Student Teacher Ratio (STR)*

41	Total
42	Female
41	Male

40 41 42 43 44 45
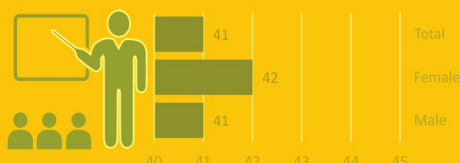
Gross Enrollment Ratio (GER)

85% 89% 89% 90% 91%

2012-13 2013-14 2014-15

Needs Assessment Study

Education Management Information System (EMIS)

Elementary & Secondary Education Department (E&SED)
Khyber Pakhtunkhwa (KP)

KPESE

**Technical Cooperation Services to the
Khyber Pakhtunkhwa Education
Sector Plan Support Programme (KP-ESPSP)**

2013/024-616   ACA/2016/373-003

Needs Assessment Study
Education Management Information System (EMIS)

**Elementary & Secondary Education Department (E&SED)
Khyber Pakhtunkhwa (KP)**

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Acronyms

AEPAM	Academy of Educational Planning and Management
ASER	Annual Status of Education Report
ASC	Annual School Census
ASR	Annual Statistical Report
BISP	Benazir Income Support Programme
DCTE	Directorate of Curriculum and Teachers Education
DEMIS	District Education Management Information Systems
DEO	District Education Officer
E&SED	Elementary and Secondary Education Department
EDO	Executive District Officer
EMIS	Education Management Information System
ESDSS	Education Spatial Decision Support System
FGDs	Focus Group Discussions
GIS	Geographical Information System
IMU	Independent Monitoring Unit
KII	Key Informant Interview
KP	Khyber Pakhtunkhwa
NEMIS	National Education Management Information
PBS	Pakistan Bureau of Statistics
PEMIS	Provincial Education Management Information System
PIHS	Pakistan Integrated Household Survey
PITE	Provincial Institute for Teacher Education
PTC	Parent Teacher Council
SMIS	School Management Information System
SOPs	Standard Operating Procedures
SSP	School Sector Plan
SWOT	Strengths, Weaknesses, Opportunities, and Threats
ToRs	Terms of References
UNDG	UN Development Group
UNESCO	United Nations Education, Scientific, and Cultural Organization

Executive Summary

Khyber Pakhtunkhwa (KP) has made significant progress in improving access, quality and governance in the education sector. The Elementary and Secondary Education Department (E&SED) has developed the School Sector Plan (SSP) 2015-2020 which outlines the vision and strategies of the KP government for ensuring right to quality education for all children in the province and achieving SDG-4. The KP government realizes that to enhance its effectiveness, a strong Education Management Information System (EMIS) needs to be in place that is capable of providing decision support to the key leadership and management of the E&SED and its attached departments.

The E&SED currently has a functional EMIS in place. However, it needs to be optimized and aligned with the emerging institutional requirements of the E&SED to mainstream data-driven planning and decision-making in KP. To achieve this, a study has been conducted to identify the institutional and system level needs and areas for improvement for the EMIS.

The study has been commissioned by the European Union through its KP Education Sector Plan Support Programme (KP-ESPSP). The capacity needs assessment identifies areas of greatest need for capacity development in EMIS and focuses on data management and use of data by decision-makers for evidence-based decision making in E&SED, provincial education institutions and the district officials.

Key Issues and Findings

The following are some of the key findings of the needs assessment study related to institutional and system level EMIS needs and capacity issues:

a. A review of the institutional landscape of the E&SED reveals that the linkages between EMIS cell and other departments like PITE, DCTE, and Directorate of Elementary & Secondary Education are weak. Various institutions/departments of the E&SED find limited utility of the available EMIS datasets in their respective planning and decision-making processes.

b. Currently, the KP EMIS and IMU are operating as two distinct data collection entities without communicating much with each other. There is a need to assess the scope of both these units and integrate the two data collection units to effectively cater to the needs of the education managers and planners.

c. There is a need to create effective communication channels between the EMIS cell and the planning cell of the E&SED. The data collected by the EMIS cell should be in synch with the requirements of the planning cell and the SSP 2015-2020. This is especially beneficial for future planning and implementation of the SSP 2015-2020.

d. The E&SED currently does not have any data quality standards and standard operating procedures for EMIS instrument design, data capturing, processing, dissemination and feedback from stakeholders.

e. The Educational Spatial Decision Support System (ESDSS) is not fully utilized by education managers and planners due to their limited understanding, capacity and lack of access to the system. The ESDSS has been reduced only to a data entry system for the Annual Schools Census.

f. The provincial and district EMIS do not have separate operational budgets allocated for

performing their functions effectively and there is no budgetary provision for the purchase of stationery, hardware and software, printing, publications, dissemination of reports and repair and maintenance of hardware for the EMIS unit.

g. The E&SED requires a management information system that can capture diverse sources of information, such as population census data to know exact number of children of school-going age to plan establishment of new schools, and indicators on access, infrastructure, teacher training and student achievements/learning assessments, and is able to produce knowledge products that enable decision-makers in taking informed decisions.

h. The information provided to the education planners and decision makers is not timely. The current EMIS data processing cycle takes seven to eight months to make census data available to managers and planners which becomes outdated when it comes to making informed decisions in real-time.

Key Recommendations

The following are some of the key recommendations of the study to optimize EMIS at the institutional, provincial and district levels:

1. Data quality standards should be developed. The SOPs and standards for quality control of data and job descriptions of the EMIS staff should be clearly defined. Along with this, the data verification and validation procedures for EMIS need to be developed and implemented.

2. To enhance the effectiveness of EMIS, it should be integrated with other E&SED datasets such as the Independent Monitoring Unit (IMU) data and student achievements/learning assessments data. The E&SED is in the process of finalizing the design and development of Teacher Management Information System (TMIS). Once developed, the TMIS should also be integrated with EMIS to make data available to Directorate of E&SE, PITE, DCTE and other educational managers and planners for teachers' professional development, teacher demand forecasting, students' learning assessment and improvement and the overall implementation of the sector plan.

3. There is a need to demonstrate the utility and benefits of data-based decision making within the ecosystem of the E&SED. It is of prime importance to create examples where data are used by the top management and planners for decision making and improved institutional performance. For this purpose, PITE can provide a good example of using the integrated EMIS datasets (including SMIS, student achievement/learning data, and TMIS etc.) for planning purposes. The capacity of senior PITE management on undertaking statistical analysis should be built on using these datasets for guiding their teacher training programmes. This way PITE can be presented as an exemplar institution making use of data for its decision making and its success can be replicated for other institutions/departments of the E&SED.

4. Capacity needs assessment of education mangers and planners should be carried out in the use of EMIS data and enhancement programmes and strategies should be developed and delivered to enhance their capacities regarding effective and efficient utilization of EMIS for data-based decision-making.

SECTION 1

Introduction

Section 1: Introduction

1.1 Background

Pakistan's progress on education indicators has remained dismal over the years. According to the Pakistan Economic Survey 2016-17, a two percent drop in literacy rate has been reported during the last couple of years[1]. While the national and provincial level figures indicate a decline in literacy rates during these years, Khyber Pakhtunkhwa (KP) is the only province where the literacy rate has remained stagnant.

There is much to celebrate about Khyber Pakhtunkhwa's progress in the education sector over the last few years. Noticeable improvements in access to education, gender parity in enrolment and quality of teaching and learning can be seen in the school education sector of KP. Consistency in policy priorities and the political commitment towards education are two major contributing factors in this success. With a five-year costed School Sector Plan (SSP) 2015-2020, the E&SED is carefully prioritizing to ensure provision of quality education for all school-age children in KP. Strengthened management capacities for data-based planning at provincial, district and school levels are essential for improving the access to quality education in KP. The E&SED under the SSP 2015-2020 also highlights this need and aims to address management, planning and implementation capacity gaps at all governance tiers[2].

Despite significant strides, KP, like other provinces of Pakistan, has not been able to provide the right of education to all children in the province. With the Sustainable Development Goals (SDGs) in place, the challenge has further aggravated. In order to address the educational challenge, it is essential that access, quality and governance of education in the province is improved at all levels of education. The cornerstone of these improvements is an effective data management information system which is able to provide timely and reliable data to the education managers and planners for better planning and management of the education system.

The needs assessment at hand is an effort to understand the key challenges regarding the collection and provision of data by the provincial EMIS of the E&SED and identify the inherent capacity gaps. This study has been commissioned by the European Union through its KP Education Sector Plan Support Programme (KP-ESPSP). The capacity needs assessment identifies areas of greatest need for capacity development in EMIS and focuses on data management and use of data by decision-makers in E&SED, provincial education institutions and district officials. In this regard, the active use of education data by Provincial Institute for Teacher Education (PITE) has also be assessed for the delivery of needs-based and quality teacher trainings in KP. It is important to note that as per the targets set under SSP 2015-2020, the E&SED is in the process of finalizing the design and development of Teacher Management Information System (TMIS). Thus, KP-ESPSP will contribute effectively to the sector plan implementation by capacitating PITE to actively use and benefit from the new information system being developed for improved quality of teaching and learning in KP.

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[1] Pakistan Economic Surveys, 2015-16 and 2016-17.
[2] E&SED (2015). *School Sector Plan 2015-2020,* Government of Khyber Pakhtunkhwa (KP); pg. 18.

1.2 Aims and Objectives

The study has been undertaken with the aim to map and identify the needs of the Education Management Information System (EMIS) in order to (a) strengthen the culture of planning through a need based provision of quality data analysis and reporting to key stakeholders in E&SED; and (b) develop skills and capacity of E&SED senior management in the use of data for evidence-based decision-making and monitoring.

The major objectives of the EMIS needs assessment study are to identify:

i. Existing gaps in policy and administrative environment which interfere with the ability of EMIS to manage their work effectively; and
ii. The functional and technical capacity gaps and their causes that affect the working of EMIS officials.

1.3 Technical Approach

The technical approach for the needs assessment of EMIS is informed by the systematic capacity assessment framework developed by UN Development Group (UNDG)[3] and the SWOT[4] analysis. The basic principles and conceptual premises of both frameworks have been used to further refine the areas of investigation for identifying strengths, weaknesses, opportunities, and threats at institutional and systemic levels alongside identifying individual knowledge and capacity gaps (at provincial and district levels).

