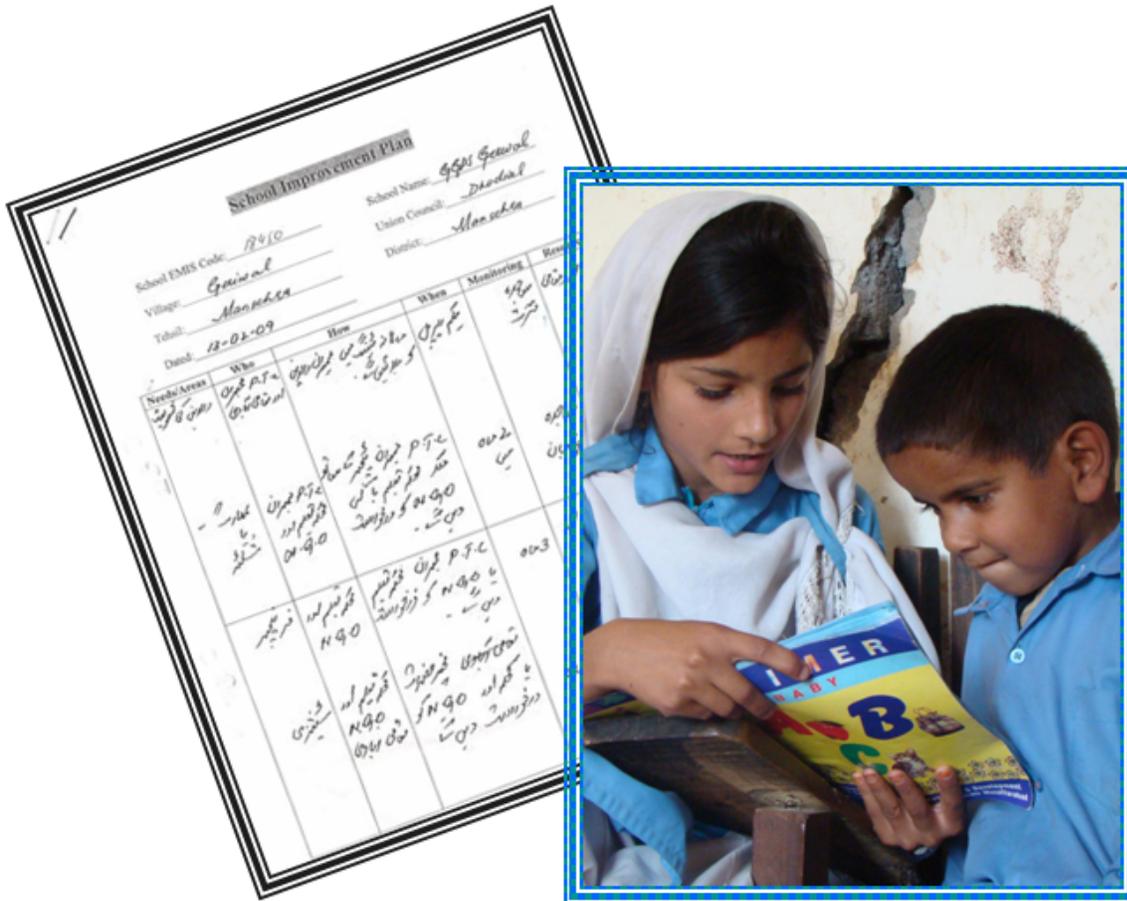




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School Management Committees/Parent-Teacher Councils:

Experiences in capacity building of local institutions and their contributions to education in earthquake-affected Pakistani communities



July 2010

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The RISE project is a USAID/Pakistan-supported award managed by the American Institutes for Research (AIR) and implemented by AIR, the International Rescue Committee, the Sungi Development Foundation, the Sarhad Rural Support Program, and the National Rural Support Program. RISE works to improve the quality of education in the earthquake-affected areas of Bagh, Muzaffarabad and Poonch districts in Azad Jammu and Kashmir (AJK) and Mansehra district in Khyber Pakhtunkhwa.

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List of Acronyms:

AIR	American Institutes for Research
AJK	Azad Jammu & Kashmir
CBO	Community Based Organization
CSO	Civil Service Organization
CCB	Citizens Community Board
DEO	District Education Officer
EDO	Executive District Officer
EMIS	Education Management Information System
ERRA	Earthquake Reconstruction and Rehabilitation Authority
Gov't	Government
LGO	Local Government Ordinance
HIN	Help In Need
HRCP	Human Rights Commission of Pakistan
IP	Implementing Partner
IRC	International Rescue Committee
KPK	Khyber Pakhtunkhwa
MOE	Ministry of Education
NGO	Non-Governmental Organization
NRSP	National Rural Support Program
NWFP	North West Frontier Province
PIN	People In Need
PTC	Parent-Teacher Council
RISE	Revitalizing Innovating Strengthening Education
SAP	Social Action Plan
SIP	School Improvement Plan
SMC	School Management Committee
SO	Social Organizer
SRSP	Sarhad Rural Support Program
SUNGI	Sungi Development Foundation
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

1. Introduction

The Islamic Republic of Pakistan came into being as a nation on August 14, 1947. The country is comprised of the provinces of Khyber Pakhtunkhwa (former North West Frontier Province), Sindh, Punjab, and Balochistan as well as the federating units of Islamabad Capital Territory, the Federally Administered Tribal Areas (FATA) and Gilgit – Baltistan, previously known as the Federally Administered Northern Areas. Azad Jammu and Kashmir (AJK) is a self-governing state within Pakistan.

The government's formal education system includes the following areas: early childhood, primary (grades 1 through 5); middle (grades 6 through 8); high (grades 9 and 10); intermediate (grades 11 and 12); and university level education. For more than forty years, Pakistan's educational administration was centralized. Shah (2003) reports that this system impeded the "efficiency and effectiveness of service delivery at the grass-root level" (p. 14). Over the years, the government took various measures to address this challenge. Pakistan's National Education Policy of 1992 laid the foundation for the decentralization of decision-making processes. This policy encouraged the mobilization of communities to form local associations as a strategy to improve the management of education at the district level (Shah, 2003, p. 14).

Currently, the national policy framework for the education sector and the curriculum are set at the federal level by the Ministry of Education. Under this system, provincial departments have input into national level planning and policy making processes. Decisions concerning such matters as teacher training, allocation of funds, planning, and textbook development are taken at the provincial level. AJK has its own Ministry of Education, which operates in compliance with federal policies and curriculum. Across the country, education departments are responsible for the supervision and monitoring of schools, teacher deployment, and the implementation of policies (Saeed, 2007, p. 44).

With the introduction of the Pakistan Social Action Program Phase I, the first province to establish Village Education Committees (currently known as Parent-Teacher Councils) was the Northwest Frontier Province in 1993 (Mirza, 2003, p. 36). In 1998, under the Social Action Program Phase II, the Secretary Education authorized the formation of School Management Committees in AJK (Naqshbandi, n.d.).

The Devolution Plan 2000 introduced a wholesale transformation in the system of government. This plan was adopted in the four provinces through Local Government Ordinances in 2001. For the education system, devolution meant that "administrative and supervisory control of schools (was) decentralized to the district levels" (Saeed, 2007, p. 53). These very important executive actions should be seen as major breakthroughs for social sector development. While laudable, the attempt to garner grassroots participation and

community ownership fell short as communities were neither consulted, nor oriented or sufficiently trained in their roles and responsibilities.

On its part, the Ministry of Education, in the National Education Policies of 1992-2002 and 1998-2010¹, continued to encourage the formation of Parent Teacher Associations (PTAs) and other equivalent institutions² and their involvement in local school affairs to improve the quality and environment of schools. As late as 2009, however, in a new National Education Policy adopted that year, the Ministry of Education judged the “experiment” of SMCs or PTAs to have met with “limited success” without the support of a local nongovernmental organization (NGO) or a “dynamic head teacher” (Ministry of Education, 2009). Several reasons for this situation are cited in the National Education Policy 2009: 1) control by influentials who do not hold interest in school management; 2) financial issues; and 3) head teachers’ lack of training in community development and their lack of preparedness “for capitalizing on the potential of SMCs.” The greatest obstacle to success, the Ministry of Education states, is the lack of acceptance and understanding of community participation in schooling on the part of the schools and communities. Five policy actions are recommended: 1) greater “involvement of students, teachers, educationists, parents and society”; 2) adoption of a performance or output based audit system; 3) head teachers’ training in social mobilization; 4) longer tenures for SMC members; and 5) sensitization of communities to “their role in school education” through awareness campaigns (p. 30).

The Ministry of Education’s analysis of the SMCs’ and PTAs’ status in its National Education Policy 2009 is an apt description of the situation in RISE’s four target districts prior to the 2005 earthquake. On October 8, 2005, a 7.6 magnitude earthquake devastated schools and the education departments in northern Pakistan and AJK. In the earthquake, over 18,000 students and 850 teachers were killed and approximately 7,700 schools destroyed (Kirk, 2008, pp.43-44).

The governments’ commitment to “build back better” and the United States Agency for International Development’s (USAID) response to the earthquake provided an opportunity to improve the education system in ways that might have been difficult prior to the disaster. This response included work in community participation in schooling. A consortium, made up of the American Institutes for Research (AIR), and its partners, International Rescue Committee (IRC), Sungi Development Foundation, and the National Rural Support Program (NRSP), was awarded the Revitalizing, Innovating, Strengthening Education (RISE) project by USAID as part of this effort. Sarhad Rural Support Program (SRSP) was added to the consortium in September 2007.

¹ The 1998-2010 national education policy was established prior to the completion of the 1992-2002 policy.

² Equivalent institutions include Parent-Teacher Councils and School Management Committees.

RISE, established in 2006, has played a key role in fulfilling the U.S. government's commitment to Khyber Pakhtunkhwa's (KPK) provincial and AJK state education authorities and their populations to rebuild after the devastating event. Initially the project activities were centered in the earthquake-affected district of Bagh in AJK and the district of Mansehra in KPK. In its second year, RISE expanded to the districts of Muzaffarabad and Poonch in AJK at the request of AJK's President and the Prime Minister. RISE ends in August 2010.

