

External Evaluation

Children's (Especially Girls Aged 2-12) Access to
Quality Education with Improved Infrastructure
and a Safe Learning Environment

2013



Submitted to:

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ACRONYMS

A. V. Aids	Audio Visual Aids
AJK	Azad Jammu and Kashmir
ASER	Annual Status of Education Report
BOQ	Bill of Quantity
CCs	Construction Committees
DRR	Disaster Risk Reduction
ECDC	Early Childhood Development Center
ECE	Early Childhood Education
EFA	Education for All
EPs	Education Promoters
FATA	Federally Administered Tribal Area
FGD	Focus Group Discussion
ITA	Idara Taleem o Agahi
MDGs	Millennium Development Goals
NEC	National Education Census
NGOs	Non Governmental Organizations
PEC	Pakistan Engineering Council
PPRA	Public Procurement Regulatory Authority
SDPs	School Development Plans
SMC/SC	School Management Committee and School Council
TPE	Third Party Evaluation
WSIP	Whole School Improvement Program

Executive Summary

This TPE aimed at assessing the progress of work in Dubai Cares Project implemented by ITA for the enhancement of girls' enrolment and retention in South Punjab and Upper Sindh affected by floods in 2010 and 2011. The major aim of the project was provision of supportive learning environment in government schools with community engagement, and inculcating positive attitudinal change amongst teachers and parents as duty bearers in 302 schools. This midterm evaluation study was undertaken to assess: a) the midterm impact of strengthening infrastructural capacity of schools and providing academic resource material to children; and b) the early impact of 15 Early Childhood Development (ECD) Centers set up in the same areas through community engagement with the objective of providing support to mothers and preparing them for successful transition from pre primary to primary education. . In order to address the specified objectives, a three-pronged approach was adopted for this study focusing on: 1) provider's self-report; 2) receiving end data; and 3) beneficiary's report. A hybrid data collection strategy was deployed to uncover quantitative and qualitative insights and findings in terms of intervention, probable change in children enrolment, quality of teaching and learning, bringing change girl enrolment, effectiveness of measures taken and improving schools as a place of learning. A total of 41 schools from four districts (Shikarpur, Multan, Rahim Yar Khan and Muzzafargarh) were included in the study. These schools were further bifurcated into WSIP schools in which construction (24 schools) and without construction (17 schools). The data was collected using five instruments developed for this evaluative study. The instruments included: a checklist, questionnaire for teachers, structured interview for parents, structured interview for students, Focus Group Discussion and Performa for Early Childhood Development Center (ECDC). The quantitative data was collected from 98 teachers, 108 parents, 216 students and 41 checklists. This information was supplemented by four FGDs and field notes of the research assistants.

The results of the study revealed conformity in the project progress in ITA documents and on-ground work to a large extent except in Shikarpur district. The pace of rehabilitation work was relatively slow in Shikarpur due to delay in selection and approval of selected schools from Department of Education officials. In WSIP construction schools in Kot Adu and Rahim Yar Khan, construction of boundary wall, school signboard, provision of para-teachers and maintenance of visit register was seen in all sampled schools. Other than that, work like provision of toilets, furniture, school whitewash, provision of health kit and science kit was completed in almost 90% of the schools. Two-third of the sampled schools were given ECE kit, provided with teacher training/capacity building, training was provided to SMC/SC members by ITA, summer school activities were carried out, site-based school support was delivered and health awareness was completed. The activities which were behind schedule included distribution of sports kits, Science Kit, ECE enrichment material and celebration of international Advocacy Day.

In WSIP without construction schools, Rahim Yar Khan was the one in which maximum schools have received the support as planned. In Kot Adu and Shikarpur the work was in progress in almost 50% (with some variation by facility) of the schools in the sample. There were only 20 schools in Multan added as supplementary (beyond the project initial plan) and minor repair work and kit distribution was completed in all sampled schools in Multan at the time of this survey.

In addition to the provision of facilities, the evaluation study also investigated about the quality and satisfaction of the teachers, parents and students regarding the provided facilities. Teachers in all three districts are quite satisfied with the safety provisions of the learning environment. The teachers in Shikarpur and Rahim Yar Khan are more than satisfied with

quality of teaching and learning and access to improved infrastructure. The questions about quality of teaching and learning focused on measuring teachers' approval about suitability of the change in physical environment, sufficiency of space in school, suitability of provided furniture for class activities, airiness and brightness of classrooms, teaching aids in classroom, availability and appropriateness of supplementary reading material. Students had the direct experience of the changes resulting from project interventions therefore their views have special importance. This was encouraging to find out that students were most satisfied as compared to teachers and parents. In all three districts students expressed contentment with quality of education, safety of the learning environment and access to improved infrastructure. Parents also showed their preference in sending their children to schools with improved infrastructure and better teaching learning facilities.

A comparison of teachers and students satisfaction with quality of the improvement in schools showed that teachers and students in schools with construction clearly enjoy better access to infrastructure facilities, feel more secure/safe learning environment and exercise superior teaching and learning condition which indicated the usefulness of project intervention and encourages for providing similar facilities in the without construction school to make the quality education accessible to all students.

ITA provided training in five areas as reported by teachers i.e. teaching of different subjects, health and hygiene, early childhood education, use of sports kit and use of reading and science kit. Most of the teachers and head teachers reported participation in numerous training workshops conducted by ITA on the above cited subjects during summer 2011. In addition to the trainings in these five areas, teachers were also provided training in disaster and risk management. This training support was further strengthened by site-based support in 34 WSIP schools.

Early Childhood Development (ECD) Center

ECD centers for age group 1-5 are seen as a link to prepare children for joining formal schooling and parents see it as a successful source of mainstreaming of children. This has significantly raised the possibility of larger number of students joining the formal education. Parents have reported keen interest in their children being engaged in learning through play, training in doing independent work and developing skills to work with others. According to parents ECD is proven to be the most cost effective sustainable intervention, as the land for establishing ECD center has been provided by the local community, and later, will be managed by the Mothers' Committees (Sanjh) supported by local arrangements. . Gender Based Grooming Sessions and Vocational Programs for Mothers & Girls have empowered females in making their own decisions and manage the functionalities of ECD Day Care Centre. There is substantial room for extending this pioneer idea of ECDs in rural areas as centers for development of child and mother education, health and vocational training as the existing facility is insufficient for catering to the need of enrolled children and associated mothers.

Evaluation of Construction Work

The process of work allocation to project completion was thoroughly evaluated. The construction work was carried out through a tender committee constituted of community members and some of the project people of ITA. The procedure suggested by Pakistan Engineering Council (PEC) , Public Procurement Regulatory Authority (PPRA) and the Government of Punjab_ were followed from calling bids to final payment to the party on completion of the work. The quality and progress of work was assured by the construction committee consisting of local members of the community, ITA, and School Management Committee through observing it frequently. The community members were actively involved



in the process and final payments were made on the approval of School Management Committee (SMC)/School Council which had representation of community members, ITA engineer and head teacher. ITA also got 10% of the project amount from the firms as a security deposit which was agreed to be refunded after six month the completion of task.

1 INTRODUCTION & BACKGROUND

1.1 Background & Project Information

The project was sponsored by Dubai Cares and implemented by ITA for enhancement of girls' enrolment and retention in flood affected areas of South Punjab and Upper Sindh. The project covering 302 schools, showcases the tremendous possibilities of creating conducive learning environment in government schools with community engagement, inculcating positive attitudinal change amongst teachers and parents as duty bearers. Its current relevance is amplified due to the emergency response needs in the wake of the unparalleled flood that afflicted Pakistan in July 2010. Its aftermath has led to major education dislocation and destruction particularly affecting the poorest children in Punjab and Sindh. The project targeted on improvement of education in affected areas by focusing on sustained access, quality and gender equity through processes of local governance, alignments to government sector plans, underpinned by the urgency for life skills in Disaster Risk Reduction (DRR) and public private partnerships in Pakistan.

The project is made up of high impact educational inputs in both the immediate and longer term for an intensive and strategic initiative resulting in high outcomes aligned to dominant policy and sector reforms. The project focused on South Punjab and Sindh, both highly affected by the floods, where the poorest continue to face rehabilitation challenges.

Component I: School Rehabilitation

- a. Extending the already successful Dubai Cares, Whole School Improvement Program cluster approach in 3-4 districts of South Punjab/Upper Sindh reaching out to 75,000 children.
- b. Training support for life skills; Disaster Risk Reduction (DRR)/ Emergencies and quality learning to teachers and school councils
- c. Catch up Program: 1000 out of school recently drop out children to be provided with an accelerated second chance program for mainstreaming into primary/elementary schools.

Component II: Back to School Kits for Children & Schools

Targeting 3000 children in the flood affected districts of Punjab and Sindh (minimum 20 schools) with essential basic school and educational materials to enable quality learning.

Component III: ECD Day Care Centres in affected districts

Establishing 15 comprehensive Early Childhood Development (ECD) community based centres catering to 3000 children (Ages: 2 year to 5 years) and their mothers. The interventions include support for maternal and child health and nutrition, learning stimulation, good parenting and strong social supports for care givers making a case for a stronger sustainable schooling cycle.

Analysis of the Education issues addressed by the programme

Pakistan is classified as middle income country suffering from high levels of poverty and vulnerability with skewed income distribution between the rich and the poor. Its ranking



in the Human Development Index stands at 125 out of 169. In Pakistan, Girls' enrolment ratio at primary level is overall 77% and 68% in rural areas whilst female literacy is overall 40% with 32% in rural areas. Access to education and quality education remains a challenge for the poorest quintile groups particularly amongst girls in Pakistan. In rural areas 71% children are enrolled in government schools (ASER, 2010) usually from the poorest families. The number, location of schools and teachers needed is far less than what is required at all levels of the system.

Whilst on the one hand there are insufficient schools at primary level with almost 17,000⁺ urban blocks and villages without any educational institutions, there is a huge gap between primary and middle level transitions (NEC, 2006); teachers and more importantly well-trained teachers with mastery in subject competencies are in short supply. Most teachers continue to use outmoded learning methods rather than giving children opportunities for engaging in critical thinking for connecting with local and global contexts. The attitude of teachers and adults often undermines the dignity of the child and confidence in learning and living.

Furthermore, there are challenges of minimal and poor quality infrastructure in schools. According to Pakistan School Statistics 2004, 16 per cent of public schools have no physical compound or buildings or cover, more than three quarters have no electricity, almost half have no water and 60 per cent are without latrines or sanitation facilities.

Quality: In the first citizen led household survey conducted covering 54062 children (6-16 years) across 32 districts of Pakistan by ITA/SAFED called the Annual Status of Education Report (ASER) 2010, the learning outcomes in rural areas reveal as follows. Girls continue to perform lower than boys in rural settings. Private schools outperform public sector schools.

The ASER survey 2010 also highlighted that many children who are out of school display modest levels of learning as they drop out progressively from schools (pre-primary to grade 10) but are never given a second chance to re-enter the system. Girls' drop-out rate outnumbers boys. The out of school with some learning levels of numeracy and literacy need attention through systematic catch up program for reintegration into the education system for accessing social entitlements.

Whilst as many as 42% children in rural areas enter ECE grades in government and private schools the sheer lack of teachers, training and facilities makes the young drop out early rejected by an uncaring environment.