Figure 1: Framework of Analysis Applied for the Needs Assessment

Benchmarks/Expectations (Desired Capacity Level)	—	Existing Situation (Existing Capacity Level)	=	Capacity Needs and Gaps (Improvement Required)
Policy, Literature and Data Review: • KP SSP, 2015-2020 • Provincial level policies and plans • Existing and previous technical assistance and capacity building initiatives		Data Requirement, Collection and Assessment: • KIIs (Officials of ESED, EMIS, IMU, ESRU, and KESP-II etc.) • FGDs		Entry Points: • Institutional and Organizational Improvements • Individual Knowledge and Capacities

These two entry points have been used to conduct the assessment and capacity gap analysis at two administrative levels i.e., province and districts. Informed by the aforementioned frameworks, the needs assessment identified and analyzed the gaps and challenges by comparing the existing situation and capacities with the benchmarks and expectations. The study provides a comparison between what

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[3] UNDG (2006). *The 2007 CCA/UNDAF Guidelines (UNDG, 2007) and the UNDG Capacity Assessment Methodology User Guide* (UNDG, 2008) provide detailed guidance on conducting a comprehensive capacity assessment.
[4] Strengths, weaknesses, opportunities, and threats analysis.

currently exists vis-à-vis what is needed for management and use of education data for evidence-based decision-making by education sector officials at provincial and district levels.

Methodology

The methodology for needs assessment of EMIS included undertaking a comprehensive literature review, Key Informant Interview (KIIs) and Focus Group Discussions (FGDs) with the education sector stakeholders in KP. Separate instruments were developed for each data collection method to identify core issues and capacity gaps.

i. Literature and Data Review

To identify key data management and decision support functions of EMIS, a review and analysis of relevant policy, strategy and planning documents along with the research studies and secondary data was carried-out. These documents included but were not limited to:

- Review of School Sector Plan (2015-2020) and other relevant policies and plans;
- Documents related to the major reform programmes implemented in the education sector of the province;
- Review and mapping of current and past capacity building initiatives implemented in the province by development agencies including UN, international development partners, government and local civil society organizations; and
- Documents related to the scope, roles, functions and management procedures of EMIS and the Independent Monitoring Unit (IMU).

The comprehensive literature review and analysis of provincial education sector plan, related policies as well as mandates of relevant departments has helped identifying the benchmarks and expectations for the study.

iii. Areas of Investigation and Instrument Development

After the literature review, structured instruments were developed for conducting Key Informant Interviews (KIIs) and Focused Group Discussions (FGDs) with key education sector stakeholders. The needs assessment was conducted at two tiers, i.e. provincial and district level, with a diverse set of stakeholders and relevant departments. The key stakeholders for the study included:

- **Provincial Level Institutions**: E&SED (all key units), EMIS, and IMU staff
- **District Level:** Education managers and the EMIS staff

In addition, interviews were also conducted with the KESP-II programme team to seek their views of the EMIS and the effectiveness of data used in the KP education sector. The number of KIIs and FGDs conducted with the respondent groups under each data collection method are mentioned below:

Data Collection Method	Target Group	Sample Size	
KIIs	*Provincial* (E&SED secretariat and directorate, EMIS, IMU, ESRU etc.)	**Provincial:** interviews	12
FGDs	**District** (DEOs – Male and Female; EMIS staff)	**District:** 2 FGDs	

The needs assessment was designed keeping in view the following areas of investigation:

a. What are the mandated and expected data management functions of EMIS especially in the light of SSP 2015-2020 vision and targets and to what extent is it able to carry out these functions efficiently and effectively?
b. What are the indicators on which education managers and planners need information across all administrative tiers of the system?
c. What are the indicators on which data is collected? How are data gathered, recorded, managed, monitored and used by EMIS provincial and district officials to assist the education managers in planning and reporting?
d. What knowledge and capacity gaps exist for data management, analysis (for Annual School Census, sector planning and financing, etc.) reporting and dissemination by senior provincial EMIS staff and district level officers?
e. What are the communication and coordination capacity gaps faced by the EMIS unit in synthesis and reporting of data to key internal stakeholders in E&SED for informed decision making?
f. What are the individual, institutional and procedural reasons/causes for the capacity gaps that effect the functioning of EMIS provincial and district staff?
g. What is the nature of the relationship between EMIS and IMU besides the challenges emerging as a result of two separate data management and reporting systems? What effect does this have on EMIS's ability to fulfil its function?
h. What is the nature of the supply and demand relationship between EMIS's data management function and the needs of senior officials in E&SED to use data for evidence-based decision-making?
i. What are the demand-side capacity gaps among senior planners and decision-makers in E&SED and all related units in order for them to access and use data for effective decision-making?
j. Based on the above, what strategies and capacity development interventions are recommended to develop the effectiveness of EMIS in E&SED?

1.4 Structure of the Report

The report comprises of five sections. Section 1 explains the background and the objective of conducting the Needs Assessment of the KP-EMIS. The technical approach and methodology of the assessment has also been discussed in detail in this section. Information regarding EMIS, its structure and functions, Geographical Information System (GIS) and Education Spatial Decision Support System (ESDSS) is provided in the second section of the report. The third section contains key issues and gaps in EMIS as identified during the needs assessment through Key Informant Interviews (KIIs) and Focused Group Discussions (FGDs) with key stakeholders. Recommendations developed in the light of institutional and system level issues and challenges have been discussed in the fourth section of the report. The fifth section highlights the capacity development needs of the EMIS staff of the E&SED.

An Overview of KP Education Management Information System

Section 2: An Overview of KP Education Management Information System

This section describes the Management Information System of the E&SED together with an overview of the GIS and ESDSS. This will allow a better understanding of the issues and well-informed recommendations for optimization of the EMIS.

2.1 Education Management Information System (EMIS): Structure and Functions

The National Education Management Information (NEMIS), a national repository of education data, was established in 1990 with the financial and technical assistance of United Nations Education, Scientific, and Cultural Organization (UNESCO). Since 1992, it is an integral part of Academy of Educational Planning and Management (AEPAM) and funded by the Government of Pakistan. Subsequently, it is publishing Pakistan Education Statistics on yearly basis.

Realizing the importance of EMIS in standards setting, policy formulation, and decision making, provincial/Regional Education Management Information Systems (PEMISs) and District Education Management Information Systems (DEMIS) were established in 1990s.

Figure 2: Institutional Structure of NEMIS
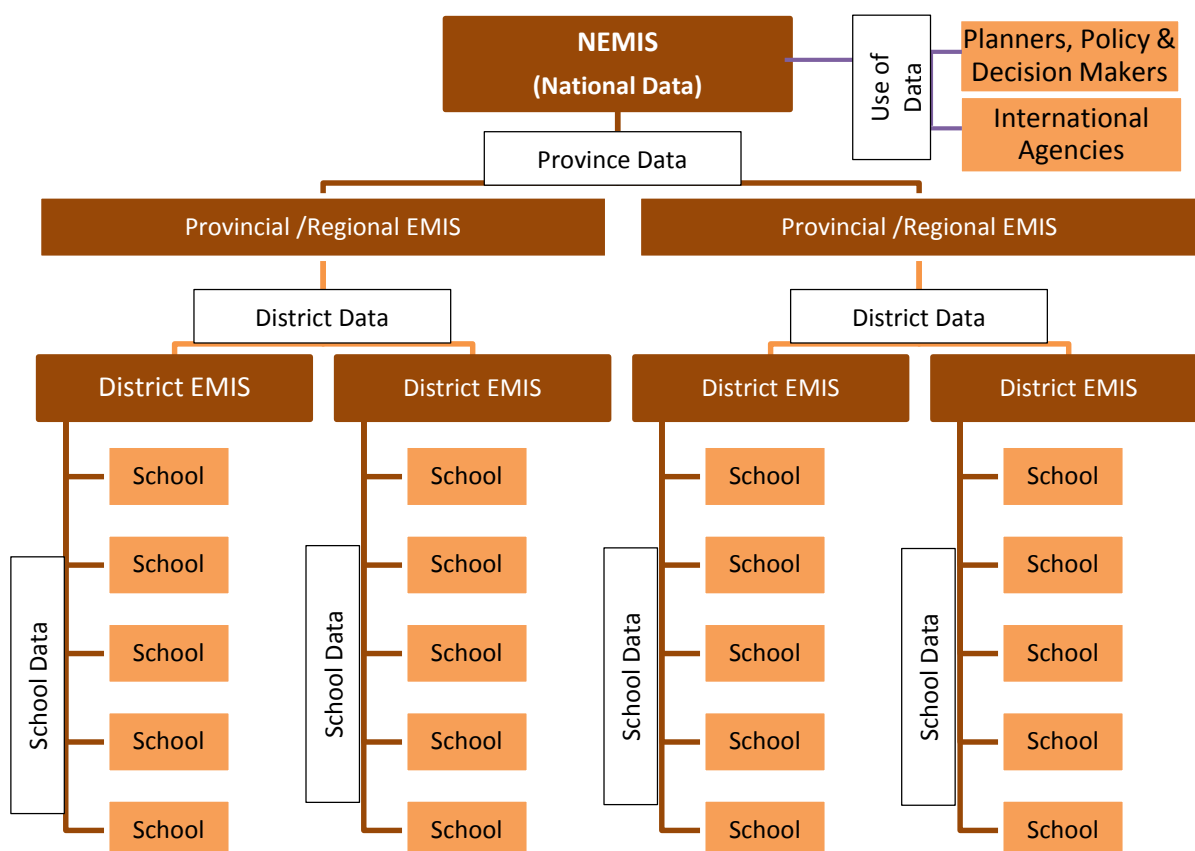
EMIS contains data for public schools only while the data available for private schools, *Deeni Madraris*, technical, vocational schools and colleges, and universities are estimated yearly.

2.2 KP Education Management Information System (EMIS)

2.2.1 Institutional Structure and Establishment of KP-EMIS

The Education Management Information System (EMIS) Cell of Elementary and Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa (GoKP) was established in 1990-91 in the Directorate of Primary Education. The following figure presents the institutional structure of the provincial EMIS in KP.