RISE is a comprehensive program that works with teachers, education managers, and communities to strengthen the education systems in the four districts. The goal of the project is to strengthen the system of education, and the project's indicators of achievement in its target schools are: 1) improved student learning and 2) increased teacher attendance. USAID's intermediate results for RISE's three component activities are:

- Component 1: Improved management capabilities at the district level
- Component 2: Improved quality of classroom teaching; and
- Component 3: Increased community participation in school management

The objectives of the project are to:

- Build the capacity of district education officials;
- Train 10,000 primary, middle, and high school teachers to use student-centered and active-learning methods in English, mathematics and science education; and
- Mobilize 2,300 communities to be more engaged with and supportive to their schools.

RISE's initiatives are comprehensive and sustained, with an aim to promote real change in the education system in the districts. RISE has helped build back better the education system in the four districts through capacity building and professional development initiatives in the form of training, on-the-job support, and peer learning opportunities. RISE's education management, teacher training, and community development teams have proven strategies, tailored to local conditions; their work is widely recognized as a success in the districts. RISE's achievements are an outcome of its partnership with education officials, teachers, communities, and representatives of training institutions. In all of its activities, RISE takes proactive measures to achieve gender parity.

1.1 Background

This study of SMCs/PTCs' development and their contributions describes successful interventions in community participation in school management. This document shares the RISE Component 3 team's best practices and lessons learned in mobilizing communities to increase their engagement with and support to their schools.

This study should be of particular interest to AJK's and KPK's education departments, which are responsible for oversight of SMCs' and PTCs' work. In the four RISE-supported

districts, education managers have made a commitment to play an expanded role in SMC/PTC capacity building in their District Education Plans. RISE's best practices and lessons learned can help shape the technical guidance provided by education managers to SMCs/PTCs. In KPK, the education department's oversight extends to PTCs' use of the funds allocated to them through the department's Annual Development Plan. Additionally, the best practices and lessons learned shared in this report can inform the work of agencies that seek to encourage the participation of communities to improve educational opportunities for children.

This report documents the steps taken by the Component 3 team to mobilize and provide continuous support to SMCs/PTCs in selected communities in the districts of Bagh, AJK and Mansehra, KPK. The report also examines the contributions made by the SMCs/PTCs in the four districts and their capacity to continue to play a key role in the promotion of quality education in their communities once RISE has withdrawn its support.

2. Methodology

For the purpose of this study, the SMCs/PTCs in the districts of Bagh and Mansehra were selected for their mature status, having been associated with the RISE project since March 2007. Individual and group interviews were the main means of data collection for this study. As a means of verification, the consultant made site visits to schools, met and interviewed members of SMCs/PTCs, and reviewed their meeting, income, expense and attendance records. RISE's Islamabad and district-based staff, education managers, and SMC/PTC members were also interviewed. Interview questions and observations were based upon six main criteria:

- Governance and Management
- Networking and Linkages
- Resources
- Support to Students
- Gender
- Sustainability

When the consultant met with RISE project staff, education officials and SMCs/PTCs, he explained the nature of the study. Photos were taken to record site visits and make note of record books, as well as publicly-displayed School Improvement Plans (SIPs) and lists describing SMC/PTCs' membership and achievement of their goals. Policy documents, SMC/PTC guidelines, and other background documents were reviewed.

ANNEX I lists the documents reviewed for the study.

ANNEX II lists staff members from RISE's offices in Islamabad and the districts and government staff who were interviewed.

ANNEX III lists the SMCs and PTCs that were visited during the preparation for this report.

ANNEX IV lists questions based upon the six above-mentioned criteria; the questions were used in interviews with RISE project staff, SMCs, and PTCs.

An external consultant conducted the study and prepared the initial document with logistical and program support from the RISE staff and with the cooperation of the district education offices and the communities of Bagh and Mansehra.

2.1 Study Limitations

Data was only collected from a limited sample in RISE communities (just 10 SMCs/PTCs and one cluster of seven PTCs out of the 2,300 associated with the RISE project) and not from SMCs/PTCs in communities where RISE was not operating. Therefore, this is not a comparative study. Due to the security issues in Pakistan at the time of this study, movement in the district of Mansehra was restricted. This situation effectively reduced the number of working hours in the day and opportunities to make site visits. Due to the limited time allotted for this study, it was also not possible to compare SMCs/PTCs which were awarded a RISE grant to those that were not. SMC/PTC interviews were conducted with an entire committee/council who helped to provide insight into their group dynamics but also risked having the meeting dominated by the stronger personalities in the group.

2.2 Scope of Study

The study was conducted in the districts of Mansehra and Bagh. Meetings were also held with RISE staff based in Islamabad.

In the district of Mansehra, meetings were held with:

- RISE's Community Development Coordinator, Grants Officer, Training Coordinator, Director and Deputy Director of Teacher Training, Social Organizers, Master Trainers, and the Education Management Specialist
- Mansehra's Executive District Officer (Education); and
- One PTC for one girls' school; two PTCs for boys' schools, and one cluster of seven PTCs.

In the district of Bagh, meetings were held with:

- RISE’s Community Development Coordinator, Training Coordinator, Social Organizers/Master Trainers, Teacher Training Officers, Operations Manager, and the Education Management Specialist;
- District Education Managers; and
- Seven SMCs affiliated with three girls’ schools and four boys’ schools.

All the SMCs/PTCs which were interviewed received RISE small grants awards.

In Islamabad, meetings were held with:

- RISE’s Project Director; Deputy Project Director; Director and Deputy Director of Community Development; Director and Deputy Director of Education Management; Monitoring & Evaluation Manager; Grants Officer; and Gender Advisor

2.3 Selection of SMCs/PTCs

For the interviews, district-based staff identified SMCs/PTCs recognized by the project to be good performers as well as SMCs/PTCs that were not performing up to the mark. One criterion for selection was SMCs/PTCs’ participation in RISE’s small grants program. Due to time and travel restrictions, field visits were limited to select SMCs/PTCs in the districts of Mansehra and Bagh.

2.4 Component 3: coverage and overview of the organizational structure and approach to SMC/PTC capacity building and development

RISE covered 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. The number of SMCs/PTCs affiliated with boys’ and girls’ schools by district is presented in the table below:

District	Boys’ Schools	Girls’ Schools	Total
Mansehra (PTCs)	412	288	700
Bagh (SMCs)	257	243	500
Muzaffarabad (SMCs)	263	337	600
Poonch (SMCs)	228	272	500
Total	1,160	1,140	2,300

RISE’s Component 3 was implemented by the International Rescue Committee (IRC) and three local partners: National Rural Support Program (NRSP), Sarhad Rural Support

Program (SRSP) and Sungi Development Foundation (SDF). The IRC played the lead 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 Component 3's work in the field and provide the requisite operational and logistical support. The director of the Community Development component, based in Islamabad, was responsible for managing and coordinating all the activities under the component. The deputy director of this component was also based in Islamabad and provided operational support to and supervised the district-based community development coordinators. Community development coordinators, based in each district, were responsible for joint planning with partner organizations, implementation and monitoring of the component's activities. American Institutes for Research provided overall management and technical support and administered the grants awards.

In the district of Mansehra, Component 3 was supervised by two community development coordinators who were based in RISE's district office. The two implementing partners were housed in separate offices; SRSP in Mansehra city and SUNGI, located in the town of Balakot. In Bagh, activities were supervised by the community development coordinator and managed by the implementing partner, NRSP, from a common compound. The 1,200 RISE-supported SMCs/PTCs in Bagh and Mansehra are found in both urban and rural areas. However, at least 60 percent are located on remote hillsides requiring a 1.5-2 hour round trip journey, often on roads with seasonal access³. Of the 10 SMC/PTC site visits conducted in this survey, teachers in only one school were conducting classes in their original school structure. All the other schools were destroyed by the earthquake and are operating in temporary shelters.

Criteria for SMC/PTC membership are explained clearly in the respective government guidelines. SMCs/PTCs consist of seven (AJK) and eight (KPK) members, including a chairperson, treasurer, secretary (the head teacher), artisan, three to four concerned and active community members and a religious leader. In KPK, the practice of including a religious leader was recently adopted. While literacy is a prerequisite for the secretary position, illiteracy is not a bar to general membership. In the revised KPK guidelines for PTCs (June 2007), female-only membership is now mandatory for PTCs affiliated with girls' schools. However, there is no restriction with regard to male/female membership for PTCs of boys' schools or for any SMCs in AJK. Of the seven SMCs visited in this study, two all-male SMCs supported boys' schools, and five mixed-membership SMCs supported three girls' and two boys' schools. SMC/PTC members range in age from their late teens to retirement age. The members have diverse educational backgrounds, including the non-literate to matriculation to double degree holders. Work backgrounds vary from teachers to graduate

³According to the EMIS report for Education Statistics Azad Jammu & Kashmir 2007-08, except for the district of Mirpur, at least 90 percent of all education institutions in AJK are located in rural areas.

students, drivers, shopkeepers, government servants, skilled laborers, businessmen, a high frequency of overseas laborers who have returned home, and housewives.

A key factor of the RISE initiative has been the comprehensive approach used in the project to address the mobilization and development needs of three mainstays of the education system, namely, the education officials, teachers, and communities. In the case of the communities, RISE supported the work of each SMC/PTC over a 12 to 18 month period. RISE's approach to SMC/PTC capacity building and development is comprised of the following steps:

- ✚ Partners' workshop to design strategy and training program: At the beginning of the project, 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 training manual was reviewed and endorsed by government training institutes in KPK and AJK.
- ✚ Project opening meetings and community dialogues to discuss and identify education needs: RISE staff held initial meetings with key stakeholders, such as education managers, teaching staff, and community influentials at the start of the project. At the meetings, participants identified social activists and other volunteers who could assist the field staff in community mobilization activities. RISE then held Area Opening meetings at the Union Council level with the support of social activists, teachers, and education officials. The purpose of these Area Opening meetings was to introduce project objectives and activities, with an emphasis on community mobilization, to the larger community and to rally popular support for RISE's community development outcomes. Altogether 150 to 500 people from different walks of life, including teachers, students, parents, local government officials, elected representatives, district-based education managers, and communities at large attended these events.
- ✚ Social mobilization: The Area Opening meetings set the stage for social mobilization sessions held at the village level. The purpose of these social mobilization sessions was to motivate the local population to form or revitalize SMCs and PTCs. These village-level mobilization sessions typically attracted 50 to 100 teachers, parents and local community members. Separate events for men and women were held in Mansehra out of respect for cultural norms in that district. At the events, RISE staff used a variety of techniques to get their message across. They used storytelling, brief lectures, picture-led discussion, brainstorming and Islamic references to sensitize community members on education-related issues. Furthermore, these sessions enhanced the participants' understanding of the need and importance of community organizations and the community's participation in improving education. RISE's

social organizers made these sessions interactive, thereby ensuring that all participants were given a fair chance to share their opinions and suggestions.