For multiple reasons highlighted above Pakistani society exhibits limited intergenerational social mobility: when poor parents, particularly mothers, are uneducated, their children are also likely to remain uneducated. This is especially true of rural impoverished areas, where almost 62 per cent of the country's 180 million live. Illiterate poor parents prefer to keep children, especially girls, at home to help in household work, sibling care as surrogate mothers and agriculture activities and grazing cattle. Mothers in rural areas need education about the importance of better child care and development, unaware of the importance of timely vaccination, breast feeding, and proper weaning at appropriate age, proper nutrition and emotional/intellectual stimulation for holistic child development. The education and life skills awareness of the mother is the key to better child development and school attendance. Young mothers often do not have skills to challenge or influence change in existing gender-based power relationship between women and men that start affecting the

quality of life of a woman from her childhood. There is a need to sensitise both parents for a more equal relationship between girls and boys, men and women with many benefits for both at family and community level.

Preferential treatment of boys in society, leads to unequal chance for girls to access most basic rights as enshrined in the constitution and international human rights instruments, including their right to education which has now become a fundamental right as per the 18th Amendment to the constitution. Bias against girls is rooted in socio-cultural beliefs/values and also influenced by the economic conditions. Added to these reasons are the problems of access to and quality of schools. Parents do not send their daughters if schools are at a distance for fear of exposing them to insecurities. The absence of basic toilet facilities in many schools, inaccessibility to clean drinking water and adequate security in the form of boundary walls are additional obstacles to sustained female enrolment. The above situation reflects the overall context in Pakistan in which girls' education has to be negotiated in the remote rural area of the country especially South Punjab and Sindh.

In 2010, Pakistan experienced two major milestones in education. The first one is the 18th Amendment to the 1973 Constitution resulting in the right to education under article 25-A, making education a fundamental right for the first time for children aged 5-16 years old. This is a bold step and augurs well for the movement towards EFA and MDGs. Its rules of business have to be drafted in 2011 for implementation.

The second unfortunate milestone was of the floods which engulfed Pakistan since July 28th 2010, as an emergency of epic proportions. The unprecedented floods affected 86 out of 138 districts of Pakistan and 21 million populations. The calamity destroyed /damaged over 10,000 schools. All four proposed districts fall in this category, thus carrying a host of challenges for a sector already performing at sub-optimal levels. All provinces have been affected including FATA and AJK. The floods have been an equalizer lashing out with the same fury and without discrimination to race, religion, ethnicity, gender and class. The numbers of displaced was enormous due to forced preventive evacuations, which saved many lives. Of the 20+ million affected, almost 50% are below the age of 18, many of them enrolled in schools and colleges. Punjab and Sindh have been the worst hit due to their topographies as water continues to hold in flat zones whilst Khyber Pakhtoonkhwa, FATA and Northern Areas have seen the menace of floods recede to get back to normal lives as well as recovery and rehabilitation. Whilst early warning helped in keeping down mortality rates, lack of life skills on DRR has undermined the most vulnerable groups for taking early recovery steps.

In light of the above challenges this initiative focused on providing children, especially girls aged 2-12, access to quality education with improved infrastructure and safe learning environment by

1. Extending the already successful Dubai Cares, Whole School Improvement Program cluster approach in 4 districts of South Punjab/Upper Sindh reaching out to 70,000-75000 children in schools and out of schools
2. Targeting 3000 children in affected Districts of Punjab & Sindh (minimum 20 schools) with essential basic school and educational materials to enable quality learning.

3. Construction of 15 centres catering to 3000 children (Ages: 6 months to 6 years) with support for health, hygiene, life skills; ECD learning, recreation and nutrition training for mothers and care givers.

In the broader scope of the above stated programme objectives, this evaluation study was carried out to assess the progress related to various components of the project.

1.2 Objectives of the Mid Term Third Party Evaluation (TPE)

This evaluation study was undertaken to assess the following objectives set out in the Terms of Reference:

- 1) The impact of strengthening infrastructural capacity of schools and providing academic resource material to children on their learning levels,
- 2) The impacts of Early Childhood Development (ECD) Centers on the learning levels of Children that are being mainstreamed through ECD Centers.

The above stated objectives will be answered through examining the following questions;

- a. Do children have access to improved infrastructure, safe learning environment with catch-u program?
- b. What are the improvements in the quality of education provided? Especially changes in quality learning made possible for both students and teachers in affected areas.
- c. Examine the procedures for establishment of ECD centers and changes brought through the activities in ECD (Sanjha Verah/Pahnjo Vehro).

1.3 Expected Outcomes of the Project

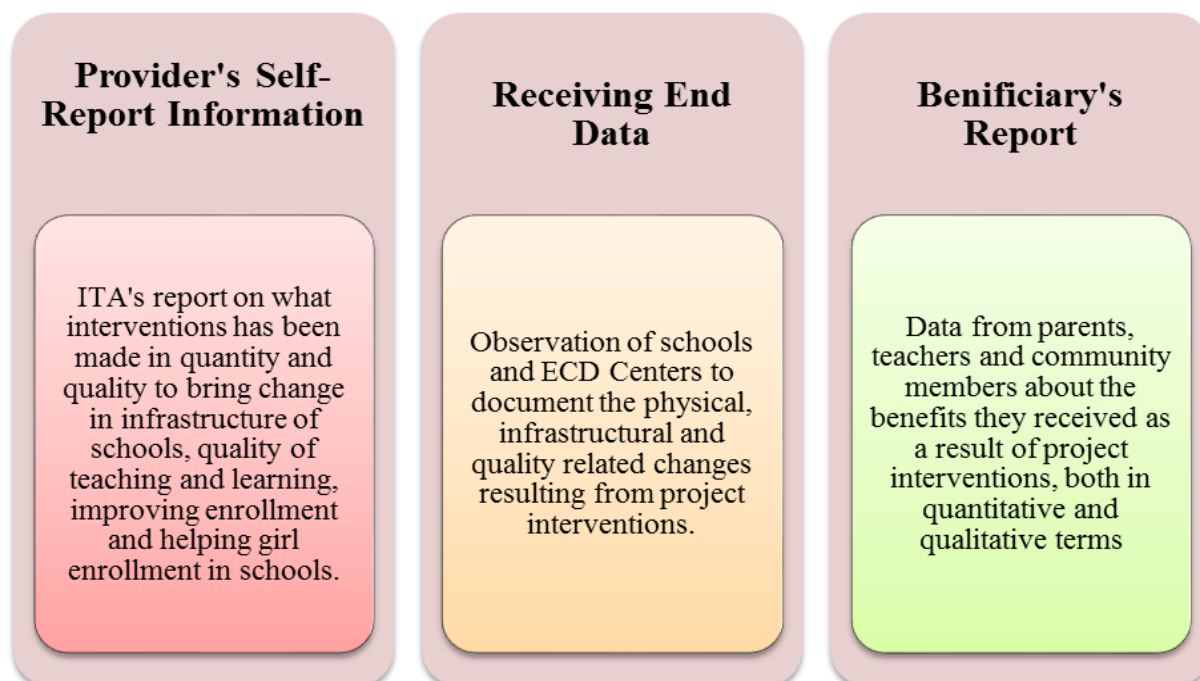
The following is a summary of the expected outcomes of the TPE:

1. Review of project documents
2. Research instruments
3. Draft report of TPE
4. Final report of TPE
5. Presentation based on final report

2 METHODOLOGY

2.1 Approach

In order to address the specified objectives, a three-pronged approach was adopted for this study focusing on: 1) provider's self-report; 2) receiving end data; and 3) beneficiary's report, as explained below.



A hybrid data collection strategy was deployed to uncover quantitative and qualitative insights and findings in terms of intervention, probable change in children enrolment, quality of teaching and learning, bringing change girl enrolment, effectiveness of measures taken and improving schools as a place of learning.

With direct input from parents, students and community members as well as government and school representatives, viable recommendations have been devised to help align education service delivery and its requirement at next stage of the project.

2.2 Process

Preliminary meetings with the ITA research team took place at the start of the study to develop a shared understanding of the terms of reference. The project background was discussed and broader goals of the project were discussed and shared understanding of nature of intervention was developed. A mutual understanding and agreement of objectives and outcomes, including FAME's approach to the survey study, was established.

Following the meeting, FAME commenced a **desk review** of relevant documents to build the team's knowledge and provide a comprehensive overview of the study at hand. Project's background paper was thoroughly reviewed to identify the indicators to be used in this evaluation study as markers of intervention and change which collectively helped inform the content of instruments to be developed for the surveys.

2.3 Sampling – size and scope

The sample is drawn at two levels i.e. district level and construction/non-construction level. All four intervention districts are included. The schools from each district were selected using proportionate random sampling. To ensure statistically representative sample and provided financial constraints 15% of the schools from each categories (construction and non-construction) were included in the sample provided that the number of selected schools is not less than four in any category.

A total of 41 schools (i.e. 13.57% of the total project schools) were included in the study with following sub-division;

1. Twenty four (24) WSIP schools in which construction is completed/on-going.
2. Seventeen (17) WSIP schools being provided with support other than construction work.

The detail of selected schools is attached in annexure A. The distribution of schools by districts is provided in figure 1.

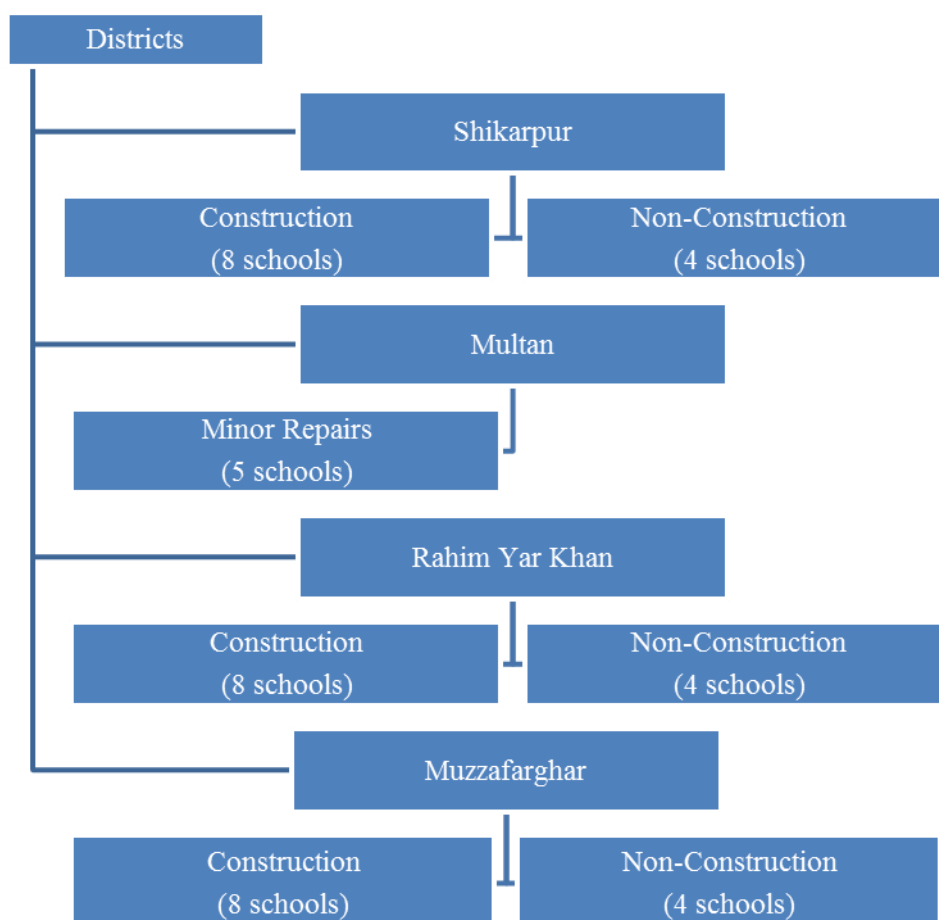


Figure 1: Sample design for the Evaluative study

2.4 Instrument Development

Framework for development of research instruments

The interventions under the project included *construction work, supply of furniture, provision of teaching learning materials (TLMs), capacity building of teachers and school council members and establishment of Early Childhood Development (ECD). Care Centers*. The instrument development used these intervention areas as framework to form the content of the five instruments developed for this evaluative study.

