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Revitalizing, Innovating, Strengthening Education

Revitalizing, Innovating, Strengthening Education (RISE)



Final Program Report July 2006 to August 2010

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NATIONAL RURAL SUPPORT PROGRAM
SARHAD RURAL SUPPORT PROGRAM

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LIST OF ACRONYMS

ADB	Asian Development Bank
ADO	Assistant District Officer
AEO	Assistant Education Officer
AIR	American Institutes for Research
AJK	Azad Jammu & Kashmir
ASC	Annual School Census
CCB	Citizen Community Board
CIDA	Canadian International Development Agency
CO	Community Organization
DEP	District Education Plan
DoE	Department of Education
DSG	District Support Group
ECCD	Early Childhood Care and Development Center
EMIS	Education Management Information System
HR	Human Resource
INGO	International Non-Governmental Organization
IRC	International Rescue Committee
IT	Information Technology
KPK	Khyber Pakhtunkhwa
LRC	Learning Resource Center
LSO	Local Support Organization
NGOs	Non-Governmental Organization
NRSP	National Rural Support Program
PD	Professional Development
PDF	Professional Development Forum
PMP	Performance Monitoring Plan
PSC	Public Service Commission
PTC	Parent-Teacher Council (used in Mansehra starting in August 2007)
RISE	Revitalizing Innovating Strengthening Education
RNA	Rapid Need Assessment
SC	Steering Committee
SDF	Sungi Development Foundation
SIP	School Improvement Plan
SMC	School Management Committee (used in AJK)
SRSP	Sarhad Rural Support Program
UN	United Nations
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VO	Village Organization

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EXECUTIVE SUMMARY

On October 8, 2005, a magnitude 7.6 earthquake struck the northern areas of Pakistan and Azad Jammu & Kashmir (AJK). At the time of the earthquake, school was in session, and over 18,000 students and 850 teachers were killed. Approximately 7,700 schools were destroyed.¹ In response to the devastating earthquake, the U.S. Agency for International Development (USAID) made a commitment to the government of Pakistan to help ‘build back better’ the education system and restore livelihoods in earthquake-affected areas. The work was described as building back a better system than what had existed at the time of the earthquake because prior to the earthquake the public education infrastructure was largely ineffective. Education departments lacked skills in key areas of education management; teachers lacked knowledge of interactive, activity-based learning and student-centered teaching methodologies; and while School Management Committees and Parent-Teacher Councils existed in many schools, they were often inactive or weak.

On July 31, 2006, a consortium comprised of the American Institutes for Research and its partners, the International Rescue Committee, Sungi Development Foundation, and the National Rural Support Foundation, was awarded the Revitalizing Innovating Strengthening Education (RISE) Project to support USAID’s reconstruction efforts in the earthquake-affected areas. RISE began its work in Mansehra, Khyber Pakhtunkhwa (KPK) and Bagh, Azad, Jammu & Kashmir (AJK). Sarhad Rural Support Program joined the consortium in 2007, and at the request of the AJK government, USAID expanded RISE coverage to include the districts of Muzaffarabad and Poonch in 2007. RISE ended on August 31, 2010 having improved educational capacity and quality at all levels of the education system including hands-on training and support for 196 district education managers, training and support for over 10,316 teachers, and training and support for over 17,600 community members. Perhaps most importantly, RISE benefitted approximately 198,000 students in Mansehra, Bagh, Muzaffarabad, and Poonch districts over the life of the project.

Supporting USAID/Pakistan’s Intermediate Result 8.4 (Education System Strengthened), RISE had three areas of focus, or components:

- Component 1: Education Management, improving management capabilities at the district level to improve the quality of education
- Component 2: Teacher Professional Development, improving the quality of classroom teaching
- Component 3: Community Participation in Schooling, increasing the participation of communities in school management.

Component 1: Education Management

Under the education management component, RISE’s interventions helped education officials expand their capacity to engage with education stakeholders and be more responsive to the needs of schools, teachers and communities. Administering an “Effective Management Checklist” to

¹Kirk, J. (2008). *Building Back Better: post earthquake responses and educational challenges in Pakistan*. Paris: International Institute for Educational Planning. pp. 43-44.

assess the capacity of education managers, RISE assessed and built the capacity of district education managers in six key areas:

1. Planning and development
2. Financial and personnel management
3. School supervision and instructional support
4. Community participation and school management committee mobilization
5. Teacher training
6. Data driven decision making in education management.

Education managers received training and intensive on-the-job support from RISE staff embedded in the education departments. Over the four years, RISE trained 161 education managers and 35 Education Management Information System (EMIS) staff. With technical assistance from RISE, education managers designed tools and adopted practices to make their own work more effective and efficient. For example, education managers played a leading role using EMIS data in the development of District Education Plans, and have now also started to use EMIS data to develop need-based budgets for schools, allocate resources, recommend schools to be upgraded, deploy teachers, and coordinate donor and I/NGO initiatives.

More efficient mechanisms have also been developed for collection and review of Annual School Census data. The results of the Annual School Census are now more accurate and reflective of the districts' needs in the post-earthquake environment. Steering Committees, led by the education departments, are now operating in the four districts. They promote good governance in education and have become a forum to coordinate government and donor activities in the sector, as well as resolve local issues.

Component 2: Teacher Professional Development

RISE's teacher professional development program built the capacity of the government education staff to improve the quality of classroom teaching. Teacher training materials were authored in partnership with representatives from government educational institutions of NWF and AJK. Master trainers, recruited from the ranks of teachers in the government schools and trainers in district-level education institutions, now serve as resource people in their districts. In total, 10,316 primary, middle and high school teachers received training in the use of active-learning methods linked to English, mathematics, and science education. Teachers, who were observed teaching grades 4 and 8 students in the three subjects showed significant improvement in their use of student-centered, active learning methods.

Component 3: Community Participation in Schooling

RISE helped communities revitalize 2,300 School Management Committees/Parent-Teacher Councils (SMCs/PTCs); trained over 17,600 SMC/PTC members and honorary members; and provided technical support and peer learning opportunities to each SMCs/PTCs. RISE disbursed small grants award funds to the 1,146 SMCs/PTCs selected for the small grants program. SMCs/PTCs used these grants to address basic school priorities, such as furniture, drinking water, and the construction of boundary walls and toilet facilities, all of which impact student attendance and enrollment, particularly for girls, as well as the attendance of teachers.

In all its activities, RISE took measures to apply more gender and culturally sensitive strategies to achieve gender parity. These strategies resulted in gender parity in all technical activities.

Monitoring and Evaluation

Partly because of the importance of sustainability in the RISE strategy, Monitoring and Evaluation played a critical role in the life of the RISE Project, assessing and documenting the impact of each project component. Monitoring and Evaluation also plays an important role in this report, documenting that the project met goals for the technical components and the two project-wide indicators of achievement:

- 1) Improved student learning
- 2) Increased teacher attendance in target schools.

In the area of student learning, achievement was defined as the percentage of 4th and 8th graders demonstrating proficiency in English, mathematics and science at their respective grade levels. RISE assessed the learning outcomes for grades 4 and 8 students of RISE-trained teachers in the three subjects. The percentage of students scoring satisfactory or advanced increased by 12 to 17 percent in 5 of the 6 tests from 2007 to 2010; the increase for grade 8 science students was higher. These learning gains show the benefits of RISE for learning outcomes, and indicate systemic improvement that will make a lasting contribution to improved management and instructional quality in Pakistan for years to come.

For the second indicator, RISE's aim was to increase teacher attendance. The target was to raise teacher attendance by 15 percent of the total number of teachers absent in the baseline. For Mansehra this meant approximately 4 percent, and in Bagh it was 3 percent. By March 2010, teacher absenteeism had reduced from 20 percent to 9 percent in Bagh and from 25 percent to 10 percent in Mansehra. These impressive gains in teacher attendance also demonstrate the lasting contribution of the RISE Project to the future of education in Pakistan's earthquake-affected region. Full project results are presented in the project monitoring plan, found in the annex.

INTRODUCTION

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This final report describes RISE’s cumulative achievements, the challenges and lessons learned, and measures taken to promote sustainability of project initiatives. There are four sections to the report following here, corresponding to RISE Project planning and implementation: Component 1, Education Management; Component 2, Teacher Professional Development; Component 3,

²Kirk, J. (2008). *Building Back Better: post earthquake responses and educational challenges in Pakistan*. Paris: International Institute for Educational Planning. pp. 43-44.

Community Participation in Schooling; and a section on Monitoring & Evaluation. Each of the first three key sections are structured to contain five sub-sections: 1) background and introduction; 2) component design, coverage, and approach; 3) component activities and accomplishments; 4) towards sustainability; and 5) challenges, lessons learned and recommendations. Section 4, on Monitoring and Evaluation contains four sub-sections: 1) Background and Introduction; 2) Research Studies; 3) Overall Results; and 4) RISE Small Grants. Full project results are presented in the Project Monitoring Plan, found in Annex A.

COMPONENT 1: EDUCATION MANAGEMENT

Background and Introduction

A key goal of RISE was to enhance the level of effective management of district education managers in all four districts. The main focus of the education management component was to support the district education staff in all education management-related areas and to encourage their use of education data. RISE's education management component strengthened district education management in six key areas: planning and development; financial and personnel management; school supervision and instructional support; community participation and school management committee mobilization; teacher training; and data driven decision making in education management.

In the first year of operation, RISE's education management team worked with 51 education managers and 26 EMIS staff members in the districts of Mansehra, KPK and Bagh, AJK. With the expansion to Muzaffarabad and Poonch districts, the team, at any one time, worked with approximately 97 education managers and 35 EMIS staff members.

In Year 1, RISE assessed the training needs of district officials in Bagh and Mansehra and designed a capacity building program comprised of initial training sessions, follow-up workshops, and on-the-job support. Preliminary trainings on school supervision and instructional support were held that year, and on-the-job support started on a small scale.

In Year 2, RISE expanded its training series and on-the-job support in Bagh and Mansehra and organized introductory consultative workshop to assess the training needs of education managers in the two expansion districts, Muzaffarabad and Poonch. Training was offered in school supervision and instructional support in all four districts that year, along with an additional three areas: School Management Committee/Parent-Teacher Council mobilization and assistance; educational leadership and personal efficacy; and personnel policies. Use of data for decision making, IT literacy, and analysis of gender issues on training-related themes were integrated into the design of each workshop and subsequent on-the-job support.

In its work in EMIS, the team offered workshops on data collection and quality control procedures for the annual school census and use of the computer and data for effective decision making. RISE established and equipped a networked computer lab in Bagh and Mansehra districts, containing five workstations and a printer. These labs were not only used by the education managers for their official work but were also a place for training and support for the managers' emerging IT skills.

In year 3, education managers attended workshops and received on-the-job support in the areas introduced the previous year. In addition, RISE introduced financial management and budgeting and planning and development as themes. RISE provided 59 computers to all education management offices of AJK for use in their routine management processes as well.

In year 4, workshops on education planning and development, in-service professional development of teachers, data driven decision making, and the continuity of RISE initiatives were organized. On-the-job support in all six key areas of education management continued. The main focus in year 4 was on District Education Plan (DEP) development and its implementation as well as the sustainability of RISE initiatives in all three component areas.

Component Design, Coverage and Approach to Improved Education Management

American Institutes for Research (AIR) managed RISE’s education management component. The component team was led by a director and deputy director based in the Islamabad office. The component director was responsible for planning, managing, coordinating and monitoring all the activities under the component. The deputy director provided operational support and supervised the district-based staff.

In each district, RISE embedded teams of two staff in the district education departments: an Education Management Specialist and an Education Management Information System Specialist. District-based embedded staff had offices in the district education departments. They were available to education managers to offer support in dealing with the challenges of management in the post-earthquake scenario.

In the four districts, RISE trained 161 education managers and 35 EMIS staff members throughout the project life. The gender-wise distribution of education managers trained in the four districts is presented in the table below.

No. of RISE-trained Education Managers and EMIS staff by Gender

District	Number of Education Managers Trained			No. of EMIS Staff Members Trained		
	Male	Female	Total	Male	Female	Total
Bagh	37	2	39	2	0	2
Mansehra	41	12	53	13	11	24
Muzaffarabad	29	8	37	5	2	7
Poonch	28	4	32	2	0	2
Total	135	26	161	22	13	35

RISE developed its capacity building model with the extensive involvement of education managers at each stage, from needs identification to field practice and implementation. The project staff planned its interventions, introduced them in the orientation workshops, designed field assignments for education managers to carry out in the field and provided on-the-job support while the education managers were carrying out the assignments. Integrating instruction on the use of computers and education statistics in decision making into ongoing activities made the education management capacity building process more effective. Continuous evaluation of the impact of RISE’s interventions on the performance of education managers, and sharing of the findings with them was a motivational tool for the district education staff’s further professional growth.

The component's capacity building model involved a series of 2-3 day orientation workshops on six different education management-related themes and field assignments, in which education managers applied what they learned in the workshops. On-the-job support by RISE's embedded staff was followed by 1-2 day experience sharing workshops to address issues that arose during field implementation. The use of Information Technology (IT), strengthening of Education Management Information System (EMIS), and analysis of gender issues were woven into the course in order to enhance the capacity of education managers.

Another essential part of the model was the establishment of district education steering committees to help education managers better coordinate resources at the district level. To broaden their understanding of education management practices and the use of data in other education institutions, RISE organized inter- and intra-district exposure visits for education managers and EMIS staff to share and observe best practices related to these areas.

Component Activities and Accomplishments

Component 1 started project work with a Rapid Need Assessment (RNA) conducted in Mansehra in December 2006 and in Bagh in January 2007. RISE examined the job descriptions of the different ranks of education managers and the areas in which they required professional development. In a follow-up to the RNA, RISE conducted three consultative workshops in the months of March and April 2007 for all the education managers in both districts.

RISE used the findings from the RNA and the consultative workshops to determine the focus of its capacity building activities. Gaps found either in education management practices or the skill levels of education managers included: lack of effective coordination and implementation; ineffective monitoring and supervision of schools and SMCs/PTCs; a lack of IT skills and use of EMIS data; improper implementation of personnel policies; no district level educational planning; a lack of in-service professional development planning for teachers, education managers and SMCs/PTCs; and deficiencies in needs-based financial management and budgeting in the districts.

Before the capacity program began, RISE's Component 1 team conducted a baseline study to determine the levels of education managers' performance effectiveness in the education-management related themes selected for the capacity building program and EMIS. The first baseline took place in 2007 (for Bagh and Mansehra – Phase 1) and the second in 2008 (for Muzaffarabad and Poonch – Phase 2). The baseline instrument used a five-point rating scale to rate education management practices. The overall and average baseline results across the sub-items in each category ranged from 0 to 1.3. These scores suggested that there was evidence of the education managers' awareness of their responsibilities in most of these six areas but they paid little active attention in fulfilling these responsibilities. Nor did they have the appropriate skills to address the challenges they faced in performing their duties. The Component 1 team set level 3 of the rating scale in all six areas of education management as an end-of-project target. The target score means that the education managers would have some ability and take some effective measures to address challenges related to each area of management.

In light of the RNA, consultative workshops and baseline results, the Component 1 team designed its capacity building model, consisting of a series of orientation workshops, on-the-job support by embedded staff and follow-up workshops in six areas of education management.