Figure 3: Structure of Provincial EMIS
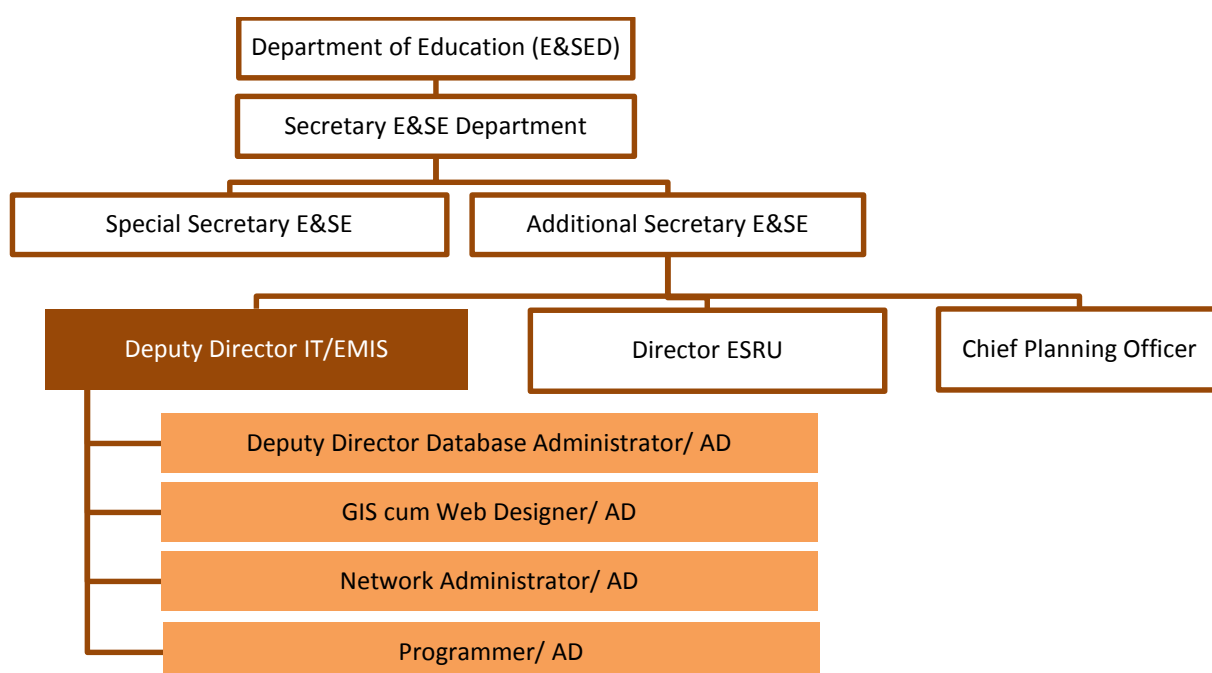
After the merger of Directorates of Primary Education and Secondary Education in 2002, the scope of EMIS was expanded to cover Middle, High and Higher Secondary Schools falling under the control of Directorate of Schools and Literacy, currently known as the Directorate of Elementary & Secondary Education. The data for Primary to Higher Secondary level schools are available under the umbrella of EMIS. Thereafter, KP's EMIS Cell was restructured on 1st July, 2006 and placed under the direct control of Secretary Elementary & Secondary Education Department (ESED). At present, KP-EMIS operates as a separate section under the Deputy Director headed directly by the Secretary E&SED.

Table 1: Staff at Provincial EMIS

Sr. No.	Designation	No. of Posts
1	Deputy Director BPS-18	1
2	Assistant Director (Deputy Database Administrator) (BPS-17)	1

3	Assistant Director (Programmer/Research Officer) (B-17)	1
4	Assistant Director (Network Administrator) (B-17)	1
5	Assistant Director (GIS-cum-Web Administrator) (B-17)	1
6	Assistant Programmers for districts (B-16) (25 M/25 F)	50
7	Computer Operators (B-16) (125 for Districts and 2 for Provincial)	127
	Total	**182**

All districts have appointed Assistant Programmers and Computer Operators for their respective EMIS sections. The district EMIS is under the direct control of the District Education Officers (DEOs). The annual school census is done at district level using a web-based application. The provincial EMIS plays a very important role by providing technical assistance to the district EMIS staff on as and when required basis.

2.2.2 Functions of KP-EMIS

EMIS is working as a tool for data collection, storage, integration, analysis, and dissemination. The data collected from all the districts of KP are published in the form of Annual Statistical Reports (ASRs).

Figure 4: Functions of EMIS
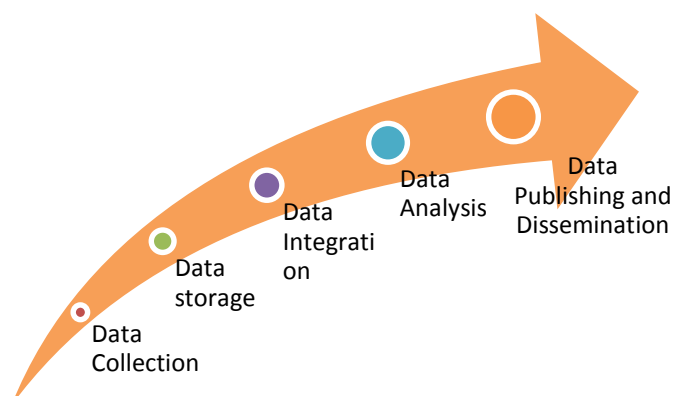
Each year, Annual School Census (ASC) is carried out in KP and data are compiled in the form of a report. For collection of data, KP EMIS uses a standardized questionnaire. The reason for standardization of the questionnaire is to keep all previous years' data in one database, which makes it convenient to produce time-series analysis on various indicators such as student flow analysis, comparison of various years' indicators etc.

The data from schools are collected on annual basis and which is divided under eight sections comprising:

1. Schools' basic information
2. Building conditions and physical facilities
3. Enrolment by class, sections and age
4. Annual examination results by grade
5. Teaching and non-teaching staff
6. Basic Information of Parent Teacher Council (PTC)
7. Commodities

8. Basic Information of individual teachers

Data on private schools, non-E&SED schools and religious institutions are not collected as part of the ASC due to funding issues, in general, and security reasons, in particular for religious institutes. However, with donor support KP-EMIS conducts Private Schools Census every two to three years. Up till now, 21 Annual Statistical Reports of Government Schools, 03 Statistical Reports of Private Schools and one Statistical Report of *Deeni Madaris* has been produced by the KP EMIS.

2.2.3 The GIS in Education Department

The computerized Geographic Information System (GIS) was introduced in KP in 1996. The main objective of the GIS was to add a spatial dimension to the data available with the EMIS and provide information to the planning cell for decision-making based on spatial analysis. The GIS is also integrated with ESDSS so that the users can access it through web. Some possible uses of GIS for the Education Department could be to:

- Identify human settlements without schools (boys and girls).
- Identify new construction sites;
- Identify potential sites for upgrading existing primary and middle schools;
- Plan clusters for teacher training, community participation, monitoring etc.;
- Plan monitoring and inspection visits of district and provincial staff;
- Analyse boys' and girls' schools in particular geographic regions;
- Distribute Textbooks and other instructional material;
- Plan Teacher transfers.

2.2.4 Education Spatial Decision Support System (ESDSS)

The Educational Spatial Decision Support Systems (ESDSS) provides the ability to select, organize, present, and communicate with EMIS indicators for informed decision-making. The ESDSS is an online web application that supports data entry of Census forms, approvals, and reporting to GIS and all the configurations. The users can access this web application from any client PC requiring only the availability of a compatible web browser and internet connectivity. The ESDSS is the primary source for planners, decision makers and education managers to access the EMIS information from their desktop using personal computers and tablets/smartphones. The system contains school level information and can generate user-friendly reports on predesigned formats. It also has the facility (Report Wizard) to retrieve the data according to the user demands. The link of the system is provided on the E&SED web site i.e., www.kpese.gov.pk.

SECTION 3

Key Issues and Findings

Section 3: Key Issues and Findings

The needs assessment has been conducted at the provincial and district tiers, with a diverse set of education stakeholders and relevant entities of E&SED. At the provincial level, the key stakeholders for the study included representatives from E&SED (all key units), EMIS, and IMU. At the district level, education managers and the officials involved in data gathering, analysis and reporting to the provincial EMIS were the key stakeholders. The key issues and findings of the assessment are discussed below in detail:

3.1 Institutional Issues

The following are some of the institutional gaps and challenges identified through the needs assessment of the EMIS at the provincial and district levels:

3.1.1 Weak Linkages with Other E&SED Departments

The linkages between EMIS and other departments of E&SED like PITE, DCTE and the Directorate of E&SE are weak. These institutions/departments do not find much utility of the available EMIS datasets in their respective planning and decision-making processes. The main reasons for this are below:

i) EMIS is not collecting timely and relevant information on indicators needed by managers and planners for planning and management purposes. EMIS data collection takes place once a year and generating the ASC report is a time-consuming process. By the time the report is developed, the stakeholders use the data manually collected from the field for decision-making purposes.

ii) Furthermore, the access to EMIS data for managers and planners is an issue. Managers and planners send all requests for data to the EMIS unit but the EMIS unit does not respond to their requests in a timely manner (5-6 days' time lag between request and data provision as informed during the KIIs and FGDs). The EMIS should be able to provide standardized reports to the users through a dashboard whereas the EMIS staff should provide the customized reports based on the demands of each user. Currently, all the reports are provided by the EMIS staff for which they do not have much time because they are busy in other activities such as IT-projects and other sundry office work assigned by their supervisors.

iii) The data provided are normally obsolete and do not serve the purpose of planners and managers.

iv) The reports prepared by the EMIS staff are not user friendly and cannot be easily read and interpreted by the users. The EMIS staff should be trained in producing reports in easily understandable formats to make them relevant to the users for informed decision-making.

3.1.2   Insufficient Budgetary Allocations

The provincial and district EMIS do not have separate operational budgets allocated for effectively performing their functions. There is no budget provision for the purchase of stationery, hardware and software, printing, publications, dissemination of reports and repair and maintenance of hardware for the EMIS unit. Similarly, no special allowance (Travel Allowance / Dearness Allowance) is provided to the EMIS staff for verification and validation of the field data.

3.1.3   Utilization of the ESDSS

The Educational Spatial Decision Support System (ESDSS) is not fully utilized by education managers and planners due to their limited understanding, capacity and lack of access to the system. The E&SED planners and senior management should be oriented and trained in the use of ESDSS as a planning tool. Furthermore, the ESDSS should be made accessible to all the managers and planners.

3.1.4   Low Demand for EMIS Data

There is low demand for EMIS data from education policy-makers and planners because of their low level of confidence in the datasets available with EMIS. This is due to the fact that the data provided by EMIS are obsolete and does not follow rigorous standards for data verification and validation and at times the data provided by EMIS is not consistent. Moreover, complex presentation of the EMIS data in the ASC report makes it difficult for them to understand the inferences provided through this data. The reports are more tabular and the information is not presented in the form of graphs and maps.