Following the desk review and finalization of the survey sample, instruments were developed for the respective respondents in consultation with ITA team.

Checklist

Checklist was used to verify the provisions under component 1 and 2 (see introduction for detail). Checklist included access to improved infrastructure, safe learning environment, quality of the work completed, back-to-school kits provision, and infrastructure related facilities at Early Childhood Development (ECD) centers. The checklist consisted of 15 items (annexure 'B')

Questionnaire for Teachers

The questionnaire for teachers comprised two sections. Section I covered background information about teachers in 11 questions, while section II had 37 questions covering changes in school infrastructure, quality and sufficiency of furniture provided, school kit for students, trainings provided under this project and changes in school environment (annexure C). Likert scale was used to record teachers' views and experiences.

Structured Interview for Parents

This structured interview was basically a questionnaire conducted in the manner of interview to facilitate parents responding efficiently to the questions asked. There were two sections, one recording parents' background and preferences about education of their children while section II focused on measuring parents' satisfaction with school facilities, quality of teaching and learning at school, school environment and their role in school development and decision making process. There were 9 and 24 statements in section I and II of the interview schedule respectively. Likert scale of measurement was used in section II of the interview.

Structured Interview for Students

This structured interview was basically a questionnaire conducted in the manner of interview to facilitate young students responding efficiently to the questions asked. There were two section, one recording students' background and second section asking about experiences of life in school and classroom. The section II specifically had questions about satisfaction with school facilities, quality of teaching and learning in classroom and school environment. There were 9 and 30 statements in section I and II of the interview schedule respectively. Dichotomous scale of measurement was used in section II of the interview.

Focus Group Discussion Tool

FGD tool was kept open ended in its questions to invite open debate from the participants. Keeping in view the versatility of the participants of the focus group (teachers,

parents, community, students, ITA field teams and local administration) the questions were formed to keep the motivation, relevance and interest of the participants. There were 5 questions focusing on construction work, supply of furniture, provision of TLMs kits, teachers' capacity building and development of Early Childhood Development Centers (ECDC), to gather in-depth information of the related parts of the all three project components and triangulate the information to reflect on future direction of the project.

Performa for Early Childhood Development Center (ECDC)

The Performa was designed for research assistants to fill in after seeking information from the staff at ECD care center. The Performa sought basic factual information about the physical and human resources. The Performa gathered information about the services provided and quality of facilities at ECDC. In addition, information from parents was also sought about their level of satisfaction and utility of the facility for empowering them to send their girls to school.

Researcher field notes

Every researcher was asked to take field notes in open form to supplement information collected in the remaining tools. The data collected from field notes is used to triangulate the findings while analyzing.

Qualitative and quantitative instruments were designed in accordance to the type and extent of information that was needed to be extracted. This included:

Quantitative Data	<p>The data was collected through questionnaire for teachers, structured interview for parents, checklist, structured interview for students and Performa for Early Childhood Development Center (ECDC).</p> <p>The volume of the data is as;</p> <ol style="list-style-type: none"> 1. Teachers (98) 2. Parents (108) 3. Students (216) 4. School Checklist (41)
Qualitative Data	<ul style="list-style-type: none"> • Focus Group Discussion: Four FGDs were held, one in each district. There were 8-10 participants in each FGD. The participants included parents, teachers, students, community leaders, political leadership and officials from Department of Education. • Researcher Field Notes Fifteen research assistants took field notes about their observation and field work experiences to supplement the information collected through structured tools.

Following finalization of questionnaires, interviews and other research tools, recruitment and field staff training took place for evaluation study. Three teams' comprising four field investigators and one team leader (5 members in each team) to carry out the survey were formed. The minimum qualification of the research team members was M.A. Education. Some team members had MPhil and PhD as well.

Once hiring was complete, field teams were trained prior to launch of survey. Research team members were provided five hour training (two sessions of 2.5 hrs. each) by FAME team and instrument developers. Team members were coached upon the purpose of the study, research methodology, guidelines on conducting a research tools, sample design, recording and entry of data and ethical protocols. The training helped ensure that investigators and team leader understand each instrument and are sufficiently trained to collect data.

2.5 Data Collection & Analysis

Data was collected by field staff and specialist team members simultaneously, pertaining to school checklist, teacher questionnaire, parents' interview, student interview, ECDC Performa and FGD. Moreover, complete checking of questionnaire responses and telephonic verification of the data collected took place.

Quantitative data passed through three stages:

- i. Data editing was carried out to check for missing data and skipped questions. Any discrepancies observed were removed at this stage.
- ii. The SPSS software was used for data entry.
- iii. Once the data was cleaned and verified, it was compiled and analyzed in SPSS, a statistical software package as well as MS Excel.

On the other hand, **qualitative findings** were scrutinized and examined by qualitative data analyst to identify key themes and trends occurring in the responses from FGDs. **Direct field investigations and observations** by researchers and field staff further facilitated the analysis.



3 FINDINGS

3.1 Infrastructure support in schools

Schools were provided with a number of infrastructure related support under this initiative. The existing status of the provided support was recorded through a checklist and compared with the project documents stating the claimed support provided to same schools. Table 1 shows the comparison of facilities provided in all selected districts.

Table 1

Current Status of Physical Facilities in Sampled Schools with Construction

Facility	Current Status of Rehabilitation Process by District		
	R Y Khan N=8	Shikarpur N=9	Kot Adu N=8
Boundary Wall	100	77.8	50
Toilets	87.5	88.9	25
Furniture	87.5 0% steel Almirah	40.7% Benches and white board provided in 66.7% and 77.8%	12.5
School Sign board	100	44.4	50
School white Wash	75	22.2	0
Para Teachers	100	44.4	87.5
Teaching Learning Material Reading Kit	62.5	0	25
Sports Kit	25	0	37.5
Science Kit	25	11.1	12.5
Health Kit	87.5	0	87.5
First Aid Kit	87.5	0	87.5
ECE Kit	75	0	67.5
Teachers Training/Capacity Building	75	33.3	100
Participation of ITA EP in SC/SMC Meeting	75	33.3	100
Training of selected SC/SMC members	75	22.2	75.0
Visit Register	100	66.6	87.5
Monthly Art Material	50.0	0	62.5
Summer School	75	33.3	87.5
ECE Enrichment Material	37.5	0	12.5
Display of health message	62.0	0	75.0
Site based school support by ITA's Education Promoters	62.0	11.1	100
Organizing/Celebration of international Advocacy Day	37.5	0	25.0

*There are 9 construction schools in Shikarpur

In Rahim Yar Khan construction of boundary wall, school signboard, provision of para-teachers and maintenance of visit register was seen in all sampled schools. Other than that work like provision of toilets, furniture, school whitewash, provision of health kit and science kit was completed in almost 90% of the schools. Two-third of the sampled schools were given ECE kit, provided with

teacher training/capacity building, given training of SC/SMC members by ITA, summer school activities were carried out, site-based school support was delivered and health awareness was completed.

The case of Kot Adu was very similar to Rahim Yar Khan as far as the completion of intervention activities was concerned. All selected institution received the rehabilitation related support or majority (more than 2/3rd of the sampled institutions already received the intervention facility) of institutions work heading towards completion of work.

The pace of rehabilitation work was relatively slow in Shikarpur according to the data collected from sampled schools. The discussion with ITA team and document review for Shikarpur showed that the finalization of schools in Shikarpur took relatively longer time as compared to other districts. There is documentary evidence that ITA worked in close coordination with Department of Education, community and other stakeholders from very outset of the projects (right from selection of schools) to avoid any inappropriateness in selection of school. Thus a great care was taken in selection of schools which resulted in delay in selection and approval of selected schools from Department of Education officials. The schools in Shikarpur were finalized in December 2011, consequently causing delay in pouring in of related rehabilitation support. This delay apparently slowed the process but ensured proper and meaningful utilization of project funds as after floods, number of donors, NGOs and social welfare organizations were simultaneously engaged in support activities which increased the probability of duplication of similar support to same school from multiple organizations.

Some Activities not completed in all districts which related to distribution of sports, Science Kit, ECE Enrichment material and celebration of international Advocacy Day was not celebrated in all schools.

Table 2 shows the status of work in without construction schools. The pattern of work is same in without-construction schools as well. Rahim Yar Khan was the one in which maximum schools have received the support listed in table 2. In Kot Adu and Shikarpur the work was in progress in almost 50% (with some variation by facility; detail is in table 2) of the schools in the sample. There were only 20 schools in Multan added as supplementary (beyond the project initial plan) and minor repair work and kit distribution was completed in all sampled schools in Multan at the time of this survey.

There are several entries in the table 2 showing no/few schools from among the sample schools receiving support in certain areas of support in Shikarpur and Kot Adu. For example ECE kits were not distributed in the schools of Shikarpur etc. There was a common reason behind all these delays, appeared from the study of procedures/protocols and timeline for support developed by ITA. These delays can be understood by looking at WSIP details.

WSIP schools were engaged in four phases to benefit from school improvement. In the first phase, school identification, orientation to the school improvement program, school need assessments and mobilization of people was carried out. This phase was followed by community mobilization, preparation of school development plans (SDPs) and preparation of agreed road map. Third phase was implementation and monitoring of annual school development plans, teachers' training, enrichment activities, provision of teaching learning materials and site-based supported by ITA education promoters (EPs) and physical rehabilitation of schools. In the final phase, exist strategy and partnership and system for sustainability were included. These phases were to be implemented in given order.

It shows that delay in selection of schools will automatically cause delay in every subsequent phase and this happened with schools in Shikarpur as the selection of schools in Shikarpur was delayed for the reasons already stated on previous page.

Table 2

Current Status of Physical Facilities in Sampled Schools without construction (Minor repair and kits distribution)

Facility	Current Status of Rehabilitation Process by District			
	Rahim Yar Khan N=4	Shikarpur N=3	Kot Adu N=4	Multan N=5
Para Teacher	75.0	33.3	25.0	80.0
Teaching Learning Material Reading Kit	25.0	33.3	0	100
Sports Kit	75.0	66.7	0	100
Science Kit	0	0	0	100
Health Kit	75.0	33.3	50.0	100
First Aid Kit	100	33.3	25.0	100
ECE Kit	75	0	75.0	100
Teachers Training/ Capacity Building	75	0	75.0	60.0
Participation of ITA EP in SC/SMC Meeting	75	66.7	75.0	60.0
Training of selected SC/SMC members	100	66.7	50.0	60.0
Visit Register	100	66.7	25.0	0
Monthly Art Material**	25.0	33.3	0	0
Summer School	50.0	33.3	50.0	0
ECE Enrichment Material	25.0	0	50.0	0
Display of health message	50.0	33.3	50.0	40.0
Site-based school support by ITA s Education Promoters	0	33.3	75.0	40.0
Organizing/Celebration of international Advocacy Day	0	33.3	0	40.0

*There are 3 without construction schools in Shikarpur

**Monthly Art Materials are to be given to schools through a lump sum amount deposited in their SMCs/SC Funds for buying them according to the guidelines given.

3.2 Access to Improved Infrastructure, Safe Learning Environment and Quality Education

This section presents evaluation about access to improved infrastructure, safe learning environment and quality of education as gauged on the basis of teachers', parents' and students' experiences of change brought through the actions in this project. The results are also differentiated on the basis of schools with and without construction.