✚ Community selection of SMC/PTC members: 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. Importantly, SMCs/PTCs were formed in compliance with government regulations. 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 the request for the formal recognition of the SMCs or PTCs. The concerned district education departments then officially recognized the SMCs/PTCs.

✚ Three-day orientation for SMC/PTC members: RISE offered trainings to the members of the new or revitalized SMCs/PTCs to orient them to their roles and responsibilities in school management and improvement. Training topics were broad-based and 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, conflict resolution, disaster preparedness, and the monitoring of student and teacher attendance.

✚ School Improvement Plans: The members of all 2,300 SMCs/PTCs in the four districts used the skills they gained in their training to identify and prioritize their schools' needs as they developed their School Improvement Plans (SIPs). This process engaged SMC/PTC members, students, teachers, and community members who gathered at the school premises to work on the development of their SIPs. RISE's social organizers attended these meetings to provide technical assistance, whenever required. These plans also identified potential sources of funding and the parties responsible for fund raising. The completed SIPs were presented to the SMCs/PTCs' respective district education officials for review and approval.

The most common needs identified by SMCs in Bagh in their School Improvement Plans include furniture, construction of school buildings, supply of drinking water, play grounds, and the construction of boundary walls and temporary shelters. Through RISE's small grants program or on a self-help basis, SMCs/PTCs met these needs and more. SMCs/PTCs raised funds and often contributed their own labor in the construction of temporary shelters and toilet facilities, provision of furniture, the organization of co-curricular activities (e.g., Parents' Days or annual celebration days), ground leveling for playgrounds, and the recruitment of volunteer teachers.

- ✚ Award of small grants to SMCs/PTCs: RISE offered financial assistance under a small grants program to selected SMCs/PTCs. Almost 50 percent of the SMCs/PTCs applied for and received small grants from RISE. These grants enabled them to meet some of the priority needs identified in their SIPs. The program served two purposes. First, it motivated the SMCs/PTCs to tackle priority needs. Second, the small grants process strengthened the planning and management skills of SMCs/PTCs by practically taking them through the process of project development, planning, implementation and reporting. This process, in which the SMC/PTC members worked together to achieve a mutually defined outcome, acted as a unifying force, built their morale, and helped them ultimately to coalesce as a group.
- ✚ Follow-up community-based mentoring and support to SMCs/PTCs: RISE field staff provided on-the-job support to SMCs/PTCs in conducting monthly meetings, reviewing progress on SIP implementation, developing grant proposals, and promoting linkages with education officials. They also provided assistance in grant implementation and the resolution of issues that arose in the SMCs/PTCs' localities.
- ✚ Peer learning visits: RISE organized peer learning and exposure visits for SMC/PTC members selected to meet other groups in the same districts and/or outside their districts. These visits furthered SMC/PTC members' understanding of their own potential as they learned about one another's activities and achievements.
- ✚ Cluster level networking of SMCs/PTCs: RISE promoted SMC/PTC networking through the formation of clusters, comprised of three to seven SMCs/PTCs. The clusters served as a platform from which the groups could more effectively advocate with the education department for their schools.
- ✚ Community awareness-raising: RISE used different strategies to raise awareness in the communities of the importance of education, especially girls' education and the role of community members and teachers in improving education. RISE undertook awareness-raising activities in the form of SMC/PTC recognition events, public services messages aired on local radio stations, theatrical events, and puppet shows. These strategies were particularly important in Mansehra district, where cultural norms restrict girls' participation in schooling and women's participation in the public sphere.
- ✚ Participatory assessment: A participatory assessment process, designed by RISE, gave SMC/PTC members an opportunity to review their institutional strengths and contributions made in school improvement. The process was also useful in that it helped project staff to identify the areas of improvement for SMCs/PTCs and devise appropriate strategies to strengthen the committees.

3. Key Approaches and Practices in Community Participation

3.1 Committee Engagement in Schools: key approaches and practices to successfully engage communities in the education system

In the mobilization phase, RISE entrusted its implementing partners, who had active programs and strong ties in the targeted RISE communities, to introduce the program to communities. Newly recruited and trained social organizers were tasked to announce the new program and encourage participation at tehsil-level (a subdivision within a district) or Union Council-level (a subdivision within a tehsil) awareness meetings. The social organizers invited social activists, district education officials, teachers, religious leaders, and other education stakeholders to meet and discuss educational needs in their communities and the means to bring quality education to them. To ensure the successful introduction and launch of the RISE project, the first motivational meeting had to include as wide a representation of the community as possible, which required a minimum 25 to 30 percent of all the community members in attendance.

Using Islamic references, personal testimonies, situation analyses, role plays and brainstorming sessions, the RISE staff in these first meetings helped communities recognize common problems and understand why they should come forward to help deliver better education for their children. RISE promoted the importance of school-based groups to represent the community on education-related issues and invited communities to revitalize their SMCs/PTCs through an open process of consensus-based selection of members.

With the communities' selection of SMC/PTC members and their formal introduction to the district education department, RISE was able to raise communities' awareness in that:

- Proper education is a part of healthy social development;
- Their education system could be made more efficient and effective;
- They had an important role to play in the education of their children and they are motivated to play that role.

The highly participatory and educational nature of the identification and selection of SMC/PTC members is illustrative of the strength and added value that the NGOs brought to community mobilization and the grassroots movement. For community members, the consultative and democratic nature of the process was empowering for an electorate that was more accustomed to playing the role of a passive observer in their recent past than the role of district-level co-implementer, monitor and evaluator of public education. The next objective for RISE was to take these newly appointed part-time government partners and help them gain the skills and knowledge that they needed to fulfill their mandate, which would require

training in aspects of successful committee management and governance, among other themes.

At least four or five members, respectively, of every SMC or PTC, participated in a three-day training program to introduce them to their roles and responsibilities. This intensive three-day training process provided a good foundation from which SMCs/PTCs could begin their work. However, RISE considered the training to be just a first step in the learning process and looked to the social organizers to make regular visits to mentor SMCs/PTCs in the communities. Every social organizer was assigned 15-20 schools and was responsible to meet with each SMC/PTC once a month to provide program support. It became the responsibility of these vital social organizers to guide SMCs/PTCs through the practical application of the training exercises, which would become their contribution to public education. The exercises included, but were not limited to, development of School Improvement Plans (SIPs); record keeping and budgeting; resource mobilization; grants implementation and documentation; networking; and the development of linkages with external stakeholders.

In 2008, RISE introduced a participatory assessment process in the Community Development component. In this process, social organizers conducted exercises with SMCs/PTCs six months after the groups were formed and continued to use this process with the groups at 4 to 6 month intervals. The participatory assessment process allowed members to step back from their work and appreciate the fruits of their labor. When SMCs/PTCs came to realize the extent of their accomplishments through this process, their confidence increased and they were further inspired to work for education betterment. The process was useful in that it not only celebrated the SMCs/PTCs' progress but also determined the work to be done by guiding the SMCs/PTCs in identifying areas which required further support. The results of the dialogue between the SMCs/PTCs and social organizers served as indicators of the SMCs'/PTCs' maturity as associations. These results provided RISE feedback on the effectiveness of the training and support to the groups.

While much of the social organizers' time was devoted to mentoring SMCs/PTCs during their monthly visits, they were also tasked with co-coordinating recognition events. Recognition events were joint community activities that offered opportunities for SMCs/PTCs to report to their constituency on school achievements, remind communities of their school needs and priorities and also to thank them for their support and contributions.

Peer learning visits to neighboring communities were organized so that SMC/PTC members could share their own experiences and benefit from the experiences of others.

SMC/PTC clustering promoted the exchange of lessons learned and best practices and garnered support for the resolution of problems outside the influence of individual schools and communities. Cluster events brought community and district education officials

together, which presented an opportunity for stakeholder discussion and helped SMCs/PTCs feel connected to the larger education system.

As part of raising the profile and bringing the issues of education to the entire community, RISE made considerable effort to organize social and public events that brought even sensitive issues into the public forum for general discussion. Youth groups, trained by a professional theater troupe brought in from Lahore by RISE, staged community-based theatrical events to present dramas which depicted the realities of rural family life and the issues families face when deciding whether children will or will not attend school. Other performances highlighted the adverse effects of illiteracy; child labor; corporal punishment and gender discrimination; the importance of girls' education; and the importance of post-project sustainability of activities introduced by RISE. Other community-based activities designed to provoke thought and discussion on education-related issues included puppet shows and social messages about the importance of education aired on local radio stations. Puppet shows touched on core issues like community involvement in education and the benefits of active learning.

RISE had a mandate to achieve gender parity in all its activities. For project purposes, this meant that RISE was committed to working with equal numbers of boys' and girls' schools. RISE met this objective through its support to 1,140 SMCs/PTCs affiliated with girls' schools and 1,160 SMCs/PTCs affiliated with boys' schools. The project also sought to achieve gender parity in SMC/PTC membership. Through its gender strategies, RISE helped increase overall female membership in SMCs/PTCs from as low as 19 percent in 2006 to 38 percent by the end of the project.

Differences in the regulations governing SMC/PTC membership in KPK and AJK as well as differing cultural norms and patterns in the membership of SMCs/PTCs formed prior to RISE's interventions meant that the Component 3 team needed to tailor its strategies to achieve gender parity. While gender parity was an issue that needed to be addressed in all four districts, the low participation of women in SMCs in Bagh and the low number of girls' schools in Mansehra presented significant challenges to the Component 3 team.