3.1.5   Lack of Clearly Defined Job Descriptions

In 2006, the department decided to shift the EMIS cell from the directorate to the Secretariat under direct control of the Secretary E&SE[5]. After the shifting of EMIS cell, no revised job descriptions were prepared (see Annex III, IV and V for old job descriptions of EMIS staff). However, there is a need to review the existing JDs of EMIS staff for role clarity and develop new ones that are commensurate with the technical or managerial nature of the positions.

The study identifies that the EMIS staff are frequently asked by the managers to perform functions that are beyond their scope of work/job description. This adversely affects the regular work and mandated functions of the EMIS. The job description mandates the staff to perform "any other/additional tasks assigned by the higher authorities/managers". This statement is reported to be used copiously by senior management to involve EMIS staff into other E&SED functions (such as IT-Projects, letter typing and other computer related clerical functions) and as a result delays important

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[5] The move of shifting EMIS from the Directorate to the E&SE Department however did not improve the functioning of EMIS. This move also alienated the directorate from EMIS as it was not relying on its data anymore and would resort to collecting data directly from the field by calling the DEOs or their subordinate staff.

EMIS-related work. These extra responsibilities are one of the major reasons for the delay in the compilation and printing of the Annual Statistics Report (ASR).

3.2 System Issues

The following are some of the system level gaps and challenges identified through the needs assessment of the EMIS:

3.2.1 Absence of Appropriate Reporting Formats

Currently there is no system for dissemination of EMIS data and generation of knowledge products from the data. Such products need to be disseminated to schools, Parents Teachers Councils (PTCs), Tehsil and District Councils and the management for general awareness of the education indicators and to undertake informed decisions at all levels of government. The lack of capacity and limited budgets is the main reason for not producing those reports. Presently, the EMIS has only budget for printing of census forms and a few copies of the ASC report.

3.2.2 Data Quality and User Confidence

EMIS data quality (accuracy, timeliness, reliability, relevance and availability) is a prime concern at the provincial and district levels and results in low confidence of the senior management for using this data for decision-making. The problem stems from the fact that the school head teachers are generally not capacitated in reporting EMIS data and are unaware of the importance of EMIS data for education planning, forecasting and monitoring as they do not receive any feedback from the district managers or the EMIS cell. It has been reported that the head teachers mostly fill up the EMIS data forms by copying information from the previous year which results in inaccurate reporting. Moreover, the head teachers do not send the data collection forms to the district EMIS in time. This delays data entry of EMIS forms and subsequent reporting of the data to the provincial EMIS.

The quality of data is not only based on data collection, it is also related to the expertise of EMIS staff- how efficiently they check the data consistency; analyses the data and produce information as demanded. In addition, the ASC questionnaire is lengthy and data against a variety of indicators are never used. This also affects the quality of data collected. There are many unclear questions that are hard to answer, such as repairs and buildings works, conditions of facilities etc.

3.2.3 Data Quality Standards

The E&SED currently does not have any data quality standards and standard operating procedures for EMIS instrument design, data capturing, processing, dissemination and feedback from stakeholders. These standards are necessary to improve the quality, timeliness, accuracy and reliability of the datasets. This is also one of the reasons bad data on various indicators get entered into the system without verification and validation and results in low confidence of the education managers to use it for decision-making.

3.2.4   Teacher and Learning Data

The E&SED requires a management information system that is able to capture diverse sources of information like indicators on access, infrastructure, teacher training and student achievements/ learning assessments and is able to produce knowledge products that enable decision makers in taking informed (evidence-based) decisions. Currently, the data on teacher training and performance monitoring are absent from the EMIS. The provincial as well as the district EMIS setups have no information about the number of teachers trained by the Provincial Institute for Teacher Education (PITE), the subjects in which they have received the training and the future training needs of the teachers. On the same lines, the learning assessments data are not available with the EMIS. This results in an EMIS system which is not capable of providing a complete scenario for future planning and decision-making.

3.2.5   Integration of Other Datasets with EMIS

It is important that the E&SED considers integration of other data sets with EMIS (connect year-wise datasets from school to circle, circle to district and district to provincial and national level and data from other datasets like IMU, Population Census, House hold Survey, BISP, NEAS, PEAS, PITE, PBS and AEPAM etc.) to improve the quality of planning, forecasting and the overall quality of decisions to improve the school education system. Integrating these datasets with EMIS would also result in equity-responsive education planning and decision-making.

3.2.6   Data Timeliness

The information provided to the education planners and decision makers is not timely. The current EMIS data processing cycle takes 7 to 8 months to make census data available to managers and planners. The data collected in October becomes ready for use by the stakeholders around June of the next year. The main reasons for the delay in data collection processes are listed below:

1. The distribution of questionnaires from provincial EMIS to districts and then to the head teachers takes approximately 1 month.
2. There is no proper campaigning for annual school census due to insufficient budgets for EMIS staff to conduct the trainings on explaining and filling the questionnaires.
3. The district EMIS staff often complain about receiving incomplete questionnaires from the field and resending them back to the schools also causes the delay.
4. The EMIS does not publish or provide data to the decision-makers and planners unless the missing data are taken care of.

It is to be noted here that in order to conform to the budgeting process and timelines, the data are generally required for planning and forecasting from December to February. Information received after the cut-off month of February is not of much use in planning and budgeting since the process is completed based on estimates worked out from the previous years' data.

SECTION 4

Recommendations

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Section 4: Recommendations

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The E&SED needs to embrace a culture of data-based decision making. For this purpose, following recommendations are proposed to improve the data-based decision-making within the E&SED and its related institutions:

4.1 Increased Budgetary Allocations

It is recommended that sufficient budgets should be earmarked for the provincial and district EMIS for ensuring their effective functioning. The EMIS cell should be provided budgets for designing and implementing the data collection, monitoring, verification and validation procedures, printing of questionnaires, purchase of stationery, hardware and software, printing, publications, dissemination of reports, HR development & trainings and repair, maintenance and replacement of hardware. In the absence of sufficient budgets, the EMIS would be dependent upon donor support for most of its operations and its sustainability would remain questionable.

4.2 Accessibility and Availability of Data

Accessibility and availability of reliable data to education planners and policy makers is crucial for evidence-based decision-making. The EMIS data should be provided to education managers both in hard formats i.e. in form of booklet, statistical profile or printed demand report, and soft formats such as MS-Excel, MS-Access database or PDF based on their computer literacy skills. However, the education managers both at the provincial and district levels need to be trained on the use of education data to perform various management functions. Currently, the ESDSS exists but with limited utility. The E&SED staff should be provided access to the system and also their capacity needs to be built on using the ESDSS portal. The ESDSS should also be shared with the district and circle levels (by providing an offline regular updated copy of ESDSS) to enable the districts and the sub-district educational set-ups retrieve data according to their needs.

4.3 Enhancing Utility of EMIS Data

Education managers seldom use Annual Schools Census Statistical reports for planning and decision-making. A short statistical booklet on key education indicators should be prepared for planners and decision makers at the district level having information regarding their respective districts. It should highlight the progress on major indicators and comparison of last three years alongside providing set targets as per SSP 2015-2020.

Besides, a precise analytical report presenting graphs and time series information on education indicators, cohort analysis, future demands (classrooms, basic facilities and teachers) should also be prepared for planners and decision makers at the provincial level. The report should address the planning criteria for establishing and upgrading schools (availability of basic facilities, teacher requirement by subject, equipment and consumables etc.) (see Annex VI for planning criteria). Also, there is a need to create better linkages between EMIS and planning cells of the E&SED in terms of

EMIS data availability to the planners and their capability to use this data for planning purposes. This is especially beneficial for future planning and implementation of the SSP 2015-2020. It is also recommended that the data of private schools and Deeni Madaris should be collected on annual basis along with government schools, rather than conducting private schools' census every two to three years. It will also be useful if the same questionnaire (improved format) is used for government and non-government school.

4.4 Clearly Defined Job Descriptions

Clearly defined job descriptions for EMIS staff need to be developed. The EMIS staff should not be assigned tasks other than those specified in their job description. Clear demarcation of roles and responsibilities of the EMIS staff will help in avoiding duplication of efforts among various staff members

4.5 Addressing the Time Lag in Data Collection and Entry

Instead of paper-based census data collection from the schools, which is a time-consuming task, it is recommended to make use of an IT-based solution of recording data directly from schools using an Android-based application. The head teachers of each school may be capacitated on feeding the needed information into the application. Using some filters for validation purposes, the data can be uploaded directly to the central database (ESDSS) online. In addition to that the EMIS cell has developed a School Management Information System (SMIS). The SMIS is still in the testing phase and has so far been installed in 280 higher secondary schools. Once it is synchronized with the ESDSS database, EMIS will have real-time data from these schools.

4.6 Data Quality Standards and Standard Operating Procedures (SOPs)

It is recommended that the E&SED needs to develop data quality standards for the data collected by various units like EMIS and IMU. The manual should clearly define the SOPs and Standards for quality control of data, job descriptions of EMIS staff, and software change management approval. Along with this, the data verification and validation procedures for EMIS need to be developed and implemented. The EMIS staff should be trained on the verification and validation of data. Moreover, internal data consistency checks need to be developed into the EMIS software. The provincial and district EMIS staff should be trained to generate a data error report rather than simply correcting problems.

4.7 Integration of EMIS and IMU and other Datasets

The scope and data collection needs of EMIS should be redefined and made more dynamic to provide most recent information to managers and planners. Currently, EMIS collects information once a year, which in most cases is irrelevant for planning and management purposes. The data collected by IMU are up-to-date and more suitable for management purposes at the school, circle, district and provincial level as it is collected each month. Currently the two systems are functioning independently and do not share information with each other. Information collected by both the units should be

analyzed and integrated to make the EMIS more robust and enable it to provide up to date information to managers, planners and policy makers for better-informed decisions.

A user-friendly dashboard that shows the various key information from EMIS, IMU, TMIS etc. should be developed and EMIS staff should be trained to regularly update and maintain it. The integrated datasets can be housed in ESRU, which is the body that guides the education reform work of the E&SED and is responsible for implementing the education sector plan. (see Annex VIII for objectives/purpose of EMIS, ESRU and IMU).