Teacher Self-reported Satisfaction with Educational Facilities provided under Dubai Initiative

The teachers from selected schools were surveyed to collect their satisfaction with the quality of education (teaching and learning), safe learning environment and access to improved infrastructure in their schools. The sample included 8 schools from each of the 3 districts. Each selected school had 2-3 teachers and all were included in the survey.

The provision of infrastructure related facilities (as seen in table 1) is reasonably complete in most of the schools in all four selected districts or in final stage of completion. Figure 2 shows the extent of satisfaction of teachers about the quality and sufficiency of the provided teaching and learning facilities, safe learning environment and access to improved infrastructure. The data was collected through a questionnaire having 27 statement/ questions addressing above mentioned three issues.

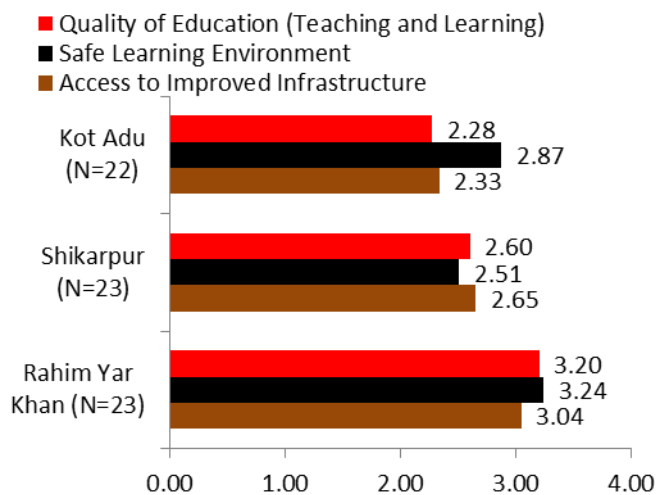


Figure 2: Facilities in WSIP schools with construction as reported by teachers

Each statement was on 4 point scale from strongly disagreeing to strongly agree, zero being strongly disagree and 4 being strongly agree. Figure 2 shows that teachers in all three districts are quite satisfied with the safety provisions of the learning environment in all three districts. The teachers in Shikarpur and Rahim Yar Khan are more than satisfied with quality of teaching and learning and access to improved infrastructure. The questions about quality of teaching and learning focused on measuring teachers' approval about suitability of the change in physical environment, sufficiency of space in school, suitability of provided furniture for class activities, airiness and brightness of classrooms, teaching aids in classroom, availability and appropriateness of supplementary reading material and celebration of international days.

The average score of more than 2.5 on scale of 4 points showed that teachers are content with the provision and quality of teaching and learning facilities in intervention schools of all selected districts.

Second dimension addressed in the questionnaire was about safe learning environment which included safe place to keep important school record, provision of health kit, emergency treatment kit and display of health checklist in school. The project has made these provisions under the intervention/support and questionnaire focused on knowing the satisfaction of teachers about these facilities. Figure 2 shows teachers' satisfaction with these provisions as per item mean score was 2.84/4.0 which reflects teacher's agreement on provision and quality of the facilities.

Third area of interest in the questionnaire was access to improved infrastructure, in which teachers' opinion was sought about availability and usability of soft boards in classrooms, provision of school space for learning activities when needed and appropriateness of paint color in classroom. Teachers showed their approval about the access to the above mentioned infrastructure related facilities whenever they need them for teaching learning and other activities.

They have also acknowledged the improvement in these facilities as compared to situation before the support was provided. An average per item score of 2.68/4.0 makes the fact evident.

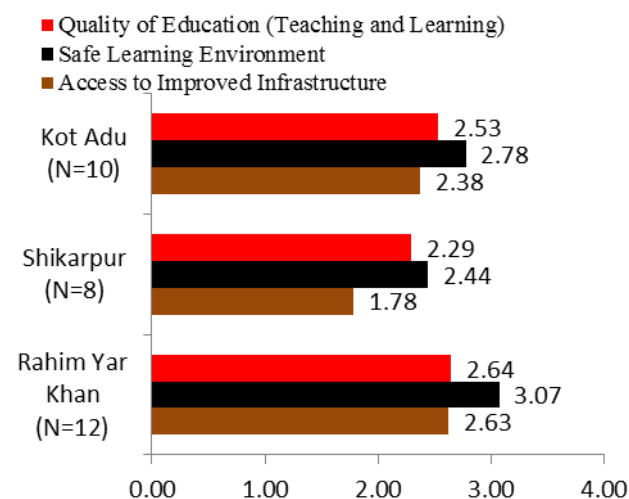


Figure 3: Facilities in WSIP schools without construction as reported by teachers

Figure 2 and 3 provide comparison of satisfaction level of teachers working in schools where infrastructure development support (construction) is provided and schools in which this support is not provided. The teachers in schools with construction clearly enjoy better access to infrastructure facilities, feel more secure/safe learning environment and exercise superior teaching and learning condition.

It is important to note that teachers in Rahim Yar Khan scored higher on all three outcome indicators as compared to teachers in other two districts. It is probably because the support work is relatively at advanced stage in this district as compared to other two districts in the sample. It suggests an improvement in the level of satisfaction as the on-going support work reaches its completion.

Training to Teachers

There project provided training to the teachers as part of the support. Figure 4 provides detail of the training provided to teachers in sampled schools by districts and construction and without construction schools. This was based on self-reported information by the teachers in response to an open ended questions requiring to list trainings received in this project.

Teachers reported five types of trainings received in this project. The areas of training included use of reading and science kit, use of sports lit, early childhood education, health and hygiene and teaching of different subjects. Figure 4 shows the number of teachers reported to have received training in any of the five areas mentioned above. It is evident that except Shikarpur, teachers from all other districts have reported to receive training in some of the listed areas. Although it is not clear that same teacher has received training in multiple areas but it is clear that there are probably teachers in every school who have received training under this project in at least one area specified.

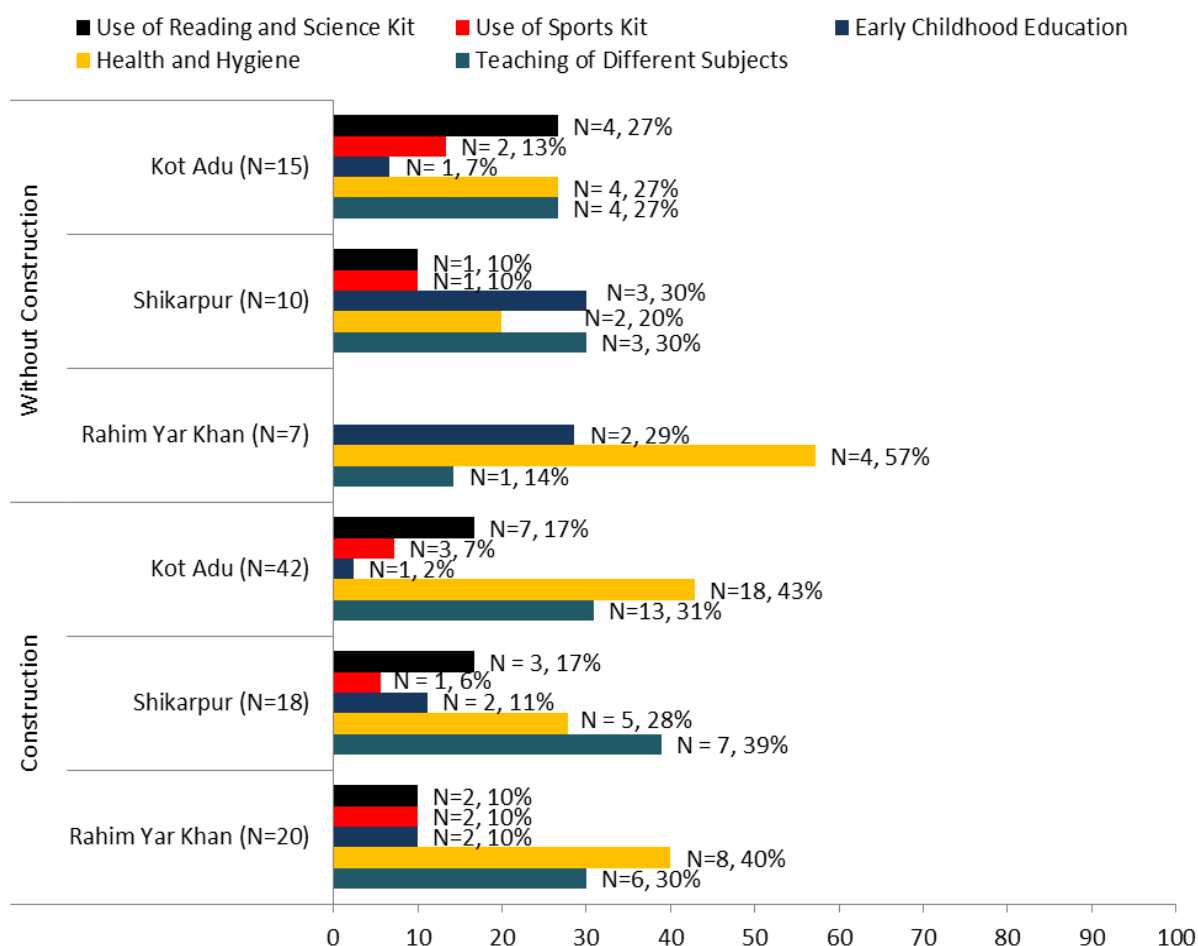


Figure 4: Type of training attended by teachers in sample districts

ITA provided training in five areas as reported by teachers i.e. teaching of different subjects, health and hygiene, early childhood education, use of sports kit and use of reading and science kit. Two teachers were drawn from each school including head teacher for the training during summer vacation of 2011. Figure 4 shows the total number of trainings received by teachers from sample schools in each district. There seems no pattern in training provided to teachers from construction and without construction schools in the sample but it seems from the length of the bar in the figure 4 that maximum number of teachers had opportunity to attend training related to health and hygiene. Teaching methods and early childhood education were two other areas where reasonable number of teachers has received training.

Beyond the collected data from sample teachers, a brief telephonic survey of teachers from remaining schools in the selected districts was also carried out. Most of the teachers and head teachers reported participation in numerous training workshops conducted by ITA on the above cited subjects during summer 2011. In addition to the trainings in these five areas, teachers were also provided training in disaster and risk management. This training support was further strengthened to site-based support in 34 WSIP schools. ITA staff spent up to three hours in each selected schools to train teachers in interactive teaching methodologies, (within the framework of Combined Activities for Maximized Learning (CAMAL)) assessment of weak students, meeting with teachers talking about health hygiene and organizing literacy campus for community.

Comparison of facilities in schools with construction and without construction

The analysis shows that there is no statistical difference in the quality of education and safety of learning environment in construction and without construction schools. This shows that irrespective of the construction work, remaining inputs for all schools remained same and uniform benefit has been availed by all school as reported by teachers. The average per item score more than 2.5/4.0 shows teachers tendency to agree that quality of education and secure teaching learning environment has improved as a result of project support.

Table 3

Comparison of Facilities Provided in Construction and Without Construction Schools

Facility	Type of School	N	Mean	SD.	t	Df	Sig.
Quality of Education	Construction	66	2.71	0.618	1.358	90	0.178
	Without Construction	26	2.53	0.332			
Safe Learning Environment	Construction	66	2.89	0.519	.592	93	0.555
	Without Construction	29	2.82	0.443			
Access to Improved Learning Environment	Construction	67	2.69	0.705	2.635	95	0.010
	Without Construction	30	2.32	0.455			

There exists a significant difference in constructed space available in schools, teaching aids and general condition of classroom and airiness and light in classrooms and availability of educational and AV aids material in favor of construction schools. This indicated the usefulness of project intervention and encourages for providing similar facilities in the without construction school to make the quality education accessible to all students.