When RISE first began its work in the three AJK districts, the great majority of the SMC members for both boys' and girls' schools were men. RISE inherited these SMCs, which were re-formed by various agencies soon after the earthquake during the relief phase. The challenge for RISE in AJK was to increase the number of women participating in SMCs within the existing structure. In some cases, it was possible to replace a non-active or frequently-absent male SMC member with a female member, but not often. Greater female inclusion and participation was achieved by identifying and mobilizing female honorary SMC members with the intention that at some time in the future these women would be selected by the community to replace the outgoing male members.

In Mansehra, 70 percent of the schools are for boys and only 30 percent for girls. In response, RISE expanded its geographic coverage irrespective of the grade level of the student population (the majority of girls' schools selected were at the primary level) so that an equal number of girls' and boys' PTCs could be served.

KPK government regulations stipulate that Parent-Teacher Councils for girls' schools must be made up entirely of women while PTCs for boys' schools can have female representation. KPK's regulations concerning PTC membership presented an opportunity and a constraint at the same time for PTCs of girls' schools. Restricting PTC membership to women would not have been possible for RISE staff in the highly conservative culture of Mansehra, as this would have fueled any doubts that the communities would have had of the NGOs' work. Thus, RISE staff used the government regulations in support of their argument to recruit only women for PTCs for girls' schools, which resulted in an increase in women's representation. However, the women-only PTCs faced challenges in carrying out their functions due to cultural restrictions on their mobility beyond their communities. The PTCs' work, in most cases, required the PTC members to travel outside their communities in fulfillment of the schools' needs, which the women found difficult to do.

Generally, staff mentioned, the recruitment of men to join SMCs for girls' schools is much easier as compared to the recruitment of women for boys' school SMCs/PTCs due to socio-cultural reasons. However, the staff in Muzaffarabad and Poonch rated women's presence on the SMCs as a greater strength because of the women's commitment to the implementation of their SIPs.

Efforts to promote gender parity and awareness in RISE communities included:

- Gender awareness discussions during social mobilization meetings;
- Advocacy for and identification of women to fill vacant SMC/PTC positions;
- Advocacy for the inclusion of a greater number of women in SMCs in AJK;
- Identification and appointment of women as honorary SMC members in support of community activities;
- Recruitment of female staff to train and build the capacity of male and female SMC/PTC members; and
- Public theatrical events that promoted gender awareness and encouraged open discussion on gender equity. In Mansehra, to be culturally appropriate, often public theatrical events were delivered twice to accommodate segregated male and female audiences or, if acceptable, a partition was drawn between male and female audiences.

The value of the frequent visits made by social organizers to mentor SMCs/PTCs should not be understated. Most of the SMC/PTC members who were interviewed were fully engaged in their livelihood activities and have very little time to spare to attend trainings and official meetings, which were generally conducted during their working hours. Social organizers worked around these time constraints by arranging their community visits at times convenient to SMC/PTC members.

In discussions with SMC/PTC members, they mentioned that the greatest support to students and teachers was their mobilization and capacity building to make physical improvements in the schools and to bring about educational improvements – something they did not fully realize they could accomplish before RISE’s involvement in their communities. RISE SMCs/PTCs took full or partial responsibility for procuring or mobilizing most, if not all, environmental improvements in their schools since the earthquake. RISE’s longitudinal study on teacher attendance in target schools in Bagh and Mansehra has documented increases in teacher attendance over the life of the project, suggesting that community intervention has made a mark on the functioning of schools. Although there were some reports of weak classroom teaching, insufficient material and poor support to classrooms, students and their families are still willing to access education.

An immediate benefit of the SMCs/PTCs’ mobilization and revitalization was an improvement in the relationship between teaching staff, SMCs/PTCs, and parents. Prior to RISE, teachers felt intimidated by SMCs/PTCs, as they were seen primarily as monitors of the teachers’ attendance who could threaten their jobs if the teachers’ absenteeism was reported to the district authorities. The RISE social organizers proposed that they use their collective efforts for a common cause and in this case their conflict resolution training brought teaching staff and community members together and empowered them to discuss, reflect upon and propose solutions to common problems. A good example of this was reported by several SMCs/PTCs which dealt with the issue of high female teacher absenteeism through dialogue with the teachers and communities; in these cases, they resolved the issue by arranging transport or local accommodation for the teachers.

Another example of the SMCs/PTCs’ ability to resolve school-related issues was through the identification of volunteer teachers. RISE-supported SMCs/PTCs in all four districts have recruited 284 (88 male and 196 female) volunteer teachers from the local communities to take over classes or assist teachers. Volunteers help when class sizes became too large for the available faculty to manage or when a teacher’s leave of absence is absolutely unavoidable as in the case of sick leave, maternity leave or their compulsory participation at polling stations to assist the government during political elections or the frequent visits head teachers make to district education offices for official business.

Most effective practices in community mobilization to engage communities in the schools are:

- *Dialogues in which all community members are invited to discuss issues related to education and their roles and responsibilities.*
- *Revitalization of SMCs/PTCs through consensus-based selection in broad-based community meetings.*
- *Community-based awareness events (puppet shows by community groups and dramas by youth groups) to engage communities with schools.*
- *Public recognition of the SMCs'/PTCs' efforts in community meetings and events.*
- *Development of individual schools' needs-based school improvement plans.*
- *Gender strategies tailored to the local conditions.*

3.2 SMC/PTC Skill Development and Sustainability: key approaches and practices

Administrative Structures and Bodies: With the revitalization of SMCs/PTCs, communities took a first step in the ownership of their schools and shared responsibility with the government to improve education. Now they needed to work effectively and efficiently, which would require training in the aspects of successful committee management and governance, resource mobilization, child protection, gender, and education. RISE partners, relying upon their experience of working with communities in post-disaster/conflict contexts and existing training materials, designed a curriculum that both adhered to government guidelines and provided SMCs/PTCs the necessary skills to become functional. The three-day training that resulted included these topics:

SMC/PTC Structure, Formation, Roles and Responsibilities	Conflict Resolution	Gender and Education
School Improvement Plan and Resource Mobilization	Record Keeping and Budgeting	Child Protection and Wellbeing
Monitoring and Evaluation	Advocacy, Communication and Education Stakeholders	Disaster Management

Social organizers, after the initial mobilization phase, began making regular monthly visits to their assigned 15 to 20 SMCs/PTCs to provide further field level support.

Management Systems and Procedures: RISE provided SMCs/PTCs a number of management tools, including registers for meeting minutes and meeting attendance and income and expense records. The records that were reviewed during the site visits were kept up to date with respect to the meeting minutes, dates, signatures, and action plans. The action plans specified the names of the members who were assigned to different tasks. Monthly meetings were well attended with at least 50 percent and more often 80 to 90 percent of the members in attendance. Meetings were conducted on the same date each month, which helped to institutionalize this vital practice. The three-day SMC/PTC training introduced the project cycle process, and the social organizers mentored the SMCs/PTCs in its practical application.

Competency of SMC/PTC members: SMC/PTC members were individually well aware of their roles and responsibilities, and they had a good understanding of what constitutes an official SMC/PTC meeting with regard to who can call a meeting and the minimum quorum required for valid transaction of business. However, their better understanding of the role that they can play within their respective education systems would auger well for their greater advocacy to influence and improve the systems. The governments of KPK and AJK have published SMC/PTC guidelines that provide vision and mission statements and describe required procedures⁴, which are empowering to SMCs/PTCs and invite very wide participation by communities in all aspects of education. While the chairperson or secretary of most SMCs interviewed in AJK either had a copy of the guidelines or were aware they existed, most were not familiar with the contents.

As a first exercise for newly formed SMCs/PTCs, the School Improvement Plan was a valuable tool to help SMCs/PTCs visualize and move through the project management cycle. Social organizers used a number of management tools such as long, mid and short term ranking of targets and “ranked pairs” to assist community members to select a priority need using votes that express preferences. Once community consensus was reached, the resulting SIP was formally endorsed by the district education office. The SIPs were reviewed in the monthly SMC/PTC meetings and at the cluster meetings. All RISE SMCs/PTCs went through this process. The government offices endorsed the SIPs; however, they did not have the financial means to meet the needs identified in the SIPs.

The RISE Grant: The RISE small grant (Rs. 45,000 or approximately USD \$567 per award) process provided an excellent opportunity for SMCs/PTCs to implement the project management life cycle under RISE’s supervision. In brief, the grant process provided

⁴ The education departments of AJK and KPK have published guidelines that describe the formation and operations of their respective SMCs and PTCs. Copies of the texts of these guidelines are found in RISE’s SMC/PTC training manual.

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's grants exercise is very important to the sustainability of all SMCs/PTCs in their efforts to attract external financial support for education development activities and notably in the case of PTCs where KPK's education department allocates funds to PTCs and KPK's district governments allocate funds through a grants process to all Civil Society Organizations (CSOs) which register as Citizen Community Boards (CCBs). The province's Local Government Ordinance requires CSOs (CBOs, PTCs, and NGOs) to register as CCBs to be eligible to access the funds available from the government.

An example of the detail of RISE's grant process is represented here. In the first version of the grants manual, the SMCs/PTCs' assessment process was too lengthy and complicated for the groups. RISE reviewed the grants process in 2008 and subsequently replaced the pre-award assessment and the assessment for competition and qualification with a simple checklist. This checklist contains the following evaluation criteria:

Technical approach and methodology

- All elements of narrative and budget are complete.
- Proposed activity does not have sufficient funds available from other source(s).
- Funds limit for proposed activity is up to Rs. 45,000.
- Well-defined results to be achieved under the project.

Technical experience of SMC/PTC to conduct intervention

- SIP of the SMC/PTC has been validated by the District Education Department.
- The planned activity for which the funds are requested is contained in the SIP.
- Specialized training attended by members of the SMC/PTC.

Relevance of SMC/PTC capability/skills base to service request and capacity to implement or manage the selected intervention and grant awarded

- SMCs/PTCs have been notified by the District Education Department.
- All bank accounts are in the name of the SMC/PTC.

Cost realism and SMC/PTC contribution (cash or in kind)

- SMC/PTC contribution in cash or kind.