The E&SED is currently in the process of developing the Teacher Management Information System (TMIS). The TMIS once developed should also be integrated with the EMIS in order to make data available to E&SED, PITE and DCTE for teachers' professional development. Apart from this, national level datasets like the Benazir Income Support Programme (BISP) data i.e. Waseela-e-Taleem which provides financial support to the primary education of 5 to 12 years old children of BISP beneficiary families for their enrolments and retention. Pakistan Integrated Household Survey (PIHS) data such as literacy and datasets of the Federal Bureau of Statistics (FBS) should also be integrated into the EMIS. However, the capacity of existing EMIS needs to be developed for housing these datasets and using them for generating useful information for planning and decision-making purposes.

4.8 Making PITE an Exemplar E&SED Institution

The study identifies that PITE has limited capacity in teacher training data management. The teacher trainings imparted by PITE are currently not based on any rigorous data-based decisions. Also, the EMIS data or the learning assessments data are not available to the PITE management to inform the teacher training programme. It is recommended that the EMIS and learning assessments data should be available to the PITE management and their capacity should be built on using these datasets to guide their teacher training programmes. This would essentially mean the end of across-the-board teacher trainings and instead pave way for imparting needs-based trainings to the teacher. It is expected that the development of TMIS and SMIS will help initiate a culture of data-based planning and decision-making at PITE. This way PITE can be presented as an exemplar institution making use of EMIS data for its decision making.

SECTION 5

EMIS Capacity Building Needs

Section 5: EMIS Capacity Building Needs

Keeping in line with the recommendations provided in the previous section, the following specific capacity enhancement needs of E&SED and its staff have been identified for promoting a culture of data-based decision making in the department.

5.1 Capacity Development for Collection of Reliable Data in a Timely Manner

For collection of quality data for EMIS, trainings should be arranged for head teachers to make them aware of the importance of collecting accurate EMIS data and highlight its significance for data-based decision-making. The understanding of data collectors regarding ASC questionnaires should also be enhanced for collection of reliable and timely data from the schools. Besides, the provincial EMIS database programmers and web developer need advanced training to maintain and update ESDSS[6].

5.2 Capacity Enhancement of Education Managers and Planners

Capacity enhancement sessions should be arranged for education managers and planners to enhance their skills regarding effective and efficient utilization of EMIS data for data-based decision making. The workshop objectives may include:

- Training all education managers in the use of computers, and development and monitoring of annual work plans; and
- Training decision-makers on accessing and using EMIS information and the ESDSS for informed decision-making.

5.3 Capacity Development for EMIS Staff

The findings of the study highlight the need to build the capacity of district and provincial EMIS staff in effective handling of the EMIS Cell and generating customized reports for use of education planners and decision-makers. The internal and external training programmes should focus on computer programming updates, database management skills, survey administration, planning and budgeting skills, analytical and technical report writing skills.

Orientation sessions should also be organized for EMIS staff to make them aware of the SSP 2015-2020, its objectives, and targets to be achieved by 2020. The EMIS staff should also be trained on troubleshooting and network maintenance. Technical training should also be provided to the EMIS staff in use of GIS and the data integration for external sources such as population census.

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[6] These may include addition of new fields in the database, changes in the workflow, changes in the existing reports generated, creation of new reports, and addition of any new features addition etc.

Following is the list of internal and external trainings/workshops proposed for the EMIS staff:

5.3.1 Internal Trainings/Workshops

1. 4-days training workshops in the fields of:

   • Data collection methods
   • Questionnaire designing (how to design an effective questionnaire)
   • Sampling techniques and validation
   • Data Analysis and Statistical Measures such as percentages, averages, frequency and standard error
   • Interpretation and presentation of data
   • Data quality checks and auditing

2. Orientation sessions for EMIS staff (both from districts and provincial) to make them aware of the ESP 2015-2020, its objectives, and targets to be achieved by 2020.

3. 4-days training workshops on education indicators and their calculation. Topics may include:

   • Modeling cohort analysis from two years EMIS data
   • Understanding and computing of education indicators
   • Dealing with missing data

4. 3-days training workshops on Geographical Information System using web-based GIS application (Map-guide of ESDSS). Topics may include:

   • Basic concept of maps and its usage
   • Use of GIS for education planning and management
   • Understanding spatial data

5. 4-days workshops on technical and effective report writing and presentation skill from EMIS data. Topics may include:

   • Presenting technical information in a clear, concise, and persuasive manner for decision makers and planners
   • Understanding and use of graphs, charts and maps in the reports in a reader-friendly format
   • Designing of education-related statistical booklet, technically accurate and complete information by understanding the user needs at different levels

6. 5-days workshops on financial management for senior EMIS staff both from district and provincial EMIS. Topics may include:

   • Understanding basic financial management terminologies and the ability to read, interpret and use accounting data
   • Evaluating the budget needed for various EMIS activities such as third party validations, field visits, repair and maintenance, and trainings etc.

7. 2-days study/exposure tour to EMIS of other provinces. These tours will also be beneficial for the districts managers, planning officers and senior management from the Directorate of E&SE.

5.3.2 External Training Courses

1. 3-weeks course on Educational Research, Evaluation and Analysis using Information Technology. This course is useful for provincial EMIS staff and planning officers. The course content may cover fundamentals of educational evaluation, development of research problem, research design and methodology, computer application in educational research and analysis of questionnaires, evaluation plan and framework.

2. 2-weeks course on Information Systems Development and Management This course is useful for EMIS Assistant Directors at the provincial level and the district-level Assistant Programmers. The course will enable the participants to develop an information system using a well-structured approach to ensure the effective deployment of information technology in organizations. It will also enable the participants on Dashboard Reporting & Advanced Data Analysis with various applications such as MS-Excel.

3. 2-weeks course on Survey Data Organization and Analysis using Statistical Application Software. The course will enable the participants to properly organize census data, perform validation and consistency checks, and process the data to produce the desired statistical outputs, using mainly the current available statistics, Participants will learn to organize data files, into which survey data are encoded, validated, checked for consistency, exported to a database or statistical software and processed to generate the desired statistical output.

4. 2-weeks course on Cloud Computing: Implementation, Management and Security Risks. The course will provide an introduction to cloud computing, cloud architecture, storage management and the virtualization technologies that enables the implementation of data applications in a cloud computing environment. The course will also describe the types of cloud service development and tools, and also things to be considered before migrating to the Clouds.

5. 2-weeks course for EMIS junior staff (operators) on Computer Troubleshooting and its Maintenance. This course will provide the participants with skills and capability to support and maintain PC hardware and software, learn to secure and protect data, configure and troubleshoot basic PC networking components. The course will focus on exploring PC parts: key hardware components; PC design and basic software components, troubleshooting strategy for PC, exploring basic PC components, handling memory and secondary storage, configuring I/O devices, handling printer and ports, solving system software problems, data recovery, understanding PC networking, detecting and preventing viruses and handling spy ware.

ANNEXURES

Annexure-I: List of Key Informants

1. Mr. Qaisar Alam, Special Secretary E&SED
2. Mr. Arshad Khan, Additional Secretary E&SED
3. Mr. Rafiq Khattak, Director E&SED
4. Mr. Naeem Khan, Sector Specialist, Strategic Support Unit, CM Secretariat, KP
5. Mr. Sharif Hussain, Director ESRU, E&SED
6. Mr. Zulfiqar Ali Shah, Director IMU
7. Mr. Hashmat Ali, Senior Planning Officer-I, E&SED
8. Mr. Abdul Wali Khan, Additional Director, E&SED
9. Mr. Salahuddin, Deputy Director EMIS, E&SED
10. Ms. Ammara Amir, Deputy Director IMU
11. Mr. Rizwan Ullah, Assistant Director EMIS, E&SED
12. Mr. Noor Alam Khan, Section Officer (Budgets & Accounts), E&SED
13. Mr. Shehzad Arif, Deputy Team Leader, KESP-II

Annexure-II: Roles and Responsibilities of Provincial and District Education Managers during Annual Schools Census (ASC) 2015-16 for All Government Primary and Secondary Schools in Khyber Pakhtunkhwa

Note:

1. For the ASC 2015-16, all the Assistant Programmers and Computer Operators, either working in office of DEO Male or Female offices, will work in one cell which will be called District Education Management Information System (DEMIS) Cell.
2. The DEMIS will be responsible for the data entry and reporting of both the Boys and Girls Schools into the ESDSS.

S. No.	Position	Responsibility
1	Provincial EMIS, Elementary & Secondary Education Department	• Overall supervision of the ASC. • Close liaison with the different stakeholders of the ASC. • Designing and Printing of ASC Questionnaires for all Government Schools in Khyber Pakhtunkhwa. • Documentation of Roles and Responsibilities during ASC at each level. • Briefing and hands-on-training on the ASC Data Entry and Reporting System i.e. ESDSS to the Assistant Programmers and Computer Operators of District EMIS Cells. • Supervision of district and circle level ASC briefing/training activities, data collection from the schools and data entry in the ESDSS. • Online Approval and Publishing of the ASC data approved by DEOs/APs • Data Analysis and Reporting • Compilation of ASC Report and sharing of draft report with all the stakeholders. • Printing and launching of the ASC Report
2	District Education Officer (DEO) Male / Female	• Owner of the Annual Schools Census (ASC) at the district level. • Be informed of the process, progress and will facilitate all concerned. • Facilitate and relieve the other managers to carry the task timely. • Resolve (or convey to senior management) the problems, if required. • Facilitate the data entry of ASC in the ESDSS by the DEMIS.
3	Deputy District Education Officer (DDEO) Male / Female	• DDEOs will coordinate all the activities in the field, with the schools, ASDEO Circles, SDEOs, DEO and Provincial EMIS.