In the orientation workshops, participants usually discussed the on-going situation of the districts in an area of management. This helped RISE in its situation analysis. Usually RISE elicited analyses of the districts' situations related to the workshop themes from the education managers, their understanding of effective management practices, and the gaps between the current and ideal situations. After this exercise, workshop participants mutually identified measures that they would take in the field to fill these gaps. RISE designed field assignments for education managers to implement what they learned in the workshops. Education managers worked on these assignments with support from RISE embedded staff. In their daily management activities, the managers practiced the use of IT skills and education data. RISE designed and conducted 1-2 day follow-up workshops for the education managers to share their experiences and address the issues that arose during implementation.

As a sustainability measure and to address challenges associated with the frequent transfer of staff, RISE encouraged district-based senior education managers to organize one or two day workshops for other managers to share their own successes and challenges in the six areas of education management. These workshops followed up on previously conducted workshops and served as support to newly deployed education managers. They also encouraged the education managers to continue this form of capacity building without any external support.

In addition, RISE's education management team organized inter- and intra-district exposure visits for the education managers and EMIS staff to share their experiences and observe best practices. At the end of the project, RISE provided opportunities to education managers to share the interventions, successes and newly established mechanisms with higher authorities to gain political will to continue initiatives introduced by RISE. Following is a brief description of accomplishments:

Outcome 1.1: Improved financial and human resource management at the district level

Two important goals guided RISE's work with district education staff: first, that these staff need to come together in a Steering Committee to discuss issues and make decisions concerning how they would manage education in the district; and second, that they need training in areas that they have identified as critical to their ability to manage. Following are the achievements for this outcome:

Established district level steering committees: RISE established Steering Committees (SC) for improved coordination among education managers and stakeholders at the district level. In total, 86 steering committee meetings (26 in Bagh, 24 in Mansehra, 17 in Muzaffarabad and 19 in Poonch) took place during the project period. The average rate of attendance was 92 percent in Bagh, 93 percent in Mansehra, 92 percent in Muzaffarabad and 92 percent in Poonch. The SCs mainly perform these functions:

- Finalize recommendations to improve the performance of the district education department, with particular reference to improved teacher performance;
- Coordinate teacher training activities and the professional development of education managers;
- Coordinate activities related to SMC/PTC formation and activation in the district;
- Advocate for annual budget allocations that reflect and sufficiently respond to the ground realities of the district education departments;
- Ensure the smooth administration of education related to the flow of funds and roles and responsibilities of education managers and stakeholders;
- Manage donors;
- Ensure the transparent implementation of human resource policies; and
- Share information among members with the objective of avoiding the duplication of activities.

Over the project life, the SCs took a number of decisions which were conveyed to education stakeholders at the district level for implementation. They also forwarded recommendations to higher authorities for approval. SCs' decisions and recommendations encompassed areas such as financial management, personnel management and transparent implementation of HR policies, school supervision and instructional support, coordination and pooling of material resources, management of teacher training and strengthening of EMIS along with the use of data in decision making.

Improved skill sets of education managers: In all, 161 education managers received training. Thirty nine education managers from Bagh, 53 from Mansehra, 37 from Muzaffarabad and 32 from Poonch completed the training during the project period. Many of the 161 education managers were transferred, promoted, or replaced or they retired. Nearly all the education managers (95%) currently working in these districts have received training in the six management areas and the use of EMIS in decision making. Results from the final evaluation indicate that education managers' performance has improved. The average scores of education managers working in both Phase 1 and Phase 2 districts across the sub-items in each category range from 2.9 to 3.5. These results suggest that education managers pay active attention to the issues and use their skills and follow procedures in resolving managerial challenges.

While the transfer rate may seem to adversely affect the results of RISE's Component 1 interventions within target districts, the transferred education managers continue to apply good management practices in their current administrative positions. Furthermore, many changes introduced by RISE have been institutionalized. Now, there are systems in place which have strengthened district education management. Each incoming education manager can benefit from the education departments' trained human resources. For example, the implementation of in-service professional development plans for teachers, SMCs/PTCs, and education managers; the use of mechanisms for school supervision and teacher support; steering committees; improved data collection and use; and district education planning introduced through RISE are institutionalized practices that are available for the continued growth and development of the education managers.

Percentage of teachers receiving a supportive visit from ADO/AEO: Due to RISE's support, the school supervision mechanism is now more effective; education managers are visiting a higher number of schools than they did before RISE. Education managers' school supervision visits are more systematic and organized in that they use a checklist for supervision. Education managers have also motivated head teachers to provide instructional support and make use of a reporting performa to report school visits to their supervisors. Senior education managers also provide feedback to improve the school supervision processes.

The education managers developed academic year-wise school supervision plans which are being used to create their monthly plans. During the project period, the managers visited 4,037 schools and provided support to 9,147 teachers (45 percent of the total number of teachers in all four districts). On average, RISE staff accompanied the managers in 5 – 8 percent of their visits to schools. They also provided technical support to managers in data analysis, review, reporting and remedial activities related to the fostering of an effective school supervision system.

Improved financial management: In all, 142 education managers received training in financial planning and management. Twenty seven education managers from Bagh, 51 from Mansehra, 32 from Muzaffarabad and 32 from Poonch completed the training during the project period. Nearly all the education managers (94%) currently working in these districts received training in financial management. Now the education managers have the skills to develop schools' needs-based budgets using EMIS data, to carry out the necessary advocacy for approval of these budgets, and to more effectively use available financial resources. The timely disbursement of funds to at least 70 percent of the schools funds was RISE's target for this activity. In 2010, the education managers disbursed 100 percent of the funds allocated to schools in a timely manner.

Education managers are also able to supervise and guide the SMCs/PTCs to locally fulfill some of their school needs. In AJK, education managers have begun to advocate more effectively for creating a permanent line item in the annual budget of schools for SMCs.

Improved implementation of human resource policies: RISE-embedded staff supported district officials in applying human resource policies and procedures more transparently in all four districts. Teacher deployment policies and their implementation were reviewed, and the need for gender equity in district officials' recruitment and deployment was emphasized. Education managers used EMIS and field data to identify 1,741 vacant teaching positions and recruited 509 teachers. They also identified schools that were staffed inappropriately and transferred 63 teachers on a needs basis. Education managers settled 85 cases related to teacher promotion.

Combating teacher absenteeism was a priority for education managers. Education managers increased the frequency of their visits to schools as a measure to redress this issue. In all, 584 cases of teachers' absenteeism were identified and decisions were taken after departmental inquiries; eight teachers were terminated on account of their absenteeism. District education managers improved the teacher appraisal system. They awarded appreciation certificates to 58 teachers for their improved performance and also issued departmental notices to 46 teachers concerning their poor performance. Moreover, education managers identified 16 non-functional schools and worked with communities to make them functional again.

Improved Management of Donors: Donor project data was reviewed in the 86 SC meetings that were held in the four districts. In all, 37 national and international NGOs, UN agencies, and donors participated in the meetings, and their project activities were reviewed. The SC meeting proceedings helped education stakeholders in resolving the challenges that they encountered in the field and in making better use of the resources that they had available to them.

The SC forum enabled education managers to coordinate with stakeholders to help them identify appropriate geographical areas for their project interventions. Coordination at the district level helped key education stakeholders to build mutual understanding and avoid duplication of human and material resources in areas such as community mobilization; establishment of Learning Resource Centers, ECCD centers, and feeder schools; in-service teacher training; support to children with special needs; and provision of shelter, furniture, and teaching aids.

Education managers showed tremendous progress in the fields of planning and budgeting. Each RISE-supported district now has a skilled District Support Group (DSG) to develop and revise district education plans at specific time intervals. Education managers, with RISE's assistance, succeeded in developing 3-year district education plans for their respective districts.

Outcome 1.2: Improved use of education data for decision-making.

RISE embedded staff worked closely with the district EMIS staffs to help them make the EMIS operations more efficient and improve the quality of data. RISE also worked with the EMIS staffs to help managers to better understand how useful the data can be in their work. Since many education managers were not computer literate, RISE embedded staff also built their capacity to use computers and produce data reports for use in decision making. Over time, RISE staff trained education officials in accessing EMIS data by themselves. Education managers presented this information at SC meetings. The review of student enrolment, access and retention rates resonated with SC meeting members. The information helped them in making decisions about the measures that needed to be taken to improve access and equity in educational institutions in the districts. Practice in the use of data for decision making also improved the skill levels of education managers.

Now all the education managers are IT literate; they can use MS Word, Excel, PowerPoint and internet in their daily education management practices. Education managers at all tiers have access to the EMIS database and can use EMIS data for decision making. District EMIS cells in all four districts are relatively better off than before as they have additional equipment and human resources with increased competency in data collection, analysis and its use. All 87 education managers currently working in the districts showed progress in their use of computers and data to manage educational activities. Ninety five percent of the education managers reached level 3. They can use MS word, Excel, and PowerPoint and search the internet.

The mechanism used in preparation of the Annual School Census (ASC) is more efficient and effective. The ASC tool is being revised on a yearly basis to accommodate emerging needs. Education managers have become more aware about the importance of EMIS in management processes. They are regularly reviewing EMIS data in SCs meetings and are utilizing the data related to all education management-related themes. The use of EMIS data in teacher

deployment processes is now common. Identification of schools' needs and vacant positions; decisions concerning teacher transfer and merit-based promotions; and attempts to reduce teacher absenteeism are some examples of data use in personnel management.

Outcome 1.3: Improved implementation of coherent in-service teacher training system.

The core of an ideal teacher training system includes professional opportunities for teachers to increase their content knowledge and instructional skills. The education managers did not take responsibility for in-service teacher training at the beginning of the project. Over the four year period, RISE staff worked extensively with the managers to support them in the establishment and implementation of a teacher training system. This support included designing and implementing district-based capacity building program not only for teachers but also for SMCs/PTCs and newly appointed education managers. The support helped the education managers to identify training needs as well as schedule and conduct training events. On-the-job support also helped the education managers cultivate relationships with the teacher training institutes and strengthen mechanisms for monitoring, evaluation and reporting of the training events.

RISE-assisted managers developed comprehensive Professional Development (PD) plans. The plans are implemented with resources available at the district level. Education managers conduct workshops to build the capacity of teachers, SMCs/PTCs, and fellow education managers on their own. The implementation of the PD plans was made possible through the technical support of RISE-trained master trainers and staff of teacher training institutions. Up till now, education managers conducted 88 one-day teacher training workshops in which 991 (543 male and 448 female) teachers participated, 48 one-day SMC/PTC training workshops in which 323 (216 male and 107 female) SMCs/PTCs members of 65 SMCs/PTCs participated, and 19 one day education managers' training workshops in which 121 (99 male and 22 female) education managers participated. These PD plans are now part of the District Education Plans of each district. Additionally, the link between in-service and pre-service teacher training institutes is now stronger. All the concerned staff of pre-service teacher training institutes is trained to use RISE's training material in teacher training workshops.

Towards Sustainability

RISE built the capacity of the education system in a way that would enable the education managers to continue using RISE-introduced practices. RISE was successful in obtaining department support and the necessary policy directives for the education managers to continue these initiatives after RISE's completion. RISE also trained the appropriate staff members and provided them opportunities to practice their skills.

RISE made use of the Steering Committee platform to motivate education managers to continue practicing the skills that they gained through the project. The SC members identified the people who would be responsible to coordinate SC activities after RISE's phase out. They also documented, reviewed and finalized the Terms of References for the responsible individuals.

A far-reaching outcome of RISE's initiatives is the school supervision and instructional support mechanism, which ensures that each school has an equal opportunity to benefit from a supportive visit by its affiliated education manager. The education managers have made a commitment to develop School Supervision and Instructional Support plans at the beginning of each academic year and maintain proper records of their visits. Education managers not only accept the responsibility for the professional development of staff in the districts but, with the support of RISE-embedded staff, they have also developed comprehensive Professional Development plans for the education staff of the districts. Implementation is underway.

District education planning has improved. The education managers, using their newly learned skills, have developed and finalized District Education Plans, which are useful tools for education and planning departments to effectively manage the districts' human, financial and material resources. Education managers added important sections to the District Education Plans; they are professional development plans and plans for school supervision and instructional support, human resource management, financial management and strengthening of the district EMIS.

Annual School Census (ASC) data collection, and review of the data collection tools are now permanent features of the district level EMIS. A more efficient data collection system that uses a cluster-based approach was introduced in the districts. Education managers are involved in the data verification and validation processes. The ASC tools are now reviewed annually and recommendations for amendments are sent to higher authorities. The Annual School Census results are now more accurate and reflective of the districts' needs in the post-earthquake scenario.

Use of EMIS data in decision making has now become a routine task for education managers. The Education Management Information System is more accessible, accurate, and useful to education managers for decision-making purposes. Education managers have started to use EMIS data to develop need-based budgets for schools, allocate resources, recommend schools for up-gradation, deploy teachers, and coordinate donor and INGO initiatives. In addition, they have begun using EMIS data in their advocacy with government and donor agencies to meet schools' needs.

Challenges, Lessons Learned, and Recommendations

Following are challenges, lessons learned, recommendations, and actions taken by the education management team to address challenges:

Computer illiteracy among education managers. At the beginning of the project precluded the embedded staff from helping education managers to learn about EMIS processes and the use of data in decision making. Embedded staff responded by designing a comprehensive IT course, which was complemented by on-the-job training.

Ensuring the sustainability of initiatives is itself a challenge. RISE's staff anticipated this long before the close-out of the project and started working on it. RISE succeeded in developing different mechanisms for sustainability.

A context-relevant and evolving capacity building program is effective. A capacity building program for education managers is effective when it has the flexibility to evolve over time. This kind of program caters to beneficiaries' genuine needs and is responsive to prevailing circumstances. Different work strategies are required for different government and administrative structures.

On-the-job support plays a vital role in bringing about improvement in the performance of education managers. Professional development of education managers through embedding project staff in the district education offices proved to be an effective exercise. The staff mentored the education managers as they applied newly-learned education management-related concepts to their daily work. The staff also supported the managers in making tools and mechanisms introduced through RISE functional, for example, the establishment of steering committees, development of needs-based budgets for schools, use of a school supervision checklist, and the introduction of more efficient data collection and compilation procedures for the annual school census. On-the-job support allowed the continuation of needs-based support and the improvement of the education managers' performance in diverse areas. On-the-job support also proved useful to RISE staff in that they could better understand the real issues faced by education managers and help the education managers to seek appropriate solutions.

Regularly updating key stakeholders in the education department on the progress of project activities is essential for the smooth implementation and sustainability of initiatives. The involvement of education managers in all activities of the project, especially in the design of implementation strategies, is imperative. This involvement builds the managers' interest in project activities and can motivate them to continue the processes even after the project closes out. Orientation, consultation, and progress sharing with senior management play a positive role in promoting sustainability. Given the frequent changes in senior leadership, these communication strategies need to occur on an ongoing basis throughout the project life.

In RISE's case, the motivation level of education managers was kept high through follow up by their senior managers and the continuous professional development opportunities provided to the management team. Regular and positive feedback by senior education managers to their staff was also an effective tool to keep education managers motivated.

An initiative is more likely to be sustained if those affected by it feel a sense of ownership about it. The deep involvement of district education management in project activities promotes ownership among them as they took pride in sharing their achievements, helped each other to resolve challenges, and showed willingness to continue implementing the processes.