Once approved for a RISE grant and after signing the agreement documents, the SMC/PTC received the first installment, which is 50 percent of the total grant, as a transfer to its bank account. Grant project implementation should take no longer than six months to complete, during which time RISE's social organizer was vigilant in the management and monitoring

of all project work and related financial disbursements. Periodic progress and financial reports were maintained by the SMC/PTC and might have been requested by RISE with a mandatory final progress and financial report (close out report), triggering the release of the second half of the grants disbursement.

This experiential learning activity was particularly important for the all-female membership of PTCs in the district of Mansehra who, due to their lower literacy rates and restricted movement outside the community, have very limited experience and capacity for such activities. Unfortunately, due to limited resources, just 50 percent of all the SMCs/PTCs were selected to receive RISE grants. As a learning tool, the small grant experience would have benefited all RISE SMCs/PTCs. Not only did this tool expose SMCs/PTCs to the practical world of grants management, the comprehensive nature of the exercise:

- Tested many of their newly acquired skills;
- Built SMC/PTC confidence to approach organizations offering similar grants (*RISE staff reported that even those SMCs/PTCs not offered a grant have used their pre-assessment experience to approach NGOs for similar assistance*);
- Stimulated group dynamics, which involved the members in designing and carrying out a mutually-defined project and helped group members coalesce into a team (*In interviews with mixed-gender SMCs in AJK, both male and female, young and old members, regardless of their status on the committee, were ready and eager to participate in our group discussion*); and
- Further embedded the concepts of governance and management.

The study revealed that, in AJK, district education managers regarded the grants process as equal or better to the government's rigorous financial procedures and Mansehra's Executive District Officer (EDO) for Education was so impressed by the process and the capacity that the SMCs/PTCs were developing that he mentioned that he would recommend in the upcoming budget:

- Greater participation by PTCs in the utilization of the annual education budget and
- PTCs' management of the monthly attendance incentive (Rs. 200/- per student per month for KPK only) provided to middle and high school girls as a way to retain them in school over the current inefficient management by the post office.

RISE district-based staff in particular felt that the RISE grant processing system was excessively paper heavy and arduous. A simpler process that was more in line with the

capacity of the SMCs/PTCs would have eased the processing requirements greatly, while still maintaining the transparency and accountability that was appreciated.

In spite of this, the study found that SMCs/PTCs still rated the RISE grant process as one of the most valuable experiences of the project. In addition, Islamabad-based staff pointed out the value of the process as a mechanism to build the capacity of SMCs/PTCs and as a way to maintain transparency.

Another strength that the small grants process promoted within SMCs/PTCs was the concept of self-help. Although RISE never demanded a minimum level of community contribution in its formal grant-making process, staff, in practice, ensured that communities contributed at least Rs. 1,000 in cash or kind. It was the RISE social organizers and the SMCs/PTCs who were tasked with informing the communities of the grants and their contribution obligations. For the SMCs/PTCs visited, all reported considerable community contributions ranging in value from Rs. 10,000/- (USD \$125) to Rs. 40,000/- (USD \$500) either in cash, kind, or both.

Further cases of self-help were evident in various forms with all SMCs/PTCs visited. At the Chikiya Government Primary Girls' School in the district of Mansehra, each of the PTC members had donated one item mentioned in their SIP list. The SMCs at the Paddar Government Middle Boys' School and the Tararrala Government Boys' Primary School in Bagh both reported that community members contribute Rs. 300/- and Rs. 50/- per month respectively as part of a community development fund, which at times was made available for school needs. The study revealed that while the government was providing the necessary hardware for electrical and water supply connections, the SMC at Tararrala GMBS reported using their own finances to pay their school's monthly water and monthly electricity expenses (Rs. 100/mo. for water and Rs. 250-300/mo. for electricity). Project-wide, communities contributed over USD 434,232 in cash and kind to both their self-help school improvement projects and the projects that they carried out with RISE small grants funds.

Financial resources: Funds and gifts in kind available to SMCs/PTCs for school operations and maintenance come from four main sources: the government (KPK only), school fees (AJK only), community contributions, and external donations (including NGOs and foreign remittances). In the case of AJK, primary school students pay Rs. 1/- per month to the School Improvement Fund while middle school students pay Rs. 12/- per month for tuition, the School Improvement Fund, Boy Scouts, and Girl Guides. High school students pay up to a total of Rs. 22/- per month for tuition, the School Improvement Fund, Boy Scouts, and Girl Guides. The School Improvement Fund monies are spent at the schools, and 50 percent of the Boy Scout and Girl Guide funds remain at the school. The tuition fees go to the government treasury. School teachers use the monies from the School Improvement Fund for the purchase of classroom consumables. The government does not provide any other finances for this purpose to AJK schools.

In Mansehra, where there are no school fees, the government provides Rs. 2,000/- per classroom per annum for the purchase of classroom consumables. They also pay Rs. 5,000/- per classroom per annum to schools for repair and maintenance. Since the earthquake, KPK's government has suspended the release of the fund for repair and maintenance to communities whose schools were destroyed, even in cases when classroom activities have resumed in temporary shelters such as tents. In Mansehra, these annual grants are deposited into the PTC's bank account, entered in the income and expense registers and administered by the PTC. The PTC chairperson and head teacher as the secretary of the PTC are co-signatories to the account. In Bagh, fees collection is managed outside the SMC; the teachers and/or head teacher collect the fees and record the amount in the school register. The government provides forms for the deposit of the government's share into its bank accounts, and the head teacher manages expenditures from the balance of the fees independent of the government and the SMC as long as individual purchases remain below Rs. 500/-. Purchases of Rs. 500/- or greater must be approved by the District Education Officer (DEO).

The issue of "User Fees" raises several points of contention, including one reason why some students drop out of school (Asian-South Pacific Association for Basic and Adult Education, 2007, p. 18). Though education at a government school in Pakistan is free, SMCs/PTCs made it abundantly clear that it is not possible for schools to meet their expenditures out of government funds or fees alone. In the district of Mansehra, teachers and the members of PTCs which are supported by RISE draw out of their pockets to pay for school supplies. At the Chikiya Government Girls' Primary School, light bulbs, cleaning materials, minor school repairs and report cards were routinely purchased by the PTC with their own funds. In Bagh, the government has apparently resigned itself (RISE SMCs provided detailed information on fees collection and their systematic remittance to the government) to the fact that schools will collect fees under the School Improvement Fund to pay for classroom consumables that the government is not able to provide. A RISE staff member reported that, for the 2007-08 school year in AJK, the government only had two million rupees (\$25,000.00) for repair and maintenance of their primary schools (interview with M. Naqshbandi, November 2009).

In Bagh, SMCs have reported that school attendance has improved since they were revitalized, which would indicate that the total monthly fees collected at schools has increased and schools have improved their capacity to meet their monthly financial needs.

Financial management (transparency and accountability): All SMCs/PTCs that were visited displayed their record books (attendance, meeting minutes, income and expenses), and their SIPs, membership list and accomplishments were posted on their office walls for any and all to see. Their books were well kept (dates, attendance, minutes) and at least the chairman, head teacher and secretary frequently review the books (internal audit). The more remote SMCs/PTCs visited during the study reported that they were never audited by the

government. The RISE grant process provided experiential learning for SMCs/PTCs in accounts management and went a long way to build confidence, provide meaning and motivation, and instill the habit of record keeping.

بی ٹی سی کا تعارف	
chairman	چیرمین۔۔ مولانا عبدالقدیم
secretary	سکریٹری۔۔ عبدالوہید خان
member	ممبر۔۔ محمد لطیف
member	ممبر۔۔ سید رحمان
member	ممبر۔۔ صلح تاج
influential person	مستشار۔۔ عبداللطیف خان
Retr'd Gov Servant	یونین کونسل ناظم۔۔ ذاکر ریب
Local Councilor	ریٹائرڈ سرکاری ملازم۔۔ محمد شرف خان

Poster #1: PTC membership by name and position

”مستقبل کی منصوبہ بندی“	
Committee SIP	1 نختہ عمارت کے لیے قریب
permanent classroom construction	2 بچوں کی تعداد میں اضافہ
increase student enrollment	3 رضا کار ٹیچر کی مستقل تقرری
deploy volunteer teacher	4 چار دیواری
construct boundary wall	5 کمیونٹی سینٹر کا قیام
establish community center	6 SMC کو بحال رکھنا
strengthen SMC	

ایس ایم سی گرلز S/S ڈھکی خاص

Poster #2: A list of school priority needs

School classrooms, grounds and other facilities: To a great extent, government schools are in a poor state of repair with too few teachers and classrooms to meet student needs. The schools visited during the study suffer, in one form or another, from a shortage of furniture, water and sanitation facilities, playground space, libraries, and electricity supply. The government has been ineffective in providing a proper school environment other than providing the school structure (when it exists), teachers' salaries and a meager annual budget or share of fees collected for consumables. For the schools visited, RISE's mobilization and development of SMCs/PTCs encouraged and empowered communities to take charge of their situation, as could be seen by the facilities sourced through solicited donations and self-help initiatives. However, providing capacity building training and delegating legal authority will not sustain the grassroots empowerment of SMCs/PTCs if the government does not better facilitate service delivery and take a more active role in the provision of infrastructure improvements.

Described below are five schools visited during the study that have reported waiting since the earthquake in 2005 for government support:

- The Kapi Gully Government Boys' Middle School in Mansehra (in photo) is still waiting for classrooms, furniture and a latrine. The classrooms are not suitable for wet or winter conditions.
- Hillan Dhaki Government Boys' Primary School reported that work began on the construction of their classrooms but has since stopped due to the failure of the government to release funds to the contractor.
- Burqa Rug Government Girls' Middle School is still waiting for an electrical connection.
- Sir Syedan Government Girls' Middle School is waiting for water supply and a latrine.
- Dhaki Khas Government Girls' Middle School is waiting for an electrical connection and classroom construction.



Clusters: Groups or clusters of three to seven SMCs/PTCs met on a quarterly basis. RISE promoted the clustering of SMCs/PTCs at a local level for two purposes. This venue provided the opportunity for district education officials, local political activists, teachers, and SMCs/PTCs to address issues that transcended the influence and capacity of any one school. The partners as well as the SMCs/PTCs saw the cluster meetings as a unique opportunity to have members from each of the three RISE components (government officials, teachers and SMCs/PTCs' members) sit together to discuss their common interests. The second purpose for clustering of SMCs/PTCs was to promote peer learning and the exchange of ideas. All three partners promoted the quarterly meetings as an opportunity for SMCs/PTCs to report on goals achieved, air grievances and share best practices and lessons learned with the larger community and education managers.