		• Responsible for briefing the heads of all the respective Middle, High and Higher Secondary Schools in his/her district on the ASC questionnaire. • Filling of questionnaires from the above schools. • Checking of the questionnaires for any in valid and out of range or missing information. • Sample validation of the collected data, ensure that the schools are visited and the questionnaire is properly filled and correct as per school record. • Countersigning of all the above questionnaires. • Management and consolidation of all the filled-in questionnaires from the above schools and handing over to the District EMIS Cell. • Supervise the data entry of the above schools. • Ensure complete and good quality data • Online Approval/Publishing of the data entry of the above schools. • Monitor, evaluate and, if necessary, expedite the progress • Report problems to the DEO if any.
4	Sub-Division Education Officers (SDEO) Male / Female	• Work as District/Sub-Division Coordinator for all the Government Primary • Schools in his/her jurisdiction. • Attend the training/briefing sessions and periodic meetings of the Assistant Sub-Division Education Officers (ASDEOs) Circles. • Monitor/Supervise process in his/her jurisdiction and communicate progress/bottlenecks to the DEO concerned. • Sample validation of the collected data, ensure that the schools are visited and the questionnaire is properly filled and correct as per school record. • Countersigning of all the above questionnaires. • Collection and consolidation of all the filled-in questionnaires of the above schools from the ASDEOs Circles and handing over to the DEMIS Cell. • Supervise the data entry of the above schools. • Ensure complete and good quality data • Online Approval/Publishing of the data entry of the above schools. • Monitor, evaluate and, if necessary, expedite the progress • Report problems to the DEO if any.
5	Assistant Sub- Division Education Officers (ASDEOs) Circles Male / Female	• Work as ASC Coordinator/Data Collector for his/her Circle. • Conduct ASC training/briefing sessions of the Head Teachers of all the • Government Primary School in his/her Circle.

		• Collect and filled the questionnaire properly from the head of the schools • Sign all the above questionnaires. • Consolidation of all the questionnaires from the above schools and handing over to the SDEO concerned. • Monitor, evaluate and, if necessary, expedite the progress • Ensure complete and good quality data • Report problems to the SDEO concerned if any.
6	District EMIS (DEMIS) Cells (Assistant Programmers and Computer Operators)	• Collect filled-in questionnaires of Secondary Schools from DDEOs and of • Primary Schools from SDEOs concerned. • Count and check all the questionnaires before the data entry and if some problems/missing, coordinate with the DDEO/SDEO concerned. • Enter the data from the filled-in questionnaire into the ESDSS. • Ensure complete and correct entry of all the schools into the ESDSS. • Certify that all the Data Validation/Verification checking in the ESDSS are applied. • In case of any invalid/out of range data or unexpected reports/results, take solid reasons from the above. • Countersign all the above Data Validation/Verification Reports from the • DEO concerned. • Online Approval/Publishing of the entered data into the ESDSS in the presence of the DDEO/SDEO concerned. • In case of any technical problems coordinate with the Provincial EMIS.

Annexure-III: Job Description for Deputy Director (EMIS)

The Deputy Director EMIS plays a very important role in the School Education Sector. S/He provides all the necessary data and information regarding schools, teaching staff, students and buildings to the planners, Administrators and Managers for decision making and future planning of the School Education in the Province. S/He is responsible for collection of accurate data from all Districts and schools –through questionnaires and personal visits. S/He is to ensure that the data collected, has been analyzed, compiled, cleared and included in the School Annual Census report. S/He will supervise the printing and distribution of the statistical report to all the concerned officers, organizations and offices. S/He monitors the preparation of PMIS report indicating data regarding all teachers and other employees working in the schools and offices.

S/He will plan and organize trainings in computer, EMIS, and DMIS for the staff working in the computer cell of the Districts. S/He will establish DMIS cell at the Districts and a Central EMIS cell at the Provincial Directorate. S/He will keep a close liaison with other organization, agencies working in the field of Data collection, census, and establishment of MIS. S/He will initiate steps towards establishment of GIS in Districts and provincial Head Quarter. S/He will identify fields for research studies and will carry on researches and prepare and submit reports to the stake holders. Besides the above her/his specific duties and responsibilities will be as under:

1. **School Census**
   He/She will:
   - Give parameters for data collection as per needs
   - Call meetings of the stakeholders to finalize the questionnaire.
   - Arrange meetings/liaison with high authority for standardization of the questionnaire
   - Supervise the printing and circulation of questionnaire.
   - Supervise completion of questionnaire by the Schools/District.
   - Ensure timely return of the questionnaire from field.
   - Supervise entry of the questionnaire.
   - Supervise compilation of data, analysis of data.
   - Ensure quality of report.
   - Monitor printing of final Annual Census report and PMIS report.
   - Submit reports to the stakeholders.

2. **PMIS**
   He/She will
   - Coordinate with districts.
   - Arrange meetings/liaison with stake holders for standardization of the questionnaire on PMIS.
   - Visit related target schools for PMIS
   - Be responsible for prompt completion of questionnaire of PMIS.

3. **Data Validation**
   He/She will
   - Approve school visits schedule
   - Supervise the process
   - Collect samples for validations

- Supervise the report writing on Data validations

4. **Statistical report and Micro research**
   He/She will
   - Consolidate the report with the help of his staff.
   - Keep close liaison with other agencies working on data collection and producing reports.
   - Submit the report for approval to the Additional Director after checking.

5. **Geographical Information System (GIS)**
   He/She will
   - Process the demands of maps/reports.
   - Supervise field visits and presentations.
   - Monitor the collection of coordinates for new/left over Schools.
   - Train District staff on GIS.
   - Maintain a close liaison with GTZ for completion of GIS for schools in Districts.

6. **Work Plan**
   He/She will:
   - Supervise preparation of work plan.
   - Update/modify the Work Plan according to the need.
   - Monitor that work plan is being followed by his staff.

7. **Monitoring Training Programmes:**
   He/She will:
   - Monitor training programmes for DMIS staff.
   - Design training programme for District EMIS cell.
   - Hold workshops / Data Management Training for EDOs and I.T Staff
   - Arrange training of his staff in GIS

8. **Review of activities:**
   He/She will:
   - Review of all EMIS activities.

9. **Statistical Report**
   He/She will:
   - Collect analyse and compile data for schools' census, PMIS, Districts etc.
   - Monitor the preparation of statistical report.
   - Print draft reports, and discuss with stakeholders.
   - Print final reports and distribute among stakeholders.

10. **Directives**
    He/She will
    - Give special attention to the Directives of PM, President, CM and Governor pertaining to his section and update its progress for monthly meetings. He will submit this report to Additional Director.

11. **Assembly Business**
    He/She will

- Give top priority to Assembly Business related to his branch/section.
- Arrange and chair monthly meetings on these questions and will submit report to Additional Director.

12. Court Cases
He/She will

- Act promptly regarding court cases pertaining to his section will prepare para wise comments, replies to observations, counter appeals.
- He will provide all the required information and data regarding these cases to the Assembly Business section of the Directorate.

13. Complaints
He/She will:

- Supervise and arrange that all the complaints relating to his sections are distributed to the sections in terms of relevancy and obtain their replies in minimum possible time from disposing it off as per rules.
- Ensure that proper record of all the complaints is maintained.
- Attend meetings if any on such complaints.
- Prepare enquires/ actions as a result of reports on complaints.

14. Personnel Management
He/she will

- Write PERs / ACRs of Assistant Directors of his/her section and submit to Additional Director for counter signature.
- Counter sign the PERs /ACRs (of staff) written by the concerned Assistant Directors.
- Sanction C.Leave of Assistant Directors and Superintendents of his/her section.
- Send applications of all types of leave (other than C.Leave) of the staff of his/her sections to the concerned DD(Establ) with his/her remarks/NOC etc.
- Ensure proper maintenance of service books & personal files of staff of DSL
- Maintain the record of CVs & biodatas of all the staff of DSL including their addresses and telephone numbers.
- Issue NOC to the retiring DDOs for pension cases on the basis of the Audit report with the approval of DSL.

15. Office Management
He/she will

- Supervise and ensure that all letters of the section are received by the AD/Supdt and marked properly
- Supervise and ensure that all the record of the section is properly maintained.
- Ensure that the stock items in the section are not misused.
- Supervise that the distribution of work of the section is even and with equity.
- Supervise and support that the lay-out of the section is exquisitely done and that proper environmental amenities are available.
- Supervise and ensure that proper time/hours have been allocated for public dealing and that hurly-burly is avoided.
- Check the attendance and punctuality of his staff.

Any other task assigned by the Director Schools and Literacy

Annexure-IV: Job Description of Assistant Director (EMIS)

Assistant Director plays a very important role in the Directorate. He is a bridge between the ministerial establishment of the section, and the high officers. He will assist the Deputy Director, Additional Director and the Director in the smooth running of his section and the Job assigned to it. He will monitor the Diary and dispatch, correspondence and file work in his section. He will put up files to the Deputy Director, after adding his own remarks on each case. No file of his section will be routed directly to the Deputy Director/ Additional Director, without his knowledge. He will keep confidential correspondence, ACRs etc. in his own custody. He/She will be responsible for daily attendance and punctuality of his staff. He will check that his/her section is clean and tidy, that all the official files and other record have been maintained properly, and safety and security of the record is ensured. S/He will train her/his staff in official work and routine and will strive for their further development. He/She will give special personal attention to emergent tasks e.g. Directives, Assembly Business and court cases, and other immediate/ top priority letters. S/He will keep an eye on the visitors to his section, and see that they do not waste time of the staff unnecessarily. S/He will work as incharge Deputy Director in absence of the latter and perform his duties as well.

Besides the above, his/her specific duties/ responsibilities will be as under:

1. **School Census**
   He/She will:
   - Design questionnaire for Schools Census, incorporating, amendments/ additions pointed out during the year.
   - Call meetings of stakeholders to finalize the questionnaire.
   - Assist the Deputy Director in printing of the questionnaire.
   - Circulate the questionnaire to the EDOs/Schools.
   - Follow up that the questionnaires are being filled by schools/EDOs and returned in time to the EMIS Cell.
   - Monitor the entry of questionnaire in computers.

2. **PMIS**
   He/She will:
   - Design Questionnaire.
   - Collect information on questionnaire from Districts.
   - Compile the data

3. **Data Validation**
   He/She will:
   - Prepare visit schedule for validation of Data.
   - Ensure the compilation of report.

4. **Statistical report and Micro research**
   He/She will:
   - Prepare summary report
   - Ensure that proper proof reading / editing has been carried out.
   - Keep close liaison with other agencies.

- Assist Deputy Director in printing and circulating the report

5.   Geographical Information System (GIS)
He/She will:
- Initiate the process for GIS.
- Arrange field visits and presentations.
- Train District Staff on GIS.
- Help in collection of coordinates
- Assist Deputy Director in getting valid maps from survey of Pakistan and other agencies.
- Prepare GIS maps /reports
- Keep close liaison with other agencies engaged in Development of GIS in the province

6.   Work Plan
He/She will:
- Assist Deputy Director in preparation of work plan.
- Update the Dy: Director about the progress of the Work Plan.

