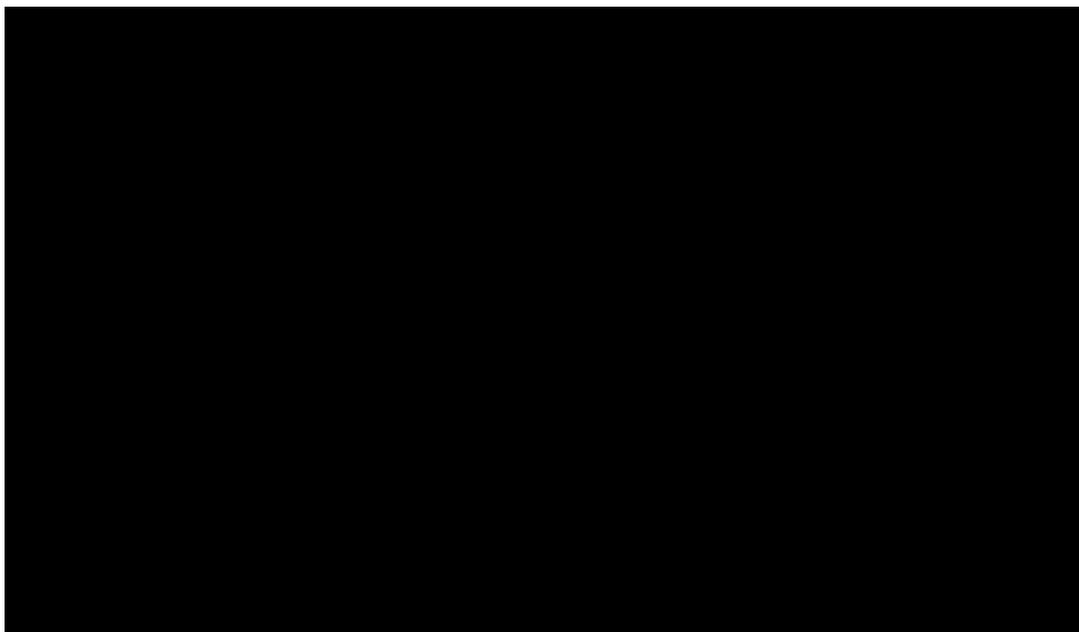
354. Students were asked if they were provided any incentive for school attendance. Only 3.5 % or 35% of them responded to have been receiving / or received cash stipends whereas the other 938 or 94% stated not to have received ever a cash stipend.



355. Children were asked if they were provided with chairs in the school. Only 44% replied to have school chairs provided to them. Remaining majority of 50%+ stated not to have been provided any chair in their school.

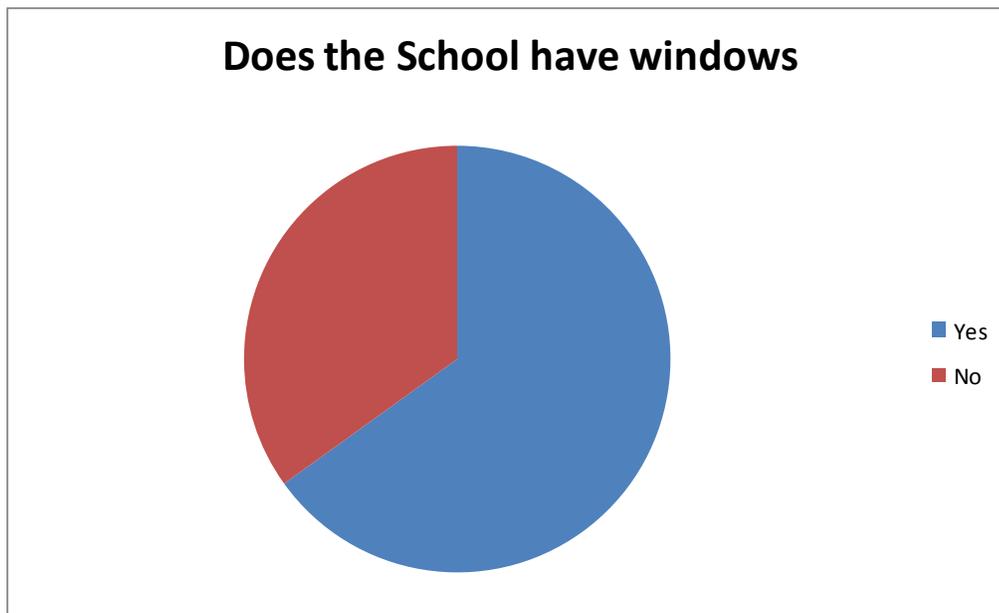


356. Most of the children do not have heating arrangements in their classrooms. The problem is severe in particular in the winter zone where mercury drops below zero. 81% of the schools do not have any heating arrangements. Remaining 124 which come to be around 12% stated to have heating facility in their classrooms.

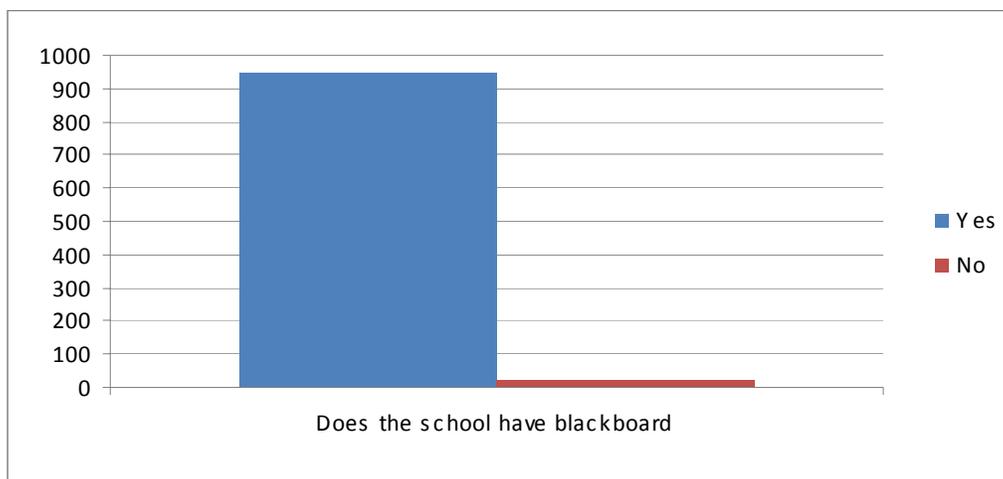


357. Students were asked if they have windows in their schools. 637 or 63% replied that they have windows in their classrooms whereas remaining 342 or 34% stated not

to have windows in their schools. Schools or classrooms which do not have windows and not even heating arrangements are a threat to the well being of the young souls.

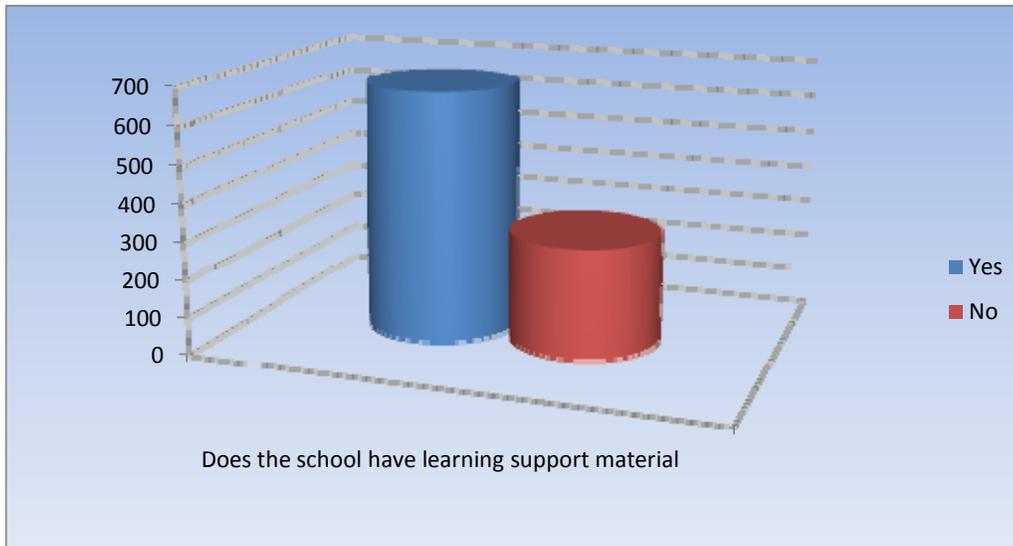


358. Most of the schools have blackboards. It was also validated by the students as 95% of them stated to have a blackboard in their schools. However, 24 of them which are 2.4% stated not to have blackboards in their schools. Considering the average of 14 per school taken for this survey, the response to this question at best only indicates non-provision of blackboards in 1 or maximum 2 schools. This has been shown graphically.



359. Learning materials are to be provided by the partners / through BESP support. However, 292 which is 29% of the students stated that their schools do not have learning material provided to them while the majority, i.e. 668 (67%) stated that their schools have learning materials.

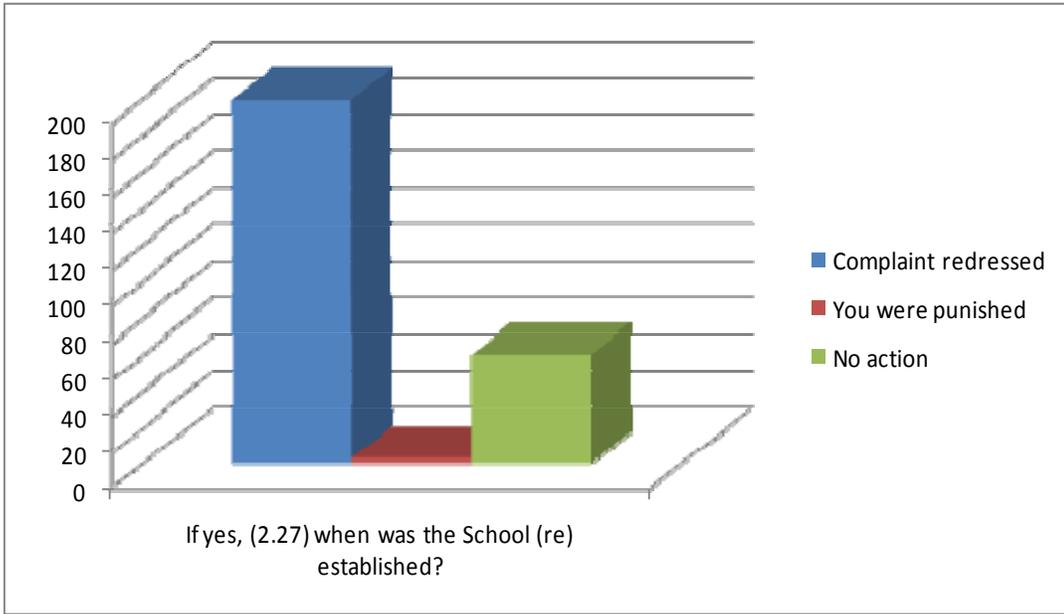
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360. Students were asked if they ever made complaints against the teachers. 230 of them replied that they did; while, the remaining 75% or 748 stated not to have ever complained against the teacher. 199 of those who made complaints further stated that their complaints were redressed and 60 of them stated that no action was taken against their complaints. Graphs against the two questions are as follows:



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## Chapter 12

# Conclusions and Recommendations

361. The report from chapter 1 through chapter 12 presents specific conclusions against various aspects of service delivery from program design to the organizational structure & role of BEF; implementation partners (CIP, PIP, TIP) to the target beneficiaries including students, teachers; parent education committees & their central role to the impact of the program both in qualitative and quantitative manner, presenting field based survey results to ascertain achievements against various key performance indicators such as enrollments, school attendance, teachers presence, role of IPs, grade completion, dropouts etc,.. Recommendations have also been made in the relevant chapters and sections of this report.