Networking and Linkages: The study found that all SMCs/PTCs visited were well aware of the NGOs likely to provide support for school rehabilitation, reconstruction, and other activities in their areas. As of May 2010, RISE reports that at least 1,391 (60 percent of the total) SMCs/PTCs have applied for such assistance. In fact, several SMCs/PTCs indicated that one of the biggest losses that they would feel when RISE ends would be the absence of

their social organizer, who was an instrumental link to these NGO offices. SMCs/PTCs, with the guidance of their social organizers, had in their own way, become adept at soliciting NGOs to support their SIP priorities. During SMCs/PTCs' interviews, members were able to identify NGOs, provide information on what kinds of support they could provide and what was required from them to receive this assistance. All SMCs/PTCs interviewed had received some form of support from an NGO (other than RISE) with gifts ranging from school furniture to plastic stackable chairs, fabricated classroom modules, tents as temporary classroom shelters, sports equipment, and ceiling fans. For example, SMC members at the Burqa Rug girls' middle school, Paddar boys' middle school and the Tararrala boys' primary school in Bagh all reported receiving first tents and later fabricated classroom modules which are built over a concrete slab and office/student furniture from the Czech-based NGO People in Need and the Pakistan-based NGO Help in Need.

Transformation of PTCs into Citizens Community Boards and SMCs' affiliation with Local Support Organizations: Under the Devolution Plan's Local Government Ordinance (LGO) in Pakistan, Citizen Community Boards (CCB), consisting of at least 25 volunteer community members, can be established for the purpose of identifying development projects designed from the bottom up. At least 25 percent of the total development budget of each tier of local government (district, tehsil, and Union Council) must be earmarked for projects identified by CCBs. CCBs in turn, must supplement the grant with a 20 percent cash contribution.

In AJK, NRSP helped School Management Committee members from various schools group together to form village-based Community Organizations (COs). Typically, a CO consists of 20 to 25 members who are accountable to the villagers and carry the responsibility of village development in the areas of health, education, livelihoods, and more. Once about 60 percent of the households are organized in the form of COs, they cluster to form a Village Organization (VO). The idea is that if members from different COs work together as one body, the synergy they generate would help them accomplish a lot more than if they are to work separately. As a next step, the NRSP helped VOs federate into Union Council-based Local Support Organizations (LSOs). LSOs play the same role as CCBs in Mansehra except that CCBs work at the village level and LSOs at the Union Council level. LSOs act as intermediaries between the community and donor agencies. Unlike CCBs, they are not allocated any portion of the government department funds but rather must approach other development organizations for resource mobilization purposes.

Partners were exploring ways to sustain and institutionalize SMCs/PTCs through PTCs' transformation into Citizens Community Boards in Mansehra and in AJK, the SMCs' formation into new Local Support Organizations (LSOs) or their affiliation with existing LSOs. In both Mansehra and AJK, the partners trained SMCs/PTCs which were interested in and mature enough to undertake this kind of an initiative.

3.3 Communities for Better Education: successful community interventions that contribute to improved quality in schools

Support to students: SMCs/PTCs have taken to actively monitoring classroom activities and the people interviewed proudly reported that corporal punishment does not exist in their schools. RISE project initiatives like Healing Schools provided training to SMCs/PTCs so that these committees were made aware of their potential roles in working with teachers to create, monitor and sustain a healthy and healing environment. The healing school approach helps to cultivate respect between SMC/PTC and teachers, teacher and students, different ethnic groups, men and women, social classes, and for the disabled. SMCs/PTCs were instructed in how to appreciate the teachers' positive and encouraging interactions with students. SMCs/PTCs helped teachers to deal with stress, identified substitute or volunteer teachers, and worked within their communities to increase enrollment and reduce absenteeism and drop-out rates. Other forms of support included their involvement with co-curricular Subh-e-Nau events held at the schools; these science competitions presented the opportunity for teachers and students to showcase students' work to their communities.

Student services: SMCs/PTCs have made considerable efforts to recruit new students into

Most effective practices in the area of SMC/PTC development techniques that lead to successful outputs are:

-  *Training in the project management cycle through SMCs/PTCs' experiential learning in SIP development and implementation using grants from RISE.*
-  *Exposure to cluster level exchange and peer learning experiences.*
-  *Management tools and procedures that promote transparency and accountability.*
-  *Transformation of PTCs into Citizens Community Boards and SMCs' affiliation with or transformation into Local Support Organizations.*

their schools, repatriate students who moved to other schools when their schools were destroyed by the earthquake, and find ways to facilitate education for students whose families migrate on a seasonal basis. SMCs/PTCs organized study tours for students, purchased library books, laboratory equipment, school uniforms, course books and stationery, and arranged drinking water facilities, furniture, black boards and shelters.

Monitoring of Teacher Attendance: In interviews that were part of RISE's study on teacher attendance, head teachers reported that one of the SMCs/PTCs' greatest achievements is the monitoring of teacher attendance. Additionally, SMCs/PTCs in communities where the teacher attendance study took place played a vital role in data collection. SMCs/PTCs affiliated with 551 schools recorded the attendance of teachers for a period of one week at a time as their contribution to the study.

Community Linkages: From the initial mobilization of community members and the recognition of their collective responsibilities to the recruitment and capacity building of SMC/PTC members, communities have been taking steps towards ownership of the government education system. Several of the SMC/PTC members (some of whom had simultaneous membership on more than one committee) indicated that education is now more than ever discussed and supported by their community welfare (*zakat*) and development funds. When asked if they thought their education committees would one day be absorbed into another village committee, they thought not, because education deserved its own forum.

Most effective practices in the area of SMC/PTC interventions that appeared to have increased teacher attendance, improved children's learning and/or sustained parental involvement are:

-  *Promotion of student enrollment through door to door campaigns*
-  *Advocacy to the government for additional teachers and infrastructure (electricity and water supply) support*
-  *Mobilization of local (self-help) and external (NGO) resources to provide a more conducive learning environment*
-  *Identification and engagement of volunteer teachers*
-  *Monitoring of teacher attendance*
-  *Support to non-local teachers through the provision of free-of-cost accommodation*
-  *Promotion of parents' involvement through co-curricular activities (parents' day, annual day, and more)*

4. Conclusions and Recommendations

Schools as Healthy Learning Environments: Government schools must be seen as safe and healthy learning environments if parents are to trust them to nurture and educate their children. The governments need to embrace and facilitate greater community mobilization and development in the management and administration of their schools. The more integrated SMCs/PTCs are in the administration of schools, then the more disposed they are to change and the more willing they are to facilitate changes which will result in appropriate education improvements.

In RISE, the SMCs/PTCs have seen greater ownership in the district education departments and communities. The practical role the SMCs/PTCs played in school improvement and their sharing of progress with the education officials have contributed to their overall acceptance by the district education departments. In turn, the district education managers include SMC/PTC capacity building to their three-year District Education Plans.

The participatory approach used in the mobilization of SMCs/PTCs and their transparent working style have increased community ownership of these groups. Thus, the communities extend significant support to them in their self-help initiatives to improve the schools.

School Improvement Plans

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 plan 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; mainly these were 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.

Strengthening Local Participation: The government system of top-down financing is not facilitating its policy of SMC/PTC bottom-up planning. For communities to remain engaged in contributing to the government education system, the government needs to integrate and be responsive to school improvement plans in their annual budgeting. In the case of Khyber Pakhtunkhwa, district education officials have funds earmarked for PTCs annually; however, these funds often do not get fully disbursed and are returned at the end of the fiscal year. District education officials need to create a process through which PTCs can more readily access and account for the funds available to them.

Capacity Building in Grants Management: 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 even not disbursed to SMCs/PTCs for lack of capacity. 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.



Government Masjid Maktab School Jabray Dharray in Bagh used a RISE grant to construct a temporary shelter for the school

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 has been successful in achieving the two

objectives. However, RISE only provided grants to a selected number of SMCs/PTCs because of funding constraints. Out of 2300, 1146 SMCs/PTCs received grants from RISE. As a capacity building exercise, the RISE small grant should be provided to all SMCs/PTCs

in order to provide experiential learning opportunities in the project management cycle and to build the members' confidence and capacity.

Networking and Linkages: Greater emphasis should be placed on the clustering of PTCs to form LGO-authorized education sector Citizen Community Boards (CCBs). CCBs are vital for devolution to flourish at the grass roots level in Pakistan (Lead Update, 2006). While PTCs have access to a certain portion of the education department funds (Rs. 2,000 per classroom and up to Rs. 250,000 for other development work annually) CCB membership entails an added advantage of being able to access the Community Development and Social Welfare Department funds, the Tehsil Municipal Administration funds and the Union Council funds. The PTCs/SMCs must register as CCBs to access these funds (Shah, 2003).

In order to receive grants, CCBs must prepare a project proposal which they submit to any of the above-mentioned funding bodies. CCB projects must go through a complicated process to receive grants (not dissimilar to the RISE small grants process) that could be supported by RISE for the communities' benefit. In order to receive grants, CCBs must prepare a project proposal, which they submit to a funding body. On approval of the proposal, the CCB must bear 20 percent of the estimated cost of the project on its own while the funding body pays the outstanding sum. The grant is provided in two installments, with the first one usually being 33 percent of the overall amount.

Even though the establishment of CCBs in the LGO has existed for some time now, its actual implementation has been disappointing (Kurosaki, 2007, p. 1; Human Rights Commission of Pakistan, 2004, p. 27). With specific reference to RISE, important workshops on institutional development gave a limited number of PTCs the opportunity to learn about the formation, structure, registration and membership of CCBs. However, these workshops were a peripheral activity in the RISE program. PTCs would have benefitted from a greater push to nurture the establishment of CCBs, provide sustained follow up, and measure results. RISE's assistance to PTCs in the complicated process of CCB registration would further encourage civil society development and service delivery as a means to test and develop the current education policy concept of top-down financing/bottom-up needs identification.