Capacity building along with the introduction of mechanisms, procedures, and tools are the essence of sustainability of any project initiatives. RISE's experience shows that the professional development of education managers alone is not enough. It needs to be supported with the placement of certain mechanisms, procedures, and tools such as a school supervision mechanism, practical annual and monthly plans, a school supervision checklist and a reporting format to report to higher authorities. One of the best practices of RISE is that it tried to develop permanent mechanisms for each of its interventions and build the capacity of the individuals

responsible to continue the respective initiative. For example, regular follow up of project initiatives in the steering committee meetings and involvement of the governments' staff in sustainability practices paved the way for the education management to continue project activities. In addition, the monthly/quarterly review of education data in Steering Committee meetings made the education managers' decisions and recommendations more credible, and therefore, more powerful. District Steering Committees not only helped with donor management but also with coordination and improved monitoring.

A project whose focus is on building “soft skills” in a post-earthquake or post-disaster environment should integrate “hard” components to help beneficiaries deal with their immediate needs. Our recommendation is to integrate a hard component into the project design to increase the likelihood of early acceptance of the program by beneficiaries and meet their immediate needs. RISE began work in Bagh and Mansehra approximately 10 months after the earthquake. A significant amount of time was consumed motivating education managers to accept a soft component. Relief assistance that continued to flow into the earthquake-affected areas in the form of commodities and cash diverted any attention of the target group that might have been placed on capacity building. RISE found it difficult to work with education stakeholders on a soft component in the initial stage of the project. Working in such environments requires patience, tolerance, diversified strategies, and high skills of rapport on the part of staff.

A “whole school” approach can create a conducive teaching learning environment in schools. Adoption of a whole school approach, in which representatives from each component team worked collaboratively to design strategies that would benefit schools as a whole, had a positive impact on schools. In case of RISE, it broadened the vision of the team members, strengthened team work, created a more favorable teaching learning environment in the schools, and demonstrated the project's holistic approach in the field. This approach should be incorporated into future project design.

When district level education stakeholders coordinate, they can find ways to solve education-related problems with the resources that they have available in the district. RISE's initiative of establishing a steering committee in each district helped education managers to realize that there are human and material resources in the district which can be used for the improvement of educational activities and facilities. A lack of coordination in the past led to the non-use of these resources.

An in-built mechanism for trained education managers to orient and guide newcomers helps education departments positively address frequent staffing changes. In contexts where the transfer of staff is prevalent, it is necessary to build in-house capacity to orient newly appointed staff into the program strategy. The frequent transfer of government officials necessitated the re-training of education managers on a regular basis. Embedded staff responded by working with the education managers to organize orientations and trainings for incoming managers. The orientation of newcomers as well as an in-built professional development mechanism can help make up for this loss of institutional memory. Sensitizing political and government leaders to this issue could be helpful in finding a solution. One potential strategy that the government could take is the adoption of clear-cut policies on the deployment of education managers, i.e.,

appointment on the basis of merit through competitive exams such as the Public Service Commission (PSC) exam and regulations that require a minimum 5 year commitment on the part of the appointee.

COMPONENT 2: TEACHER PROFESSIONAL DEVELOPMENT

Background and Introduction

In the post-earthquake scenario, schools and teachers had to overcome hurdles to provide quality instruction in government schools in the four districts in which RISE works. Most schools were damaged or destroyed and teaching resources were even scarcer than they were prior to the earthquake. Many teachers were teaching in tents or temporary shelters and others had no shelter at all. In addition to the difficulties caused by the earthquake, many teachers were using outdated teaching methods that included mostly lecture and rote learning.

RISE’s teacher professional development program sought to expose teachers to different ways of teaching that would not only improve the learning outcomes of students, but also create a child-friendly classroom that encourages students to engage in their own learning through active-learning methods. RISE provided professional development opportunities to primary, middle, and high school teachers in the subjects of math, science, and English. The overall targets were to train 10,000 teachers across the four districts and to establish a sustainable system of instructional support for these teachers. The model used by the Component 2 Teacher Professional Development team, their achievements, lessons learned, and measures taken to encourage sustainability are described in this chapter.

Teacher Professional Development Program Design and Model

RISE and the education departments of AJK and Mansehra worked together to develop a comprehensive professional development program that allowed teachers the opportunity to improve content knowledge as well as instructional skills.

RISE and education department representatives began with an assessment of teachers’ training needs, conducted with teachers in Bagh and Mansehra, to determine which subjects were most difficult for teachers. The results showed that teachers were most interested in science, math, and English. Based on the results of the needs assessment, RISE and education officials then decided on the mode and content of the initial training and the follow-up professional development to be provided to teachers. They agreed that the program should be designed for long-term impact in the classroom by providing teachers on-going professional support over the period of one academic year. They designed a professional development cycle, beginning with an intensive 12-day training program, followed by on-the-job support from RISE staff and experiential and peer learning opportunities, and ending with a 3-day follow-up training.

Table 1: No. of Authors of RISE Training Materials by District			
District	Authors		
	Male	Female	Total
Bagh	6	0	6
Mansehra	34	14	48
Muzaffarabad	5	0	5
Poonch	2	2	4
Total	47	16	63

RISE and the education department representatives then developed the 12-day training materials. Authors were selected based on their subject expertise and recommendations by the education department. Authors' workshops were held to develop the primary, middle, and high school 12-day training materials. These workshops oriented authors to active-learning methods and served as a peer review opportunity. Authors decided which session they would create and then worked together and with RISE staff to develop ideas and plans for the sessions. After initial drafts were created, the authors met a second time to review and discuss improvements to the sessions. In total, 63 (48 from Mansehra and 15 from AJK) teachers, subject specialists, and senior education officials served as authors for the RISE 12-day training materials (See Table 1).

The result of the partnership in the design of the teacher professional development program was a three phase professional development cycle that included the initial 12-day training, an academic year of professional support, and a follow-up workshop. The phases of the model are described in detail below.



Figure 1: The RISE Teacher Professional Development Cycle

12-day training: The cycle began with a 12-day training during which teachers engage in sessions on topics from their curricula that utilize active learning methods and locally available no-cost/low-cost teaching materials. Trainings were held during teachers' vacations so they were not absent from their classes. RISE relied upon the expertise found within the government education system to conduct these trainings. Master Trainers for the 12-day training were selected in consultation with education officials from the ranks of government education institutions including pre-service and in-service training institutes, Directorates of Curriculum and Instruction, colleges, and higher secondary schools. Over the course of RISE's teacher professional development program, 361 Master Trainers from the governments' education systems were selected and trained to conduct the 12-day and 3-day follow-up trainings.

District	Table 2: Government Master Trainers Working with RISE		
	Male	Female	Total
Bagh	48	14	62
Mansehra	91	89	180
Muzaffarabad	50	27	77
Poonch	36	6	42
Total	225	136	361

Teacher support: Preparation for teachers' continued professional support began during the initial training when teachers formed peer learning groups of 6-12 teachers from local areas called clusters. Clusters were formed separately for primary teachers and middle teachers. High school teachers formed Professional Development Forums (PDFs) based on the subject they teach.

Clusters and PDFs began their meetings as soon as school was back in session. Primary clusters met monthly for nine months and middle clusters met monthly for three months and bi-monthly for the next six months for a total of six meetings during the yearlong RISE cycle. These meetings were supported by RISE staff with focus on practice and reflection of active-learning methods and created a sustainable network of teacher professional support. In cluster meetings, teachers discussed issues and achievements in their classrooms, designed and presented model lessons and worked on lesson plans and other skills that they identified as needs. RISE staff focused on building teachers' leadership skills in both cluster administration and in content areas that would help them continue meeting in clusters without RISE support. Clusters had one or more focal person who was responsible for leading agenda setting, ensuring participation, and facilitating discussions. Clusters also selected subject leaders from within the group who excel in a subject and are able to assist other members with content questions and give input on lessons.

High school teachers participated in PDFs. Unlike clusters which were a mix of teachers of all subjects, PDFs were formed in three subject groups: English, math/physics, and biology/chemistry. Because high schools are further apart from each other than primary or middle schools, PDFs were encouraged to meet once in a quarter. In the PDF meetings, teachers were able to discuss research and new information in their subjects, develop and conduct model lessons, and share their expertise. Like clusters, PDFs were supported by RISE staff and had focal persons from within the group.

In addition to clusters and subject-based PDFs, RISE encouraged members of the education community with similar interests to form General PDFs around topics of their interest. In all four districts, teachers, master trainers, and education managers formed PDFs focusing on various education topics.

RISE staff provided on-the-job support to teachers by visiting their classes and observing a lesson or demonstrating a lesson with the students. RISE staff helped teachers find ways to improve their lessons and encouraged their use of active-learning through positive feedback.

To help teachers better understand project-based learning, put it into use, and to encourage students, RISE helped teachers and SMCs/PTCs organize inter-school science project competitions called Subh-e-Nau (New Beginnings). Projects made by students with the support of teachers are based on topics from the curriculum and utilized no-cost and low-cost materials. Subh-e-Nau events brought students, teachers, education managers, and communities together to celebrate education and to showcase the work that students do in their classes.

RISE also established 85 Learning Resource Centers (LRCs) and equipped them with furniture and books. LRCs provide teachers and students from nearby schools a place to meet and utilize the resources available in the LRC.

3-day follow-up: To complete the RISE professional development cycle, teachers participated in a 3-day follow-up workshop. During this workshop, teachers celebrated all that they had had accomplished over their year with RISE, participated in sessions on classroom management and continuous assessment, and planned for the future of the classrooms and clusters or PDFs.

Trainers for the 3-day workshop were chosen from the cadre of government Master Trainers who also conducted the 12-day training.

Ensuring equal access and participation of both men and women was a keystone of all of RISE activities. For the training portion of the professional development cycle, RISE identified training venues that were close to the schools of participants to ensure easy access for all. RISE staff and education managers encouraged women especially to attend the training through phone calls or visits. RISE took the cultural norms of each area into consideration and altered implementation strategies, as required. In Mansehra, all training classes were segregated by gender, while in AJK, decisions were made prior to the training in consultation with education managers and communities. If any participants in mixed-gender trainings felt uncomfortable, RISE was able to segregate the classes the same day and continue the training without interruption. Women were also encouraged to bring their children or a relative if they did not have childcare or were unable to leave the home without an attendant. These strategies greatly increased the number of female participants in trainings. Additionally, trainers were encouraged to ensure equal participation of men and women in discussions and group work. Overall, 52 percent of the teachers that RISE trained were men, and 48 percent of the teachers trained were women.

RISE showed its commitment to gender parity in follow-up activities as well. Clusters and PDFs in many areas were comprised of either men or women to ensure that they were comfortable and able to discuss issues freely. RISE created strategies that encouraged both men and women teachers and boys and girls to participate in Subh-e-Nau events and created LRCs in an equal number of boys and girls schools.

Component Activities and Achievements

RISE's teacher professional development program sought to train 10,000 teachers in four districts in active-learning methods linked to the subjects of English, mathematics, and science. In addition to training teachers, RISE established a continuous professional development system for teachers to achieve a greater, more visible impact in the classroom. All targets set in the performance monitoring plan as well as in the annual work plans have been met or exceeded.

Expected Outcome 2.1. Train 10,000 Teachers:

RISE's target was to train 10,000 teachers across the four districts. This figure included 2,000 in Bagh, 3,000 in Mansehra, 3,000 in Muzaffarabad, and 2,000 in Poonch. RISE declared teachers trained once they have completed at least 10 days of the 12-day initial training. Teachers who were not able to attend 10 days of training could later be declared trained by attending cluster meetings; three cluster meetings are equivalent to one training day. Based on these criteria, RISE trained a total of 10,316 teachers.

Of the 10,316 teachers trained, 73 percent were primary teachers, 17.5 percent were middle teachers, and 9.5 percent were high school teachers. This is roughly the same percentage as the overall number of teachers in each level in the areas where RISE works.

District	Primary School Teachers			Middle School Teachers			High School Teachers			Total (Primary/Middle/High)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bagh	632	722	1354	276	219	495	117	67	184	1025	1008	2033
Mansehra	1202	1085	2287	265	199	464	159	122	281	1626	1406	3032
Muzaffarabad	1237	1125	2362	251	225	476	195	133	328	1683	1483	3166
Poonch	683	830	1513	200	175	375	129	68	197	1012	1073	2085
Total	3754	3762	7516	992	818	1810	600	390	990	5346	4970	10316

Over the course of the project, RISE formed 853 primary clusters, 232 middle clusters, and 68 high school PDFs. In total, a 1,153 teacher peer learning groups were formed. In clusters and PDFs, teachers worked together to accomplish goals and share resources. Many clusters organized their own Subh-e-Nau competitions and parents' days. Many clusters and PDFs shared teaching aids and learning resources which greatly helped teachers to improve their classes.

District	Primary	Middle	High	Total
Mansehra	263	63	10	336
Bagh	173	72	14	259
Muzaffarabad	239	55	19	313
Poonch	178	42	25	245
Total	853	232	68	1,153

Attendance in primary clusters ranged from 70 to 88 percent, with higher attendance among men than women. In middle clusters, in which teachers come from more scattered schools, the attendance was slightly lower, usually between 68 and 83 percent, with high attendance among men. For high school teachers, the distance between high schools can restrict teachers' ability to reach a central meeting point, and therefore the percentage of attendance was often lower and ranged between 52 and 84 percent. Table 5 shows the average attendance of clusters and high school PDFs throughout the project.

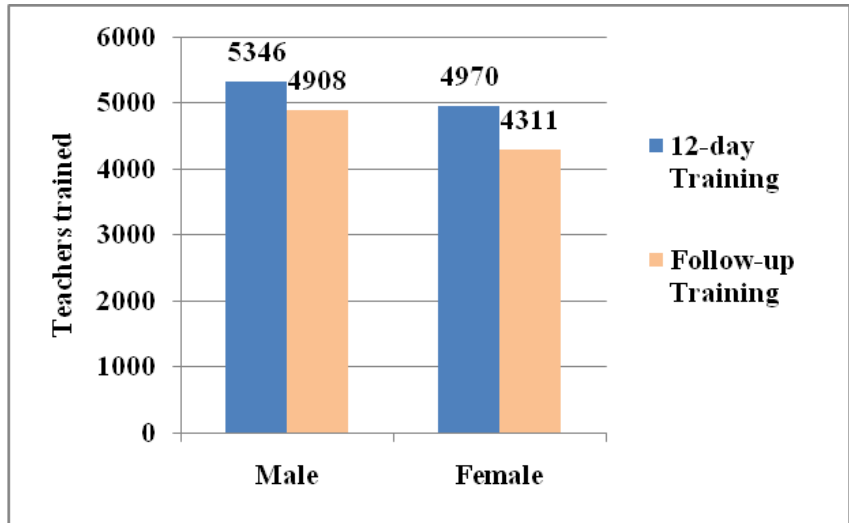
District	Primary Clusters		Middle Clusters		High School PDF	
	Male	Female	Male	Female	Male	Female
Muzaffarabad	79	72	83	69	58	52
Bagh	74	70	76	73	74	76
Poonch	76	72	73	68	83	84
Mansehra	88	73	79	71	82	80

RISE encouraged teachers, professionals, retired educationists and others simply interested in education to form and run their own general PDF. These offered members of the education community an opportunity to come together to discuss areas of common

District	Male	Female	Mixed	Total
Mansehra	31	15	0	46
Bagh	2	2	1	5
Muzaffarabad	3	16	0	19
Poonch	1	1	2	4
Total	37	34	3	74

interest. Overall, 74 general PDFs were formed during the RISE project. Many RISE-trained Master Trainers organized PDFs that helped improve the skills of local teachers in different subjects. Master Trainers also formed PDFs with the aim to provide support to all teachers in their areas. Many head teachers formed PDFs in which they discussed ways to support teachers' professional development. Other PDFs focused on creating positive change in the education system and other topics like preparing students for exams.