Parents' Self-reported Satisfaction with Educational Facilities provided under Dubai Initiative

Parents being one of the most important stakeholders and beneficiaries of the project interventions were also included in the sample.

There were 108 parents surveyed and majority of them were mothers. There were 79 female and 29 male parents in the sample. The average income of the surveyed family was Rs. 2414 per month.

The opinion of parents was sought about the same three facilities as by the teachers. Every statement was to be responded on 4 point scale from strongly disagreeing to strongly agree. There are similarities and differences in the parents' views as compared to teachers view in the same areas of facilities. There is correspondence between teachers and parents views by districts. Parents in Rahim

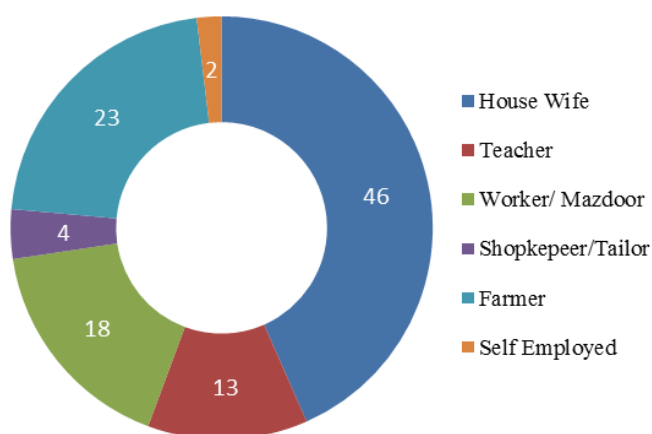


Figure 5: Distribution of parents in the sample by profession

Yar Khan seem most satisfied as compared to parents in other districts same as was the case in teachers.

Parents do not seem satisfied with the quality of teaching learning. Parents average per item score between 1.29 and 2.13 falls short of agreeing to that quality of teaching and learning focused on measuring teachers' approval about suitability of the change in physical environment, sufficiency of space in school, suitability of provided furniture for class activities, airiness and brightness of classrooms, teaching aids in classroom, availability and appropriateness of supplementary reading material and celebration of international days is provided. Perhaps parents are not sufficiently engaged in this aspect of the program.

The parents have reported satisfaction (average per item score ranged between 2.53/4.0 and 3.13/4.0) with the extent of safety of the learning environment in schools. This means that they are happy with safe place to keep important school record, provision of health kit, emergency treatment kit and display of health checklist in school. The project has made these provisions under the intervention/support and questionnaire focused on knowing the satisfaction of teachers about these facilities.

Similar is the opinion of parents about the access to improved infrastructure resulting from provisions in this project. They seem satisfied about the availability and usability of soft boards in classrooms, provision of school space for learning activities when needed and appropriateness of paint color in classroom. The average per item score about the access of infrastructure is visibly closer to agree (between 2.48 and 2.69) on the scale.

There is reasonable similarity in the views of the parents from both types of school. The parents sending their children to schools in which construction work was provided seems more satisfied in terms of safety of the learning environment and access to improved infrastructure. Parents' data also reinforce that finding that teachers and parents in Rahim Yar Khan are more satisfied as compared to parents and teachers in other two districts.

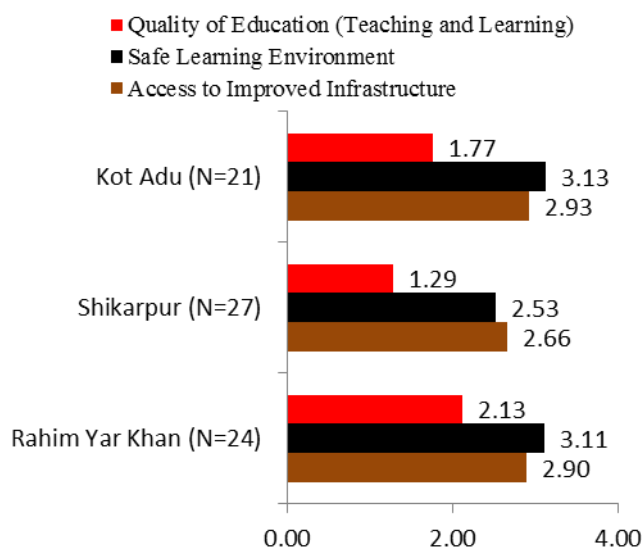


Figure 6: Facilities in WSIP schools with construction as reported by parents

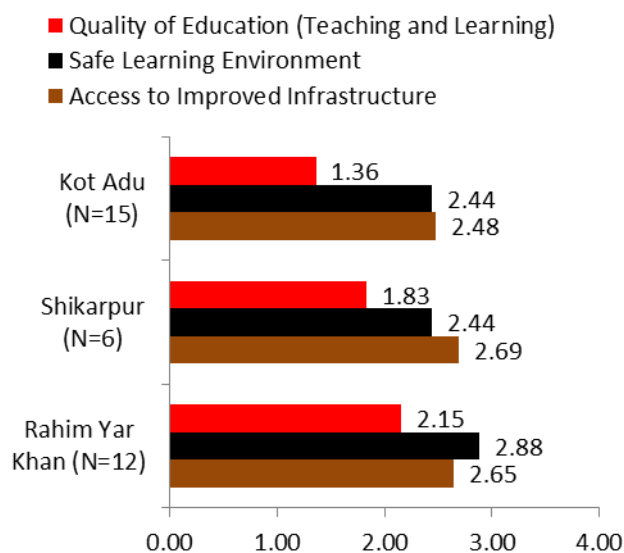


Figure 7: Facilities in WSIP schools without construction as reported by parents

Students' Self-reported Satisfaction with Educational Facilities provided under Dubai Initiative

The sample of the study involved 216 (boys 48 and girls 168) students. The students were distributed across all classes in the selected primary and elementary school.

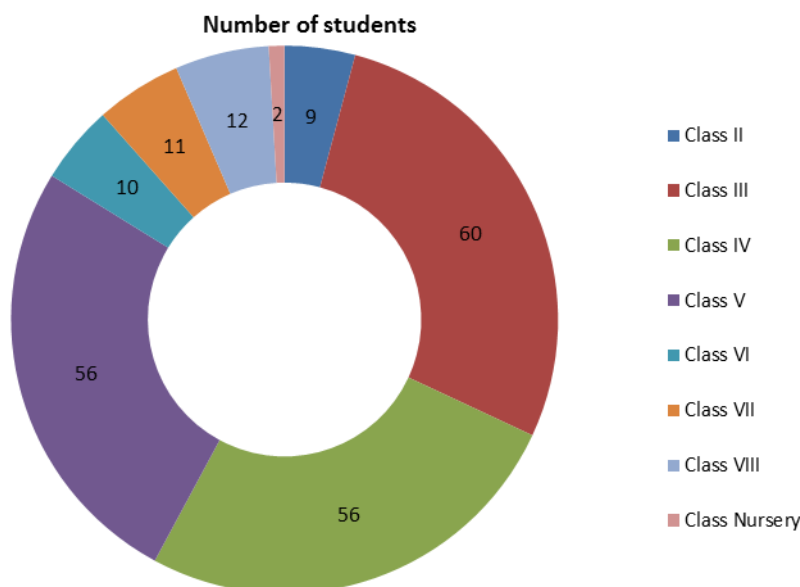


Figure 8: Distribution of sampled students by class

The questionnaire for students comprised 30 statements distributed in three main areas i.e. quality of education, safe learning environment and access to improved infrastructure. Keeping in view the age of the students' dichotomous scale (yes/no) was used to gather their opinion.

Students had the direct experience of the changes resulting from project interventions therefore their views have special importance. This is encouraging to find out that students were most satisfied as compared to teachers and parents. In all three districts student expressed contentment with quality of education (suitability of the change in physical environment, sufficiency of space in school, suitability of provided furniture for class activities, airiness and brightness of classrooms, teaching aids in classroom, availability and appropriateness of supplementary reading material and celebration of international days), safety of the learning environment (safe place to keep important school record, provision of health kit, emergency treatment kit and display of health checklist in

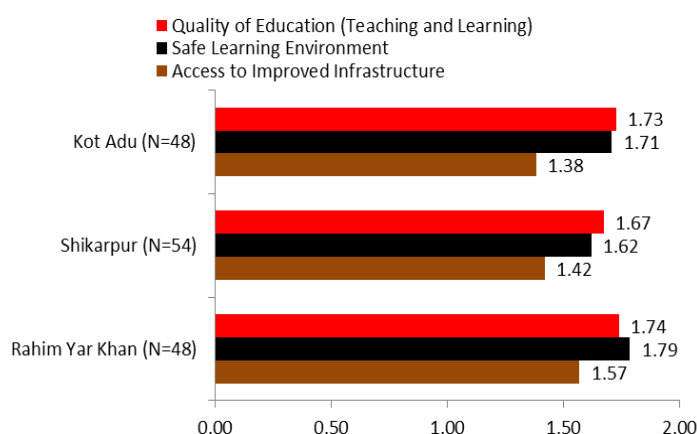


Figure 9: Facilities in WSIP schools with construction as reported by students

school.) and access to improved infrastructure (availability and usability of soft boards in classrooms, provision of school space for learning activities when needed and appropriateness of paint color in classroom). The mid term TPE did not look at Girls Clubs which have just begun as another illustration of empowerment for the children/girls. It would be worthwhile to look at this dimension for the final evaluation.

A comparison of figure 9 and 10 shows that students' satisfaction regarding all three areas is same except in Rahim Yar Khan. The students from schools in which construction work was completed students reported greater satisfaction with infrastructure, quality of teaching and learning and safety situation in Rahim Yar Khan as compared to students in without construction schools. The difference is diffused in other two districts probably because the construction work is still in progress and other interventions are underway.

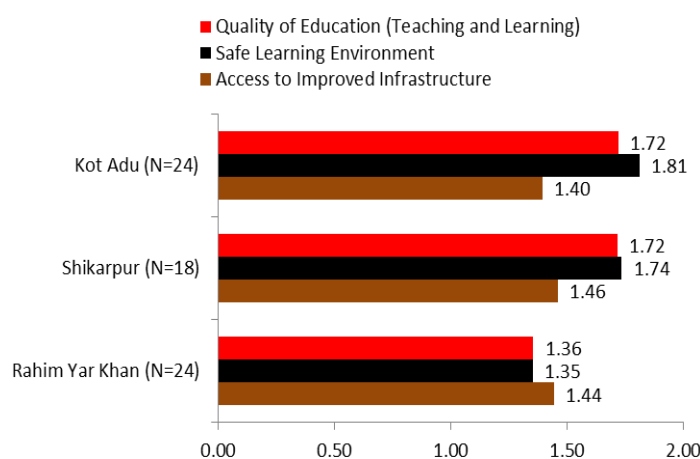


Figure 10: Facilities in WSIP schools without construction as reported by students

3.3 Evaluation of Early Childhood Development Centers (ECD)

ITA introduced innovative idea of developing “*Sanjha Verah*” (SV) in Seraiki and “*Pahnjo Vehro*” (PV)”. This idea had its uniqueness in bringing mothers, children and community under one roof. The centers cater to children (Ages: 6 months to 5 years) and their mothers, embedding maternal and child health, nutrition, learning stimulation, good parenting, and strong social support.

The purpose of establishing these centers was multipronged. The idea was to mobilize community support to extend to mothers affected by floods and bearing the burden of rebuilding their homes and families in the form of ECD centres. The ECD centres would be a protected community space to send their children for their multiple needs including learning readiness. A second objective was to ensure that the older girls who are often held back to look after their younger siblings are sent to school and not held back to assist mothers in their domestic work. The centers were developed with an aim to provide alternative to parents where they can send their young children and they will be looked after by the staff at the ECD and in return parents will tend to their rehab needs as well as send their girl children to school. On completion of pre-requisite period in ECDC these children will be mainstreamed in area primary schools associated under this project or otherwise and increase the probability of their continued schooling. Therefore, 15 ECDCs were established in affected districts under this project.