362. This chapter presents the summary of the conclusions drawn from this exercise and recommendations being made to strengthen the service delivery through Balochistan Education Support Program.

### 12.1 BALOCHISTAN EDUCATION FOUNDATION

- I. Balochistan Education Foundation is an autonomous organization working under the direct supervision of a Board of Directors and overall under the administrative control of the Government of Balochistan. Through various amendments to its original ACT, BEF has been strengthened by including more private sector members. The Board of Directors has been supervising the operations of BEF under its direction through 4 committees formed in this regard. Whereas encouraging results have emerged as a result of professionalism of BEF and its implementation partners, the extent of ownership among the BoD members need to be increased. In particular, since Government funding is now required to sustain the results of the BEF operations, greater ownership of Government counterparts is critical.
- II. BEF has been able to show good results with a lean structure. However we are of the opinion that it could have done better in case, the organization was more balanced in terms of its human resource capacity. The comparatively younger but professionally enthusiastic second tier was given a very heavy and difficult task to plan, manage, coordinate with partners and monitor the entire operations. There should have been another senior tier to optimally utilize the efforts, zeal and vigor of the managers. However, the advantage of a capable and experienced Managing Director coupled with motivated and hard working managers, remained a core reason for successful operations by BEF. It is therefore our considered opinion, that BEF should be strengthened by rationalizing its HR and inducting preferably two Directors or Deputy Managing Directors.

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- III. Procurements have been carried out in accordance with the guidelines of The World Bank. However, there are certain gaps in relation to the overall capacity of the procurement section. Some issues relating to expertise in bidding documents and technical evaluation along with the above have been depicted in chapter 7 presenting case studies as well.
- IV. BEF has an effective operations section. Whereas a detailed operational manual is in place and being practiced, there is a need to bifurcate the role of monitoring from operations. The expected business to be conducted has been discussed in a relevant chapter covering various aspects of the organization. Proposals and recommendations for restructuring the organization to best suit the requirements of the program objectives have been made in the same chapter. The sub-component of operations section in particular to seeking feedback on capacity building from various stakeholders, is lacking in performance. Overall there is requirement for capacity building of BEF staff.
- V. The role of monitoring and evaluation has not been a completely supporting one. Till to date, MIS section is striving to complete and comprehensively integrate the MIS with the operations and reporting requirements of BEF. The formats being used by M&E section and those designed by MIS section are different. The section is under staffed and adequate arrangements need to be immediately made to fill the gaps, otherwise the gaps are likely to widen in near future. More so, M&E staff should be required to collect the requisite data (on all key aspects of service delivery) which should be properly analyzed by the management and in a timely manner for enabling them to take corrective measures. M&E staff should not be involved in calculations relating to financial disbursements, which should solemnly lie with the finance section. Capacity of the M&E officials needs to be strengthened through focused CB interventions. Since disbursements are contingent upon M&E reports, any delays in payments to PECs will negatively affect the program objectives.
- VI. Internal controls are in-adequate in the absence of a strong and performing internal audit function. No management report was produced and shared with the TPV team through the course of this exercise. Though the requirement of producing various reports was never met, the internal auditor could not give any justification of non-production of reports. This function has been discussed in detail in the relevant chapter of financial management.
- VII. Finance section of BEF has been performing on the disbursements end. However there is a need to check the other side of the service delivery. Whether the right amounts have been disbursed and actually reached the intended user? Were these payments timely? Was there a reconciliation done end-to-end? There is a dire need to re-visit the budgetary planning process and address the issue of budget credibility including planning and budget execution. The financial planning including timeliness of disbursements has to be analyzed to make

necessary adjustments, for ensuring timely disbursements. The delays need to be eliminated. This has been expressed as a concern by partners and PECs despite the fact that utilization of funds has remained very low.

## 12.2 PROGRAM DESIGN

- VIII. Program design has proved to be an effective mode for non-government education sector development. The vision of strengthening the local communities is probably the ideal approach towards ensuring a sustainable development initiative. Bringing the local community in the forefront for establishment and management of schools through formation of parent education committees calls for an appreciation. However, the huge challenges of illiteracy among masses resulting in greater role of teachers, their inexperience as compared to the other provinces in being a central part of the execution and monitoring and related socio-economic issues; continues to threaten the complete implementation of the design in true letter and spirit.
- IX. There are huge gaps of capacities of PEC against what is expected from them. There has been no major effort to mobilize and sensitize the local communities apart from the PEC members whose selection may not have been made in strict accordance to the criteria.
- X. In the upcoming phase of construction of schools, the exposure of large funds to the PEC may challenge their vulnerability. In any case, the overall capacity needs to be improved. CIPs also need to use various PRA tools for advocacy and support & facilitation.
- XI. The initial four regions were bifurcated into eight in the II<sup>nd</sup> phase of BESP. This not only increased the costs of individual items as well as the overall service delivery cost. This generated additional work for the already under-staffed BEF to procure and manage 8 contracts for each CIP and TIP. After discussing with various concerned stakeholders, we are of the view that the division was not necessary. It is always difficult to manage and monitor the performance of 16 contracts and the required focus of attention is diverted.
- XII. The existing PIPs with BEF should be adequately strengthened, building on the gaps identified (issues of transparency, fees, savings, capacity to deliver and sustainability) in this report (chapters on PIP and private schools). Further new schools should not be established. Instead of establishing new schools, existing schools but not partner of BEF, may be offered to become one.
- XIII. The sustainability of community schools may need to be ensured with adequate advocacy, identification of other funding sources, investing BEFs' funds prudently and adding schools for construction during the on-going phase. In case of PIPs, focused trainings need to be provided along with support in relevant areas identified; there is a greater challenge of sustainability in case of private schools component as compared to the community schools component. It is worth mentioning

that for some of the KPIs, the performance of private schools is better than community schools.

- XIV. We conclude that this is one of the best models of community managed schools and provides strong community empowerment components in the project design. A registered and empowered Parents Education Committee is responsible to manage the school at its own with clear roles and responsibilities. The model gives overall management and supervision role to the community from the very beginning and there is a clear phase out strategy and commitment from the government to get continued support of these schools without changing its existing model and approach. The government support committed to be provided in the form of financial assistance has started in August 2009. This would help BEF to materialize it during the project life, minimizing the risks of non-compliance from the government and to further strengthening capacity of the PECs to manage public funds. It was observed that the project design was developed after careful review of the previous experiences of BEF and other organizations and adequate measures were built-in to avoid any possible issues of sustainability and to objectively serve the purpose of educational development of local communities. The key factor in this model is the management and supervision of the schools in the hands of community, in built element of continuity without any changes even after completion of project. However, in terms of ensuring sustainability the project design could have factored in, among other aspects, in-cash mandatory contribution by the local communities for operations and maintenance of these schools (if not for establishment of these schools). This mandatory in-cash contribution could have been kept at the bare minimum based on the socio-economic situation of the local communities being serviced through this intervention. There is a need to initiate resource generation through other sources, so that PEC could be able to continue running the school in case of the delayed funding, funding gap and even if no funds are available from the government or BEF, therefore it is recommended that if the project design can bring in this contribution to go hand-in-hand with the Government commitment, it can ensure the sustainability of the project. There are existing local support systems and practices of resource generation in the community, and there is also willingness of the community to contribute for schools. There is a need to promote financial contributions from the parents and general community. Option for initiating an affordable compulsory monthly contribution from the parents may also be initiated. Very poor and the most vulnerable could be excluded from this by the PEC in consultation and approval of community.

### **12.3 IMPLEMENTATION PARTNERS**

- XV. Selection of CIPs has been made on merit, in a transparent manner and in accordance with the procurement guidelines of the World Bank. It is evident from the data collected through survey and its subsequent analysis, that CIPs broadly speaking, have done a good job in

mobilizing the community and in school establishment (PECs formation, registration with local authorities, support in management) However from the observation of TPV's Community Development Expert, CIPs did not use widely accepted and result-oriented tools and approaches.

- XVI. It is not necessary, that a good TIP can also be a good CIP. Selection needs to be more critically viewed. During TPV, some of the IPs remained unavailable for discussions. BEF requires having a real partnership in which it does not go chasing after the IPs in particular to be at the mercy of field supervisors or managers. The commitment and inputs of the top experts and manager who manage and make decisions in these organizations need to be ensured by the BEF.
- XVII. Role of CIPs have been generally satisfactory in school establishment for community school component. However there have been serious gaps in establishment of private schools where the achievements have been lagging behind targets, significantly. Although more than the desired number of requests for establishment of private schools came, however BEF only accommodated those which met the criteria as reaching the requisite number was secondary. It was the responsibility of BEF to ensure quality education by these new schools and they succeeded in ensuring the same as is evident from the data analysis on private schools.
- XVIII. The issue of IPs being partners or contractors needs to be addressed through effective mechanism. Perhaps validation of their works and support as partners should be verified by a third party, for endorsing payments.
- XIX. The on-going monitoring and support / facilitation being provided by IPs needs to be strengthened. There needs to be more interactions with the PEC members in particular for empowering them for adequate monitoring and management of the school. Still most of the documentation is not only prepared by the class teacher and also maintained by the teachers. If this continues, PEC would only be reduced for rubber stamping.
- XX. Community mobilization and advocacy may be brought in as a supporting component under capacity building. This needs to be also done through eligible and reputed NGOs.

## **12.4 SCHOOL PERFORMANCE**

- XXI. The surveyed schools are functioning regularly without any major setback, which indicates strong sustainability element in its design. During community consultations, both mothers and fathers attributed this to the efforts of the PEC and/or its key members during group discussions with local communities by the expert for community development and survey managers. Community support to the PEC is another reason, but the major factor of continuity, as described by the PEC members was the financial and technical assistance provided by

the project. At the same time continued functionality of the schools had successfully demonstrated the benefits of providing education opportunity to thousands of children, who otherwise would have not been able to get. This had resulted in creating a demand of the schools on ground, by transforming unfelt need into the felt need to a larger extent.

- XXII. Broadly, the KPI targets for enrollment, girls participation, grade completion, attendance and teachers' presence; has been achieved and are validated through this TPV exercise. The criteria for schools establishment, PEC and selection of CIP, PIP and TIPs are validated to have been met. Chapters 6 and 7 exclusively highlight achievements against the key performance indicators and the adherence to criteria and procedures in selection of CIP/TIP/PIP, as validated through this exercise.
- XXIII. The schools in particular to the community schools are deficient in basic facilities including chairs, tables, boards, clean drinking water, latrines and adequate ventilation arrangement. Some provisions may need to be made for catering to the missing facilities in particular to the school furniture and fixture. These aspects may be kept in view, in particular in the construction phase.
- XXIV. There are issues of learning materials not being available with all the students and teachers, these need to be ensured not only by providing them but also monitoring their existence from time to time.
- XXV. Another critical aspect is non-timely provision of textbooks to the students. This not only calls for attention from the Government of Balochistan since the textbooks are provided by them, but also for BEF and its partners to monitor and adequately and timely address this issue.

## **12.5 PARENTS EDUCATION COMMITTEES**

- XXVI. All the decisions regarding arrangement of school building, recruitment of teacher, planning and implementation of school activities, procurement, financial management and day to day decisions for school improvement and ensuring quality education are the responsibility of the PEC.
- XXVII. Regularity in holding meetings of the PECs is important to build organizational capacity for improved governance, transparency and accountability. The outcome of the field surveys suggests gaps in regularity in holding meetings and there is a need to take some steps to ensure that the PEC meetings are taking place regularly at least every month with clear agenda and maximum participation. There shall be fixed date for the monthly meeting of each PEC. Each social organizer of the CIP is responsible for about 15-20 PECs. It is suggested that social organizers shall facilitate PEC meetings initially for at least six months for already existing schools and for one year for newly formed PECs, with reduced frequency afterwards. They shall however, not

influence the meetings, but observe and give feedback for improvement on spot.