7.   Monitoring Training Programmes:
He/She will:
- Assist Dy: Director for monitoring training programmes.
- Design trainings for I.T staff in the Districts
- Monitor training workshops.

8.   Review of activities
He/She will:
Assist Dy: Director for review all EMIS activities.

9.   Research Studies
He/She will:
- Assist The Deputy Director in selecting areas
- Discuss methodology of research with R.O.
- Help in carrying out research studies.
- Assist in printing and submission of report of research studies.

10.   District EMIS
S/He will:
- Assist the Deputy Director in stabilizing EMIS in the Districts.
- Arrange for the training of the IT staff of District Offices in collections, entry, and compilation and analysis of Schools & Personnel data.
- Monitor the process of EMIS in Districts.

11.   Research Studies
He/She will:
- Assist the Deputy Director in selecting areas for research.
- Discuss methodology of research with the Research Officer.
- Help in carrying out research studies.
- Assist in printing and submission of report of research studies.

12.   Assembly Business
He will pay special attention to the assembly business pertaining to his section, particularly.
- Assembly Questions
- Privilege, Adjournment motions
- Special committee reports/ meetings
- Call attention notices
- Cut motions

13.   Directives
He/She will:
- Dispose off the Directives of CM, PM, Governor, President and other dignitaries.
- Keep close liaison with the directive section. Follow action taken on directives, and keep a record of the Directives of his section.

14.   Complaints
S/He will:
- Attend to the complaints received in his section, and take prompt action and put to Deputy Director.

15.   Personnel Management
He/she will
- Write ACRs of superintendent and assistants of his/her branch and submit to Deputy Director for counter signature.
- Counter sign the ACRs PERs (of staff) written by the concerned superintendent.
- Sanction C. Leave of all the subordinate staff of his branch.
- Send applications of all types of leave (other than C. Leave) of the staff of his/her branch to Establishment Section through his/her Deputy Director.

16.   Court Cases
He/She will:
- Prepare para wise comments regarding appeals/ court cases pertaining to his section.
- Keep a close liaison with ADs Litigation

17.   Office Management
He/She will
- Ensure that the working conditions of his/her branch are conducive and all basic requirements are available to the staff.
- Ensure that the staff of his/her branch is regular and punctual in attendance.
- Maintain record of circulars/notification/rules and regulations pertaining to his/her branch.

Will perform any other duties assigned to him by Deputy Director / Additional Director/ Director.

Annexure-V: Job Description for Research Officer (EMIS)

Research Officer (EMIS) plays a pivotal role in the Directorate. He will manage and organize all the activities pertaining to Research /EMIS. He will be responsible to redress all the problems of stakeholders and will present it to his seniors. He will share and coordinate all information with other related sections.

His specific duties and responsibilities will be as under:

1. **School Census**
    He/She will:
    - Design and develop the questionnaire
    - Analyze the reports
    - Help in documentation.
    - Prepare reports on EMIS, NEMIS, DEMIS, and other data collection
    - Assemble data, and prepare appropriate reports as and when required.

2. **PMIS**
    He/She will:
    - Design and develop the questionnaire
    - Analyze the reports

3. **Data Validation**
    He/She will:
    - Help in sample selection for validation
    - Assist in data collection.
    - Design data collection procedure.
    - Responsible for sorting of data
    - Prepare evaluation reports on data collection procedure.
    - Visit Districts to verify data when there is some discrepancy
    - Conduct research studies on the basis of samples taken for validation.

4. **Statistical report and Micro research**
    He/She will:
    - Keep close liaison with AD & System Analyst
    - Responsible for statistical calculation/analysis.
    - Keep close liaison with other agencies.
    - Prepare templates for reporting of research projects

5. **Work Plan**
    He/She will:
    - Prepare work plan.
    - Update Work Plan as and when required by DS&L

6. **Data verification / evaluation**
    - He/She will be responsible for sorting the data.

7. **Assembly Business**

He will pay special attention to the assembly business pertaining to his section, particularly.

- Assembly Questions
- Privilege, Adjournment motions
- Special committee reports/ meetings
- Call attention notices
- Cut motions

8.   Directives

He/She will:

- Dispose off the Directives of CM, PM, Governor, President and other dignitaries.
- Keep close liaison with the directive section. Follow action taken on directives, and keep a record of the Directives of his section.

9.   Complaints

He/She will:

- Attend to the complaints received in his section, and take prompt action and put to Deputy Director.

10.   Court Cases

He/She will:

- Prepare para wise comments regarding appeals/ court cases pertaining to his section.
- Keep a close liaison with ADs Litigation

11.   Personnel Management

He/she will

- Write ACRs of superintendent and assistants of his/her branch and submit to Deputy Director for counter signature.
- Counter sign the ACRs PERs (of staff) written by the concerned superintendent.
- Sanction C.Leave of all the subordinate staff of his branch.
- Send applications of all types of leave (other than C.Leave) of the staff of his/her branch to Establishment Section through his/her Deputy Director.

12.   Office Management

He/She will

- Ensure that the working conditions of his/her branch are conducive and all basic requirements are available to the staff.
- Ensure that the staff of his/her branch is regular and punctual in attendance.
- Maintain record of circulars/notification/rules and regulations pertaining to his/her branch.

Will perform any other duties assigned to him by Deputy Director / Additional Director/ Director.

Annexure-VI: Planning Criteria

GOVT. OF KHYBER PAKHTUNKHWA
ELEMENTARY & SECONDARY EDUCATIONDEPARTMENT, CIVIL
SECRETARIATE PESHAWAR
Phone#: 091-9210037, 9223538, Fax#: 091-9210037, 9211419

_____

NOTIFICATION:

No. CPO/SPO-I/PO/   /Planning Criteria/2015-16/Vol-I, dated: 14-09-2015: Consequent upon approved summary of Chief Minister Khyber Pakhtunkhwa, the competent authority of Elementary & Secondary Education Department is pleased to notify the following planning criteria for establishment and upgradation of government schools in Plain and Backward Areas of Khyber Pakhtunkhwa compliance:

PLANNING CRITERIA FOR Plain Areas.
1.   **Establishment of Primary (Plain Areas)**
   a.   Primary School will be established in those places where population of the catchment area is at least 1000. This will ensure admission of 160 students in the school.

   b.   A Primary School should not exist within radius of 1.5 Kilometer of the settlement/village for which a Primary School is established. However, this condition will be waived off if the existing Primary/Primary Portion of the nearest Middle School is overcrowded and does not have capacity for additional enrolment.

   c.   Land requirements
       Urban: Minimum 1-2 Kanal land
       Rural: Minimum 02 Kanal land
       Note: Vertical construction with maximum of 50% covered area

   d.   The land should be centrally located, accessible and technically feasible for a School Building and free from encumbrance. Since land in cities is scarce, therefore, if not available free of cost, then the land may be purchased.

   e.   In case a village has more than 5000 population, the existing school is overcrowded and space in it for additional construction does not exist, then another primary school will be established in the same locality and the condition of distance will be waived off.

   f.   Primary schools will consist of 6 classrooms with 8" height boundary wall, lavatory block, water supply and electricity/solar system, Admn Block (1 Head Master office, 1 Staffroom and 1 Storeroom) and Play Area with all its requirements.

2.   **Establishment of Secondary Schools (Grad VI-XII) (Plain Areas)**
   New Secondary School (Grade VI-XII) will be established at a proposed place when the following conditions are fulfilled: -

a. The Feeder Primary Schools should have an enrolment not less than 50 for boys in class V. In case of Girls, the enrolment in Class V should be at least 40.

b. The Feeder Middle Schools should have an enrolment not less than 35 for boys in class VIII. In case of Girls, the enrollment in Class IIV should be at least 25.

c. The Feeder High Schools should have an environment not less than 150 for boys in class X. In case of Girls, the enrollment in class X should be at least 100.

d. (a), (b) and (c) implies that a minimum of 235 boys' students may be available for enrollment in the proposed secondary schools. However, in case of a Girls School, the minimum number of students should be at least 175.

e. A Secondary School should not exist within a radius of 5 KM of the proposed school. In case the nearest Secondary School is overcrowded and has no accommodation for additional enrolment in classes VI, VII, VIII, IX & X, XI, XII then the condition of distance will be waived off and a Secondary School will be established irrespective of distance from the nearest Secondary School. Only those High/Middle/Primary Schools will be considered as feeder Schools which are within a radius of at least 3 KM from the proposed Secondary School and are not feeder schools of other Secondary Schools.

f. Land requirement
   - Urban : Minimum 04 Kanal land
   - Rural : Minimum 08 Kanal land
   - Vertical construction with maximum of 50% covered area

Note: where a secondary school is being established the existing middle school in the locality will be merged with the newly constructed secondary school and the building of middle school will be used for primary school. If land is not available for construction of new secondary school then existing land of middle school will be utilized for new secondary school provided that the land of existing middle school is not less than 04 kanal in urban and 08 kanal in rural areas.

The land should be centrally located, accessible and technically feasible for a school building and free from encumbrance. Since land in cities is scarce, therefore, if not available free of cost, then the land be purchased.

Initially a Secondary School consist of:

1. 11 Classrooms (24'x20')
2. Library Room (24'x 20')
3. Four Laboratories (30'x20') for IT, Physics, Biology and Chemistry with prep-room/store (9'x20')
4. Staff Room (16'x18') with attached bath (6'x4')
5. Principal Office (14'x16') with attached bath (6'x4'),
6. Clerk's Office (8'x10'), Group Latrine and Boundary Wall will be constructed.
7. Clerk's Office in Girls Schools will be constructed near the main gate in such a way that purdah of the school is not disturbed.
8. A multipurpose hall (70'X40') with stage

3. **Up-gradation of Middle Schools to High Status**
A Middle School will qualify for up-gradation to High level if it fulfills the following conditions:
-

a. The enrolment in class 8th of the proposed school should not be less than 15. In case of Girls, the enrolment in 8th class should be at least 10.

b. The enrolment in class 8th of feeder school/schools should not be less than 20. In case of Girls this enrolment should be at least 15.

c. (a) and (b) implies that a minimum of 35 students may be available for enrollment in class IX of the schools proposed for up-gradation to High level. However, in case of a Girls School, the minimum number of students in class VIII should be at least 25. If a middle school has 35 or 25 students in class-VIII for boys or girls respectively, then if feeder schools do not exist, the school can be upgraded.

d. A High School should not exist within a radius of 5 KM of the School proposed for upgradation. In case the nearest High School is overcrowded and has no accommodation for additional enrolment in classes IX-X, the condition of distance will be waived off and the nearest Middle School can be upgraded. Only those Middle Schools will be considered as feeder Schools which are at a distance of 2.5 KMs from the proposed High School and are not feeder schools of other High Schools.

e. 9000Sft: land within the premises of the proposed School/adjacent to it should be available for construction of building for High Section. The Construction will comprise of 3 classrooms (24'x20' each), Library Room (24'x20'), 2 multipurpose labs (1 IT & 1 science) (30'x20') with Prep-room (24x20) 1 multipurpose examination hall (70X 40) and stage for extra-curriculum activities, Staff room (16'x12') with attached bath (6'x4'), Clerk's Office (8'x10'), Headmaster's/Headmistress Office (12'x10') with attached bath (6'x4') will be constructed only if the same does not exist in the Middle School proposed for upgradation to high status. Clerk's Office in Girls Schools will be constructed near the main gate in such a way that purdah of the school is not disturbed.