For this evaluation study, one center from each selected district was selected. So, three (one from Rahim Yar Khan, Shikarpur and KotAdu each) ECDCs were visited to collect data through interviews from staff members. The interview schedule developed for this purpose focused on evaluating information about staff appointed in various responsibilities, sufficiency of staff considering the amount of work and size of ECDC,

quality of the nutrition provided to children, and related facilities in ECDC. The requisite information was collected from ECDC staff, parents and researcher's observation based field notes.

Parents background Information

Three parents were selected for interviews in each ECD center conveniently. There were 2-8 children of each of the selected parents in this survey. The selected parents had a total of 49 (23 boys and 49 girls) children enrolled in various classes of ECDC, primary and elementary schools. Parents were asked seven questions about behavior of ECDC staff members towards parents, satisfaction with learning activities in ECDC, nutrition value of the food provided to their children, support facilities for students and parents and change in their attitude towards girls' education.

ECDC Staffing

A typical ECDC/SV/PV was staffed with a head of ECDC responsible for management of the center, at least one teacher, assistant teachers, lady health visitor and maid/amma for minor duties. There was no specific information provided for the pre-requisite qualification of the staff to be employed against these posts. It was observed that some of the staff employed was not professionally qualified and inconsistent qualifications were also found among the staff recruited for the same position given the constraints of local context. Parents responded that the staff of ECD center was sufficient for children's needs and they perform their job sincerely. They were satisfied with the support and teaching/learning activities and cooperation of ECDC staff.

Contribution of ECDC in empowerment of children and mothers

It was observed that parents were satisfied with facilities provided in ECD centers and the facilities which provided in ECD centers are good but not sufficient according to number of kids. Parents respond that there were fewer toys for kids in ECD centers. They were satisfied with the quality of furniture and other learning materials. It was observed that all ECD centers were painted and decorated but not always properly cleaned. Parents involvement in the form of managing or helping in maintaining kitchen garden, getting awareness training about rearing children, simple skills to earn livelihood and awareness about child's quality of life made them part of the ECD center.

ECD centers are seen as a link to prepare children for joining formal schooling and parents see it as a successful source of mainstreaming of children. This has significantly raised the possibility of larger number of students joining the formal education. Parents have reported keen interest in their kids being engaged in learning through play, training in doing independent work and developing skills to work with others.

Parents found protection of their children's health and hygiene as invaluable benefit of these ECDCs.

Vigilance Committee: Another participative benchmark in ECDCs was formation of Vigilance Committee ("Sanjh" or Mothers' Committee). Mothers are members of the committee and committee is responsible for ECD management maintaining kitchen garden, planning vocational courses for mothers, arrange community meeting, engage community in ECDC and reviewing ECDC rules and regulation.



Parents reported that they were satisfied their kids nourished properly in ECD centers. Food provided in centers once/twice a week. Children enjoy cooking activities when teacher prepare food and share with them. Regular visit of doctors is reported very helpful in resolving health related problems of children. Child profile is kept in individual files. The development of child's academic work is recorded and kept in these profiles.

ECD is proven to be the most cost effective sustainable intervention, as the land for establishing ECD center has been provided by the local community, and later, managed by Mothers' Committees themselves. Gender Based Grooming Session and Side by side Vocational Programs for Mothers & Girls have empowered females in making their own decisions and manage the functionalities of ECD Day Care Centre.

There is substantial room for extending this pioneer idea of ECDs in rural areas as centers for development of child and mother education, health and vocational training as the existing facility is insufficient for catering the need of enrolled children and associated mothers.

Part- III

Evaluation of Construction Work

The construction work completed in different schools through this project was considered and seen different processes thoroughly. The major part of funding was spent on development of infrastructure and to maintain existing facilities in the schools. The assessment of works required to be focus in schools was determined through need analysis and consultation with community. There were established different committees to see the construction work in the schools. Bill of Quantity (BOQ) was signed by the Idara Taleem-o-Agahi (ITA) engineer and construction committee constituted from the community. The work recognized to be completed was matched with budget available for the purpose. Three schools were randomly selected to assess the quality of work through seeing SOPs followed for construction process. It was seen these following steps were followed in the process of school rehabilitation:

1. Selection of school for rehabilitation in close coordination with District education Department;
2. Need assessment (Baseline survey) of school
3. Hopes & fear session with community, school staff, and students at school during broad base stakeholders meeting
4. Holding council meeting to prepare the school development plan (SDP)
5. Preparation of cost estimation/ measurements and preparation of bill of quantities (BOQs);
6. Advertisement, and selection of successful bidders through tendering process including the community participation;
7. Formation of construction committees (CCs) comprising 5-7 community members including school's staff
8. Orientation of CC members on quality construction work;
9. Sign the agreement on affidavit papers with contractor
10. Issuance of work order to contractor
11. Handing over the site to contractor involving the CC members and school staff
12. Provision of copy of BOQs, work order, and agreement to schools
13. Regular monitoring of rehabilitation work by CCs, ITA's engineer, other ITA's representative from of head and line departments as well;
14. Payment will be done on work done basis at the completion of sufficient (30%) work, the contractor submit the request for payment



15. Verification of bill by ITA Engineer and signed by Engineer and District Manager
16. Verification of work by ITA's Engineer and CC members before issuance of any payment
17. The payment will be made in cross check through head office.
18. School inauguration by District Education Officials involving the community and other stakeholder
19. School handing over to school's staff and school council

The process of evaluation was based on in depth discussion with members of ITA head office and field office staff involved in this work. The relevant files and documents were collected from ITA head office. The process of work allocation to project completion was thoroughly evaluated. It was observed that the grant of work is formally made following the set procedures by the government of Pakistan. The task to be completed under this project in 14 schools was advertised in well circulated daily newspaper for inviting tender. The terms and conditions for a firm to submit bid were totally aligned with the approved procedures of the Pakistan Engineering Council (PEC) and PPRA. Only government registered firms were eligible to apply against these tenders. There were conditions in the notice which ensures transparent allotment of work to the eligible contractors.

A tender committee was constituted based on community members and some of the project people of ITA. The sealed quotations received against a particular project were opened before the tender committee on scheduled time and date. The work was assigned to the firm who gave fewer estimates to complete the requisite work with in allocated period of time positively. On approval of a bid a legal agreement was made between ITA and the contractor and a work order was issued by the ITA Public Trust "Center for Education and Consciousness". The agreement pertain forty three conditions to ensure the work completion as per criteria mention in the design of the work like cost of the project, time limit, security deposit, refund of security, deduction of tax, work to be in accordance with contract, program of work etc. The conditions were duly signed by the both parties.

The quality and progress of work was assured by the construction committee consisting of local members of the community, ITA engineer, and School Management Committee (SMC) through observing it frequently. The payment was paid in three installments to the contractor on approval of work by the community representatives. The process of payment was linked with the satisfaction of committees constituted for the purpose i.e., ITA Engineer, SMC committee, and head teacher. The bill moved forward for payment only, after getting singed on work paper by all these quality concern parties. ITA also got 10% of the project amount from the firms as a security deposit which was agreed to refund after six month the completion of task.

In the light above mentioned processes and procedures opted for construction work is up to the standards maintained by the Pakistan Engineering Council (PEC). The allotment of work to task completion is very transparent and open for all the stakeholders. The documentation is very organized and transparent.

Annexure 'I'

Checklist

Questionnaire Number (for Official use Only)

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Instructions for respondents to fill the following questions:

Please select the most appropriate option against each statement and put the appropriate number in the column labeled as 'insert code'. Please see the key given below carefully before responding to the questions.

Code: 1 = No; 2 = Yes

SECTION 1

ID	Type of Facility	Nature of Facility	Items included	Insert Code	Numbers/ Items provided by ITA
ID1	Infrastructure	Construction Work	Boundary wall		
			Toilets		
			Rooms		
ID2	Non-infrastructure facilities provided	Furniture	ECE chairs		
			Table for nursery student		
			Bench & Desks for other students		
			Teachers' chair & table		
			White boards		
			Soft boards		
			Steel Almirah		
ID3	School Sign board(s)				
ID4	School White Wash				
ID5	Para Teachers				
ID6	Teaching Learning Materials	Kits of learning materials	Reading Kit (Annex-A)		
			Sports Kit (Annex-B)		
			Science Kit (Annex-C)		
			Health Kit (Annex-D)		
			First Aid Box (Annex-E)		
			ECE Kit		
ID7	Teachers' Training	Capacity Building			
ID8	Capacity building of School Council/School Management Councils' (SMC) meeting		Participation of ITA EP in SC/ SMC Meeting		
			Training of selected SC/ SMC members		
ID9	Visit register				
ID10	Monthly art material				
ID11	Summer schools	for primary section only			
ID12	ECE Enrichment material	ECE Classroom decoration			
ID13	Display of Health Messages & Health Checklists in School	part of health kit			
ID14	Side based school support by ITA's Education Promoters (EP)				
ID15	Organizing / celebration of International Advocacy Days at selected partner schools				

Annexure 'A'

Reading Kit

NOTE: This list is for random spot check only.

Please see the key given below carefully before responding to the questions.

KEY: 1 = No; 2 = Yes

Sr#	Books Name	Insert Code	Sr.#	Books Name	Insert Code
1	Lakeer		44	Zindagi Kay Sunehri Asool	
2	Noon Ka Nukta		45	Ankh Macholi	
3	Lodrah Ki Khatti Mitti Bakrian		46	Azadi Ki Khushi	
4	Bilongra		47	Ao Hisab Sikhain Part 1	
5	Meetha Rang		48	Ao Hisab Sikhain Part 2	
6	Kooda Kaha Dalon		49	Meri Pehli Tasverki Atlas	
7	Kabhi Dil Chahta Hai		50	Dilchasp Nazmain	
8	Choti		51	Khushqismat Gadha	
9	Yeh Kassay Keeray Hain		52	Awaz Kia Hai	
10	Bi Maindki		53	Hum Kion Hanstey Hain?	
11	Hasan Ki Gali		54	Suraj Mukhi Suraj Ki Taraf Mu Kioin Kerta Hai	
12	Anam Ka Khial Rakhna		55	Ye Kahan Ja Rahe Hain?	
13	Main Bandar Nahi Banu Ga		56	Billi Ki Garden Mai Ganti	
14	Ganday Kapray		57	Badsha Ka Insaf	
15	Yasmeen Ke Nea Kaprey		58	Pirayey Nabi	
16	Meherban Ajnabi Se Hoshiar		59	Ye Kia Ker Rahe Hain?	
17	Nia Tractor		60	Daikhna Kia Hai?	
18	Little Red Riding Hood		61	Soonghana Or Chakhna Kia Hai	
19	Thumblina		62	Ao Patang Binain	



Sr#	Books Name	Insert Code	Sr.#	Books Name	Insert Code
20	Snow White And Seven Dwarfs		63	Nut Khut Larka	
21	Pinocchio		64	Meri Ammi	
22	Tamator Ka Tokra(Romana Hussain)		65	Pehla Tara	
23	Alag Thalag(Romana Hussain)		66	Mun Mun	
24	Aik Mulk Bohat Si Baatain 1		67	Mughror Hgora	
25	Aik Mul Bohat Si Baatain 2		68	Kamal Ke Admi	
26	Geometry Box		69	Ghas Ki Guria	
27	Janwaron Ki Batain		70	Aik Kan Wala Hiran	
28	Aik Mahala Aik Kahani 1		71	Her Taraf Se Hoshia Rehna	
29	Aik Mahala Aik Kahani 2		72	Bara Mahine	
30	Aik Kahani Pardais Se 1		73	Piarey Rasool	
31	Aik Kahani Pardais Se 2		74	Noor Jahan	
32	Bubloo Ki Shrartain		75	Rustam	
33	Chand Bibi		76	Mai Ju Lung Or Dusri Kahanian	
34	Sikander Azam		77	Stories Level 2	
35	Hum Sab Hain Pakistani		78	Stories Level 5	
36	Aik Gadah Shairt Bana		79	Stories Level 6	
37	Sapnon Ki Wadi		80	Stories Level 7	
38	Ajeeb Chiria		81	Stories Level 8	
39	Chacha Chakkan		82	English To Urdu Dictionary	
40	Choohay Mian Ki Shadi		83	Sound English 3	
41	Nanon Ki Ainak		84	Using Grammar Book 1	
42	Pehli Kiran		85	Using Grammar Book 2	
43	Sunehra Darya		86	Using Grammar Book 3	

Annexure 'B'**Sports Kit**

NOTE: This list is for random spot check only.