The final step in the teacher professional development cycle was the 3-day follow-up workshop. Overall, 9,219 (4,908 male and 4,311 female) teachers attended the 3-day follow-up, which means that 89 percent (92 percent of the men and 87 percent of the women) of those trained during the 12-day training returned to complete their training cycle.



Graph 1: Teachers Trained in 12-day and Follow-up Trainings

Expected Outcome 2.2. Establish and Implement a Sustainable System of Teacher Instructional Support:

To create sustainable and visible change in a classroom, teachers need to be continuously provided support and guidance in the implementation of new teaching strategies. This support needs to go beyond the yearlong professional development cycle with RISE. For this reason, RISE employed several strategies to help teachers to continue receive the support they need to make real strides towards improved instruction and increased student learning.

RISE formed 1,153 clusters and high school PDFs that met with RISE support for one academic year. Teachers found these groups to be an important networking and learning tool. Through these networks, they are better able to solve issues they are facing in their classrooms, have access to other teachers who excel in different subject areas, and are able to share resources. RISE staff collected information from all 1,085 primary and middle mature clusters between January and June 2010. In all, 542 mature clusters (about 50% of all clusters formed) conducted at least one meeting on their own. Thirty-four percent of teachers continue to meet in these groups and 38 percent of schools are engaging in these peer learning opportunities.

Subh-e-Nau events proved to be a popular and effective means for teachers and students to actively participate in project-based learning, while showcasing their achievements to the community and education department. Among the greatest achievements of the Subh-e-Nau competition has been the active contribution of the communities to organize these events. Many SMCs/PTCs set up booths selling refreshments to raise money for their schools, while eliminating the cost of food for the event. Cluster teachers pooled resources to buy prizes or rent tables, and head teachers from participating schools donated their furniture for use in the events. Local businesses donated prizes for students and money to cover event costs. Over the course of the RISE project, RISE helped organize 200 events in which 21,191 (9,730 boys and 11,461

District	Schools Participated		
	Boys	Girls	Total
Bagh	85	96	181
Mansehra	270	292	562
Muzaffarabad	161	172	333
Poonch	107	127	234
Total	618	676	1310

girls) students and 3,522 (1,618 male and 1,904 female) teachers from 1,310 (623 boys and 687 girls) schools participated. Additionally, 2,795 (1,388 male and 1,407 female) community members and 107 (50 male and 57 female) education managers actively participated.

In order to increase the resources available to teachers, especially in remote areas, RISE established and equipped 85 Learning Resource Centers (LRCs) in schools that are accessible to 3 to 5 surrounding schools. These LRCs are equipped with furniture, books, and teaching kits. Teachers and students are encouraged to make use of these materials, either as part of their lessons, or on visits for reading time or other LRC activities.

LRCs are headed by committees of four that include teachers and community members (usually SMC/PTC members). These committees are responsible for the management and record keeping of the LRC as well as scheduling of educational events. Many LRC committees have organized Subh-e-Nau events, poetry competitions, cultural events, and open library hours. RISE conducted a 3-day training for 334 LRC committee members from all 85 LRCs. During the training, they learned LRC management skills including event planning, library management, and community mobilization. Fifty nine percent of the RISE trained teachers in the LRC catchment area utilized these centers between January and June 2010. Most attend their cluster meetings and SMC/PTC meetings in the LRCs.

One of the most important sources of sustained support to teachers is the head teacher. The head teacher can ensure that new teaching methods are implemented in the school and encourage teachers to continue meeting in their clusters and PDFs. Therefore, RISE took two approaches to including head teachers in the teacher professional program. In year 3, head teachers were invited to the last two days of the 12-day training. During this time, they were introduced to active-learning methods through participating in math, science, and English sessions along with the teachers. They also observed the model cluster meetings held on the last day of the training. 405 (222 male and 183 female) head teachers participated in this 2-day introduction to RISE teacher professional development.

District	Male	Female	Total
Bagh	36	48	84
Mansehra	78	49	127
Muzaffarabad	74	47	121
Poonch	34	39	73
Total	222	183	405

In year 4, RISE designed and conducted a 3-day training specifically for head teachers. This training focused on active-learning methods, provision of instructional support to teachers, and head teacher roles in RISE initiatives. Overall, 567 (297 male and 270 female) head teachers participated in this training.

District	Male	Female	Total
Bagh	84	85	169
Mansehra	84	60	144
Muzaffarabad	69	55	124
Poonch	60	70	130
Total	297	270	567

RISE staff also provided on-the-job support to teachers in their classrooms. During these visits, staff observed teachers' use of active-learning and provided positive feedback to further improve the teachers' use of this new teaching technique. In some cases, staff would conduct a model lesson with the students at the request of the teacher. This allowed the teacher to see the effects of active-learning activities on students first hand. RISE staff also included head teachers in their

classroom observations to encourage them to provide instructional support to teachers through the use of positive feedback methods. During the project, RISE staff visited 4,390 (2,236 male and 2,154 female) teachers in 2,253 (1,156 male and 1,097 female) schools to provide on-the-job support. Additionally, RISE's Component 1 worked with education managers to increase the number of visits they made to schools to provide instructional support. Education managers visited 9,147 (5,055 male and 4,092 female) teachers in 4,037 (2,041 male and 1,996 female) schools across the four districts (note linkage with Outcome 1.3.1).

Action Research. RISE aimed to reduce teacher absenteeism and one of the most pressing reasons for teacher absenteeism is long distances from teachers' homes to schools, especially for female teachers. Many live too far from their schools to travel daily and there are no accommodations available near the school. For many teachers who could travel daily, the cost of public transport is prohibitive. Therefore, RISE conducted two action research studies to measure the impact of providing transport or accommodation on teacher attendance. In the first study, RISE hired three minivans typically used for public transportation to take teachers to remote schools. In Mansehra there were two routes for women. These routes started in Mansehra and traveled to the remote areas of Kawai and Ghari Habibullah both more than an hour and a half from Mansehra. In Bagh, the route was for both men and women. RISE subsidized the cost of the vehicle for the teachers. For the first year, teachers paid Rs 200 per month. In the second year, teachers wanted RISE to continue the route and agreed to pay 400 in Bagh and Rs. 500 in Mansehra per month. Overall attendance remained between 80 and 90 percent on all routes.

RISE also agreed to build two hostels for women in Mansehra and Bagh. Construction of the hostel was completed in Bagh in February 2010. However, all of the teachers who had originally agreed to use it had been transferred to other schools. Therefore there were fewer women in need of the hostel. RISE transferred ownership to the Bagh education department in March 2010, and since then, four women are now using this facility. In Mansehra, land in the area where female teachers were interested in utilizing a hostel was not available and therefore the project was discontinued.

Of the two options for making schools more accessible, providing transportation seem more popular; though without subsidies, they are costly to users and can be challenging to organize groups to continue the routes. Hostels are expensive and take long periods of time to construct, and any construction project can encounter issues along the way. Choosing the location carefully is also important. If it is too near an urban center, most teachers will opt to live in the city and travel long distances each day.

Towards Sustainability

The RISE teacher professional development program achieved not only its targets in terms of numbers, but also achieved its goal to model a continuous professional development system for teachers. The sustainability of many of RISE's interventions has been an important step towards improving the quality of instruction in AJK and Mansehra. RISE and the Component 2 staff employed several strategies to sustain teacher professional development activities after the end of the project. First, RISE worked closely with the departments of education in Mansehra and AJK throughout the project, to encourage their ownership and participation in RISE initiatives. This

resulted in an understanding of activity purpose and procedures that will encourage the leadership needed to continue activities. Component 2 activities including clusters, high school PDFs, general PDFs, Subh-e-Nau Events, and LRCs have been authorized by the governments of KPK and AJK to become a regular part of the education system in Mansehra, Muzaffarabad, Bagh, and Poonch. AJK's government has exhibited political will through the president's authorization to expand these and other key RISE activities to the remaining districts of AJK. Additionally, the 12-day training materials have been authorized for use by all teacher training programs operating in Mansehra and AJK.

At the district level, education managers developed teacher professional development plans in which they chalked out strategies to continue to train teachers who did not receive RISE training in active-learning methods, and encourage teachers to continue their cluster and PDF meetings. Education managers in cooperation with Master Trainers have begun implementation of their teacher professional development plans. Together they have trained 991 (543 male and 448 female) teachers in active-learning methods across all four districts.

To help teachers continue cluster meetings, RISE focused on developing leadership and administration skills of cluster members. RISE helped teachers to identify their own needs so that they can continue to learn and grow as professionals from their cluster meetings even after the support from RISE ended. Additionally, in areas where teachers had difficulty reaching cluster venues due to long distances or difficult roads, RISE helped them reorganize their clusters, which has improved accessibility. Many clusters have chosen to combine primary and middle teachers, which RISE has encouraged. This has proven beneficial to primary teachers, as middle teachers can provide subject knowledge, which also helps build the confidence of middle teachers. Therefore, of the 1,153 clusters and high school PDFs formed by RISE, 542 continued to meet after support from RISE ended.

At the school level, RISE has taken several initiatives to promote sustainability of Component 2 activities. This includes the training of head teachers, many of whom have now taken more interest in cluster meetings and the use of active learning in the classrooms.

Subh-e-Nau events are now being organized and planned by school communities. Because RISE involved all stakeholders including head teachers and SMCs/PTCs and local master trainers when organizing RISE facilitated events, they are now able to hold Subh-e-Nau events without technical or financial assistance from RISE.

RISE Master Trainers have proven to be a significant resource for the sustainability of RISE initiatives. Many of these trainers worked closely with RISE through several training sessions, and have developed their skills as instructors and in training venue management through continued evaluation, feedback, and on-the-job support provided by RISE. Master trainers conducted training of trainer sessions and managed venues in years three and four of the project. They are also now meeting regularly with clusters, working in PDFs to improve education, helping schools in their areas organize Subh-e-Nau, and serving as resources in LRCs. Additionally, those trainers from the government pre-service training institutions are now utilizing active-learning in their training of new teachers, which means that the new generation of teachers will be better able to use these techniques. Because of their proven skills, RISE

Master Trainers have been recognized by other international and government teacher training programs and many are now conducting training for ADB, CIDA, UNICEF, and other organizations.

Challenges, Lessons Learned, and Recommendations

RISE's Component 2 was successful in both achieving targets and creating real change in the classroom. This was done through continuous reflection and evolution of the program design throughout the project. While there were many challenges, RISE worked with the government, local partners, and beneficiaries to address the challenges positively to improve the quality of the program.

The RISE teacher professional development program has been widely accepted by all stakeholders including the governments of AJK and Mansehra. This is due in part to the inclusion of all levels of education authorities in the program design and implementation process. Utilizing the cadre of authors from the government education systems of AJK and Mansehra to develop the materials in coordination with RISE resulted in an ownership of these materials by the education departments. In both AJK and Mansehra, the 12-day training materials were approved to be used by all agencies conducting teacher training.

However, to increase ownership especially regarding the sustainability of activities, ensuring all education managers involvement in activities outside the formal training portion of the professional development process is necessary. There was little involvement of education managers in cluster meetings, which could be improved by spending more time orienting them on the purpose of these meetings and deciding their role early on in the project.

Cluster formation proved to be important to the attendance and sustainability of clusters. In areas where clusters were not properly formed due to inaccurate information regarding school locations and accessibility, teachers were less likely to attend meetings. Therefore, when forming clusters, it is important to have accurate data, and to do a cluster mapping exercise by visiting schools to assess the feasibility of clustering.

Many of RISE's clusters chose to combine primary and middle teachers from smaller areas rather than traveling longer distances. In addition to the improving access, mixed clusters of this kind include more teachers from the same school. Clusters that comprise of all or many of the teachers from one school often work together and with SMCs/PTCs and head teachers to address not only their own instructional needs, but the larger school-based needs as well.

In the areas where RISE worked, landslides, difficult road conditions, and security issues sometimes affected staff's ability to meet with teachers. This issue was addressed through RISE's focus on developing the cluster leadership and administration skills of cluster members. Therefore, clusters were able to conduct the productive meetings during professional development cycle with RISE, even if the facilitator was unable to reach the venue. These self-conducted meetings also helped prepare clusters to continue their meetings after their time with RISE.

Including head teachers in every step of the teacher professional development process promotes changes being implemented in the classroom as well as the sustainability of clusters and other RISE initiatives. In schools where head teachers have served as master trainers, the change in the classroom is likely to be more visible, and those head teachers take interest in ensuring cluster meetings and provide guidance to clusters. After head teachers participated in 3-day training, they have become better able to understand these activities and their roles in supporting teachers. Many have formed PDFs in which they work together to improve the quality of instruction at their schools. Head teachers are now also taking the lead in holding events like Subh-e-Nau competitions. Incorporating this kind of training prior to teacher training or concurrent with the teacher training will further promote the process of change in the classroom.

Finally, shifting the 3-day follow-up from the end of the program to either a midpoint or spread out into 3 one day sessions during cluster meetings will give teachers an opportunity to practice new skills and reflect upon them in cluster meetings while still under the guidance of their RISE facilitator. Additionally, it was found that it was more difficult for teachers to attend 3-day trainings during their long breaks, as they were often away from their schools and unwilling or unable to travel back for the short amount of time. Utilizing short breaks during the academic year for these trainings when possible may increase attendance.

COMPONENT 3: COMMUNITY PARTICIPATION IN SCHOOLING

Background and Introduction

The aim of the community development component (Component 3) was to increase community participation in school management and school improvement. School Management Committees (SMCs) and Parent-Teacher Councils (PTCs) were used as vehicles through which community participation was enhanced. The stated target of the original contract for the districts of Mansehra, KPK and Bagh, AJK was at least 1,000 functioning school management committees. In the second year, the project was expanded geographically into two more districts – Muzaffarabad and Poonch in AJK; thereby, the target was raised to 2,300 schools.

The roll out of RISE's community development component was spread out over the four-year life of the project. The RISE's community participation strategy envisaged sustained support to each SMC/PTC over a period of 12 to 18 months. To achieve this, RISE staff mobilized communities to form SMCs/PTCs and provided each SMC/PTC basic training by the end of year 3 in order to ensure the SMCs/PTCs received at least 12 months of follow-up support.

RISE mobilized communities to revitalize 2,300 SMCs/PTCs in all four districts and trained 15,600 SMC/PTC members and 2,049 women as honorary SMC members in AJK. RISE strengthened SMCs/PTCs through short and long terms interventions, such as training activities, on-the-job technical support and an opportunities to manage grant awards. SMC/PTC members now have strengthened management and planning skills and an improved understanding of the roles and responsibilities of the education system, from parents and teachers at the local level to education officials at the district level. Functioning SMCs/PTCs are involved in active dialogue with district education authorities and maintain records of activities and expenditures.

SMC/PTC members have a better understanding of issues related to school improvement and play an active role in supporting teachers’ professional development as well as teachers’ work with their students. These SMCs/PTCs have met priority needs of their schools and their children that otherwise would have remained unmet through advocacy, fund-raising, voluntary labor, and grant awards.