NRSP's assistance to SMCs in LSO registration has been effective in developing important linkages and encouraging advocacy. This support to SMCs is a core program of the organization. By the completion of the RISE project, each SMC had linkages with LSOs. This form of support in AJK should be encouraged, along with a greater emphasis on follow up and evaluation by the management team.

In designing this kind of intervention, a more holistic approach is required. Training should be tailored to the needs of participants, many who already have knowledge of CCBs and LSOs and, therefore, any institutional development training 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 might better suit the needs of participants who are already well-versed in the basics of CCBs/LSOs.

Implementing Partners' Added Value: The implementing partners, which carried out other project activities in RISE communities, brought added value. In AJK, NRSP brought significant added value to RISE through its assistance to communities to form COs and LSOs. While examples of IPs and SMCs/PTCs creating linkages between programs existed under RISE, further efforts should be made to take advantage of these opportunities, particularly in the case of cross training purposes, for example, in the use of innovative practices in social mobilization or cluster formation. But also and notably all three IPs (SUNGI, SRSP, and NRSP) have experience in credit systems and micro financing, each requiring understanding of business feasibility and some competency in management. In Mansehra, lack of access to finances and the inability to mobilize a 20 percent cash contribution is reported as a primary obstacle to applying for and receiving a government development grant by the CCB. RISE IPs seem ideally positioned to assist PTCs to remove this hurdle.

The international organizations' management and technical expertise in education development, especially in post conflict/disaster and fragile situations, clearly benefited the project in delivering quality services and producing the desired impact. The IRC and other partners' experiences informed the design of tailor-made strategies and tools for building back better the education system in the earthquake-affected areas. The incorporation of elements from the IRC's Healing Classroom initiative in the RISE community training materials contributed to the development of an environment of inclusion, mutual respect and open communication between SMCs/PTCs, teachers and education officials.

Gender: Pakistani custom restricts the movement of female members of the family, which has resulted in lower literacy rates and limited exposure to market systems. This is particularly true for Mansehra. This situation did not allow the women to realize their full potential as members of PTCs (most acute with all-female membership). To compensate for these gender-related disadvantages, female PTC members should be provided appropriate marketing and financial literacy training. In spite of these cultural restrictions, RISE statistics show that women-only committees had a high rate of completion of self-help projects. Project-wide, a total of 666 of 1140 girls' school committees completed self-help projects as compared to 714 of 1160 boys' school committees.

Infrastructure: SMCs/PTCs have been called upon to contribute to improving their school environments as one means to increase student enrolment and attendance and reduce teacher absenteeism. While school buildings equipped with appropriate furniture, latrines, boundary walls, water supply and playgrounds are considered to be the most important physical facilities, most RISE schools affected by the earthquake either never had or still lack many of these basic facilities. Poor infrastructure and lack of facilities are two of the many reasons

for poor student and teacher attendance and student enrollment. The development grants available to SMCs/PTCs through donor agencies or for PTCs who register as CCBs and SMCs affiliated with LSOs should encourage communities to take an active role in providing a better learning environment for their children. The twenty percent cash contribution required from CCBs will not be easy for many communities to source, however.

SMC/PTC Resources: RISE offered many trainings related to SMC/PTC mobilization and capacity building. RISE prepared a user's manual for these trainings, keeping in mind the inevitable turnover of SMC/PTC membership and social organizers and the utility of a manual as a resource tool for self auditing and further capacity building purposes. Considering the high percentage of semi-literate and non-literate committee members, especially in Mansehra, RISE should design materials intended for distribution to the committees that are sensitive to the limitations of this demographic group in mind.

High Expectations in a Relief Environment: High expectations in a relief environment resulted in early difficulty in gaining government and community commitment to a development approach. RISE supported SMCs/PTCs to help schools return to normalcy (enrollment, temporary shelter, etc.) in training and in a small grants program. A recommendation for future programs offered at the reconstruction stage is a phased entry into communities, starting with SMC/PTC mobilization, followed by teacher training activities.

Student Fees: The issue of student fees should be explored further in at least two areas. Firstly, students' fees (KPK does not collect fees) are remitted to the government with the remainder used by teachers to purchase classroom consumables. The practice could change with a greater proportion of fees collected to stay with the school and be administered by SMCs for school needs disbursements, with SMCs acting as a social safety net for those unable to pay fees. Secondly, to improve performance in both AJK and KPK, a fees-based service would make teachers more accountable to those paying fees as they are now to the government which pays their salary.

Support to Students: The RISE project promoted teachers' application of active learning techniques in classrooms. Under Component 2, teachers received training; and, under Component 1, district education officials were trained to observe teachers' in-classroom use of active learning techniques. However, the government is grossly under-budgeted, with much higher priorities than transport costs related to classroom monitoring. While district education officials reportedly attended SMC/PTC cluster meetings, according to respondents of the SMC/PTC interviews, they rarely visit the remote villages.

The government guidelines for SMCs/PTCs mention their role in organizing curricular and co-curricular activities as well as helping to create an environment of active learning in the school. Parents have a role to play in the education of their children and involving parents in

the learning experience would be a step in the right direction. SMCs/PTCs could be appropriately trained to understand and tasked to monitor active learning in the schools.

Integrating RISE: RISE's integrated, three component program captures the concept of a holistic approach to the complex challenges facing the government education systems. RISE's integrated components had separate teams focusing on each of the components. In the case of Mansehra, this also meant separate offices for the implementing partners. The component teams' focus for the majority of the project was on achieving the mandatory targets in their respective components. As a result, the functions of each component could not optimally integrate. In the final year of the project, the component directors had greater opportunity to attend to the concept of a whole school approach. For sustained integration and a true holistic approach to building back better, more collaboration and shared objectives would reap benefits for the project and for the education system at large. In the follow-up project, placing the implementing partners' staff in the same office and emphasis on a whole school development approach to the components' work would contribute to a better integration of the work of the project teams.

Building Networks of Support: By and large, SMCs/PTCs exhibited their greatest strengths in matters which are in control of the committees and for which SMCs/PTCs are not dependent on external support or require negotiation with individuals or agencies external to the committees. SMCs/PTCs performed well in procedural matters, such as in their meetings; consensus-based decision making; record keeping, and implementation of school improvement plans. These are the areas in which RISE directly provided support to these groups, thus showing an impact of RISE's interventions in their development.

In future programs, SMCs/PTCs would benefit from a greater emphasis on building SMC/PTC members' capacity in working and negotiating with actors external to their groups, for example, in promoting quality of education in the schools, and building relationships for influence.

Public Recognition: Generally, public recognition of the communities, teachers, and education managers' work; cluster and experience sharing meetings; and exposure visits are motivating and serve 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/PTC's accomplishments. These events helped SMCs/PTCs to generate local support and instill further motivation. They provided an opportunity for 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

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.

These 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.

Use of a Participatory Approach: 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 SMCs/PTCs' development, RISE emphasized the participation of education officials and communities, which resulted in their greater acceptance and ownership of the SMCs/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.

Advocacy to the Education Departments: Advocacy helps SMCs/PTCs solve many issues, such as teacher absenteeism and transfer and makes education departments aware of school and staffing problems. 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.

A Clear Exit Strategy: 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 days' training activity. RISE's community mobilization approach offers the groups sustained support for their 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.

RISE sometimes 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 on time. 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.

5. Suggestions for a future program baseline study

The data collected in the RISE baseline conducted in 2007/2008 measured the status of the education stakeholders related to the three components in terms of their applied skills, the level of interaction and mutual support between stakeholders and components and the efficiency and effectiveness of the systems in which they operated. Specific areas of data collection included but were not limited to:

- Student achievement levels and teacher absenteeism.
- District level management capacity and skills sets and coordination bodies.
- Status of the government EMIS system and how it was applied to planning and needs identification.
- Teachers' skills and teaching techniques applied in the classroom.
- Community awareness of their roles and responsibilities in public education and the level of their engagement in the schools.
- Baseline information on SMCs/PTCs' level of functioning with regard to such matters as selection or election of office bearers, operations, planning for school improvement, and financial management.

For future interventions, additional data should be collected on the formal structure(s) which exist (or not) within the government to facilitate and respond to initiatives taken and requests solicited by SMCs/PTCs. With the move towards "bottom up planning" and "top down financing" a better understanding of how finances are disbursed to schools and students and an assessment of how schools utilize these finances would be in everyone's interests. Additionally, further data collection on the feasibility of transforming PTCs into Citizens Community Boards to interface with the District Education Office on education-related issues as well as to apply for development grants would be beneficial.

As a way to better document and assess the impact that SMCs/PTCs' involvement has on student enrollment, attendance and performance, additional baseline data should be collected. Progressive data could be collected over time in order to gather evidence to support the positive effects SMCs/PTCs have on the students in their communities.