Please see the key given below carefully before responding to the questions.

KEY: 1 = No; 2 = Yes

Sr#	Description	Insert Code	Quantity
1	Badminton Rackets		
2	Badminton Shuttlecocks		
3	Funny Luddo		
4	Jumping Rope		
5	Set of five different face mask		
6	Football		

Since December a cricket set has been added to the sports kits on the demands of the girl students!

Annexure 'C'

Science Kit List

NOTE: This list is for random spot check only.

Please see the key given below carefully before responding to the questions.

KEY: 1 = No; 2 = Yes

Sr.#	Items	Insert Code	Quantity	Sr.#	Items	Insert Code	Quantity
1	Magnifying Glass 60 Mm China			31	Candle (Pkt)		
2	Tunic Fork Brass			32	Bell		
3	Spring Balance China			33	Switch		
4	Weight 100 Gram Brass			34	2meter Wire		
5	Tripod Stand			35	Holder		
6	Wire Gauze			36	Bulb Large 100watt		
7	Spirit Lamp 150ml China			37	Bulb Small		
8	Bar Magnet China			38	Cup Plastic		
9	U Magnet China			39	Cup Clay		
10	Compass 25 Mm China			40	Piece Of Foam		
11	Glass Rod			41	Spoon		
12	Stop Watch Digital China			42	Comb		
13	Iron Rod (Knitting Needle)			43	Plastic Syringe		
14	Thermometer China			44	Plate Plastic China		
15	Iron Stand			45	Hand Fan Plastic		
16	Glass Funnel 60 Mm China			46	Plastic Glass		
17	Filter Paper			47	Mirror With Plastic Frame		



Sr.#	Items	Insert Code	Quantity	Sr.#	Items	Insert Code	Quantity
18	Iron Dust			48	Straw (Pkt)		
19	Ring & Ball Apparatus			49	Ball Plastic		
20	Beaker 100 MI			50	Battery Cell		
21	Beaker 250 MI			51	Match Box		
22	Beaker 500 MI			52	Skipping Rope		
23	Beaker 1000 MI			53	Needle Packet		
24	Cork			54	Wall Clock		
25	Conical Flask 250ml (China)			55	Measuring Tape		
26	Test Tube China			56	Led Pencils Packet		
27	Test Tube Stand Plastic			57	Flip Charts (Colored/Every Charts)		
28	Test Tube Holder			58	Scissor Small		
29	Glass Prism			59	Geometry Box		
30	Balloon (Pkt)25 Balloons			60	Graph Paper		

Annexure 'D'

Health Kit

NOTE: This list is for random spot check only.

Please see the key given below carefully before responding to the questions.

KEY: 1 = No; 2 = Yes

Sr. #	Name of Item	Insert Code	Quantity
1	Maintenance Sheet of First Aid Box		
2	Referral Slips		
3	Health Checklists Monthly / Weekly		
4	School Observation Sheets		
5	Health Monitor Badges		
6	Health Teacher Badges		
7	Manual "Hum Or Hamari Sehat"		
8	Katilon Ka Groh		
9	Buri Adad		
10	Sher Ka Bukhar		
11	Abdul Aur Seema		
12	Sonam Ki Kahani		
13	Ph Bag (With 2 Soaps, 2 Combs, 2 Shampoos, 1 Nail Cutter, 1 Tooth Paste Brush, 1 Lice Comb, And 1 Small Towel)		
14	Snack & Ladder Game		
15	Health Messages (15 Different Health Messages)		

Annexure 'E'

First Aid Box

NOTE: This list is for random spot check only.

Please see the key given below carefully before responding to the questions.

KEY: 1 = No; 2 = Yes

Sr.#	Items	Insert Code	Quantity	Sr.#	Items	Insert Code	Quantity
1	Brufen Syrup			14	Band-Aid		
2	Entox Tablets			15	Dressings		
3	Wintogeno Cream			16	Sterilized Gauzes		
4	Panadol Tab			17	Safety Pins		
5	Panadol Syrup			18	Twizer		
6	Gravinate Tab			19	Cotton Roll		
7	Gravinate Syrup			20	Adhesive Tape		
8	Avil/Incidal Tab			21	Surgical Gloves		
9	Buscopan, Tabs Intestopan			22	Thermometer		
10	Polyfax Plus			23	Scissors		
11	Betnovate			24	Dettol		
12	Burnol, Furacine Cream			25	Bandages		
13	Gention Violet						

Annexure 'II'

Focus Group Discussion

FGD Number (for Official use Only)

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Following outline is developed to assist you in getting relevant information through addressing these main factors followed by probing questions from community group.

ID	Factors to be addressed in FGD	Probing Questions	Notes
ID1	Are you satisfied with the quality of construction work done in your school?		
ID2	Are you satisfied with parents/ community involvement in the construction work of school?		
ID3	Are you satisfied with the construction work completed is sufficient to cater the needs of school?		
ID4	Does your school received all kits (reading material kit, sports kit, health box, science kit, ECE kit)?		
ID5	How these kits help in learning process?		



ID	Factors to be addressed in FGD	Probing Questions	Notes
ID6	Are you satisfied with the role of contribution of these kits in attracting students' attention towards studies?		
ID7	What you suggest further things required for enhancing students' achievement?		
ID8	Are your Children go to ECDC?		
ID9	How these centers are helpful for you?		
ID10	Does your ECDC is functional?		
ID11	What are the problems of ECDC?		

Annexure 'III'

Interview for Parents

Interview Number (for Official use Only)

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Instruction: Please provide information about the following:

SECTION 1

ID	Question	Response
ID1	Date (dd/mm/yy):	
ID2	Time:	
ID3	Age (in year):	
ID4	Gender:	<input type="checkbox"/> ¹ Male <input type="checkbox"/> ² Female
ID5	Grades in which children enrolled.	
ID6	Relationship to child (if not parent)	
ID7	Profession:	
ID8	Household income (approximate)	
ID9	Locale	<input type="checkbox"/> ¹ Urban <input type="checkbox"/> ² Rural



SECTION 2

Instructions for respondents to fill the following questions:

Please select the most appropriate option against each statement and put the appropriate number in the column labeled as 'insert code'. Please see the key given below carefully before responding to the questions.

Code: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

NOTE: Do not insert code in black shaded boxes.

ID	Question	Insert Code	Observer Notes (if needed)
ID10	In which school your children study?		
ID11	You are satisfied with the physical facilities (e.g. ground, classroom, furniture etc.) available in the school.		
ID12	You are satisfied with the studies of your children.		
ID13	You are satisfied with the effort of school in teaching your child.		
ID14	Electricity is available in school.		
ID15	Toilets of school are clean for usage.		
ID16	My children enjoy playing with education toys in the school.		
ID17	Table and desks for students are comfortable for their sitting.		
ID18	Your children are safe in the school.		
ID19	The environment of classroom is helpful for students' learning.		
ID20	Alternative teacher is available when regular teacher is absent.		



ID	Question	Insert Code	Observer Notes (if needed)
ID21	Your children share school experiences at home.		
ID22	Your kids are enjoying their schooling. (Answer only if children are in grade II or above)		
ID23	Your children are reluctant in going to school.		
ID24	Your kids are active and energetic in their routine matters.		
ID25	Your children complete their homework willingly.		
ID26	Your kids are creative in their work.		
ID27	You are satisfied with the basic health facilities available in school.		
ID28	You are satisfied with the studies of your children.		
ID29	You are aware of school management council (SMC) of school.		
ID30	You take interest in school activities.		
ID31	School has educational toys for early grade students.		
ID32	You visit school to know about progress of your student.		
ID33	Your children receive art material from school.		
ID34	You have participated in international advocacy day celebrated in the school.		

Annexure 'IV'

Interview for Students

Interview Number (for Official use Only)

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Instruction: Please provide information about the following:

SECTION 1

ID	Question	Response
ID1	Age (in year):	
ID2	Gender:	<input type="checkbox"/> ¹ Male <input type="checkbox"/> ² Female
ID3	Locale:	<input type="checkbox"/> ¹ Urban <input type="checkbox"/> ² Rural
ID4	Class:	
ID5	School:	
ID6	For how many years studying in this School?	
ID7	Number of Toilets in School	
ID8	Date (dd/mm/yy):	
ID9	Time:	

SECTION 2

Instructions for respondents to fill the following questions:

Please select the most appropriate option against each statement and put the appropriate number in the column labeled as 'insert code'. Please see the key given below carefully before responding to the questions.

Code: 1 = No; 2 = Yes

NOTE: Do not insert code in black shaded boxes.

ID	Question	Insert Code	Observer Notes (if needed)
ID10	What is the number of students studying in your class?		
ID11	Toilets are clean for use.		Utilities like soap etc also provided
ID12	You have desk and chairs to sit.		Classroom is available or not should be added.
ID13	Desk and chair are comfortable for working.		
ID14	Teachers use pictures, charts, graphs etc. to teach difficult concepts.		
ID15	Teacher use examples while explaining new ideas.		Effectiveness of examples
ID16	The walls in your classroom are painted.		Painted and drawings on the walls
ID17	You have reasonable light for reading classroom.		
ID18	Your classroom is clean.		
ID19	Other teachers teach us when our teacher is absent.		What other teachers do if they come to class as replacement teachers.
ID20	You get books from school for reading.		Library concept
ID21	You play games in the school.		
ID22	School provides sports goods for playing in school.		
ID23	You do experiments in science class.		



ID	Question	Insert Code	Observer Notes (if needed)
ID24	Your teacher asks questions in the class?		
ID25	You ask questions during the class?		
ID26	Your teacher appreciates when you ask questions.		
ID27	Your parents visit your school.		
ID28	Education officials (AEO/DYDEO) check your class notebooks on their visit.		
ID29	You have art class period in school.		
ID30	You receive art material (pencils, colors, etc.) from school.		
ID31	Your art work displayed on soft board.		All school soft boards not given . Washing lines
ID32	Your homework copies are checked regularly.		
ID33	Teacher mention mistakes on your copy.		
ID34	Teacher appreciates your good work.		
ID35	You go to school during summer vacation for learning purpose.		
ID36	Your classroom is beautiful?		
ID37	You brush your teeth daily.		
ID38	You wash your hands before eating.		
ID39	You love your school.		
ID40	Annual function took place in your school.		