Component Design, Coverage and Approach to Community Mobilization

RISE’s community development component was implemented by the International Rescue Committee (IRC) in collaboration with local implementing partners – National Rural Support Program (NRSP), Sarhad Rural Support Program (SRSP) and Sungi Development Foundation (SDF). The IRC played a leading role in the design of the community mobilization strategy, quality control through ongoing monitoring, and the provision of technical support during implementation. The primary roles of NRSP, SRSP and Sungi were to carry out the Component 3’s work in the field and provide the requisite operational and logistical support. The director for the community development component, based in Islamabad, was responsible for managing and coordinating all the activities under the component. The deputy director, community development was also based in Islamabad and provided operational support to and supervised the district-based community development coordinators. District-based community development coordinators in collaboration with local partner organizations (NRSP, SRSP and Sungi) carried out joint planning, implementation and monitoring of Component 3 activities. American Institutes for Research provided overall management support and administered the grants awards.

The overall coverage of RISE included 31 Union Councils in the district of Mansehra in KPK and 81 Union Councils in the three districts of Bagh, Poonch and Muzaffarabad in AJK. RISE mobilized 2,300 communities to revitalize SMCs/PTCs in the four districts. The gender-wise distribution of SMCs/PTCs for the four districts is presented in the table below.

Table 1 SMCs/PTCs Formed and Trained by RISE by Gender

District	Number of SMCs/PTCs formed and trained		
	Male	Female	Total
Bagh	257	243	500
Mansehra	412	288	700
Muzaffarabad	263	337	600
Poonch	228	272	500
Total	1,160	1,140	2,300

RISE’s community mobilization approach consisted of awareness raising activities, SMC/PTC formation/revitalization, training, sustained on-the-job technical support, and activities for SMCs/PTCs orchestrated to promote peer learning. The capacity of the SMCs/PTCs to plan and manage was further strengthened through small grants awards in which the SMCs/PTCs undertook projects that they had designed.

Component Activities and Accomplishments

The community development component activities began in earnest in December 2006, when the director of community development joined RISE. The director paid a preliminary visit to Mansehra and Bagh and met with the district education managers and the members of NRSP and Sungi, the two implementing partner NGOs at the time. From December 2006 to January 2007, the pace of program implementation was slow, as the emphasis was placed on recruiting staff and bringing the partner NGOs on board.

In January 2007, Component 3 convened a partners' workshop at which partners designed the community mobilization strategy and formed a committee, comprised of technical staff from NRSP, Sungi, and IRC, to develop the training materials for SMCs/PTCs. The materials were developed on the basis of detailed guidelines and training manuals available from Department of Elementary Education Schools, Government of AJK and the Parent-Teacher Councils Guidebook from the Directorate of Schools and Literacy, Government of KPK. The finalized materials were compiled into a manual consisting of 10 modules, as follows:

1. Opening and Introduction of RISE
2. SMC/PTC Structure, Formation, Roles and Responsibilities
3. Conflict Resolution
4. Gender and Education
5. School Improvement Plan and Resource Mobilization
6. Record Keeping and Budgeting
7. Advocacy, Communication and Education Stakeholders
8. Monitoring and Evaluation
9. Child Protection and Wellbeing
10. Disaster Management

The training manual was reviewed and endorsed by the Directorate of Curriculum and Teacher Education in Abbottabad, KPK (August, 2007) and the Directorate of Education Extension in Muzaffarabad, AJK (September, 2007).

In the workshop, the partners also finalized a checklist for a situational analysis to document the status of the SMCs/PTCs at that time. The results of the study, conducted in January 2007, informed the design of the training materials for SMCs/PTCs. The questionnaire was administered to head teachers in 71 schools (25 in Bagh and 46 in Mansehra) and SMC/PTC members or community members if SMC/PTC were not formed. In total, 191 respondents were interviewed.

Following are the highlights of the survey findings:

- 65 percent of the respondents affirmed the existence of SMCs/PTCs in their schools – 47 percent of respondents in Bagh and 81 percent in Mansehra.
- 56 percent of SMCs in Bagh and 98 percent of PTCs in Mansehra were formed according to the respective education departments' notification and guidelines.

- All the SMCs in Bagh had been existence for a year; nearly half (49 percent) of the PTCs in Mansehra were operating for more than 3 years.
- 82 percent of SMCs and PTCs held elections once.
- 32 percent of the SMCs in Bagh and 45 percent of the PTCs in Mansehra carried out some activities.
- 17 percent of the SMCs in Bagh and 74 percent of the PTCs in Mansehra responded that they had opened bank accounts.
- 12.5 percent of the SMCs in Bagh received some training (though not from the government); none of the respondents in Mansehra reported that they received training from the government or another source.
- Only 7 percent of SMCs in Bagh and 24 percent of PTCs in Mansehra prepared a School Improvement Plan (SIP).

Beginning February 2007, community mobilization activities made significant progress. RISE's two national partners, NRSP and Sungi, signed sub-agreements, and recruited or reassigned staff to the project. The NRSP staff joined the RISE team in Bagh in the middle of February, and the Sungi staff joined the RISE team in Mansehra in the middle of March.

RISE trained the field staff soon after their recruitment. These workshops introduced the RISE project to the newly recruited teams. A one-week Training of Trainers on the SMC/PTC manual was organized in Islamabad for the social organizers and master trainers who made up the field staff. The key objectives of these trainings were to provide knowledge and skills to the field teams on topics covered in the SMC/PTC training modules and to develop a roll-out plan for training of the SMCs/PTCs.

RISE's success under the community development component is measured against a target of re/formation and training of 2300 School Management Communities/Parent Teacher Councils as well as the performance indicators outlined for the SMC/PTCs in the Performance Monitoring Plan (PMP).

Following is a brief description of accomplishments by PMP indicator:

Outcome 3.1: Increase capacity of 2,300 SMCs/PTCs

SMCs/PTCs formed or revitalized (2,300 targeted): RISE met the target of formation or re-activation of 2,300 SMCs/PTCs successfully. RISE's approach to community participation encourages inclusion and participation of all stakeholders. RISE mobilized the communities to take charge of their SMCs/PTCs' affairs from the very onset. RISE empowered the communities to elect or select members for the SMCs/PTCs through a series of mobilization sessions which saw the formation/revitalization of an SMC/PTC for each school. Importantly, RISE promoted the formation of SMCs/PTCs according to the governments' guidelines and policies, which helped increased their acceptance by the education departments.

On a date agreed upon at the social mobilization sessions, teachers, parents and representatives of all segments of the communities assembled at the schools to elect or select on a consensus-basis SMC/PTC members and office bearers in broad-based community meetings. The meetings

were held in the presence of RISE staff and, whenever possible, district education officials. All the participants were signatory to the resolutions taken at these meetings. After resolutions were prepared, they were sent to the district education departments with a request for the formal recognition of the SMCs or PTCs. The concerned district education departments then officially recognized the SMCs/PTCs.

SMC/PTC training and strengthening (2,300 targeted): RISE conducted training for 2,300 SMCs/PTCs (1160 male and 1140 female) to orient them to their roles and responsibilities in school management and improvement. Other topics included advocacy, mobilization of local resources to meet needs identified in school improvement plans, linkages with district education and government officials, child protection and well-being, and the monitoring of student and teacher attendance.

Initially RISE planned on training all the members of each committee but this didn't work; in most cases, it was difficult to convene all the members of an SMC/PTC at one time. RISE, thus, decided that SMCs/PTCs in which at least 4 out of 7 members of an SMC and 5 out of 8 members of a PTC who attend the three-day training would be considered trained. In total, RISE trained 15,600 members of SMCs/PTCs and 2,049 women as honorary SMC members in AJK. The training of female honorary members arose out of a decision to increase women's membership as one strategy to move closer towards gender balance in the SMCs' membership.

RISE adopted a variety of strategies to achieve gender balance in Component 3 activities, in addition to gender balance in SMC/PTC membership. In Mansehra, RISE revitalized all girls' schools PTCs according to the KPK government's policies; this meant that RISE recruited women-only PTCs for girls' schools. In AJK, RISE inherited SMCs that were formed in the relief phase by different agencies. The great majority members in those SMCs were men; therefore, RISE recruited women honorary members for SMCs. It was through such gender strategies that RISE helped increased overall female membership in SMCs/PTCs from as low as 19 percent in 2006 to 39 percent by the end of the project.

School Improvement Plan developed (2,300 targeted): RISE provided technical assistance to all 2,300 (100 percent of the target) SMCs/PTCs to develop school improvement plans. The SMCs/PTCs member teamed up with teachers, students and community members and identified and prioritized their schools' needs in School Improvement Plans (SIPs). RISE then assisted the SMCs/PTCs to get their SIPs endorsed by their respective district education departments.

The most common needs identified by SMCs/PTC in their School Improvement Plans include furniture for students and teachers, construction of school buildings, supply of drinking water, play grounds, boundary/protection walls and temporary shelters, books for library, science equipment for laboratory, organization of co-curricular activities (e.g., Parents' Days or annual celebration days) and the recruitment of volunteer teachers.

School Improvement Plan implemented (2,070 targeted): RISE exceeded this target as 2,257 SMCs/PTCs (1,137 male and 1,120 female) of the 2,070 targeted, successfully addressed one need listed in their SIPs. The SIP document guided the SMCs/PTCs in meeting urgent needs of the school through mobilizing local resources, applying for RISE small grants, or advocating

with the district education department. RISE staff monitored the implementation of SIPs to check the quality and timely completion of tasks.

SMCs/PTCs apply for non-RISE grants (575 targeted): RISE far exceeded this target. In total 1,391 SMCs/PTCs (672 Male and 719 female) reported to have applied for grants from other organizations working in their areas to meet their school improvement needs.

SMC/PTC holding 5 meetings in a year (1,840 targeted): The target was 1,840 SMCs/PTCs holding at least 5 meetings in a given year. In total 2,076 (90 percent) of the SMCs/PTCs reported that they held 5 or more meetings in a given year. RISE-supported meetings as well as SMC/PTC self-conducted meetings were held. In these meeting the group discussed school-related issues and reviewed SIP implementation.

District education officials training in community participation: Component 3 staff, in collaboration with Component 1 staff, conducted trainings for district education officials on SMC/PTC oversight and support – one of the six key areas identified by RISE for capacity building of education managers (please refer to the section on Component 1 for details). In total 83 out of 87 education managers attended these training. RISE also organized follow-up trainings for those education officials recently transferred to RISE’s target districts. Likewise, oversight of SMCs/PTCs is an integral part of education officials’ on-the-job support and the supervision checklist, which the district education officials had been using during their visits to schools.

Outcome 3.2 Help SMCs/PTCs to acquire effective advocacy skills

SMCs/PTCs trained in advocacy skills (2,300 targeted): RISE held trainings on advocacy, networking and communication skills for the SMC/PTC members of all 2,300 SMCs/PTCs. RISE encouraged SMCs/PTCs to join forces by organizing into clusters. The clusters gave leverage to the SMCs/PTCs members to communicating with the education management.

SMCs/PTCs advocating to education officials (1,150 targeted): 1,676 SMCs/PTCs (835 male and 841 female) held 348 meetings with education officials. In these meetings, SMCs/PTCs communicated their schools’ issues and negotiated solutions with the education officials. In those meetings various school related issues like the lack of school buildings, insufficient numbers of teaching staff, teacher absenteeism, the limited number or lack of library books, worn out tents, lack of school uniforms, up-gradation of primary schools to middle level and more were discussed; in some cases, the education manager took on the spot actions while in other cases the complaints were forwarded to higher authority for appropriate actions.

In addition, RISE organized seminars in all districts; SMCs/PTCs used these as a platform to inform the concerned authorities of the problems and issues facing their schools.

Outcome 3.3: Establish and implement a small grants program to support SMCs/PTCs

SMCs/PTCs submitting applications (1,035 targeted): RISE supported all 2,300 SMCs/PTCs in preparing applications, budgets, and work plans to strengthen their planning, budgeting and

management capacity. RISE developed a small grants manual, which includes formats for solicitation, budgeting, reporting, and monitoring. SMCs/PTCs used the guidelines outlined in the manual to prepare their proposals for RISE's consideration. RISE received proposals for financial assistance from 50 percent of the SMCs/PTCs under its small grants program. Likewise, 1,391 SMCs/PTCs also prepared applications and submitted them to other organizations for support. In addition, 46 SMCs/PTCs applied for small grants to IRC under the RISE cost share fund.

Small grants issued (1035 targeted): RISE provided grants to 1,146 SMCs/PTCs (542 male and 604 female) under its small grants program. Initially RISE earmarked funds for 1,035 SMCs/PTCs under its small grants program, but subsequent to saving in currency exchange rate the number of small grants were raised to 1,100. In addition, 46 grants were provided through RISE's match fund from the IRC.

At the field level, RISE team conducted pre-award assessments of the applicants and submitted their recommendations to RISE's Islamabad office, which then forwarded the applications for approval to the AIR HQ based in Washington, US. Once approval was granted, an agreement was signed between the grantees and RISE. Upon signing the agreements, the applicants were issued funds in two equal installments. The first installment was issued in advance, while the second installment was issued upon successful liquidation of the first installment.

SMCs/PTCs successfully implemented small grants projects (1,035 targeted): RISE exceeded the target of 1,035 and provide funds to 1,146 SMCs/PTCs due to gain in currency exchange rate and the RISE's match cost fund. All 1146 grantee SMCs/PTCs completed their projects. The applicants submitted financial and narrative reports to RISE as part of the close-out of the projects. RISE monitored the progress of small grants projects through field monitoring visits. In these visits, they verified financial documents and checked progress against the work plans.

The kind of needs which SMCs/PTCs addressed through RISE small grants include furniture, shelter & repair, drinking water supply schemes, water tanks for storage, ground leveling, foot paths, lavatory, boundary/protection wall, ground leveling, books for library and recreational pins like swings. Communities also contributed in completion of these projects in cash or in kind.

Towards Sustainability

RISE followed the KPK and AJK governments' rules and regulations and worked to strengthen their systems and structures. SMCs/PTCs were formed according to government policies and were endorsed by the district education authorities. Over the four-year project, the community development component was successful in transferring knowledge and information to communities and committees in its mobilization and training activities. This led to their enhanced understanding of the governments' policies and guidelines for SMCs/PTCs.

SMCs/PTCs are now equipped with essential planning, management and resource generation skills. They understand the important role they can play in school improvement. The SMC/PTC

members recognize the important role of the teaching staff as well as the education management cadre in the promotion of education.

The education managers' acceptance of SMCs/PTCs increased after they witnessed the practical role SMC/PTC played in the promotion of education for the schools. They appreciated the support that SMCs/PTCs brought to the schools and in some places started providing support to school to reactivate and train SMCs/PTCs.

The SMC/PTC demonstrated skills in planning, management and record keeping. PTCs in Mansehra receive some financial assistance from the district education department, which proved helpful for the PTCs to carry out their school improvement plans. Unlike KPK, the AJK government does not allocate funds for SMCs. Allocation of funds for SMCs would help them in the implementation of their school improvement plans, which in turn would help in their continuity.

Challenges, Lessons Learned and Recommendations

Following are challenges, lessons learned, and recommendations compiled by staff members in the community participation in school management team:

A participatory approach increases ownership and transparency: RISE's approach to community mobilization encourages the inclusion and participation of parents, teachers, communities, and education officials. In all stages of School Management Committees' and Parent-Teacher Councils' development, RISE emphasized the participation of education officials and communities, which resulted in their greater acceptance and ownership of the School Management Committees (SMCs) and Parent-Teacher Councils (PTCs). In turn, the SMCs/PTCs, having gained trust and support of the larger communities, show improved performance. The RISE-supported SMCs/PTCs received significant support from communities in the implementation of schools' improvement projects.