- XXVIII. The documentation available at the schools do cover the mandatory aspects of school management (certificate of registration, formation of PEC, enrollment, teacher attendance, student performance etc,..) but other non-critical aspects are not documented. Even visitors' register does not indicate frequent visits of CIP staff members.
- XXIX. There is a need to ensure minutes of the meetings, to document all the decisions, and progress of the PEC. This would help PEC members to practice decision making and to contribute in school improvement initiatives.
- XXX. It is natural that literate members may dominate and influence the decisions, but it can be minimized by building capacities of the members and mentoring through focused and customized interventions.

## **12.6 PROFESSIONAL DEVELOPMENT & TRAININGS**

- XXXI. The training manual for PEC is nicely developed and covers most of the key information about the process of organizational management and best practices in record keeping, financial management, ensuring participation and accountability. It was found that lecture, group work and exercises were used as the main training methods. There is however, need to provide on the job capacity building, particularly to illiterate PEC members. PRA techniques, games and exercises could be useful for developing analytical and decision making skills. New members would also need capacity building particularly if there are any changes after the re-election of the PEC after completing its tenure. There is a need to initiate refresher courses for the PEC members.
- XXXII. There needs to be a continuous professional development program in place for teachers to be trained through professional teachers. Stock of experiences of Punjab Education Foundation may also be taken in this regard.
- XXXIII. There should be a cross board benchmarking for training needs of all the target beneficiary groups including PEC members, teachers. Accordingly, training programs should have a more specific focus to address the specific requirements of each target group.
- XXXIV. Performance of teachers needs to be evaluated periodically through a simple procedure to be prescribed by BEF and IPs in consultation with each other as well as PECs.

## **12.7 MONITORING**

- XXXV. Monitoring: There should be program appraisals / evaluations either by third party or by BEF based on the monitoring data being gathered.

- XXXVI. There should be one format for data gathering, prescribed by the BEF M&E section.
- XXXVII. MIS needs to be integrated and reports should now be generated through the system.
- XXXVIII. PEC's capacity must be build to ensure social accountability.
- XXXIX. Feedback of CIPs may also be obtained including their actual visits, from those who are being serviced through the CIPs; on periodic basis.

## **12.8 COMMUNITY DEVELOPMENT**

- XL. BEF has developed criteria for organizational maturity and assessing the organizations regularly, which not only gives an idea of organizational capacities but it also helps PECs to improve. On the basis of frequency and regularity of meetings, understanding and practice of roles and responsibility, dynamics of the PEC composition, transparency and accountability practices, record keeping, financial and programmatic decisions making, linkages and resource generation, empowerment of the PEC as a whole, preparing plans for improvement of school management and enrolments, gender mainstreaming, PECs interaction and roles with the community, it is concluded that PECs are able to run / sustain the schools if project support continues, however in the absence of project support and funding this may not be possible to run these schools independently given the existing capacity of PEC and teachers.
- XLI. Technically speaking, the organizations have attained sufficient maturity within given time, cultural constraints and poor literacy of the members. It indicates that the project had attained the significant required output and milestone at this stage of the project, which provides strong basis for further strengthening of PECs to ensure organizational sustainability. Some of the key findings are:
- The organizations have attained functional maturity, and can function subject to the financial (by community or others) and technical support provided by the BEF and CIPs.
  - The decision making process in PEC is concentrated with one or two literate members and there is a need to be encouraging participatory decision making process.

397. Following is a matrix of recommendations for community development.

<b>Table 1: Recommendations for Community Development</b>		
<b>Objective</b>	<b>Short and medium term actions</b>	<b>Long term actions</b>
Enhancing Community empowerment	<ul style="list-style-type: none"> <li>• Regularize and ensure monthly meetings of the community</li> <li>• Initiate facilitation of all the monthly PEC meetings initially at least for six months particularly of the new PECs</li> <li>• Start community meetings with the parents and general public on regular basis i.e. on quarterly basis</li> <li>• Initiate and awareness raising sessions for community, organize parents days, student competitions, sports days and award giving ceremonies</li> <li>• Initiate meetings with mothers and other women through CIP women staff</li> <li>• Re-constitute PEC executive body in all schools where it had completed its tenure</li> <li>• Build capacity of CIP men and women social organizers/field staff in participatory approaches, PRA techniques and PM&amp;E</li> </ul>	<p>Initiate formation of separate mothers committees as subcommittee of the PEC</p> <p>In schools where teachers are women, mothers membership in PEC shall be made compulsory</p> <p>Initiate a process of participatory school improvement planning involving parents, children and community</p> <p>PEC members shall be trained in Participatory Monitoring and Evaluation and PM&amp;E ensured to improve community ownership</p> <p>Involve literate young community members (potential parents) as honorary members of the PEC</p>
Improving PEC Record keeping	<ul style="list-style-type: none"> <li>• Organize refresher training for the new PECs general secretaries, finance secretaries and educated PEC members</li> <li>• Regular review and feedback on the stock register, cash books,</li> </ul>	<p>Limit teachers role and enhancing PEC members' role in record keeping</p> <p>Include literate members (other than parents) through relaxation of the PEC membership criteria</p> <p>Regularize external and</p>

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	<p>meeting minutes, resolutions etc. by the CIP staff</p> <ul style="list-style-type: none"> <li>• Ensure proper review and signatures of the authorized PEC members on relevant documents</li> </ul>	internal audit of the PECs
Capacity building and institutional development of the PECs	<ul style="list-style-type: none"> <li>• The CIP staff shall be trained in institutional development and organizational management, so that they shall build capacity of the PECs through mentoring and direct facilitation</li> <li>• Organize refresher training for the PEC members – particularly those who have joined to replace the old members</li> <li>• Build capacity of the PECs in coordination, communication, linkages development and fundraising techniques</li> </ul>	<p>Train PECs in PM&amp;E tools and techniques and some basic tools of PRA for enhancing community participation in school management</p> <p>Initiating participatory organizational maturity assessment exercises to enhance institutional development process of the PECs</p>
Gender mainstreaming	<ul style="list-style-type: none"> <li>• Enhance girls enrolment through involving community men and women</li> <li>• PEC members to be assigned specific households to ensure enrolment of both girls and boys</li> <li>• Initiating meetings with the mothers to sensitize them to support education of the girls</li> <li>• Where possible, efforts shall be made to increase women membership in the PEC</li> </ul>	<p>Formation of separate mother education committees (MECs), as sub-committee of the PEC. These need not to be registered separately. Decisions of the MECs shall be considered by the PEC.</p>
Ensuring financial sustainability	<ul style="list-style-type: none"> <li>• Encourage voluntary contribution for the PEC fund from the parents and other household in the community</li> <li>• Regularize sharing of the income and expenditure</li> </ul>	<p>Compulsory contribution of all the parents in school fund</p> <p>Initiating to provide grants to develop endowment fund of the mature PECs, who have completed the whole cycle</p> <p>Continued support from the</p>

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	<p>expanse in the community meetings and through other means as indicated in the process</p> <ul style="list-style-type: none"> <li>• Initiate developing linkages of the PECs with local philanthropists, and organizations</li> </ul>	<p>BEF through accessing government funds          Instituting a reserve fund in BEF to support schools, in case of delays from the government</p>
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ANNEXURE-A

**TERMS OF REFERENCE  
FOR  
Third Party Validation (TPV)**

<b>Project</b>	<b>Balochistan Education Support Project (BESP)</b>
<b>Executing Agency</b>	<b>Balochistan Education Foundation (BEF)</b>
<b>Implementing Partner</b>	<b>Technical Implementing Partner (TIP)</b>
<b>Donor</b>	<b>World Bank</b>
<b>Geographic Region</b>	<b>Balochistan Province</b>

<b>Project Component</b>	<b>CAPACITY BUILDING</b>
<b>Component Objective</b>	<i>To build capacity of BEF and its partners</i>
<b>TORs Meant For</b>	<i>A mid-term evaluation of BESP project components</i>
<b>Purpose for TPV</b>	<i>To learn lessons and good practices. Adjust, modify or alter strategies, design and implementation arrangements. Validate BESP performance from a third party perspective. In the evaluation project objectives, strategies/approaches and targets are investigated to ascertain whether the project has succeeded or failed to achieve the objective/targets set if not what went wrong where and how.</i>

**Scope of Work:**

A comprehensive assessment will be carried out by the consultant on the: (a) establishment of new community school in rural areas, (b) establishment of new private schools and (c) capacity building activities. The assessment will include quantitative and qualitative aspects of the project.

<b>Time Frame</b>	
<b>TOR and Deliverables:</b>	<ol style="list-style-type: none"> <li>1. Critical assessment of BEF's role and capacity as an apex body and its IPs in BESP and experience of public-private partnership in Baluchistan</li> <li>2. Critical assessment of CIPs' role and capacity as implementing partner in establishing sustainable PECs/community schools, and on-going monitoring and support role</li> </ol>

3. Critical assessment of PEC model in BESP, its role and capacity in school management, supervision and monitoring
4. Assessment of Key Performance Indicators (KPIs) and milestones. Project KPIs listed below:
  - a) Total enrolment of students (Target: enrollment increased by 35,000, with at least 40% girls);
  - b) Average annual student attendance (Target: average attendance not less than 70%);
  - c) Average grade completion rate (Target: average completion rate not less than 70%);
  - d) Average annual teacher attendance (Target: average annual teacher attendance not less than 90%); and
  - e) Average annual increase in learning achievement in Language and Mathematics (Target: an annual increase of 3% and 5% respectively).
5. Effectiveness of PIP intervention in enhancing enrollment and its capacity to become self-reliant
6. Effectiveness of TIPs' role in building teachers and PECs' capacity in community schools.
7. Effectiveness of TIP's role in building PIP teachers and school operators' capacity.
8. Lessons learnt and good practices
9. Reflections on Project design, criteria and methodology
10. Constraints/bottlenecks faced during project implementation and monitoring processes

## **KEY RESPONSIBILITIES**

### **I - Technical Implementing Partners (TIPs)**

The main responsibilities of the TIPs include:

- a. Review and Meetings with IPs (better mention IPs, e.g. CIP/PIP etc)
- b. Design (training) tools and develop (training) methodology
- c. Planning and Execution (C.B. activities)
- d. Compliance with BEF's Policies & Operational Manual
- e. Reporting to BEF

*Following is the detail against each responsibility:*

**a. Review and meetings with IPs:**

- i. Review contracts and agreements with IPs. Note deliverables and milestones
- ii. First review sessions with CIPs/PIPs/TIPs/PECs on sample basis to understand roles and responsibilities

**b. Design Tools and Methodology:**

- i. Based on review and meetings with IPs, develop revised methodology and technical approach. This may be different from what conceived and submitted during RFP
- ii. Propose an acceptable sampling design and framework to the BEF for data collection. The final decision for acceptable sample size will depend upon BEF's requirement and appropriateness of the sample size for the same activity. Moreover, BEF shall issue a formal NOC to the firm for its acceptance of sampling design. For the submission of proposal and financial working, the TPV firm shall consider a sample size of 10% initially.
- iii. Design tools and formats for obtaining data, information and analysis. This may include field questionnaires, group discussions, peer reviews, interviews etc
- iv. We expect that 70% of TPV's work will focus on BESP phase 1 accomplishments and 30% of phase 2
- v. The consultant will develop set of qualitative and quantitative questionnaires/tools to be administered for the assessment. The instruments would be finalized in consultation with the BEF and the World Bank. It will also be responsible for formatting, translating, transcribing, processing and printing of the instruments after piloting the questionnaires.