ANNEX I: Documents Reviewed

No	Document
1	Checklist for Small Grant Application Documents
2	Training Manual for Capacity Building of School SMCs in Bagh, AJK & PTCs in Mansehra, KPK. Unpublished.
3	RISE Annual Report: Year 3 September 2009
4	RISE Quarterly Report #1 JUL-SEP 2006
5	RISE Quarterly Report #2 OCT-DEC 2006
6	RISE Quarterly Report #13 JUL-SEP 2009
7	RISE (August 2008) Small Grants Management Manual for SMCs/PTCs.
8	RISE Promotion of Gender Equality in the RISE Project February 12, 2008.
9	Peer Learning Visit Report District Rawalakot
10	SUNGI (n.d.). Social Organization Primary Training Module
11	Results of Jan-Feb 2009 Post-Test Teacher Classroom Observation & Student Assessment
12	Report on Task Analysis Sept. 10, 2009
13	School Supervision Checklist
14	RISE Project Description (Application to ERRA) September 25, 2006
15	SMC/PTC attendance, minutes and income and expense records for sites visited
16	Various SMC/PTC cluster meeting minutes
17	SRSP Three Tier Institution Building Operational Strategy
18	The Education Budget in Pakistan by the Human Rights Commission of Pakistan October 2004
19	EMIS report for Education Statistics Azad Jammu & Kashmir 2007-08
20	Situational Analysis Of School Management Committees and Parents Teachers Associations, May, 2007

ANNEX II: RISE Partners and Government Staff Interviewed

Site	Organization	Person	Title
Islamabad	RISE	Naeem Sohail Butt	Project Director
		Lisa Deyo	Deputy Project Director
		Riaz Khan	Director, Community Development
		Shahnaz Mazhar	Deputy Director, Community Dev.
		Noshaba Zafar Mir	Gender Coordinator
		Raja Mohd Qadir Khan	Director, Education Management
		Zulfiqar	Deputy Director, Ed. Management
		Noman Mustafa	Grants Coordinator
		Sadia Nazly	Grants Officer
Manshera	RISE	Naveed Lodhi	Grants Officer
		Saima Khan	Community Development Coordinator
		Jamaludin Abadat Shah	Training Coordinator
		Sajid Shah	Education Management Specialist
		Salima Malik	Director, Teacher Training
		Shafat Gardezi	Deputy Director, Teacher Training
		District Education Officer	Javeed Ahmad Khan
	SRSP	Nadia Tariq	Manager Social Sector & Gender Issues
		Shahzad Khan	Team Leader
		Zia Ud Din	Program Officer
		Shumaila Khan	Social Organizer / Master Trainer
		Nosika	Social Organizer / Master Trainer
		Raffat Iqbal	Social Organizer / Master Trainer
		Murad Ali	Master Trainer / Grants Focal Officer
		Abed Shahzad	Master Trainer / Acting M&E Officer
	SUNGI	Abdul Hay	M&E Officer
		Shazia Noreen	Project Manager
		Raffat Khaqan	Master Trainer / Grants Focal Person
		Babar Khan	Master Trainer
		Amir Khan	Social Organizer
		Ijaz Ahmad	Social Organizer
		Ahsan Shuykat Iqbal	Assistant M&E Officer
		Ferdos Bibi	Social Organizer

Site	Organization	Person	Title
B A G H	RISE	Muhammad Attiq	Community Development Coordinator
		Azhar Hussain Shah	Teacher Training Officer
		Munzur Mukhtar	Teacher Training Officer
		Zulfiqar Ali Shah	Deputy Director, Education Management
		Mansoor Ahmad Naqshbandi	Operations Manager, Bagh
	District Education Office	Zaffar Iqbal	Assistant Education Officer
		Idris Raja Moh'd	Assistant Education Officer
		Shaukat Mehmood	Assistant Education Officer
	NRSP	Khalil-ur-Rehman	Project Manager
		Shahid Malik	M&E Officer
		Iftikhar Ahmad	Social Organizer
		Ijlal Kareem	Social Organizer/Grants Focal Person
		Nabeela Riaz	Social Organizer
		Kiran Shaukat	Social Organizer
		Saima Shabbir	Social Organizer
		Khadeeja Begum	Social Organizer
		Shazia Ayub	Social Organizer
		Safeeda Afsar	Social Organizer
		Ghazala Gardezi	Social Organizer

ANNEX III: SMCs & PTCs Visited

Dist.	SMC/ PTC	Member	Title	SMC/ PTC	Member	Title
BAGH	Dhaki Khas Gov't Girls Middle School (A)	Khadim Hussain	Chairperson	Tararrala Gov't Boys Primary School (A)	Moh'd Roshan	Religious Member
		Moh'd Asraf	Comm. Member		Moh'd Aslam Parvez	Comm. Member
		Munir Hussain	Technical Member		Riaz Ahmad	Secretary
		Qari Burkak Hussain	Religious Member		Sakina	PM
		Bushra Saleem	Secretary		Tyrah Mukhtar	Honorary Member
		Sulma Beygum	Treasurer		Farahdibah	Honorary Member
		Shahzia Beygum	Honorary Member		Moh'd Jahangir Khan	Technical Member
		Sarayha Beygum	Honorary Member		Khalida Server	Honorary Member
BAGH	Burqa Rug Gov't Girls Middle School (A)	Moh'd Shabab	Comm. Member	Nakkar Topi Gov't Boys Middle School (B)	Moh'd Ishaq	Treasurer
		Moh'd Younas Sawan	Chairperson		Zahid Ahmad Khan	Social Member
		Mahmood Khan	Technical Member		Kafyat Hussain	Secretary
		Nagina	Honorary Member		Moh'd Jahageer	Religious Member
		Zubaidah	Honorary Member		Moh'd Khan	Member
		Onosha Mahboob	Treasurer		Moh'd Parviz	Chairperson
		Shamraz	Religious Member		Moh'd Idrees	Technical Member
		Zazadia Konsa	Head Teacher			
BAGH	Sir Syedan Gov't Girls Middle School (B)	Sabir Hussain	Chairperson	Paddar Gov't Boys Middle School (C)	Subair Hussain	PM
		Nazia Roshan	Honorary Member		Said Naveed Hussain	Comm. Member
		Rajma Manshah	Member		Wazir Hussain	Religious Member
		Shameem	Religious Member		Said Hussain Shah	Treasurer
		Shahid Hussain	Treasurer		Waqar Hussain Shah	Comm. Member

Dist.	SMC/ PTC	Member	Title	SMC/ PTC	Member	Title
		Zahadah Begum	Secretary		Said Nisar Hussain	Comm. Member
					Rabina	Honorary Member
					Zahadat Sultana	Honorary Member
					Farzana Shabir	Honorary Member
					Said Saybot	Secretary
B A G H	Hillan Dhaki Gov't Boys Primar y School (B)	Sadar Lal Hussain Khan	Chairperson			
		Moh'd Zareen Khan	Secretary			
		Amir Farooq	Social Member			
		Moh'd Khurshed Khan	Parent Member			
		Azhar Iqbal	Religious Member			
		Nazir Ahmad Khan	Treasurer			
		Faiz Ahmad Khan	Technical Member			
M A N S E H R A	Kapi Gully Gov't Boys Middle School	Moh'd Sharif	Secretary GBMS	PTC Cluster Meeting at Bissian Gov't Boys High School	Moh'd Naseem	GMPS Damgallah Bissian
		Moh'd Ashfaq	Chairperson GBPS		Abdul Quyoom	GBPS Bissian
		Amjad Hussain	Volunteer		Ghulam Rasool	GMPS Lassain Dehri
		Abdul Rashid	Chair GBMS		Moh'd Gulafam	GMPS Dehri Bissian
		Moh'd Sadiq	Secretary GBPS		Sardar Malik	GMPS Khatta Bissian
		Gul Qadir	Volunteer		Abdul Rasheed	GBPS Bissian
		Gulam Farid	Member		Ghulam Rasool	GMPS Dehri Bissian
		Gulam Qadir	Member		Abdul Malik	GMPS Khatta Bissian
		Mir Zaman	Member		Moh'd Nazir	GMPS Dehri Bissian
		Said Alam	Volunteer		Moh'd Akram	GMPS Lassain Bissian
	Chikiya Gov't Girls Primar y School	Jabeen	Chairperson		Safaraz	GBPS Jabbian
		Ghazala	Secretary		Moh'd Javed	GMPS Lassain Bissian
		Yasmeen	Member		Faqir M. Khan	GMPS Lassain Bissian
		Foqia	Member		Moh'd Yousaf	GMPS Damgalla Bissian
		Saeeda	Member		Abdul Raheem	GMPS Damgalla Bissian

Dist.	SMC/ PTC	Member	Title	SMC/ PTC	Member	Title
		Imtiaz	Member		Jan Moh'd	GMPS Khatta Bissian
					Alif Din	GBPS Jabbian
					Moh'd Sadique	GMPS Dehri Bissian
					Pervez Shah	GBHS Bissian
					Malik Sabiar	GMPS Khatta Bissian

ANNEX IV: Questionnaire

Criterion I: Governance and Management

The SMC's system of governance and management is sufficient to manage existing operations, and to respond to development and change.

Administration Structure and Bodies

1. How frequently does the SMC communicate its vision and mission to stakeholders (administrators, DEO, students, parents, faculty, staff and community)?
2. How often does the SMC meet to discuss decision/policy matters?
3. What percentage of the SMC members are involved in the formulation of policy matters?
4. Does the SMC have quality management controls and are they updated and reviewed to conform to well-defined policies and procedures?
5. How involved is the SMC in deciding academic issues like curriculum development, grading systems, supervision of teaching, etc.?

Qualifications of Administrative Staff

What percentage of SMC staff is competent in their respective work?

Management Systems and Procedures

1. How many projects/programs are planned in the past three (3) years? Based upon the planned projects/programs, how many were implemented?
2. How often does the SMC meet to discuss budget planning and allocation and other financial management activities?
3. Does the SMC arrange community fund raising events?

Criterion II Networking and Linkages

1. How often do the SMCs get together with other SMCs to promote public awareness, discuss school related issues, and lobby for support?
2. What links does the SMC have for financial and in-kind support other than the government?

Criterion III Resources

Do SMCs work in an environment that has the physical and financial resources to support their roles and responsibilities?

Financial Resources

1. Do the SMCs receive an annual budget from the government to support the minimum operational needs of the schools they are responsible for?

Financial Management (Transparency and Accountability)

1. How often is the SMC audited by the government to ensure proper financial management?
2. What percentage of the SMC annual budget is augmented by income generating activities, e.g., grants, gifts, self help, community bazaars, etc.?

School Classroom, Grounds and Other Facilities

1. To what extent does the school comply with the government standards (number of rooms, latrines, water supply, library, etc)?

Criterion IV Support to Students

Student Guidance and Counseling

1. Do SMCs provide guidance and counseling to students and parents?

Student Services

2. Does the SMC practice active student recruitment and monitor attrition rates?
3. Does the SMC promote curricular and co-curricular activities?

Criterion V Gender

1. Other than the prescribed RISE project activities (female SMC honorary membership, female volunteer teachers, puppet shows and theatrical events), what gender-related activities have gone on in the field?

2. As female SMC members, what further/specialized training capacity do you feel you would benefit by?

Criterion VI Sustainability

1. What additional trainings should SMCs receive to prepare for managing your responsibilities after the RISE project ends?
2. Do you (SMCs) believe that you have the capacity to effectively mobilize and train a neighboring SMC that has not been involved in the RISE project?
3. What is the government's opinion of those SMCs that have gone through the RISE mobilization and training process?
4. How will the SMC survive after the RISE project ends?

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