The participatory approach also augured well for the development of SMCs/PTCs and has trickled down to the decision making process of the SMCs/PTCs. The SMCs/PTCs formed under RISE value working together and make collective decisions instead of following the traditional way of one person making all the decisions.

Long term support is important for the capacity building of SMCs/PTCs. At the same time, a clear exit strategy is crucial. Too often, SMC/PTC mobilization in Pakistan is confined to a few day training activity. RISE's community mobilization approach provides sustained support for SMCs/PTCs' capacity development. RISE believes that this kind of long term, sustained support is necessary for SMCs/PTCs' continuity.

RISE's community mobilization cycle consists of awareness raising, motivation, formation/organization, training, participatory assessment, and on-the-job technical support. The community mobilization cycle of activities took place over a period of 12 to 18 months. During this time, the role of RISE's staff changed from **Lead to Facilitate to Observe**. RISE's staff played the leading role at the start of the mobilization cycle as they kick started the community

mobilization process. They accomplished this through awareness raising campaigns to motivate the community to form/revitalize school committees and basic training on the committees' roles and responsibilities. At the second stage, the role of RISE's staff switched to facilitation; they provided needs-based and on-the-job support to SMCs/PTCs in performing their duties. Once the preliminary capacity building activities for SMCs/PTCs were implemented and the on-going support for SMCs/PTCs in the discharge of their functions was provided, the RISE staff stepped back and assumed the role of an observer to see how these committees were functioning without external assistance. This stage also helped RISE in understanding SMCs/PTCs' abilities and their willingness to continue in the post project period.

At times, RISE provided support to SMCs/PTCs over and above the defined period of 18 months. In these circumstances, the field staff's change of role did not take place according to plan. The field staff continued to provide active support to SMCs/PTCs, which often arose from the fear of losing their jobs if they graduated SMCs/PTCs earlier. Providing active support for an extended period without a clear exit strategy might lead to a sense of dependency among the SMC/PTC members on donor support. A clear exit strategy needs to be embedded in the mobilization plan and shared with the communities at the start of the mobilization process. The exit strategy should underscore the gradual transfer of the mobilization responsibilities to the education department while the project's responsibilities to the SMC/PTC should taper off gradually.

Public recognition events help SMCs/PTCs to generate local support and instill further motivation. Generally, public recognition of the communities, teachers, and education managers' work; cluster and experience sharing meetings; and exposure visits is motivating and serves as vehicles for peer learning. One of RISE's many successful interventions was the recognition event for SMCs/PTCs. Recognition events were public celebrations of the SMCs/PTCs' accomplishments. They provided an opportunity to SMCs/PTCs to share their progress, achievements, and future plans to make quality improvements in their schools' physical environments and educational activities. SMCs/PTCs also used recognition events to generate local resources for their planned activities. The communities, which witnessed the accomplishment of SMCs/PTCs, willingly provided the necessary financial support the SMCs/PTCs needed to implement their School Improvement Plans (SIPs). The communities' willingness to contribute towards educational development in the schools testifies to the trust and confidence that they place in the SMCs/PTCs' abilities and skills.

Recognition events also served as stimulus for SMCs/PTCs in that they promoted a sense of competition among the groups. The participating groups demonstrated keen interest in striving hard to outshine their counterpart committees in the recognition events that followed.

School Improvement Plans build SMCs/PTCs' skills in visualizing and prioritizing needs. RISE helped each SMC/PTC develop its own School Improvement Plan. After SMCs/PTCs received basic training from RISE, they teamed up with the school teachers, students and local communities to visualize and prioritize school needs in their quest to make their schools ideal. The School Improvement Plans were then presented to the district education officials for review and endorsement. The approved School Improvement Plans also served as testimony of the schools' prevailing issues in case the SMCs/PTCs applied for donor funds.

The consultative process and the resulting School Improvement Plans proved to be important tools that helped SMCs/PTCs to prioritize their schools' needs and identify strategies and resources to fulfill them. SMCs/PTCs were successful in motivating the communities to provide support in realizing the priorities listed in their School Improvement Plans; these were mainly the needs that could be easily fulfilled by the SMCs/PTCs themselves.

However, the education departments' response to the school improvement plans was limited. School improvement plans can be of use to the education department in developing needs-based budgets. RISE did make an effort by organizing trainings for the district education managers on school improvement plans but the impact of these one-off trainings was limited. There is a need to better integrate the SMCs/PTCs' school improvement planning processes and the needs-based budgeting processes of the education departments. In this regard, on-the-job training for education managers with sustained follow-up will help realize a greater outcome.

Small grants improve planning and management skills of SMC/PTC members and motivate them to work on their School Improvement Plans. Prior to RISE, limited financial resources were available to SMCs/PTCs – especially to SMCs in AJK. Often, the district education administrations were hesitant to allocate funds for SMCs/PTCs; these funds were sometimes not even disbursed to SMCs/PTCs because of a lack of trust in the committees' ability to utilize the funds properly. When these funds were actually disbursed, the school administration did not encourage the SMCs/PTCs to utilize the funds out of a fear of audit objections.

RISE set two objectives for the small grants program: 1) to strengthen the capacity of SMCs/PTCs in project management through identifying a problem, devising solutions and finding ways to implement these and 2) to provide financial and technical resources to address some of their priority needs. RISE was successful in achieving the stated objectives. A review of RISE-supported SMCs/PTCs highlighted the positive impact of the small grants program on the skill building of the SMCs/PTCs in project planning, implementation and financial management. The report states, "The small grants process provided experiential learning in project identification, design, planning, procurement, budgeting, implementation, monitoring and encouraged the practice of transparency and accountability through official project registration and regular reporting on activity progress and financial disbursement" (RISE, 2010, (p 18 & 19))

However, RISE only provided grants to approximately half of the SMCs/PTCs because of funding constraints. Out of 2300, 1146 SMCs/PTCs received grants from RISE. The small grants program of RISE reinforced what SMC/PTC members learned in their training through their practice in identifying needs and acquiring and utilizing grants to meet these needs. As a capacity building exercise, RISE small grants should be provided to all SMCs/PTCs in order to provide experiential learning opportunities in the project management cycle and to build members' confidence and capacity.

Transformation of SMCs/PTCs into Community Based Organizations or assistance in linking SMCs/PTCs with larger entities can help ensure sustainability. RISE helped SMCs/PTCs develop linkages with or grow to Community Based Organizations. In Mansehra, RISE encouraged PTCs to transform into Citizen Community Boards (CCBs), while in AJK districts,

RISE helped SMCs transform into or develop linkages with Local Support Organizations (LSOs). RISE initiated this activity with the purpose of introducing schools' committees to other opportunities and resources that were potentially available to them, outside of the education sector, for school improvement. This kind of activity, if carried out with proper planning, can add to the effectiveness and sustainability of SMCs/PTCs.

RISE organized institutional development trainings for selected members of those SMCs/PTCs that were interested in becoming larger entities. In AJK, these workshops enabled the participants to learn about the formation, structure, registration and membership of Village Organizations (VOs), Community Organizations (COs), and LSOs, the roles and responsibilities of their various members, proposal development, planning, and project implementation, and monitoring. Likewise, in Mansehra, similar workshops introduced the participants to the structure, formation and registration of CCBs.

This activity was a peripheral activity for RISE's partner NGOs in Mansehra whereas in AJK, this kind of work in village organizational development has been a core program of NRSP, RISE's implementing partner, for years. The RISE-supported SMCs/PTCs would have benefited from a greater emphasis on this kind of an institutional development activity, particularly in Mansehra. RISE organized trainings but did not have a project-wide system to follow up on the trainings or measure results. In designing this kind of intervention strategy, a more holistic approach is required. Trainings should be tailored according to the needs of participants, many of whom already have knowledge of CCBs and LSOs, and therefore should not follow a one-size-fits-all approach. An advanced level training on project development, planning and implementation, marketing, financial management, organizational development, record keeping and reporting may suit well the needs of participants who are well versed in the basics of CCBs/LSOs.

Advocacy to the education department improves learning in the schools. RISE taught communication and negotiation skills to SMC/PTC members to help them in their interactions with the education department to support teachers and schools on instructional issues, provide regular feedback, and distribute resources so that more children can learn more. In turn, RISE oriented education officials about the community mobilization process to foster better linkages between the SMC/PTC members and the education departments.

RISE also arranged opportunities for the SMCs/PTCs and educational officials to interact. Cluster meetings, which were one of RISE's core activities, were a platform for SMCs/PTCs to discuss and highlight education issues in the presence of representatives of the education department. Advocacy helped SMCs/PTCs solve many issues, such as teacher absenteeism and transfer, and made the education department aware of school and staffing problems.

MONITORING & EVALUATION

RISE's monitoring and evaluation team was responsible for providing essential information and feedback for effective and responsive project management. This responsibility involved developing and revising indicators, developing instruments for data collection, storage, and analysis, and reporting. The monitoring and evaluation plan was developed through a participatory process by staff members of the four partner organizations.

The major goal of RISE project was USAID's Intermediate Result 8.4: Education System Strengthened. The M&E plan (Performance Monitoring Plan) identifies project monitoring and evaluation indicators for each of the three components and grants awards, definitions of indicators, and outlined data collection procedures to track how well the project achieved its objectives. These indicators enabled a comparison of the intended results with actual results and were also used for orienting and providing periodic feedback to RISE staff as well as communicating results to USAID and other stakeholders.

Research Studies

RISE's monitoring and evaluation staff designed and conducted three longitudinal studies over the four years of the project to gauge the impact of RISE interventions on the education system. These studies track progress in achievement on student learning outcomes, rates of teacher attendance, and teacher classroom behavior.

One expected outcome of Component 2 was to improve the quality of instruction. RISE's target was 40 percent of the RISE-trained teachers to use child-centered teaching techniques in their classrooms. In its teacher professional development program, RISE concentrated on three elements closely linked to child-centered teaching: active-learning methods, teacher-student relationship, and positive teacher behavior.

RISE designed a study using a Teacher Quality Index in classroom observation of 4th and 8th grade teachers. Classroom observers measured teachers' skills in these areas: active-learning methods, lesson planning, presentation skills, content knowledge, teacher-student relationship, and positive teaching behavior. Baseline results indicated that teachers showed no evidence or were unsatisfactorily using active-learning techniques, but fared better in positive relationships with students. Final teacher observation results show that target teachers in both grades 4 and 8 performed satisfactorily in all the six areas.

With regard to child-centered teaching, RISE Teacher classroom observation results show that RISE has its target: 40 percent of the RISE-trained teachers use child-centered techniques during their classroom instruction. In post-teacher training classroom observations, classroom observers concluded that more than 59 percent teachers performed satisfactorily or excelled in the three cluster variables - active learning methods, teacher-student relationships, and positive teacher behaviour used as indicators of child-centred teaching techniques.

A second expected outcome for Component 2 was to increase 4th and 8th grade student assessment scores in English, mathematics, and science by 10 percent over their baseline scores. In a baseline assessment of fourth graders conducted prior to the teacher training, the percentage of students scoring satisfactory or advanced was 20 percent in English, 20 percent in mathematics, and 25 percent in science. In grade 8, the percentage of students scoring satisfactory or advanced in English was 18 percent, 20 percent in mathematics, and 25 percent in science.

Overall RISE achieved its target in student achievement by securing an improvement of more than 10 percent over the baseline results. The percentage of students scoring satisfactory or advanced increased by 12 to 17 percent in 5 of the 6 tests from 2007 to 2010; the increase for grade 8 science students was higher.

One lesson learned during implementation of the student assessment study concerns the selection of teachers. In many cases, RISE did not train the entire teaching staff of its target schools, and in the primary grades, teachers often teach different grade levels from year to year. RISE encountered difficulties, for example, when a teacher was observed teaching 4th grade math one year and, in a follow up observation a year later was found to be teaching the 5th grade. Additionally, teachers transfer schools fairly frequently. These phenomena had the effect of shrinking the sample size from year to year. Any subsequent studies would need to take into account these realities.

RISE achieved its target to decrease teacher absenteeism in the target districts. RISE's teacher absenteeism goal was to raise teachers' attendance by 15 percent of the rate of absenteeism identified in the baseline (25 percent of the teachers in Mansehra and 20 percent in Bagh were absent) in two districts. This means that teacher absenteeism would be decreased by approximately 4 percent in Mansehra and 3 percent in Bagh. Overall results show that there is a significant decrease in absenteeism in the last phase of the teacher absenteeism study in March 2010 as compared to the results of the baseline in 2007. Comparing the March 2010 outcomes with the baseline results, teacher absenteeism in Mansehra decreased by 15 percent whereas for Bagh it decreased by 11 percent.

Overall Results

RISE has achieved its two major goals by improving student learning and teacher attendance in the target districts. Beside these major goals, there were three other, more specific goals for the three components of the project.

For Component 1, Education Management, the goal was "management capabilities at the district level to improve" in the RISE target districts and this was measured by evaluating the degree to which district education officials engaged in effective management practices. RISE used an 'Effective Management Checklist' to assess the capacity of education managers. Six skills sets were the focal areas for the evaluation. These key areas were identified in consultation with the education managers. These were the areas which the education managers thought were essential for them to perform their duties effectively. RISE succeeded in building the capacity of education managers in all fields of education management up to its target level 3. This success

was achieved as a result of the evolving nature of the capacity building model that the project introduced and ownership of the clientele created through their intensive involvement in the process.

For Component 2, Teacher Training, the goal was “quality of classroom teaching to improve.” This was assessed by evaluating teachers’ use of child-centered teaching techniques. RISE’s teacher professional development program was successful in its goals to provide training to 10,000 teachers and to model a sustainable system of teacher instructional support. RISE reached both male and female teachers and ultimately served both male and female students.

For Component 3, Community Participation, the goal was “community participation in school management to increase,” and this was measured at three levels: number of SMCs/PTCs trained in SMC/PTC management and the development of School Improvement Plans; percentage of SMCs/PTCs which implemented at least one component of their school improvement plans and the percentage of SMCs/PTCs that applied for non-project grants. RISE mobilized communities to revitalize 2,300 SMCs/PTCs in all four districts and trained 15,600 SMC/PTC members and 2,049 women as honorary SMC members in AJK. All these 2,300 SMCs/PTCs developed school improvement plans, which were endorsed by the education department. Two thousand two hundred and fifty seven SMCs/PTCs have implemented at least one component of their school improvement plans, and 1,391 SMCs/PTCs also applied for non-RISE grants to other organizations to fulfill their schools’ further needs.

RISE Small Grants

RISE staff provided training to School Management Committees/Parent-Teacher Councils (SMCs/PTCs) on their roles and responsibilities, school improvement plans, advocacy, implementation of RISE small grants, resource generation. RISE provided 1,146 small grants to implement small projects in schools including 46 matching grants. These projects were successfully completed by the SMCs/PTCs. The projects included shelter repair, the provision of water supply, latrine, furniture and fixtures, and co-curricular activities. The purpose of awarding small grants was to strengthen the school committees as institutions so that they not only identify and prioritize their schools’ needs but also mobilize local resources to fulfill their immediate needs.