**c. Planning and Execution:**

- i. After designing of tools, the firm will sample test the tools and report back to BEF , make necessary changes and will develop of work plan covering overall implementation schedule
- ii. The consultant will provide a detailed description of how the assignment will be carried out including training of field supervisors and enumerators, pilot testing of the questionnaires, system of field supervision, and consistency checks during data collection and data processing

**d. Compliance with BEF Policies & Operations Manual**

- i. Comply with BEF systems, policies and practices during project implementation and ensure transparency.

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- ii. Declare commitment to the objectives of the BESP and develop strategies to ensure KPIs are achieved.
- iii. Establish and maintain satisfactory procedures and operational policies for supervision and monitoring of training activities.

### e. **Reporting**

- i. TPV will develop and submit a comprehensive assessment report not later than 5 May, 2009. Report findings will focus on TORs and deliverables. Report should delineate activities with implementable judgmental recommendations. Each recommendation should include the necessary steps for implementation.

## **II – Responsibilities of Balochistan Education Foundation (BEF)**

The main responsibilities of the BEF include:

- a. Supervision and Facilitation
- b. Provision of Financial Resources and Logistics
- c. Monitoring Progress Reviews
- d. Financial Audits

*Following is the detail against each responsibility:*

### a) **Supervision and Facilitation**

- i. Provide all necessary literature/documents/reports for TPV review
- ii. Provide BESP orientation and progress update
- iii. Facilitate meetings with IPs
- iv. Guide and support through in-house expertise

# Questionnaires

**THIRD PARTY VALIDATION OF BALUCHISTAN EDUCATION SUPPORT PROGRAM  
(BEF) by SDC-P  
Questionnaire for Community Schools**

Name of Community Schools \_\_\_\_\_ School Code \_\_\_\_\_

Nearest School:

S.No	School type	Boys	<input type="checkbox"/>	Girls	<input type="checkbox"/>	Distance
1.	Private <input type="checkbox"/> Govt. <input type="checkbox"/>	Madrassah	<input type="checkbox"/>	1 km	<input type="checkbox"/>	2 km <input type="checkbox"/> more than 2 km <input type="checkbox"/>
2.	Private <input type="checkbox"/> Govt. <input type="checkbox"/>	Madrassah	<input type="checkbox"/>	1 km	<input type="checkbox"/>	2 km <input type="checkbox"/> more than 2 km <input type="checkbox"/>
3.	Private <input type="checkbox"/> Govt. <input type="checkbox"/>	Madrassah	<input type="checkbox"/>	1 km	<input type="checkbox"/>	2 km <input type="checkbox"/> more than 2 km <input type="checkbox"/>

Name of Union Council: \_\_\_\_\_ Name of Tehsil / District: \_\_\_\_\_

How many children do you have in the school within 5-9 years of age? \_\_\_\_\_

**Q-1. School Establishment:**

- A. Which year the school was established? \_\_\_\_\_
- B. Which phase of BEP, was the school established in? Phase 1  Phase 2
- C. School was established through active community mobilization by NGO / Othe
- D. School was established through efforts of CIP
- E. School was established on request of the community Yes  No
- F. School was established through efforts of CIP and formation of PEC
- G. School was established by community (PEC) without any support from any NGO / IPs / Others

**Q-2. Community Mobilization****In case the school was established due to the efforts of the CIP/PEC than;**

- A. How many times the CIP visited during the establishment of schools to support local community / PECs?  
Once  Twice  Thrice  Four Times  More than 4
- B. Are the efforts of CIP in establishment of schools, in your view were:  
Very productive  Substantial  Satisfactory  Non   
Satisfactory
- C. Does the community interact with the school;  
Very Frequently  Frequently  Sometimes  Never
- D. In your considered opinion, has the community been empowered to understand the objectives of promotion of education and BEF's program;  
Substantially  To some extent  Not Empowered

**Q-3. School Facilities:**

- Boundary wall  Latrine
- Rooftop / shelter  Chairs
- Lights  Fans
- Electricity  Safe Drinking Water
- Ventilation  Heater (in winter zone schools)
- School set up items as per the stock register/ list
- Learning support material as per the list

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**Q-4** Is the school premises

Rented  owned by school / PEC  Provided without rent / Donated

**Q-5.** Who helped in arranging school building

PEC  IP  others

**Demographics of the area:**

**Q-6.** What is the population that this school caters to (school going children - in & out of school)

1000  2000  2000-4000  4000+

**Q-7.** What is the gender distribution of target population (Boys : Girls)

70:30  60:40  50:50  40:60

**Enrollment Criteria:**

**Q-8.** What were the enrollment criterion / criteria?

Assessment test  Interview  Non-Assessment Test/Interview   
Without any test/Interview

**Q-9.** Current enrollment

10-20  20-40  40-80  80-150  150-200  more than 200   
TOTAL ENROLLMENT \_\_\_\_\_ BOYS (ratio) \_\_\_\_\_ GIRLS \_\_\_\_\_

**Q-10.** How many students are enrolled every quarter in the school?

5-10  10-20  20-40  40-60  60-100  100+

**Q-11.** Students Attendance (average)- \_\_\_\_\_ (as per records, take three months average)

90-100 %  80-90%  70-80%  70-50%  50-30%  less than 30   
What is the number of students present at the time of visit? \_\_\_\_\_ (check)

**Q-12.** What are the main reasons for new enrollment?

Aspiration from existing students	<input type="checkbox"/>	PEC Campaign	<input type="checkbox"/>
IPs/NGOs campaign	<input type="checkbox"/>	Better Environment/facilities School	<input type="checkbox"/>
Better teachers	<input type="checkbox"/>	Awareness (general)	<input type="checkbox"/>
Incentives (free schooling, text books)	<input type="checkbox"/>	Near to home	<input type="checkbox"/>
Dropout from Government School	<input type="checkbox"/>	Bigger playgrounds	<input type="checkbox"/>
School shifting from other private/ Govt./Madrassah/School preferring Community Schools	<input type="checkbox"/>		

**Q-13.** How many students drop out every quarter?

1-5  5-10  10-15  15-25  25-45  45-60  60-100   
100+

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**Q-14.** Average distance between school and children

Less than 1 km  1 km  1-2 km  2-4 km  4+ km

**Q-15.** What are the possible reasons for dropout from school?

Low performance	<input type="checkbox"/>	Out Migration	<input type="checkbox"/>
Prolonged Illness	<input type="checkbox"/>	Inadequate facilities	<input type="checkbox"/>
Loss of interest	<input type="checkbox"/>	Substituted time for labor	<input type="checkbox"/>
Moved to other schools	<input type="checkbox"/>	Worsening environment	<input type="checkbox"/>
Discouragement from parents	<input type="checkbox"/>	Others	<input type="checkbox"/>

**Q-16.** Total strength of teachers

0  1  2

**Q-17.** What is the gender segregation among school students (Boys : Girls)

70:30  60:40  50:50  40:60  30:70   
Other (Please specify)\_\_\_\_\_

**Q-18.** How many times assessments / examinations are held?

Once annually  biannually  quarterly  more than 3 times

**Q-19.** What is the student: teacher ratio\_\_\_\_\_

**Q-20.** What is the dropout rate\_\_\_\_\_

**Q-21.** What is the grade completion rate

80 – 90 %  70-80 %  60-70%  50-60 %  Less than 50 %

**Teachers**

**Q-22.** Recruitment of teachers is based on:

The recruited teacher is located within radius of 2 kms. Yes  No

Minimum qualification	<input type="checkbox"/>	Qualification + test	<input type="checkbox"/>	Qualification + test + Interview	<input type="checkbox"/>
walk-in interview	<input type="checkbox"/>	Test	<input type="checkbox"/>	None of these	<input type="checkbox"/>

**Q-23.** Entry level qualification of the teachers (minimum):

Masters	<input type="checkbox"/>	M. ED	<input type="checkbox"/>	Graduation	<input type="checkbox"/>	B. ED	<input type="checkbox"/>
Matric	<input type="checkbox"/>	PTC	<input type="checkbox"/>	Under-Matric	<input type="checkbox"/>		

Other (please specify)\_\_\_\_\_

**Q-24.** Teachers Attendance (average)

90-100 %  80-90%  70-80%  50-70%  30-50%  less than 30

**Q-25.** Teachers have been trained (in service)

Once  twice  thrice  3-5 times  more than 5 times   
Please state exact period of training days \_\_\_\_\_ (days) - PHASE I  
Please state exact period of training days \_\_\_\_\_ (days) - PHASE II

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**PEC:**

**Q-26.** Is the PEC registered under voluntary Agencies Registration and control ordinance 1961?

Yes  No

**Q-27.** Was the PEC formed before establishment of school?

Yes  No

**Q-28.** Was an orientation session held with community before formation of PEC? Yes  No

**Q-29.** Was PEC arbitrarily selected by the community or PEC? Yes  No

**Q-30.** Was a community meeting held for selection of PEC? Yes  No

**Q-31.** Was 70 % of the community available on the day of PEC selection? Yes  No

**Q-32.** Is relevant record of PEC formation and selection process available and complete?

Yes  No

**Q-33. Do you know what the role of PEC is? ( Tick answers for which PEC replies)**

1. To enroll children into schools
2. To ensure children attendance
3. Hiring and firing of teacher
4. To manage school's financial affairs
5. To monitor teacher's attendance and performance
6. To maintain School records
7. To maintain financial records
8. To display monthly expenditure sheet for community's information
9. Procurement of school material
10. Any Other

**Q-34.** Do all the PEC members have children studying in the school?

Yes  Some  No

If no, how many \_\_\_\_\_

**Q-35.** What is the gender composition of PEC? (male : female)

100:0  70: 30  60:40  50:50  40:60  30:70  20:80

**Q-36.** PEC has received trainings.

Once  twice  thrice  4 times  5 times

Please specify exact no. of trainings \_\_\_\_\_ Please Specify training days of each cycle\_\_\_\_

**Q-37.** PEC is periodically provided assistance, guidance by CIPs of BEF?

Weekly  Bi Monthly  Monthly  Quarterly  yearly  never

**Q-38.** Has the PEC received useful training on procurement and financial management by TIPs?

Very Useful  Useful  Not Useful

Third Party Validation of Balochistan Education Support Program

**Q-39.** Do the members of PEC feel that their capacity has increased after training series?

Substantially  To some extent  No improvement

**Q-40.** How often PEC members review school performance?

Bi Monthly  Monthly  Quarterly  yearly  never

**Monitoring**

**Q-41.** Is your school performance monitored externally by CIPs?

Weekly  Bi Monthly  Monthly  Quarterly  Yearly  Never

**Q-42.** Is your school performance monitored externally by BEF?

Weekly  Bi Monthly  Monthly  Quarterly  Yearly  Never

**Q-43.** Who would monitor performance?

IPs  NGOs  PEC  Visit by community members / PEC members   
BEF (M&E)  Others (please specify) \_\_\_\_\_

**Q-44.** Does CIP help you in maintaining records?

Yes  No

**Q-45.** How often they help you in doing so?

Monthly  Quarterly  Yearly  Never

**Q-46.** How often CIPs hold meeting with you?

Monthly  Quarterly  Yearly  Never

**Records**

**Q-47.** Do the following records exist?

Admission/withdrawal Reg.	<input type="checkbox"/>	Payroll Register	<input type="checkbox"/>
Cash Book	<input type="checkbox"/>	Bank/PO account record	<input type="checkbox"/>
Daily student attendance	<input type="checkbox"/>	Daily teacher attendance	<input type="checkbox"/>
Financial transaction	<input type="checkbox"/>	PEC meeting record	<input type="checkbox"/>
Demand of textbooks/other Requirements	<input type="checkbox"/>	Payment record	<input type="checkbox"/>
O & M accounts (operation & maintenance)	<input type="checkbox"/>	Invoices/Comparative statements / report	<input type="checkbox"/>
Inventory: stock register	<input type="checkbox"/>	Correspondence	<input type="checkbox"/>
Visit record/log book	<input type="checkbox"/>	Bank/PO account record	<input type="checkbox"/>
Teachers Contract	<input type="checkbox"/>		
PECs and BEF grant Agreement	<input type="checkbox"/>		
PEC and CIP PA agreement	<input type="checkbox"/>		
Copy of Registration with social welfare	<input type="checkbox"/>		