Annexure 'V'

Performa for ECDC

Performa Number (for Official use Only)

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Instruction: Please provide information about the following:

SECTION 1

ID	Question	Response																																																																								
ID1	Name of Incharge																																																																									
ID2	Age (in year):																																																																									
ID3	Teaching Subject:																																																																									
ID4	Highest degree:																																																																									
ID5	Institution:																																																																									
ID6	Location	<input type="checkbox"/> ¹ Urban <input type="checkbox"/> ² Rural																																																																								
ID7	List of Staff with name and designation	<table border="1"> <thead> <tr> <th>Name</th> <th>Designation</th> <th>Age</th> <th>Experience</th> <th>Gender</th> <th>Marital Status</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Name	Designation	Age	Experience	Gender	Marital Status																																																																		
Name	Designation	Age	Experience	Gender	Marital Status																																																																					
ID8	Trainings attended:	1. _____ 2. _____ 3. _____																																																																								
ID9	Qualification:																																																																									
ID10	Enrolment in ECDC	Total <input type="text"/> Girls <input type="text"/> Boys <input type="text"/>																																																																								
ID11	Rooms in ECDC																																																																									
ID12	Physical Facilities:																																																																									
ID13	Approximate Area of ECDC:	Constructed <input type="text"/> Un-constructed <input type="text"/>																																																																								
ID14	Date (dd/mm/yy):																																																																									
ID15	Time:																																																																									

SECTION 2

Instructions for respondents to fill the following questions:

Please select the most appropriate option against each statement and put the appropriate number in the column labeled as 'insert code'. Please see the key given below carefully before responding to the questions.

Code: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

ID	Question	Insert Code
INFORMATION REGARDING ECDC STAFF <i>(to be asked from ECDC Head)</i>		
ID16	The staff available in the ECDC is sufficient to cater the needs of the young children?	
ID17	The number of children in an ECDC is in limit to look after properly?	
ID18	The staff available in the ECDC is according to the allocated seats in the centre?	
ID19	You feel that staff available is trained properly to meet the needs of the young kids?	
ID20	The basic literacy provided at ECDC is sufficient for smooth transitioning of child in the school?	
ID21	The activities arranged in the ECDC are sufficient to cater the needs of young children?	
ID22	Different activities in the ECDC are according to the age level of the students?	
INFORMATION FROM PARENTS 1		
ID23	You are satisfied with the performance of staff available in your ECDC?	
ID24	The available staff is sufficient to meet the needs of your babies?	
ID25	You are satisfied with the facilities available in the ECDC?	
ID26	Do you send your girls to school?	
ID27	Do you think education is essential for females?	
ID28	Do you think your babies are nourishing properly in the ECDC?	
ID29	Do you agree with the physical facilities available in the ECDC are sufficient?	
ID30	Do you think ECDC is functioning as per desired objectives?	

ID31 How many children you have? Total Male Female

ID32 Number of Children go to school. Total Male Female

ID33 What is the age of your children?

1-3 years	4-12 years	13-16 years
<input type="text"/>	<input type="text"/>	<input type="text"/>

ID34 How many of them are going to ECDC?

**INFORMATION FROM PARENTS 2**

ID35	You are satisfied with the performance of staff available in your ECDC?	
ID36	The available staff is sufficient to meet the needs of your babies?	
ID37	You are satisfied with the facilities available in the ECDC?	
ID38	Do you send your girls to school?	
ID39	Do you think education is essential for females?	
ID40	Do you think your babies are nourishing properly in the ECDC?	
ID41	Do you agree with the physical facilities available in the ECDC are sufficient?	
ID42	Do you think ECDC is functioning as per desired objectives?	

ID43 How many children you have? Total Male Female

ID44 Number of Children go to school. Total Male Female

ID45 What is the age of your children?

1-3 years	4-12 years	13-16 years
<input type="text"/>	<input type="text"/>	<input type="text"/>

ID46 How many of them are going to ECDC?

INFORMATION FROM PARENTS 3

ID47	You are satisfied with the performance of staff available in your ECDC?	
ID48	The available staff is sufficient to meet the needs of your babies?	
ID49	You are satisfied with the facilities available in the ECDC?	
ID50	Do you send your girls to school?	
ID51	Do you think education is essential for females?	
ID52	Do you think your babies are nourishing properly in the ECDC?	
ID53	Do you agree with the physical facilities available in the ECDC are sufficient?	
ID54	Do you think ECDC is functioning as per desired objectives?	

ID55 How many children you have? Total Male Female

ID56 Number of Children go to school. Total Male Female

ID57 What is the age of your children?

1-3 years	4-12 years	13-16 years
<input type="text"/>	<input type="text"/>	<input type="text"/>

ID58 How many of them are going to ECDC?

Observer's Note:[illegible]

Annexure 'VI'

Questionnaire for Teachers

Questionnaire Number (for Official use Only)

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Instruction: Please provide information about the following:

SECTION 1

ID	Question	Response
ID1	Marital Status:	<input type="checkbox"/> ¹ Unmarried <input type="checkbox"/> ² Married
ID2	Age (in year):	
ID3	Gender:	<input type="checkbox"/> ¹ Male <input type="checkbox"/> ² Female
ID4	Teaching Subject: (Enlist all subjects)	
ID5	Highest degree:	
ID6	Institution:	
ID7	Location of the Institution. <i>Encircle the number against relevant option</i>	<input type="checkbox"/> ¹ Urban <input type="checkbox"/> ² Rural
ID8	Experience as Teacher (in years):	
ID9	ITA Trainings attended:	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
ID10	Date (dd/mm/yy):	
ID11	Time:	

SECTION 2

Instructions for respondents to fill the following questions:

Please select the most appropriate option against each statement and put the appropriate number in the column labeled as "insert code". Please see the key given below carefully before responding to the questions.

Code: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

ID	Question	Insert Code
ID12	Constructed space is sufficient for all students. تعمیر شدہ جگہ تمام طلباء کیلئے کافی ہے۔	
ID13	The physical environment of school is suitable for students' learning. سکول کا فضا پر محیط ماحول بچوں کے سیکھنے کیلئے موزوں ہے۔	
ID14	I am satisfied with the provision of facilities in the school to meet the needs of the students. میں بچوں کی ضروریات کو پورا کرنے کیلئے سکول میں دستیاب سہولتوں سے مطمئن ہوں۔	
ID15	The tables provided for nursery students are good for working. نرسری کلاس کے بچوں کے لیے دی گئی میزیں کام کرنے کیلئے مناسب ہیں۔	
ID16	I think the bench and desks provided to the students are comfortable for sitting. میرا خیال ہے کہ بچوں کو دیئے گئے بیچ اور ڈیسک بیٹھے کیلئے آرام دہ ہیں۔	
ID17	Furniture provided for teachers is comfortable. اساتذہ کیلئے دیا گیا فرنیچر آرام دہ ہے۔	
ID18	Writing board is helpful in developing students' understanding of new concepts. نئے تصورات کو سمجھنے کیلئے وائٹ بورڈ مفید ہے۔	
ID19	The school is a safe place to keep important records and other materials. اہم ریکارڈ اور دوسرا سامان رکھنے کیلئے سکول ایک محفوظ جگہ ہے۔	
ID20	The classrooms are properly painted. کمرہ جماعت مناسب طریقے سے پینٹ شدہ ہیں۔	
ID21	Classrooms are airy. کمرہ جماعت ہوا دار ہیں۔	
ID22	Classrooms have sufficient light arrangement. کمرہ جماعت میں مناسب روشنی کا انتظام ہے۔	
ID23	Student furniture is conducive for group work in class. طلبہ کیلئے فرنیچر کمرہ جماعت میں گروپی کام (گروپ ورک) کیلئے سازگار ہے۔	
ID24	Classroom have sufficient soft boards and other material (marker, desks, etc.) کمرہ جماعت میں سافٹ بورڈز اور دوسرا سامان موجود ہے (مارکر، ڈیسکس وغیرہ)۔	
ID25	The classrooms are reasonably decorated with colorful pictures. کمرہ جماعت خوبصورت تصاویر سے احسن انداز میں سجائے گئے ہیں۔	
ID26	The arrangement of an alternative teacher is provided in absence of a regular teacher. باقاعدہ استاد کی غیر حاضری کی صورت میں متبادل استاد کا بندوبست کیا جاتا ہے۔	
ID27	You are satisfied with the benefit received by the students' through reading material. آپ بچوں کیلئے ریڈنگ مواد سے حاصل کئے گئے استفادہ سے مطمئن ہیں۔	
ID28	Reading material is helpful for students' learning. ریڈنگ کا مواد بچوں کے سیکھنے میں معاون ہے۔	

ID	Question	Insert Code
ID29	I use extra reading material in my classroom. میں اپنے کمرہ جماعت میں اضافی ریڈنگ مواد استعمال کرتا / کرتی ہوں۔	
ID30	Students show their interest in playing different games. بچے مختلف کھیل کھیلنے میں دلچسپی ظاہر کرتے ہیں۔	
ID31	Students are active and enthusiastic in participating games. بچے کھیلوں میں حصہ لینے میں چست اور ہرجوش ہیں۔	
ID32	I use student kit in class activities to enhance thinking skills. میں بچوں کو سوچنے کی صلاحیت کو بڑھانے کیلئے سائنس کٹ کا استعمال کرتا / کرتی ہوں۔	
ID33	Health kit has essential first aid medicine to cater emergency. ہیلتھ کٹ میں کسی ایمرجنسی سے نمٹنے کیلئے ضروری ادویات موجود ہیں۔	
ID34	I feel problem in keeping students quite during my class. میں بچوں کو کلاس کے دوران خاموش کرانے میں مشکل محسوس کرتا / کرتی ہوں۔	
ID35	Students participate in class discussion. بچے کلاس میں ہونے والے مباحثہ میں حصہ لیتے ہیں۔	
ID36	School Management Council (SMC) is functional. سکول مینجمنٹ کونسل فعال ہے۔	
ID37	School Management Council (SMC) provide assistance in solving different matters of school. سکول مینجمنٹ کونسل سکول کے مختلف امور کو حل کرنے میں سہولت بہم پہنچاتی ہے۔	
ID38	The members of School Management Council (SMC) cooperate with school administration. سکول مینجمنٹ کونسل کے ممبران سکول انتظامیہ سے تعاون کرتے ہیں۔	
ID39	Visit register is maintained in the school. سکول کے معائنہ رجسٹر میں اندراج کیا جاتا ہے۔	
ID40	The visits of administrators are frequently made in the school. تنظیمی افسران اکثر سکولوں کا معائنہ کرتے ہیں۔	
ID41	Visitors took assessment of the students and entered information in the visit register. سکول کا معائنہ کرنے والے بچوں کی تعلیمی صلاحیت کا وزٹ رجسٹر میں اندراج کرتے ہیں۔	
ID42	Art material provided to school on monthly basis is sufficient to fulfill the need of all students. سکول میں ماہانہ بنیاد پر دیا جانے والا فنون عملی کا سامان تمام بچوں کیلئے کافی ہے۔	
ID43	The students take interest in the art work. بچے فنون عملی میں دلچسپی لیتے ہیں۔	
ID44	The summer school is beneficial for students' learning. موسم گرما میں سکول کا کھانا بچوں کے تعلم کیلئے مفید ہے۔	
ID45	The classroom is well decorated for attracting young students' attention. کمرہ جماعت چھوٹے بچوں کی توجہ مبذول کروانے کیلئے خوب سجائے گئے ہیں۔	
ID46	Health check list is displayed in the school. ہیلتھ چیک فہرست سکول میں آویزاں ہے۔	
ID47	You are satisfied with the support provided by ITA on site. موقع پر ادارہ تعلیم و آگاہی سے دی گئی معاونت سے آپ مطمئن ہیں۔	
ID48	The international advocacy day is celebrated properly in the school. بین الاقوامی دن سکول میں مناسب طریقے سے منایا گیا۔	