Annex A: RISE Project Results through August 2010

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
IR 8.4: Education System Strengthened					
Student achievement	April-May 2008	Percentage of students falling in the satisfactory category: For grade 4: • English: 20% • Mathematics: 20% • Science: 25% For grade 8: • English: 18% • Mathematics: 20% • Science: 25%	Annually	10% over the baseline	Post-test Results Percentage of students falling in the satisfactory category: For grade 4: • English: 37% • Mathematics: 36% • Science: 37% For grade 8: • English: 30% • Mathematics: 37% Science: 61%
Teacher absenteeism	April-May 2008	Teacher Absenteeism Bagh: 20% Mansehra: 25%	Annually	Raise by 15% of the teachers in target schools	Results of final teacher observation March 2010 Teacher Absenteeism Bagh: 9% Mansehra: 10%
Component 1: Management Capabilities at the District Level Improved					
Level of effective management: (0-District officials show no evidence or interest in the area. 1- There is evidence of awareness and interest in the area but district officials do not take active measures for implementation. 2- There is evidence of some ability in the area;	Sep-07 for Bagh (B.) and Mansehra (Mans.) Jul-08 for Muzaffarabad (Muz.) and Poonch (P.)	Level of effective management: 1. Financial management and budgeting: B: 0.5 Mans: 0.5 Muz: 0.7 P: 0.8 2. Personnel management: B: 0.7 Mans: 1.3	Annually	To achieve a level of 3 in all 6 categories.	Results of February-April 2010 study Level of effective management: 1. Financial management and budgeting: B: 3.0 Mans: 3.0 Muz: 3.1 P: 3.1 2. Personnel management: B: 3.1 Mans: 3.1 Muz: 3.0

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
<p>however district officials are not able to use it in an effective manner.</p> <p>3- There is evidence of some ability in the area and district officials take active measures for implementation.</p> <p>4- There is evidence of strong ability in the area and district official do their utmost to put it in practice).</p>		<p>Muz: 0.7 P: 0.8</p> <p>3. Planning and development: B: 0.5 Mans: 0.5 Muz: 1.3 P: 1</p> <p>4. School supervision and support: B: 0.7 Mans: 0.7 Muz: 0.7 P: 0.7</p> <p>5. SMC/PTC support B: 0.3 Mans: 0.3 Muz: 0.5 P: 0.5</p> <p>6. Teacher training B: 0 Mans: 0 P: 0.5 Muz: 0.5</p>			<p>P: 3.0</p> <p>3. Planning and development: B: 3.1 Mans: 2.9 Muz: 2.9 P: 2.9</p> <p>4. School supervision and instructional support: B: 3.0 Mans: 3.0 Muz: 3.6 P: 3.2</p> <p>5. SMC/PTC support: B: 3.2 Mans: 3.3 Muz: 3.3 P: 3.2</p> <p>6. Teacher training: B: 3.5 Mans: 3.3 Muz: 3.0 P: 3.2</p>
Expected outcome 1.1: Improved financial and human resource management at district level					
1.1.1: Established district-level steering committees					
a) Steering committee meetings held	Feb-07 for B & Mans Mar-08 for Muz & P	No steering committee	Quarterly	One steering committee meeting per quarter	86 steering committee meetings (26 in Bagh, 24 in Mansehra, 17 in Muzaffarabad and 19 in Poonch) were held.
b) Percentage participation in steering committee meetings	Apr-07 for B and Mans June-08 for Muz and P	No steering committee	Quarterly	80% participation	In the steering committee meetings, the average attendance was 92% in Bagh, 93% in Mansehra, 92% in

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					Muzaffarabad and 92% in Poonch.
c) Number of recommendations for improved financial or human resources	April/ May 07 for B and Mans	No recommendation	Quarterly	At least one recommendation per year	<ul style="list-style-type: none"> • Recommendations concerning teacher absenteeism and deployment were made in all four districts. • In Bagh, the decision to reassign circle schools to AEOs on a geographical basis was taken and implemented. • In Muzaffarabad, the DEOs assigned a specific day for salary disbursement to teachers to save time. • DRUs in Bagh and Muzaffarabad agreed to accommodate education managers' visits to the field if their plans coincide with those of the education managers. • In Muzaffarabad, science material worth Rs. 1.5 million was distributed to 30 high schools. • Head teachers have become involved in school supervision at the SC's recommendation in Muzaffarabad. • In AJK districts, the SCs

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>recommended that DDEOs be provided separate budgets to fulfill needs of schools and offices. In response to SCs' recommendations, NCHD reappointed 40 teachers (all female) in Muzaffarabad and 40 (14 M & 26 F) in Poonch.</p> <ul style="list-style-type: none"> • In Poonch, SC recommended the creation of one DDEO post in Thorar and an additional AEO post in Hajeera. • In Mansehra, at the SC's request the district government agreed to provide Rs. 4.1 million for reconstruction of shelters and ERRA made a commitment to provide 10,000 CGI sheets for the construction of 51 schools that do not have shelters. • Using EMIS data, the SC in Mansehra recommended the provincial government to create 79 (44M & 35F) additional ADO posts in the circles. • In AJK districts, recommendations to allocate a budget of Rs. 20 million for district and state EMIS are presented.

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<ul style="list-style-type: none"> • In AJK districts, funds to move AEOs' offices from the district or tehsil headquarters to their working areas. In Mansehra, in response to SC's advocacy, the district government allocated Rs. 8.474 million for construction, water supply, electrification, CGI sheets, and salaries of teachers hired on a temporary basis. Rs.17.01 million is also allocated for PTCs for school improvements. In the Annual Development Plan of Mansehra district, the provincial government allocated Rs. 15 million to meet school needs. • In Poonch, at the SC's recommendation, science lab equipment worth Rs. 0.36 million for four high schools (2 boys & 2 girls) was delivered. • In Poonch, education managers submitted a recommendation to create a separate line item in the district budget for need-based teacher training. • Recommendations were submitted to meet identified

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>needs of 100% of the schools.</p> <ul style="list-style-type: none"> • District education officials in each RISE district forwarded a recommendation to meet identified human resource needs at schools and education offices. • In Mansehra, education managers with special reference to the district's situation forwarded a recommendation to higher authorities for relaxation in government rules to deploy female ADOs.
1.1.2: Improved skill sets of education managers					
a) Percentage of education managers trained in management skills	Apr. 07 for B and Mans	0%	Annually	100%	<p>In total, 161 education managers received training. 83 out of 87 current district education officials completed training on <i>management skills</i> in the target districts: all (19M & 2F) 21 in Bagh, all (19M & 5F) 24 in Mansehra, all (19M & 6F) 25 in Muzaffarabad and 13 (10M & 3F) out of 17 in Poonch. The figures include 4 newly appointed education managers; 1 in Bagh, 1 in Muzaffarabad and 2 in Poonch.</p>
b) Percentage of teachers receiving a supportive visit from ADO/AEO	Apr. 07 for B and Mans	0%	Annually	20%	<ul style="list-style-type: none"> • In Bagh, all 852 schools were visited by the district officials and instructional support was provided to 1,639 teachers

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>(883 male and 756 female). In total, 46% of the teachers in Bagh have benefited till now. Note that some schools have been visited twice or more.</p> <ul style="list-style-type: none"> • In Mansehra, 1,480 schools were visited by the district officials. 2,877 teachers (1,656 male and 1,221 female) benefited. In total 38% of all teachers have benefited till now. • In Muzaffarabad, district officials visited 878 schools and supported 2,213 teachers (1,191 male and 1,022 female) – in total 40% of the teachers have benefited till now. • In Poonch, all 827 schools were visited by the district officials and 2,418 teachers (1,325 male and 1,093 female) were supported – in total 72% of the teachers have benefited till now. • On average 5% of these visits were accompanied by RISE staff to provide technical support to education managers.
1.1.3: Improved financial management					

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
a) Percentage of education managers trained in financial planning and management	Apr. 07 for B and Mans	0%	Annually	100%	In all, 142 education managers received training in financial planning and management. 83 out of 87 current district education officials completed training on Financial Management & Budgeting in the target districts: all (19M & 2F) 21 in Bagh, all 24 (19M & 5F) in Mansehra, all 25 (19M & 6F) in Muzaffarabad and 13 (10M & 3F) out of 17 in Poonch. The figures include 3 newly appointed education managers; 1 in Muzaffarabad and 2 in Poonch.
b) Budgeted amounts for schools reach the schools	Apr. 07 for B and Mans	0%	Annually	70% of funding intended for schools reaches schools	In fiscal year 2009-10; <ul style="list-style-type: none"> • In Mansehra, 100 percent of Rs. 8.474 million from the district government for school facilities and supplies was disbursed. • In Muzaffarabad, 100 percent (Rs.0.65M) of the budget allocated for repair and maintenance, labs and library books was disbursed. • In Bagh 100 percent (Rs.0.4 M) of the budget allocated for labs and library books was disbursed. • In Poonch 100 percent (Rs.0.37 M) of the budget

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					allocated for maintenance and repair of school buildings was disbursed.
1.1.4: Improved implementation of human resource policies					
Number of district-level changes to effect more efficient implementation of human resource policies	Apr. 07 for B and Mans	None	Quarterly	1 per year	RISE embedded staff supported district officials in practicing transparent recruitment and deployment policies and procedures in all four districts. Existing teacher deployment policies and their implementation were reviewed in all AJK target districts. Need for gender equity in district officials' hiring and deployment was emphasized in all 4 districts. Planning travel schedules with donors for school visits continued in AJK target districts. Teacher absenteeism continued to be the main focus in all 4 districts. To address the absenteeism problem, the frequency of the education managers' school visits has been increased. The education managers were provided technical guidance in monitoring and supervision. District education managers

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>awarded appreciation certificates to teachers for their improved performance. 58 teachers received these certificates; 53 in Muzaffarabad and 5 in Poonch.</p> <ul style="list-style-type: none"> • In Mansehra, the contracts of 8 primary teachers were terminated due to high absenteeism while the cases of 287 teachers and 9 support staff are being investigated. 27 cases of poor performance of teachers (10M & 17F) are under inquiry; salaries are withheld until a decision is taken. The job description of ADOs was also reviewed. 195 (126M & 69F) vacant primary, middle and high teaching posts were identified. Recruitment of 106 teachers (61M & 45F) was completed. 611 vacant positions of teachers were identified and advertised for recruitment. • In Bagh, 25 (M) single-teacher schools were assigned to different AEOs on the basis of geographical location and accessibility. DEO Elementary (M) used

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>EMIS data to identify vacant positions and advertised to fill 104 (M) primary teacher positions. 140 cases of absenteeism identified; departmental inquiries in process. SC forwarded a recommendation to replace male AEOs working in female positions with women. 16 non-functional schools were identified, and 33 teachers were re-deployed.</p> <ul style="list-style-type: none"> • In Muzaffarabad 30 teachers were transferred to schools that were accessible to them to combat teacher absenteeism, and 37 cases of teacher absenteeism were identified. SC emphasized the use of the School Supervision Checklist by head teachers of middle and high schools. 771 vacant positions of teachers were identified and advertised, and 259 teachers were recruited/ deployed on a needs basis. • In Poonch, disciplinary actions were taken against 108 primary teachers and 4 head teachers due to frequent absenteeism and inappropriate record keeping;

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>19 cases of poor performance of teachers (15M & 4F) are under inquiry. 25 (20M & 5F) primary and 60 (30M & 30F) middle school teachers were promoted, 134 (93M & 41F) new primary and 10 (5M & 5F) secondary school teachers were appointed. The SC also recommended that the unequal distribution of schools to male and female AEOs in Abbaspur be rectified. SC forwarded the recommendation to replace male AEOs working in female positions for approval. 60 vacant positions were identified and advertised for recruitment. Three non-functional schools were made functional by mobilizing the communities to establish SMCs and deploying teachers. Service records of 79 teachers and ACRs of all teaching staff have been finalized.</p>
1.1.5: Improved Management of Donors					
a) Donor project data reviewed	May 07 for B and Mans Mar. 08 for Muz and P	None	Quarterly	Yes	Donor project data reviewed in steering committees on regular basis.

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
b) Donor projects directed to appropriate geographical areas for implementation	May/ June 07 for B and Mans Mar 08 for Muz and P	None	Quarterly	Yes	<p>UNDP, UNICEF, DFID, DTW, CESSD, DTCE, ROTA, DSP, CARE International, Cordiad International, ENGAGE, HRSP, UNESCO, ADB-SEC, HiN, Caritas, MNGPO, FRIEND Pakistan, ORA, NCHD, Lead, SCS, RDO, WFP, BEST, NRSP, MIED, SRSP, Khoendakor, Sungi, CUP, ORA, MERAS, ABES, DRU, CWS, participated in SC meetings and received guidance from the SCs.</p> <p>At the request of SCs and district education officials, DRUs provided tents and CGI sheets in AJK districts; 207 tents in Muzaffarabad, 90 tents and 860 CIG sheets in Bagh and 130 tents along with 1300 CGI sheets in Poonch.</p> <p>In Bagh, Hope-87 agreed to support the education department in establishing a vocational center. <u>ENGAGE organized training on inclusive education to address the needs of special children.</u> Data of NCHD projects on UPE (adult literacy and feeder schools) were reviewed by the</p>

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>SC and given approval for implementation. The SC in Bagh made recommendations to Handicap International (HI) about the appropriate geographical areas for the support of children with special needs.</p> <p>In Mansehra, Cordaid International <u>reported on the completion of their school construction work. UNICEF and the district government shared their plans for the construction of 160 and 51 school shelters respectively; the SC identified 211 schools that needed shelters. ACTED International, SRSP, ABES and CUP received guidance on the appropriate geographical areas for different activities.</u> Education managers held meetings with WFP and BEST to finalize the criteria for the distribution of oil and wheat at schools.</p> <p>In Muzaffarabad, UNICEF reported their progress in establishing ECCD centers at</p>

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>SC-recommended venues.</p> <p>NCHD reopened 91 feeder schools in consultation with district education management.</p> <p>DRU, CRS, SEC-ADB and UNESCO reported progress on construction of their school building projects.</p> <p>In AJK districts, SCs are providing vital support through district officials in identifying teachers for RISE and ADB-SEC teacher training programs. In Muzaffarabad, the SC identified 20 high schools for construction by UNESCO and asked RISE to train teachers and engage in community development work in these schools.</p> <p><u>In Poonch, at the advice of the SC, HiN conducted a series of workshops on School Hygiene Promotion; these benefited 516 (233M & 283F) teachers. Moreover, SEC-ADB trained 200 (88M & 112F) teachers on mentoring and organized a number of workshops for 100</u></p>

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p><u>SMCs to support school construction processes.</u></p> <p>NCHD reappointed 12 female feeder teachers at the SC's recommendation. HiN organized the sessions on hygiene at the schools.</p> <p>ADB reported progress in developing SIPs at 91 schools.</p>
Expected outcome 1.2: Improved use of education data in decision making					
a) District steering committees review EMIS data on schools at each meeting	Apr. 07 for B and Mans Mar 08 for Muz and P	0	Quarterly	Yes	EMIS data reviewed in steering committees on regular basis.
b) Education managers use EMIS data in personnel management	March/ April 07 for B and Mans March/April for Muz and P	0	Annually	Yes	<p>In Mansehra out of 162 teachers, 7 female teachers were given a final warning prior to termination from their posts. 5 male teachers submitted affidavits stating that they would no longer be absent from school and 73 more teachers were suspended, transferred or had salaries stopped. In Poonch, salaries of 5 teachers have stopped.</p> <p>In RISE districts, cases of absenteeism were identified (details mentioned in 1.1.4). An</p>