**Q-48.** Are the following records managed and maintained by PEC?

Admission and withdrawal register	<input type="checkbox"/>	Payroll Register	<input type="checkbox"/>
Cash Book	<input type="checkbox"/>	Bank/PO account record	<input type="checkbox"/>

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Daily student attendance	<input type="checkbox"/>	Daily teacher attendance	<input type="checkbox"/>
Financial transaction	<input type="checkbox"/>	PEC meeting record	<input type="checkbox"/>
Demand of textbooks/other Requirements	<input type="checkbox"/>	Payment record	<input type="checkbox"/>
O & M accounts (operation & maintenance)	<input type="checkbox"/>	Invoices/Comparative statements / report	<input type="checkbox"/>
Inventory: stock register	<input type="checkbox"/>	Correspondence	<input type="checkbox"/>
Visit record/log book	<input type="checkbox"/>	Bank/PO account record	<input type="checkbox"/>

**Q-49.** Are the following records monitored by CIP/BEF/Others?

Admission and withdrawal register	<input type="checkbox"/>	Payroll Register	<input type="checkbox"/>
Cash Book	<input type="checkbox"/>	Bank/PO account record	<input type="checkbox"/>
Daily student attendance	<input type="checkbox"/>	Daily teacher attendance	<input type="checkbox"/>
Financial transaction	<input type="checkbox"/>	PEC meeting record	<input type="checkbox"/>
Demand of textbooks/other Requirements	<input type="checkbox"/>	Payment record	<input type="checkbox"/>
O & M accounts (operation & maintenance)	<input type="checkbox"/>	Invoices/Comparative statements / report	<input type="checkbox"/>
Inventory: stock register	<input type="checkbox"/>	Correspondence	<input type="checkbox"/>
Visit record/log book	<input type="checkbox"/>	Bank/PO account record	<input type="checkbox"/>

**Q-50.** Has PEC/school management ensured proper maintenance and physical conditions of the premises

Yes  No

**THIRD PARTY VALIDATION OF BALOCHISTAN EDUCATION SUPPORT PROGRAM  
(BESP) Of BEF by SDC-P**

**Questionnaires for Private Schools**

Name of Private school \_\_\_\_\_ School code \_\_\_\_\_  
 Year of Establishment \_\_\_\_\_ (date) Established in Phase 1  2   
 Nearest school: \_\_\_\_\_

S.No	School type	Boys	<input type="checkbox"/>	Girls	<input type="checkbox"/>	Distance
1.	Private <input type="checkbox"/>	Govt. <input type="checkbox"/>		Madrassah <input type="checkbox"/>		1 km <input type="checkbox"/> 2 km <input type="checkbox"/> more than 2 km <input type="checkbox"/>
2.	Private <input type="checkbox"/>	Govt. <input type="checkbox"/>		Madrassah <input type="checkbox"/>		1 km <input type="checkbox"/> 2 km <input type="checkbox"/> more than 2 km <input type="checkbox"/>
3.	Private <input type="checkbox"/>	Govt. <input type="checkbox"/>		Madrassah <input type="checkbox"/>		1 km <input type="checkbox"/> 2 km <input type="checkbox"/> more than 2 km <input type="checkbox"/>

How many children do you have in the school within 5-9 years of age? \_\_\_\_\_

**School Establishment**

**Q-1.** School was established Before  After  launching of BESP

**Q-2.** What was the basis of establishment of school?

- i) To serve the cause of educational promotion
- ii) Increasing dropout rate from Govt. schools due to lack of quality education
- iii) Increase in disposable income of local population, resulting in affordability of private schools
- iv) To generate income after assessing potential of the sector
- v) Tendency of parents to choose private schools over Govt. schools?
- vi) Out of school children being more than 50 as assessed?
- vii) There is no other private /Government / school in the radius of 1 km?
- viii) There are no girls schools (in case the newly establishment school is of girls?)
- ix) There were many out of school girls in the area?
- x) People not willing to send their children to co-education schools?
- xi) Other nearby schools being overcrowded?
- xii) Among other reasons, please specify \_\_\_\_\_

**School Facilities:**

- Q-3.**
- |                                 |                          |                |                          |
|---------------------------------|--------------------------|----------------|--------------------------|
| Boundary wall                   | <input type="checkbox"/> | Latrines       | <input type="checkbox"/> |
| Rooftops / shelter              | <input type="checkbox"/> | Chairs         | <input type="checkbox"/> |
| Tables                          | <input type="checkbox"/> | Library        | <input type="checkbox"/> |
|                                 |                          | Lights         | <input type="checkbox"/> |
| Fans                            | <input type="checkbox"/> | Drinking Water | <input type="checkbox"/> |
| Ventilation                     | <input type="checkbox"/> | Electricity    | <input type="checkbox"/> |
| Heater (in winter zone schools) | <input type="checkbox"/> | Playgrounds    | <input type="checkbox"/> |

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Q-4. Is this school premises?

Rented  Owned by school / Private owners  Donated

Q-5. How much fee is charged per student per month?

More than Rs. 300/-  Between Rs. 200-300/-  Between Rs. 100-200/-   
Between 50 and 100/-

Q-6. Does the school collect the total dues, every month? Yes  No

Q-7. What are your savings from the collected fee? Please State \_\_\_\_\_

**Demographics of the area:**

Q-8. What is the population that this school caters to (school going children)

1000  2000  2000-4000  4000+

Q-9. What is the gender distribution of target population (Boys : Girls)

70:30  60:40  50:50  40:60

**Enrollment Criteria:**

Q-10. What were the enrollment criterion / criteria?

Assessment test  Non-Assessment Test/Interview  Without any test/Interview

Q-11. How many students are enrolled every quarter in the school?

5-10  10-20  20-40  40-60  60-100  100 +

Q-12. What is the average attendance of students

0-10%  10-20%  20-40%  40-60%  60-80%  80-90%   
90-100%

Q-13. Current enrollment

10-20  20-40  40-80  80-150  150-200  more than 200

TOTAL ENROLLMENT \_\_\_\_\_ BOYS (ratio) \_\_\_\_\_ GIRLS \_\_\_\_\_

Q-14. What are the main reasons for new enrollment?

- i) Provision of quality education
- ii) Use of adequate teaching techniques and material
- iii) Better results than other schools
- iv) Better qualified & experienced teachers
- v) Better facilities including drinking water, playground & equipment
- vi) Near to home
- vii) Others, please specify \_\_\_\_\_

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**Q-15.** How many students drop out every quarter

1-5  5-10  10-15  15-25  25-45  45-60  60-100  100+

**Q-16.** What are the possible reasons for dropout from school?

Non-payment of fees	<input type="checkbox"/>	Prolonged Illness	<input type="checkbox"/>
Loss of interest	<input type="checkbox"/>	Non-Performance	<input type="checkbox"/>
Moved to other schools	<input type="checkbox"/>	Worsening environment	<input type="checkbox"/>
Discouragement from parents	<input type="checkbox"/>	Inadequate facilities	<input type="checkbox"/>
Others, please specify _____			<input type="checkbox"/>

**Q-17.** What is the grade completion rate

80 – 90 %  70-80 %  60-70%  50-60 %  Less than 50 %

**Q-18.** Average distance between school and children

Less than 1 km  1 km  1-2 km  2-4 km  4+ km

**Q-19.** Total strength of teachers

2  2-5  5-8  8-12

**Q-20.** What is the gender segregation among school students (boys : girls)

70:30  60:40  50:50  40:60  30:70   
Other (Please specify) \_\_\_\_\_

**Q-21.** How many times assessments / examinations are held?

Once annually  Biannually  Quarterly  More than 3 times

**Q-22.** What is the student: teacher ratio \_\_\_\_\_

**Q-23.** What is the dropout rate \_\_\_\_\_

**Teachers**

**Q-24.** Recruitment of teachers is based on:

Minimum qualification	<input type="checkbox"/>	Qualification + test	<input type="checkbox"/>
Qualification + test + Interview for the post	<input type="checkbox"/>	walk-in interview	<input type="checkbox"/>
Test	<input type="checkbox"/>	None of these	<input type="checkbox"/>

**Q-25.** Entry level qualification of the teachers (minimum):

Masters	<input type="checkbox"/>	M. ED	<input type="checkbox"/>	Graduation	<input type="checkbox"/>	B. ED	<input type="checkbox"/>
Matric	<input type="checkbox"/>	PTC	<input type="checkbox"/>	Under-Matric	<input type="checkbox"/>		
Other (please specify) _____							

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**Q-26.** Teachers Attendance (average)

90- 100 %  80-90%  70-80%  50-70%  30-50%  less than 30

**Q-27.** Teachers have been trained

Once  twice  thrice  3-5 times

Number of days teachers have been trained??

15

30

45

**Monitoring**

**Q-28.** Has the TIPs (of BEF) carried out Training Needs Assessment?

Yes  No

**Q-29.** Is your school performance monitored externally by BEF/others?

Yes  No

**Q-30.** If yes, then

Monthly  Quarterly  Yearly

**Q-31.** Requirement for record keeping:

Must maintain, at a minimum, the following record and registers at the school level:

- i) Admission and Withdrawal Register
- ii) Attendance Register for Students and Teachers
- iii) Payroll Register
- iv) Stock/ Asset Register
- v) Examination Register
- vi) Personal Files of Staff
- vii) Cash book
- viii) Fee Collection record
- ix) Bank statements

**BEF Support**

**Q-32.** Does BEF provides training to the teachers regularly

Yes  No

**Q-33.** Does BEF provide agreed subsidy (in total) annually, per student for facilities and material costs? Specify amount

Yes  \_\_\_\_\_ (amount) No

**Q-34.** Does BEF provide agreed subsidy (in total) every quarter against students' enrollment?

Yes  \_\_\_\_\_ (amount) No

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**Q-35.** Does BEF provide agreed subsidy (in total) every quarter against students' attendance?

Yes  \_\_\_\_\_ (amount) No

**Q-36.** Were you provided attendance bonus after 80% of attendance was reached?

Yes  No

**Q-37.** Do these subsidies cover the fee required to be paid by student?

100-80%  80-50%  50-25%  25-10%  10-0%

**Q-38.** Does the payment by BEF, follow a compliance check by BEF Management?

Yes  No

**Q-39.** Are these delays in receiving payments from BEF thus effecting school performance?

Yes  No

**Q-40.** Would you be able to sustain your growth in enrollment after BEF support is over?

Not at all

With some difficulty

Can sustain

**Q-41.** What is the average strength of a class \_\_\_\_\_

**Q-42.** What is the gender distribution of students \_\_\_\_\_

**THIRD PARTY VALIDATION OF BALOCHISTAN EDUCATION SUPPORT PROGRAM  
(BESP) Of BEF by SDC-P**

**Questionnaires for Community Implementing Partners (CIPs)**

Name of CIP \_\_\_\_\_ Address \_\_\_\_\_

Contact Detail \_\_\_\_\_

BESP Phase (1 or 2) \_\_\_\_\_ Contract Duration (please specify) \_\_\_\_\_

**Q-1.** When were you registered and under what law / governing authority?

\_\_\_\_\_

**Q-2.** How long have you been operating?

6-10 Years  3-5 Years  1-3 Years  Less than 1 Year

**Q-3.** What is your relevant experience in the field of community mobilization? List 3-5 similar projects with staff and cost details and description of services.

\_\_\_\_\_  
\_\_\_\_\_

**Q-4.** What is your specific experience to education sector and geographical of Balochistan? List 3-5 similar projects with staff and cost details and description of services?

\_\_\_\_\_  
\_\_\_\_\_

**Q-5.** What is your annual turnover?

\_\_\_\_\_

**Q-6.** What are the monitoring tools used? (Copy of monitoring indicator and reports generated)

\_\_\_\_\_  
\_\_\_\_\_

**Q-7.** How much staff do you have currently?

\_\_\_\_\_  
\_\_\_\_\_

**Q-8.** What is average Qualification of Senior Management? Middle? And Junior / Lower Management?

\_\_\_\_\_  
\_\_\_\_\_

**Q-9.** What is your experience of working with PECs?

\_\_\_\_\_  
\_\_\_\_\_

**Q-10.** How have you organized Land / building with PEC to established Schools?

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**Q-11.** What are the key areas of difficulty in attaining objectives for strengthening / supporting PECs in establishing and running community Schools?

**Q-12.** Did you fulfill the following criteria at the time of selection?

	Yes	No
Must be registered under one of the existing registration laws of Pakistan.		
Must have a proven track record of at least two (2) years involvement in the social sector, preferably education		
Should have the capacity to expand outreach and have a well-developed strategy and work plan for the future.		
Must have a proper accounting system supported by balance sheets and profit and loss accounts statement or income and expenditure statements. With the minimum requirement of a cash-book supported by a bank statement.		
Should have a transparent source of funding and a democratic governance structure.		
Must have a system of internal controls and external audits, in accordance with the relevant laws of its registration, with audit scope acceptable to BEF and annual audits by a reputable firm. It should be willing to accept mandatory external audits by a firm of Chartered Accountants acceptable to the BEF, if asked by BEF or its donors		
Should be willing and able to maintain all relevant records, documents and information in respect of financing received from the BEF, and furnish these to the BEF.		
Should maintain accounts of income from all sources and while applying for grant/loan submits proof of the income and expenditures duly audited.		
Must be willing to abide by the provisions of BEF's Operational Manual and the Partnership Agreement signed with BEF		
Must, at a minimum, maintain the following records and registers at the school level:		
- Admission and withdrawal Register		
- Attendance Register for Students and Teachers		
- Payroll Register		
- Cash book		
- Stock/ Asset Register		
- Examination Register		
- Personal Files of Staff		

**Q-13.** Have you followed the criteria for establishment of community schools?

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	Yes	No
The community is willing to participate in carrying out a household base-line survey of the community with the CIP's staff.		
At least 70% of the households of the community participate in the initial process of the formation of the PEC and agree on election/ selection of a specific number of PEC member (minimum 5) to oversee overall school affairs.		
Only parents of enrolled children are included in a PEC.		
The community is able to enroll at least 20 children in rural areas. The community is willing to initially provide a space and subsequently land. If needed, for building a school.		
The PECs hold a monthly meeting on school affairs and agree to keep a record of all the proceeding of the meetings.		
The community agrees with and abides by the rules of the CIP working with that specific community.		

**Q-14.** When were you selected by BEF for BESP support?

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**Q-15.** When did you enter into agreement? And how long in the implementation? Please list milestones for each tranche?

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**Q-16.** Are the payments by BEF timely?

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**Q-17.** What is the Quality assurance mechanism for implementing BESP?

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**THIRD PARTY VALIDATION OF BALOCHISTAN EDUCATION SUPPORT PROGRAM  
(BESP) Of BEF by SDC-P**

**Questionnaires for Private Implementing Partners (PIPs)**

Name of PIP \_\_\_\_\_ Address \_\_\_\_\_

Are you an individual/s or a company / association of persons / registered entity \_\_\_\_\_

Contract Detail \_\_\_\_\_

BESP Phase (1 or 2) \_\_\_\_\_ Contract Duration (please specify) \_\_\_\_\_

**Q-1.** When were you registered and under what law / governing authority? (If other than individuals)

\_\_\_\_\_  
\_\_\_\_\_

**Q-2.** How long have you been operating?

6-10 Years  3-5 Years  1-3 Years  Less than 1 Year

**Q-3.** What is your relevant experience in the field of Private education? Please give details of earlier operations.

\_\_\_\_\_  
\_\_\_\_\_

**Q-4.** What is your annual turnover before BESP and after BESP?

\_\_\_\_\_  
\_\_\_\_\_

**Q-5.** How do you monitor school performance?

\_\_\_\_\_  
\_\_\_\_\_

**Q-6.** What is the average stay (retention of teacher) of a teacher in your school?

\_\_\_\_\_  
\_\_\_\_\_

**Q-7.** How much staff do you have currently?

\_\_\_\_\_

**Q-8.** What is average Qualification of Senior Management? Middle? And Junior / Lower Management?

\_\_\_\_\_  
\_\_\_\_\_

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**Q-9.** Do you have prior experience of working with Govt. / Donor? Please visit such experiences.

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**Q-10.** Is the school building owned / rented by you?

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**Q-11.** Did you fulfill the following criteria at the time of selection?

	Yes	No
Must be registered under one of the existing registration laws of Pakistan.		
Must have a proven track record of at least two (2) years involvement in the social sector, preferably education		
Should have the capacity to expand outreach and have a well-developed strategy and work plan for the future. The PIP will submit School Plans for 4 years linked to the projected increased enrollment of pupils, especially girls. The School Plans would be submitted for appraisal to the BEF by the concerned PIP. It would identify the strategy to increase enrollments and promote quality with a link to performance indicators.		
It should be willing to accept mandatory external audits by a firm a Chartered Accountants acceptable to the BEF, if asked by BEF or its donors.		
Should have a transparent source of funding and a democratic governance structure.		
Should be willing and able to maintain all relevant records of agreed monitoring indicators, documents and information in respect of financing received from the BEF, and to furnish these to the BEF.		
Should involve the parents in schools affairs and will agree with the parents on the level of fee to be paid by the parents.		
Must use curriculum and textbooks prescribed by the Government of Pakistan.		
Must be willing to abide by the provisions of BEF's Operational Manual and the Partnership Agreement signed with BEF.		
Must maintain, at a minimum, the following record and registers at the school level:		
- Admission and Withdrawal Register		
- Attendance Register for Students and Teachers		
- Payroll Register		
- Stock/ Asset Register		
- Examination Register		
- Personal Files of Staff		
- Stock register		

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**Q-12.** Have you followed the criteria for establishment of Private Schools?

	<b>Yes</b>	<b>No</b>
The community is willing to participate in carrying out a household base-line survey of the community along with the PIP's staff.		
New schools would be established if there are at least 50 children (age 4-9) out of school and no government primary school or any other school for girls in a radius of one kilometer or adding a school in locality with pre-existing schools can be justified due to overcrowding.		
The organization applying for establishing a new school will have to identify the catchment area for the new school and will further certify either lack of schools in this area or that the existing school is unable to enroll all the school going age children of the locality		
Any organization or its allied community organization that is political, discriminatory, ethnic, sectarian, or exclusionary in any way would not be eligible for BEF funding.		

**Q-13.** When were you selected by BEF for BESP support?

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**Q-14.** When did you enter into agreement? And how long in the implementation? Please list milestones for each tranche?

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**Q-15.** Are the payments by BEF timely?

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**Q-16.** What is the Quality assurance mechanism for implementing BESP?

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**THIRD PARTY VALIDATION OF BALOCHISTAN EDUCATION SUPPORT PROGRAM  
(BESP) Of BEF by SDC-P**

**Questionnaires for Technical Implementing Partners (TIPs)**

**PEC Training**

**Teacher Training**

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**Q-1.** How many have you been established and under which Law/regulations?

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**Q-2.** How long have you been operating?

6-10 Years  3-5 Years  1-3 Years  Less than 1 Year

**Q-3.** What is your relevant experience of teachers training? List 3-5 similar experiences

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**Q-4.** What are your relevant experiences of training on quality education on financial management, management, supervision and monitoring? Please list 2 experiences each

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**Q-5.** Do you have adequate experiences of training master trainers?

Yes  No

**Q-6.** What is your organizational annual turnover before BESP and after BESP's intervention?

**Q-7.** How many trainings have you provided so far?

PEC  Teachers  School Managers

**Number of trainings!** \_\_\_\_\_

**Number of days!** \_\_\_\_\_

**Q-8.** What is your training methodology?

Is it lecture based?  Is it experimental learning?

Is it combination of both?  Is it something else?

**Q-9.** What were your agreed targets/milestones as per agreement? Please list them along with agreed timelines to deliver versus actual delivery

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**Q-10.** What are the major hurdles / impediments to sustainable training approach for teachers in Community & Private Schools?

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**Q-11.** Has BEF fulfilled its part of commitments during execution of the contract?

Yes  No

**Q-12.** If no, what are the issues that hamper smooth execution in association with BEF?

\_\_\_\_\_

\_\_\_\_\_

**Q-13.** Have you carried out an impact assessment on obtained feedback that was analyzed in the form of respect, depicting the impact of training on teacher & school managers by your organization? If 'yes', state outcomes. In case of 'no', state reasons for not doing so.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Q-14.** List training provided and against target groups.

	<b>Description of trainings</b>	<b>Target group</b>
a)	_____	_____
b)	_____	_____
c)	_____	_____
d)	_____	_____

**Q-15.** What is the gender distribution ratio among the trainers of your organization, implementing training under BESP?

\_\_\_\_\_

**Q-16.** What are the key areas of professional performance that need continuous support and capacity building, observed by your trainers during the execution of your agreement with BESP?

\_\_\_\_\_

\_\_\_\_\_

**Q-17.** Provide general/overall recommendations for future training components' design of BESP/BESP, for achieving better results.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THIRD PARTY VALIDATION OF BALOCHISTAN EDUCATION SUPPORT PROGRAM  
(BESP) Of BEF by SDC-P**

**Questionnaires for Teachers**

Name of teacher \_\_\_\_\_ Name of School \_\_\_\_\_  
BESP Phase 1 or 2 \_\_\_\_\_

**Q-1.** Are you a teacher of?

Community School  Private School

**Q-2.** Your recruitment was based on:

Being a teacher from the same community

Resides with in 2 km radius of community school

Your relationship with PEC members

Minimum qualification  Qualification + test

Qualification + test + Interview for the post  walk-in interview

Test  None of these

**Q-3.** What was your qualification at the time of joining the school?

Masters  M. ED  Graduation  B. ED

Matric  PTC  Under-Matric

**Q-4.** What is your qualification now?

Masters  M.ED  Graduation  B.ED

Matric  PTC  Under-Matric

Other (please specify) \_\_\_\_\_

**Q-5.** How long is yours experience at the time of joining the school?

10 years +  2-10 years  2-5 years  1-2 years  None

**Q-6.** How long have you served in this school?

2-5 years  1-2 years  Less than 1 year

**Q-7.** What was the reason for joining this school?

Better salary  Better environment  Better infrastructure

Better inventive  Near to home  Our children studying in this school

**Q-8.** What is your current salary? \_\_\_\_\_

**Q-9.** Do you get salary on time? Yes  No

**Capacity Building**

**Q-10.** Have you received training on teacher's professional development?

Yes  No  Number of training days \_\_\_\_\_

**Q-11.** What kind of training you have received?

- i. In-service training 
  - Face to face training
  - Field assignment
  - Feedback
- ii. Direct-ongoing classroom support training 
  - a. Through mentors
  - b. Teacher's guides
  - c. Lesson plans
  - d. Classroom management
  - e. Skills to develop teaching skills and ideas
  - f. In-school professional meetings
  - g. Others (please specify)\_\_\_\_\_

**Q-12** How many times have you received training in a year.

Once  Twice  Thrice  More than that

Total number of days you have received training:

15 days

30 days

45 days

**Q-13.** What was the duration of training you have received?

- |   | <b>Duration</b> |
|---|-----------------|
| i. In-service training                        |                 |
| a. Face to face training                      | _____           |
| b. Field assignment                           | _____           |
| c. Feedback                                   | _____           |
| ii. Direct-ongoing classroom support training |                 |
| a. Through mentors                            | _____           |
| b. Teacher's guides                           | _____           |
| c. Lesson plans                               | _____           |
| d. Classroom management                       | _____           |
| e. Skills to develop teaching and new ideas   | _____           |
| f. In-school professional meetings            | _____           |
| g. Others (please specify)_____               | _____           |
| iii. Attend workshops (if any)                | _____           |
| iv. Attend Seminars (if any)                  | _____           |
| v. Others (please specify)_____               | _____           |

**Q-14.** If yes, then how would you rate the usefulness of training in relation to students?

Extremely useful  Useful  Not very useful  Not at all useful

**Q-15.** What is the major difference in your view for better performance of a private school than public/community school?