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>inquiry is underway.</p> <p>Current teacher deployment policies and their implementation were reviewed in all AJK districts.</p> <p>In Mansehra, the criteria and plans for disbursement of Rs. 67.4 million in funds for PTC empowerment are under preparation.</p> <p>Decisions and actions were taken with regard to identification of vacant positions, appointment / deployment of teachers on merit and need basis, teacher absenteeism, separate budget allocation for DDEOs, identification of non-functional schools, preparation of need based district budgets, etc.</p> <p>In all four districts, the EMIS data were used for identification of non-functional schools, deployment of teachers to nearby schools, identification of vacant teacher positions and subsequent recruitment, development of need-based school budgets, distribution of textbooks,</p>

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					finalization of seniority lists of teachers, dealing with land issues, up-gradation of schools, in-service training for teachers, education managers and SMCs/PTCs, and HR needs at education offices.
Expected outcome 1.3: Improved implementation of coherent in-service teacher training system					
a) Approved plan for in-service teacher training system in use	March/ April 07 for B and Mans	No plan	Annually	Plan developed, approved and in use	RISE plan approved and used.
b) In-service training linked to pre-service training program	March/ April 07 for B and Mans	No link between pre-service and in-service training program	Annually	Link between pre-service and in-service training programs	Lists of RISE-trained material developers and master trainers in each district shared with the education managers. Coordination meetings of education managers and staff of in-service and pre-service teacher training institutes were held for further planning to strengthen the linkages between both streams. Professional development plans for teachers, SMCs/PTCs, and education managers have been approved and are being implemented in all four districts in collaboration with pre-service training institutes.
Component 2: Quality of Classroom Teaching Improved					

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
Percentage of trained teachers using child-centered techniques	Apr. 08 for B and Mans	Percentage of teachers using child-centered teaching techniques for grade 4 and 8 respectively: <ul style="list-style-type: none"> • Active learning methods = 6% & 6% • Teacher student relationship= 55% & 59% • Positive teaching behavior= 19% & 18% 	Annually	40% of RISE trained teachers	Post-training Results Percentage of teachers using child-centered teaching techniques for grade 4 and 8 respectively: <ul style="list-style-type: none"> • Active learning methods = 59% & 66% • Teacher student relationship= 94% & 95% Positive teaching behavior= 68% & 82%
Expected outcome 2.1: Train 10,000 teachers					
Number of teachers trained	Oct. 06 for B and Mans	0	Following completion of each initial training	Total 10,000 teachers (2,000 in B., 3,000 in Mans., 3,000 in Muz. and 2,000 in P.) Year 1 = 300 teachers (100 in B. and 200 in Mans.) Year 2 = 3,750 (500 in B., 1,500 in Mans., 1,000 in Muz. and 750 in P.) Year 3 = 4,500 (1,000 in B., 1,000 in Mans., 1,500 in Muz. and 1,000 in P.) Year 4 = 1,450 (400 in B., 300 in Mans., 500 in Muz. and 250 in P.)	Total 10,316 teachers trained (5,346 male and 4,970 female); Bagh – 2,033 (1,025 male and 1,008 female) Muzaffarabad – 3,166 (1,683 male and 1,483 female) Poonch – 2,085 (1,012 male and 1,073 female) Mansehra – 3,032 (1,626 male and 1,406 female)
Expected outcome 2.2: Establish and implement a sustainable system of teacher instructional support					
a) Percentage of teachers attending cluster meetings	Oct. 06 for B and Mans	0%	Quarterly	75%	Attendance in primary clusters ranged from 70 to 88 percent,

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					with higher attendance among men than women. In middle clusters, in which teachers come from more scattered schools, the attendance was slightly lower, usually between 68 and 83 percent, with high attendance among men.
b) Number of schools providing peer engagement activities after completion of RISE involvement	Oct. 06 for B and Mans	0	Quarterly	10%	RISE staff collected information from all 1,085 primary and middle mature clusters between January and June 2010. In all, 542 mature clusters (about 50 percent of all clusters formed) conducted at least one meeting on their own. Thirty-four percent of teachers continue to meet in these groups and 38 percent of schools are engaging in these peer learning opportunities.
c) Number of schools participating in the Subh-e-Nau initiative	Oct. 06 for B and Mans	0	Annually	320 schools will participate in Subh-e-Nau activities every year (60 in Bagh, 100 in Mansehra, 100 in Muzaffarabad and 60 in Poonch)	200 events organized (24 in Bagh, 135 in Mansehra, 21 in Muzaffarabad and 20 in Poonch) in which 1,310 schools (623 male and 687 female); 181 schools in Bagh (85 male and 96 female), 562 schools in Mansehra (270 male and 292 female), 333 in Muzaffarabad (161 male and 172 female) and 234 in Poonch (107 male and 127 female) participated. In total, 3,522 teachers (1,618

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					<p>male 1,904 female) participated; 354 teachers in Bagh (136 male and 218 female), 1,621 in Mansehra (755 male and 866 female), 827 in Muzaffarabad (399 male and 428 female) and 720 in Poonch (328 male and 392 female) participated.</p> <p>21,191 students (9,730 boys and 11,461 girls) participated; 1,701 in Bagh (550 boys and 1,151 girls), 13,944 in Mansehra (6,462 boys and 7,482 girls), 2,425 in Muzaffarabad (1,255 boys and 1,170 girls) and 3,121 in Poonch (1,463 boys and 1,658 girls).</p> <p>2,795 community members (1,388 male and 1,407 female); 59 in Bagh (44 male and 15 female), 875 in Mansehra (441 male and 434 female), 811 in Muzaffarabad (384 male and 427 female) and 1,050 in Poonch (519 male and 531 female). 107 education managers (50 male and 57female); 37 in Bagh (16 male and 21 female), 25 in Muzaffarabad (19 male and 6 female), 22 in Mansehra (13 male and 9 female) and 23 in Poonch (2 male and 21 female)</p>

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					participated.
d) Number of improved Learning Resource Centers (LRCs)	Oct. 06 for B and Mans	0	Annually	85 LRCs will be established or improved [15 in Bagh (6 by RISE and 9 joint with DFID), 20 in Mansehra, 41 in Muzaffarabad and 9 in Poonch]	85 LRCs are functional (20 in Mansehra, 15 in Bagh, 41 in Muzaffarabad and 9 in Poonch). All MoUs were signed by RISE and education department. In total, 334 volunteer LRC members received training on LRC management.
e) Number of teachers who have visited their LRC at least once in a quarter	Oct. 06 for B and Mans	0	Annually	25%	1,187 teachers have utilized LRCs for cluster meetings, staff meetings, and other events. Fifty nine percent of the RISE trained teachers in the LRC catchment area utilized these centers between January and June 2010. SMCs/PTCs utilized LRCs for meetings as well and 1,518 SMC/PTC members visited their LRCs for these meetings.
Component 3: Community Participation in School Management Increased					
a) Number of SMCs/PTCs trained in SMC/PTC management and the development of School	April/ May 07 for B and Mans	0	Post-training	2,300 SMCs/PTCs (500 in B., 700 in Mans., 600 in Muz. and 500 in P.) Year 1 = 60 (20 in B. and	Completed 2,300 SMCs/PTCs trained (1160 male and 1140 female);

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
Improvement Plans (SIPs)				40 in Mans.) Year 2 = 1,100 (200 in B., 450 in Mans., 250 in Muz. and 200 in P.) Year 3 = 1,140 (280 in Bagh, 210 in Mansehra, 350 in Muzaffarabad and 300 in Poonch)	500 in Bagh (257 male and 243 female), 700 in Mansehra (412 male and 288 female), 600 in Muzaffarabad (263 male and 337 female) and 500 in Poonch (228 male and 272 female).
b) Percentage of SMCs/PTCs implementing at least one component of their school improvement plan (SIP)	April/ May 07 for B and Mans	0	Bi-annually	90% of SMCs/PTCs (2,070 SMCs/PTCs) Year 2 = 1,044 SMCs/PTCs (198 in B., 441 in Mans., 225 in Muz. and 180 in P.) Year 3 = 774 SMCs/PTCs (180 in B., 189 in Mans., 225 in Muz. and 180 in P.) Year 4 = 252 SMCs/PTCs (72 in B., 90 in Muz. and 90 in P.)	In total 2,257 SMCs/PTCs (1,137 male and 1,120 female) implemented at least one component of their SIP. In Mansehra, 681 PTCs (395 male and 286 female), Bagh – 499 SMCs (256 male and 243 female), Muzaffarabad – 600 SMCs (263 male and 337 female) and Poonch – 477 SMCs (223 male and 254 female) implemented at least one component of their SIP on a self-help basis. 98% of the total SMCs/PTCs implemented at least one component of their SIPs.
c) Percentage of SMCs/PTCs applying for other non-project grants	April/ May 07 for B and Mans	0	Bi-annually	25% of trained SMCs/PTCs (575) applying for other non-project grants successfully Year 3 = 350 (75 in B., 100 in Mans., 100 in Muz. and	In total 1,391 SMCs/PTCs (672 male and 719 female) applied for non-RISE grants. In Bagh – 348 SMCs (180 male and 168 female), Mansehra –

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
				75 in P.) Year 4 = 225 (50 in B., 75 in Mans., 50 in Muz. and 50 in P.)	306 PTCs (182 male and 124 female), Muzaffarabad – 552 SMCs (236 male and 316 female) and Poonch – 185 SMCs (74 male and 111 female) developed linkages with other organizations working in the area and acquired funds to implement a part of their SIPs. 60% of SMCs/PTCs have applied for other non-RISE grants to other organizations.
Expected outcome 3.1: Increased capacity of community to participate in educational decisions					
a) Number of SMCs/PTCs established/strengthened	April/ May 07 for B and Mans	0	Post-training	2,300 SMCs/PTCs (500 in B., 700 in Mans., 600 in Muz. and 500 in P.) Year 1 = 60 (20 in B. and 40 in Mans.) Year 2 = 1,100 (200 in B., 450 in Mans., 250 in Muz. and 200 in P.) Year 3 = 1,140 (280 in B., 210 in Mans., 350 in Muz. and 300 in P.)	Completed 2,300 SMCs/PTCs formed (1160 male and 1140 female); 500 in Bagh (257 male and 243 female), 700 in Mansehra (412 male and 288 female), 600 in Muzaffarabad (263 male and 337 female) and 500 in Poonch (228 male and 272 female).
b) Percentage of SMCs/PTCs that have developed SIPs	April/ May 07 for B and Mans	0	Quarterly	2,300 SMCs/PTCs will develop SIPs Year 2 = 1,160 (220 in B., 510 in Mans., 250 in Muz. and 200 in P.) Year 3 = 1140 (280 in B., 210 in Mans., 350 in Muz. and 300 in P.)	2,300 SMCs/PTCs developed SIPs (1160 male and 1140 female); 500 in Bagh (257 male and 243 female), 700 in Mansehra (412 male and 288 female), 600 in Muzaffarabad (263 male and 337 female) and

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
					500 in Poonch (228 male and 272 female). All these SIPs were approved by the education department. 100% completed.
c) Percentage of SMCs/PTCs holding required meetings	April/ May 07 for B and Mans	0	Quarterly	80% hold at least 5 monthly meetings in one year	More than 80% of the SMCs/PTCs held follow-up monthly meetings.
d) Number of education officials trained in importance of community participation	Apr. 07 for B and Mans	Score of 1 (means education managers understand the importance of community participation in ensuring quality education and believe in the idea of SMCs/PTCs)	Post-training	100%	Till now, 83 out of 87 district education officials have completed training on 'Oversight of SMCs/PTCs': all 21 (19M & 2F) in Bagh, all 24 (19M & 5F) in Mansehra, all 25 (19M & 6F) in Muzaffarabad and 13(10M & 3F) out of 17 in Poonch.
Expected outcome 3.2: Help School Management Committees/Parent-Teachers Councils to acquire effective advocacy skills					
a) Number of SMCs/PTCs trained on advocacy skills	April/ May 07	0	Following completion of each training	2,300 SMCs/PTCs (500 in B., 700 in Mans., 600 in Muz. and 500 in P.) 2,300 SMCs/PTCs will be trained Year 1 = 60 (20 in B. and 40 in Mans.) Year 2 = 1,100 (200 in B., 450 in Mans., 250 in Muz. and 200 in P.) Year 3 = 1140 (280 in B., 210 in Mans., 350 in Muz. and 300 in P.)	Completed 2,300 SMCs/PTCs trained (1160 male and 1140 female); 500 in Bagh (257 male and 243 female), 700 in Mansehra (412 male and 288 female), 600 in Muzaffarabad (263 male and 337 female) and 500 in Poonch (228 male and 272 female).

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
b) Percentage of target SMCs/PTCs advocating to government officials on behalf of their schools	Oct. 06	0	Annually	50% of those actively working with RISE	<p>348 meetings (52 in Bagh, 108 in Muzaffarabad, 66 in Poonch and 122 in Mansehra) were organized with education officials.</p> <p>In Bagh – 270 SMCs (130 male and 140 female), Muzaffarabad – 481 SMCs (216 male and 265 female), Poonch – 307 SMCs (143 male and 164 female) and Mansehra – 618 PTCs (346 male and 272 female) highlighted their school related issues to education officials during these meetings.</p> <p>In total 1,676 SMCs/PTCs (835 boys and 841 girls schools) advocated their school related issues to education officials. 73% of SMCs/PTCs advocated their issues.</p>
Expected outcome 3.3: Establish and implement small grant program to support SMCs/PTCs					
a) Number of SMCs/PTCs submitting applications for RISE's small grants	Jul. 07 for B. and Mans.	0	Quarterly	<p>45 % (1,035) of total trained (2,300) SMCs/PTCs (275 in Bagh, 400 in Mansehra, 200 in Muzaffarabad and 160 in Poonch)</p> <p>Year 2 = 110 (50 in Bagh and 60 in Mansehra)</p> <p>Year 3 = 925 (225 in Bagh, 340 in Mansehra, 200 in</p>	Completed.

Indicators	Baseline date	Baseline results	Follow-up	Project Goal	Status
				Muzaffarabad and 160 in Poonch)	
b) Number of RISE small grants issued	Jul. 07 for B. and Mans.	0	Bi-annually	45 % (1,035) of total trained (2,300) SMCs/PTCs (275 in Bagh, 400 in Mansehra, 200 in Muzaffarabad and 160 in Poonch) Year 2 = 110 (50 in Bagh and 60 in Mansehra) Year 3 = 925 (225 in Bagh, 340 in Mansehra, 200 in Muzaffarabad and 160 in Poonch)	First and second installments to 1,146 SMCs/PTCs (542 boys' and 604 girls' schools) disbursed (this includes 46 RISE matching grants) ; 285 in Bagh (135 boys' and 150 girls' schools), 458 in Mansehra (228 boys' and 230 girls' schools), 193 in Poonch (85 boys' and 108 girls' schools) and 210 in Muzaffarabad (94 boys' and 116 girls' schools).
c) Number of SMCs/PTCs that have successfully implemented RISE small grants	Jul. 07 for B. and Mans.	0	Bi-annually	45 % (1,035) of total trained (2,300) SMCs/PTCs (275 in Bagh, 400 in Mansehra, 200 in Muzaffarabad and 160 in Poonch) Year 2 = 110 (50 in Bagh and 60 in Mansehra) Year 3 = 925 (225 in Bagh, 340 in Mansehra, 200 in Muzaffarabad and 160 in Poonch)	1,146 SMCs/PTCs (542 boys' and 604 girls' schools) successfully completed their small grant projects; 285 from Bagh (135 boys' and 150 girls' schools), 458 from Mansehra (228 boys' and 230 girls' schools), 193 from Poonch (85 boys' and 108 girls' schools) and 210 from Muzaffarabad (94 boys' and 116 girls' schools).