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- Following general trend
- Better teachers due to better package
- Better learning environment & Infrastructure
- Public schools being put of the Govt. faces similar downfall
- Other reasons, please specify \_\_\_\_\_

**Q-16.** Do you think BEF support is focused and timely?

- Yes  No

**Q-17.** What can be added to make it, more useful (the BEF support)?

- Provision of textbooks
- Infrastructure support
- Provision of furniture & fixtures
- More training
- Provision of Drinking water, latrines, laboratory,
- Provision of Heating / cooling, boundary walls & other facilities

**Q-18.** Does CIPs' staff provide you ongoing support? Yes  No

**Q-19.** If yes, how often

- Monthly  Quarterly  Yearly  Never

**Q-20.** Does CIPs' staff support you in record keeping?

- Yes  No

**Q-21.** Has TIP staff visited your school for ongoing support?

- Yes  No

**Q-22.** If yes, how many times

- 1  2  3  4

**THIRD PARTY VALIDATION OF BALOCHISTAN EDUCATION SUPPORT PROGRAM  
(BESP) Of BEF by SDC-P**

**Questionnaires for Students**

**General**

Name of Student \_\_\_\_\_ Gender: Male  Female   
 Age \_\_\_\_\_ Grade / Class \_\_\_\_\_  
 School Name \_\_\_\_\_  
 School type Community  Private

**Admission**

**Q-1.** Which class were you originally admitted to in this School at the time of joining?  
 \_\_\_\_\_

**Q-2.** How did you get your admission in this School?

Assessment test  Interview  Past Record   
 Assessment & Interview  None of the above

**Q-3.** What was your academic status at the time of admission?

Regular Student: Yes  No

If "yes" then shifted from:

Madrassah  Private School  Community School

If "No" then, were you:

Dropped out  A new entrant was working  (Out of School)

**Q-4.** If you were dropped out earlier, what were the reasons?

Non-payment of fees  Expensive Books / Material   
 Far from home  Had to work for generating income   
 Any other, please specify \_\_\_\_\_

**School Attendance**

**Q-5.** Are you regular in your attendance at school?

Yes  No

**Q-6.** If "No" state Reason:

Home to work for the family  No transport   
 Home too far  Frequent reasons   
 Other reasons   
 Please State \_\_\_\_\_

**Q-7.** Why did you join this School?

Better Infrastructure facilities  Better Quality  Incentives  Others

**Teachers**

**Q-8.** Do you understand what the teacher teaches you?

Yes  Partially  No

**Q-9.** Does the teacher come regularly?

Yes  Not very regular  Irregular/mostly absent

**Q-10.** Does the teacher demonstrate on the board, what he/she teaches?

Yes  Sometimes  No

**Q-11.** Does the teacher allow you to express your view and seek clarifications?

Yes  Sometimes  No

**Q-12.** Do you study at home?

Yes  Sometimes  No

**Q-13.** Do you get homework?

Every day  Sometimes  No

**Q-14.** Does the teacher provide material for studying/understanding?

Yes/always  Sometimes  Rarely  Never

**Incentives**

**Q-15.** Do you get uniform from school?

Yes  No

**Q-16.** Do you receive text books for class?

Yes  No

**Q-17.** If yes, how do you receive textbooks?

Free of charge  By paying cash

**Q-18.** Were these sufficient?

Yes  No

**Q-19.** Do you get cash stipends?

Yes  No

**Q-20.** If you get cash stipends, state the amount.

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**School**

**Q-21.**

	<b>Yes</b>	<b>No</b>
Does the school have boundary wall?		
Does the school have latrines (operational)?		
Does the school have chairs?		
Does the school have facility of clean drinking water?		
Does the school have heaters (for winter one schools)?		
Does the school have windows?		
Does the school have blackboard?		
Does the school have learning support material?		

**Q-22.** Have you ever made complaint to school about teacher/facility?

Yes  No

**Q-23.** If yes, what was the outcome?

Complaint redressed  You were punished  No action

# Procurement – Case Studies

## **CASE STUDY 1: SEC PIP AND TEACHERS TRAINING CONTRACT**

The set of record for procurement of services for PIP, BEF staff and teachers training contains copies of:

- a) published advertisements in national dailies,
- b) corrigendum published,
- c) eligibility criteria and format for EOI submission,
- d) EOI of the selected firm,
- e) Short listing and marking (evaluation) of EOIs,
- f) working paper and related minutes of meeting for according approval to the short listing of service provider by BEF,
- g) technical and financial proposals of the selected firm,
- h) evaluation of proposals,
- i) working paper and related minutes of meeting for according approval to the selection of service provider by BEF,
- j) Contract with the selected consultant / TIP.

### ***Solicitation of Expression on Interest:***

An advertisement was floated in the national newspaper, *Karachi edition* on the 25<sup>th</sup> of June 2008; to identify a potential partner (TIP: Technical Implementation partner) for ‘capacity building of private school implementing partners (PIPs), private school teachers and BEF staff’. Expression of Interest was solicited from a mixed group of service providers including individual consultants, consulting firms and NGOs. While Government of Balochistan’s regulations require open competitive bidding over 25,000 rupees procurement, World Bank guidelines do not require open competitive bidding for small contracts (less than USD 100,000). BEF practiced open competitive method to ensure adequate coverage of both.

### ***Bidding Documents:***

Further, elaborate and detailed ToRs, instruction to bidders, submission and opening of technical and financial proposals, method of procurement / evaluation criteria (CQS, QCBS, QBS, FBS of WB guidelines), while not being made part of the initial procurement at the first stage, same was done to adequately cover the requirements as part of the request for proposal issued to the short listed firms. This included the eligibility criteria and format for submission of EoI was provided by BEF on their website. More so, the detailed ToRs and sample contract agreement were also made part of the RFP.

### ***Response Time:***

Total of 48 days were provided as response time against the call for expression of interest, which is certainly adequate (advertisement date: 25<sup>th</sup> June 2008 and ending date August 12, 2008). However, through a corrigendum the submission date was rectified to 12<sup>th</sup> of July instead of 12<sup>th</sup> of August. Although, 12<sup>th</sup> of July 2008 was still an adequate response time, issuing the notification on the 5<sup>th</sup> of July actually left 7 days to bidders to submit the proposals at Quetta (at least 1.5 days for courier to deliver from Lahore, Islamabad, Karachi, Peshawar). Once again, while the public process was not required under the World Bank guidelines, publications in the national newspapers were made to

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ensure broader transparency and openness in the entire process and to bring in a healthy competition vis-à-vis fulfill additional requirement of the Government of Balochistan.

### ***EOI of the selected TIP and related evaluation***

Marking has been done by three individual evaluators (Manager Operations, Manager M&E and Procurement Officer) and averages have been added to reach the total score by each respondent. Accordingly, firms / individual have been ranked. It is though surprising to note that the date of incorporation of the selected TIP (i.e. SEC) contradicts the list of related experiences highlighted by the firm. As the firm was registered on the 26<sup>th</sup> / 28<sup>th</sup> of December 1999 and some of the experiences listed includes work carried out in 1996, 1997, 1998 and 1999. Further there is no evidence to suggest if the evaluators on finding this misstatement of the firm had sought clarification / justification / confirmations from the bidder, not only for the experience against the above listed years, but also for the other listed experiences. There can be two conclusions that can be drawn, either this aspect was completely missed out by evaluators or some justification / confirmation was sought, and was provided by the selected consultant that satisfied the spirit and sanctity of the procurement process.

### ***Solicitation of Proposals and Evaluation***

Technical and Financial Proposals were solicited from the top ranked firm following the consultants qualification based selection method under world bank guidelines. The technical proposal was evaluated and accordingly, financial proposal was accepted with a little increase, by the Project Planning Committee of BESP. The same observation as noted above stands, for evaluation of technical proposal as well (data sheets).

## **Conclusion: Case Study 1**

- a) *Comprehensive procurement documentation is ensured*
- b) *The call for expression of interest was widely circulated in national newspapers though not required under the World Bank guidelines.*
- c) *Initial procurement process at the first stage may include explicit details related to procurement and in particular the evaluation method and criteria (BEF may explain CQS in a line or two, perhaps in the bidding document)*
- d) *Category of individuals should not be grouped with organizations as ‘apples have to be compared with apples and oranges with oranges’ otherwise it becomes difficult to evaluate and justify evaluation.*
- e) *The request for proposal document was issued to the short listed firms / organizations; which contained the terms of reference, selection criteria and other related documents.*
- f) *The practice followed the World Bank guidelines for procurement...*

## **CASE STUDY 2: PROCUREMENT OF SERVICES OF CIPs    SCSPEB CONTRACT**

The related documentation for procurement of services of SCSPEB and others as CIPs contains copies of:

- a) WB clearance of EOI – 13<sup>th</sup> April 2006
- b) published advertisements in national dailies,
- c) long list of EOIs of the interested firms received,
- d) top ten short listed firms,
- e) marking sheet of top 20 EOIs,

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- f) RFP for CIP services;
- g) technical and financial proposal of selected NGO / SCSPEB,
- h) evaluation sheets of SCSPEB proposals,
- i) draft and final contracts with SCSPEB

#### ***Solicitation of Expression on Interest:***

An advertisement was floated in the national newspaper, on the 15<sup>th</sup> of April 2006 after receiving approval / no objection from WB on the 13<sup>th</sup> of April 2006. Expression of Interest was solicited from NGOs only with explicit set of requirements / eligibility criteria made part of the advertisement, upfront. From the perusal of the documents, it appears that the advertisement has been made in the ‘Mashriq’ and ‘Balochistan Times’, both national newspapers but in local editions. The advertisement was comprehensive and explicit.

#### ***Bidding Documents***

Further, elaborate and detailed ToRs, instruction to bidders, submission and opening of technical and financial proposals, method of procurement / evaluation criteria were made part of the tender / bidding process (not part of the record made available) as part of the request for proposal document. The eligibility criteria, was a part of the advertisement. EOI format was designed and made available at the BEF office.

#### ***Response Time***

Total of 15 days were provided as response time against the call for expression of interest, which seems to be reasonable enough generally (advertisement date: 15<sup>th</sup> April 2006 and ending date 29<sup>th</sup> April 2006), but in this case since this was the first phase of BEP, it was important to keep longer response time in order to generate good number of EOIs. It was also important to generate competition between various organizations with relevant experiences, cross country. However public advertisement though not required for small assignments as per World Bank guidelines, it was a good practice to advertise publically seeking competition and bringing the practice in line with the requirements of the Government of Balochistan.

#### ***EOI – first short listing***

Total of 63 EOIs were received by BEF, however 43 of these did not fulfill the eligibility criteria prescribed by BEF. The first short list was accordingly drawn of 20 bidders. These were evaluated by three evaluators and average marks were calculated to assign respective scoring to each organization. On 20<sup>th</sup> June 2006, approval / NOC of WB was sought for issuing RFP to the four selected / top ranked respondents.

WB endorsed the evaluation of the procurement committee and provided its ‘NO OBJECTION’ to the BEF for issuing RFP to the 4 top ranking firms in accordance with the proposed regions by BEF to be assigned to them.

#### ***Solicitation of Proposals and Evaluation***

Technical and Financial Proposals were solicited from the top ranking firms. The contracts were signed with the top three firms finally. The exclusion of the 4<sup>th</sup> ranking firm – ‘TARAQEE’ is not part of the record provided (if it was concluded). As per the CQS method of procurement, separate EOIs should be solicited for each of the contract (against a single advertisement) and negotiations are required to be held only with the top ranking firm / most appropriate. In case the contract for cogent reasons cannot be concluded with the top ranking, the negotiations may be conducted with the II<sup>nd</sup> ranking and so on till successful conclusion within the list of qualified bidders. In this particular case, the contracts were concluded with the bidders’ ranked No. 1, 2 and 3. This does not follow the provisions / requirement of the CQS method. *A firm ranked No. 2 is No. 2 and not top ranked.*

## **Conclusion: Case Study 2**

- a) *Comprehensive procurement documentation is ensured.*
- b) *Adequate information was provided to the short listed firms.*
- c) *Required approvals were obtained from the World Bank.*
- d) *Public notice was circulated in the national newspapers though not required for small assignments under the World Bank guidelines.*
- e) *However, it would have been more appropriate to have selected the firm for each of the region, by seeking separate EOIs as to reach the most appropriate firm (top ranked firm)*
- f) *World Bank guidelines for procurement were followed.*

## **CASE STUDY 3: PROCUREMENT OF SERVICES OF TIP - ROOTWORK PEC TRAINING**

While overall aspects of procurement are analyzed, the marks assigned to the EOIs (evaluation) have not been commented upon. The related documentation for procurement of services of ROOTWORK for PEC training contains copies of:

- a) published advertisements in national dailies,
- b) format for EOI submission,
- c) evaluation sheets of EOIs,
- d) project planning committee meeting,
- e) evaluation of proposals,
- f) contract agreement

### ***Solicitation of Expression on Interest***

The advertisement for soliciting expression of interest was floated in the national newspaper on the 6<sup>th</sup> of July 2008. Expression of Interest was solicited from organizations including NGOs, consulting firms / consultants and Government and Non-Government Institutions. Eligibility criteria, was explicitly made part of the details posted for the EOI on BEF's website. From the perusal of the documents, it appears that the advertisement was floated in local editions of national newspaper including 'Mashriq' and 'Jang' apart from others.

### ***Bidding Documents***

Further, elaborate and detailed ToRs, instruction to bidders, submission and opening of technical and financial proposals, method of procurement / evaluation criteria were made part of the request for proposal document.

### ***Response Time***

Total of 15 days were provided as response time against the call for expression of interest, which seems to be reasonable enough generally (advertisement date: 6<sup>th</sup> July 2008 and ending date 20<sup>th</sup> July 2008), but for better results there should have been more time allocated for seeking response, in particular for those bidders responding from other cities (in case the advertisement was also floated in other cities. The response time for bidders responding from other cities is considerably reduced to 13 days in this case, since the delivery takes almost 2 days), it was important to keep longer response time in order to generate good number of EOIs. It was equally important to generate competition between various organizations with relevant experiences, cross country.

### ***EOI – first short listing***

The EOIs were evaluated by the BEF management. In this case, the evaluators generally did not show their satisfaction on selecting ROOTWORK, however despite negative remarks and low marking, the firm was considered and selected for award. In fact the procurement officer noted in

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his comments, “Based on the information provided in the EOI, the firm cannot be contracted. Yet keeping in view its performance and partnership, BEF as a sign of good gesture can ask the ROOTWORK to provide complete information to be considered for reevaluation”.

Their selection is thus found contrary to the evaluation and comments by the evaluator. Their (ROOTWORK's) overall ranking was 4<sup>th</sup> which also does not make it eligible for CQS based selection. The comment earlier made in case study 2 is also relevant here, that there is a need to separately process each procurement / contract for identifying only ranked No. 1 in each case, each category for enabling conclusion of contracts on CQS basis.

#### ***Solicitation of Proposals and Evaluation***

Technical and Financial Proposals were solicited from the short listed firms. Though the overall rating for the selected organization was No.4 it was rated 1<sup>st</sup> for PEC training.

To meet the objectives and corresponding outcomes of this procurement, it would have been better to explicitly solicit separate EOIs for each category of training i.e. teachers training and PEC training and further separately for the categorized regions; perhaps through a single advertisement.

#### **Conclusion: Case Study 3**

- a) *Comprehensive procurement documentation is ensured.*
- b) *The solicitation for procurement of services was publically sought.*
- c) *CQ method was adopted; however there is some difference between the WB procedure and the practice. More so, this particular procurement despite negative experience of the BEF with the same service provider should not have resulted in contracting the same bidder.*
- d) *Other World Bank guidelines have been followed.*

#### **CASE STUDY 4: PROCUREMENT OF SERVICES OF CIP FOR PHASE II – MUSLIM HANDS INTERNATIONAL**

The related documentation for procurement of services of CIP – MUSLIM HANDS INTERNATIONAL contains copies of:

- a) correspondence with the World Bank
- b) EOI format
- c) published advertisements in national dailies
- d) EOI short-listing
- e) minutes of meeting of the project planning and program committee
- f) copy of RFP invitation letter
- g) technical and financial proposal
- h) minutes of contract negotiations
- i) contract with MHI

#### ***Solicitation of Expression on Interest***

The advertisement for soliciting of expression of interest for services as CIP for phase II and III was floated in the national newspaper on the 21<sup>st</sup> of May 2007.

#### ***Bidding Documents:***

Further, elaborate and detailed ToRs, instruction to bidders, submission and opening of technical and financial proposals, method of procurement / evaluation criteria were made part of the request for proposal document.

**Response Time:**

Since public advertisement was being done in addition to the requirement of The World Bank, the response time kept as 11 days (May 21 – June 2, 2007) should have been more. Considering a possibility of good NGOs with strong experience but located in other parts of the country, will have almost 8 days to respond which will eliminate their interest even if they are providing relevant services elsewhere.

**EOI – first short listing:**

The EOIs were evaluated by the BEF management. It was unusual to note that all the three evaluators were not satisfied with the submission of the EOI of MHI (the selected NGO) and even commented strongly on the inadequacy of the EOI / submission. The NGO did not even submit its profile and registration certificate. One of the evaluators assigned ‘33’ marks out of 90. Despite these remarks, and low marking, the EOI was considered and later on ranked No. 1 for award of contract following CQS based selection. The general comment in support of the selection is that they are existing partners of BEF; which is not found tenable to substantiate the outcome. In case this was a valid factor for consideration, it should have been made part of the evaluation matrix giving it appropriate weight-age and not to be used as a discretionary factor.

**Solicitation of Proposals and Evaluation:**

Technical and Financial Proposals were solicited from MHI. Negotiations followed and contract was awarded.

**Conclusion: Case Study 4**

- a) *Comprehensive procurement documentation of the process has been done.*
- b) *Inadequate response time was provided even for local bidders, thus eliminating NGOs operating in other parts of the country. This is besides the fact that procurement guidelines did not require advertisements to be made (for small assignments)*
- c) *Certain issue in practice needs identified in the above case study may need to be considered.*
- d) *WB guidelines were followed.*

**CASE STUDY 5: FINANCIAL RESOURCE ALLOCATION AGAINST CONTRACTING**

This case study looks into the contracting and costs attached to it reflected in the contract agreement (in particular in the case of Technical Implementation Partners). Total of 4 contracts were provided by BEF for this purpose. IDO (Innovative Development Organization) was contracted as per following details.

Ser. #	Description (including date of signatures)	Regions	Type of Partnership	Amount of Contract
1	Provision of services as TIP - 31 <sup>st</sup> December 2007	Central B	TIP	Rs. 1,763,633
2	Provision of services as TIP - 31 <sup>st</sup> December 2007	North A	TIP	Rs. 1,845,060
3	Provision of services as TIP - 31 <sup>st</sup> December 2007 (Lead)	Central A	TIP	Rs. 3,078,338
4.	Provision of services as TIP - 30 <sup>th</sup> December 2006	North and South West	TIP	5,920,058

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Three contracts out of the 4 provided are of IDO who was assigned Central A & B, and North A regions (for phase II – the earlier 4 regions of phase I were bifurcated into 8 regions in the second phase). IDO was also assigned the role of ‘Lead TIP’ as reflected at serial No.3 in the table above. The table below is an extract from the contract agreement providing details of milestones and percentages (weight-ages) assigned to each of the milestones for disbursement against the contract agreement.

Ser. #	Milestones	% Disbursement	Settlement of Advance
1.	Signing of agreement with BEF on 31 <sup>st</sup> December 2007	15% advance of TIPs costs after signing of contract	Submission of activity completion report (narrative and financial) within 15 days after completion of first cycle of trainings
2.	a. Training modules including trainer’s manual and trainee’s handbook are developed and shared with BEF CIPs. b. Modules and other supporting material are duly approved by BEF management c. 3-4 days ToT is conducted & ToT’s report submitted to BEF within 5 days after ToT is completed. d. Submission of work plan of first activity jointly signed by CIP and TIP (all the above milestones should be achieved by Jan 31, 2008)	After TIP meets all milestones under serial # 2; 35% of TIPs delivery cost and 100% of participants cost shall be released.	- Submission of ToT’s report - Submission of activity completion report (narrative and financial) within 15 days after completion of first cycle of trainings.
3.	a. First cycle of training completed: 31 PECs and teachers (155 individuals) are imparted training and report along with financial settlement is submitted to BEF) b. Work Plan of the second cycle of training agreed by CIP is submitted and approved by BEF. c. Refresher training for trainers (ToT’s) is organized and a summary report submitted to BEF within 3 days (all the above milestones should be achieved by June 30, 2008)	After TIP meets all milestones under serial No. 3; 40% of TIPs delivery cost and 100% of participants cost shall be released.	- Submission of ToT’s refresher course report. - Submission of activity completion report (narrative and financial) within 20 days after completion of second cycle of trainings. This should be a consolidated report.
4.	- Second cycle of training completed and 31 PECs including teachers (155 individuals) are trained. - All the required number of	After TIP meets milestones under serial No. 4; 10% of TIPs costs shall be released.	All narrative and financial reports submitted by TIP and verified by BEF on sample basis.

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	trainings are conducted and reports are submitted to the satisfaction of BEF management		
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As provided in the above table, the milestones / quantified outputs and payments / disbursements against the milestones. The same table and quantification is used for the other two similar contracts but for different regions and for phase II.

It is apparent that substantial weight-age of 35% has been assigned ‘training development’ including development of Training modules including trainer’s manual and trainee’s handbook; development of modules and other supporting material apart from a 5-day ToT activity. This same development cost has been allocated for each of the course. Neither is it expected that there will be more than one set of training modules, manuals and materials (entire kit) for the same target group nor it was demonstrated during the perusal of the developed kit.

Further similar costs were allocated (35% of the total contract value) for 2006 contracting of TIPs. As given in the above tables, the phase I contract with IDO as TIP was signed at Rs. 5.9 million. The development of training kit was already done for phase I and there were no substantial or drastic changes (as reviewed) to the kit for phase II (more so it is unlikely that there will be substantial change in the modules, manuals and materials prepared and approved by BEF management for phase I to that which is used for phase II)

*Therefore, it is concluded that the cost of development has almost tripled in the three similar contracts apart from the ToT which was required to be individually carried out against each contract. In case of a proper procurement planning along with detailed worked out cost estimates, chances of such over allocation would have been considerably reduced. The cost could have been retained at 1/3<sup>rd</sup> +. Further the % change of modules, manuals and materials in phase II as compared to phase I should have been assessed and factored out of the total costs being allocated for training development in phase II.*

*The above conclusion is besides the fact that by having 8 regions (from the earlier 4 regions), the overall cost had to increase significantly and should have been considered and addressed in the program design for phase II.*