4. Upgradation of High Schools to Higher Secondary Status

a. The enrolment in Class-X of the proposed school including enrolment in Class-X of the Feeder High School (s) should not be less than 100. In case of Girls, the desired enrolment in Class-X will be 100 students.

b. A Higher Secondary School/Intermediate; or Degree College should not exist within a radius of 12 KM of the school proposed for upgradation. In case of Girls this distance should not be less than 9 KM. However, this condition will be waived off in case of big cities/Urban areas.

c. An area of at least 10,000 Sq.Ft. should be available for additional construction in the proposed school. A double story building consisting of 4 Classrooms (24'x20 each),**4 science laboratories for Physics, Biology, Chemistry and IT** (33'x20 each) with prep-rooms/ stores (9x20 each) will be constructed within the premises or adjacent to the proposed Higher Secondary School.

d. Design/structure of construction should be vertical

Planning criteria for Backward &Hilly Areas

2. Establishment of Primary School

a. Primary School will be established in those places where population of the catchments area is at least 800. This will ensure admission of 80 students in the school.

b. A Primary School should not exist within radius of 1.5 Kilometer of the settlement/village for which a Primary School is established. However, this condition will be waived off if the existing Primary/Primary Portion of the nearest Middle School is overcrowded and does not have capacity for additional enrolment.

c. Land requirements
   Urban: Minimum 1-2 Kanal land

Rural: Minimum 02 Kanal land

Note: Vertical construction with maximum of 50% covered area

d. The land should be centrally located, accessible and technically feasible for a School Building and free from encumbrance. If the land is not available free of cost then the land may be purchased.

e. In case a village has more than 5000 population, the existing school is overcrowded and space in it for additional construction does not exist, then another primary school will be established in the same locality and the condition of distance will be waived off.

f. Primary schools will consist of 6 classrooms with 8" height boundary wall, lavatory block, water supply and electricity/solar system, Admn Block (1 Head Master office, 1 Staffroom and 1 Storeroom**) and Play Area with all its requirements.**

3.   Establishment of Secondary Schools (Grade VI-XII), (Backward Hilly Areas)

New Secondary School (Grade VI-XII) will be established at a proposed place when the following conditions are fulfilled: -

a. The Feeder Primary Schools should have an enrolment not less than 50 for boys in class V. In case of Girls, the enrolment in Class V should be at least 40.

b. The Feeder Middle Schools should have an enrolment not less than 25 for boys in class IIIV. In case of Girls, the enrollment in Class IIIV should be at least 20.

c. The Feeder High Schools should have an environment not less than 100 for boys in class X. In case of Girls, the enrollment in class X should be at least 80.

d. (a), (b) and (c) implies that a minimum of 175 boys' students may be available for enrollment in the proposed secondary schools. However, in case of a Girls School, the minimum number of students should be at least 140.

e. A Secondary School should not exist within a radius of 5 KM of the proposed school. In case the nearest Secondary School is overcrowded and has no accommodation for additional enrolment in classes VI, VII, VIII, IX&X,XI, XII then the condition of distance will be waived off and a Secondary School will be established irrespective of distance from the nearest high School. Only those High/Middle/Primary Schools will be considered as feeder Schools which are at distance 2.5 KM from the proposed Secondary School and are not feeder schools of other Secondary Schools.

f. Land requirement
   o Urban: Minimum 04 Kanal land
   o Rural: Minimum 08 Kanal land
   o Vertical construction with maximum of 50% covered area
   o

Note:

- Where a secondary school is being established the existing middle school in the locality will be merged with the newly constructed secondary school and the building of middle school will be used for primary school. If land is not available for construction of new secondary school, then existing land of middle school will be utilized for new secondary school provided that the land of existing middle school is not less than 04 Kanal in urban and 08 Kanal in rural areas.

- The land should be centrally located. However, in big cities and urban areas, where land is scarce and costly, land can be purchased for establishment of a high school.

4.   Upgradation of Middle Schools to High Status Backward &Hilly Areas

A Middle School will qualify for upgradation to High level if it fulfills the following conditions: -

a. The enrolment in class 8th of the proposed school should not be less than 10. In case of Girls, the enrolment in 8th class should be at least 8.

b. The enrolment in class 8th of feeder school/schools should not be less than 15. In case of Girls this enrolment should be at least 12.

c. (a) and (b) implies that a minimum of 25 students may be available for enrollment in class IX of the schools proposed for upgradation to High level. However, in case of a Girls School, the minimum number of students in class VIII should be at least 20. If a middle school has 25 or 20 students in class-V for boys or girls respectively, then if feeder schools do not exist, the school can be upgraded.

d. A High School should not exists within a radius of 3 K.M of the School proposed for upgradation. In case the nearest High School is overcrowded and has no accommodation for additional enrolment in classes IX-X, the condition of distance will be waived off and the nearest Middle School can be upgraded. Only those Middle Schools will be considered as feeder Schools which are at a distance of 2 KMs from the proposed High School and are not feeder schools of other High Schools.

e. 9000Sft: land within the premises of the proposed School/adjacent to it should be available for construction of building for High Section. The Construction will comprise of **3** classrooms (24'x20' each), Library Room (24'x20'), **2 multipurpose labs (1 IT & 1 science) (30'x20')** with Prep-room/ Store (9'x20'), **1 multipurpose examination hall (70X 40) and stage for extra-curriculum,** Staff room (16'x12') with attached bath (6'x4'), Clerk's Office (8'x10'), Headmaster's/Headmistress Office (12'x10') with attached bath (6'x4') will be constructed only if the same does not exist in the Middle School proposed for upgradation to high status. Clerk's Office in Girls Schools will be constructed near the main gate in such a way that purdah of the school is not disturbed

5. **Upgradation of High Schools to Higher Secondary Status Backward &Hilly Areas**

b. The enrolment in Class-X of the proposed school including enrolment in Class-X of the Feeder High School (s) should not be less than 100. In case of Girls the desired enrolment in Class-X will be 80 students.

c. A Higher Secondary School/Intermediate; or Degree College should not exist within a radius of 10 KM of the school proposed for upgradation. In case of Girls this distance should not be less than 5 KM. However, this condition will be waived off in case of big cities/Urban areas.

d. An area of at least 10,000 sq. ft. should be available for additional construction in the proposed school. A double story building consisting of 4 Classrooms (24'x20 each),4 labs for Physics, Biology, Chemistry and IT (33'x20 each) with prep-rooms/ stores (9x20 each) will be constructed within the premises or adjacent to the proposed Higher Secondary School.

e. Design/structure of construction should be vertical

General Provision:
1. Solar Panel provision
2. playing area with essentials
3. Provision for physically challenged children
4. Emergency Exit, detached stairs in case of emergency for DRR
5. Boundary Wall
6. Chowkidar room with school main gate
7. Floor: mosaic

8. Window size should be kept flexible with minimum and maximum dimensions specified according to the need for the purpose of lighting
9. Interactive white board
10. 04 Multimedia
11. 2 door classrooms
12. Heater should also be provided
13. A separate podium for teachers
14. Site selection for schools should be based on scientific criteria using school mapping and Education Management Information System (EMIS) data
15. Aluminum safety grills
16. With one lock entire building lock
17. Provision of ICT equipment, science equipment's, library books, office computer with accessories and sports gears.
18. Furniture and fixture as per notification

Note: The DDWP and PDWP will have the powers to relax the planning criteria in deserving cases depending on the conditions prevailing in the area.

-/-
Secretary
Govt. of Khyber Pakhtunkhwa
Elementary & Secondary Education Department

Endst: Even No. & Date:
Copy for information to the:
1) Accountant General, Khyber Pakhtunkhwa.
2) Secretary, Govt. of Khyber Pakhtunkhwa, Communication and Works Department.
3) Secretary, Govt. of Khyber Pakhtunkhwa, Planning & Development Department.
4) Secretary, Govt. of Khyber Pakhtunkhwa, Finance Department.
5) Principal Secretary to Chief Minister, Khyber Pakhtunkhwa.
6) PSO to Chief Secretary, Govt. of Khyber Pakhtunkhwa.
7) Director, Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8) Director, Education Sector Reform Unit (ESRU), Khyber Pakhtunkhwa, Peshawar.
9) Director, Curriculum & Teachers Education (DCTE), Khyber Pakhtunkhwa, Abbottabad.
10) Director, Provincial Institute of Teachers Education, Khyber Pakhtunkhwa, Peshawar.
11) Director, Elementary Education Foundation (EEF), Khyber Pakhtunkhwa, Peshawar.
12) Director, Independent Monitoring Unit (IMU), Khyber Pakhtunkhwa, Peshawar.
13) All Commissioners, District Division
14) All Deputy Commissioner, District
15) All District Education Officer (M/F), District
16) All Executive Engineers, District
17) Section Officer (General), Elementary & Secondary Education Department.
18) Section Officer (AB), Elementary & Secondary Education Department.
19) Section Officer (B&A), Elementary & Secondary Education Department
20) PS to Secretary, Govt. of Khyber Pakhtunkhwa, Elementary & Secondary Education Department.
21) PA to Additional Secretary, Govt. of Khyber Pakhtunkhwa, Elementary & Secondary Education Department
22) PA to Chief Planning Officer, Govt. of Khyber Pakhtunkhwa, Elementary & Secondary Education Department

(Hashmat Ali)
Senior Planning Officer-I

Annexure-VII: Objectives/Purpose of EMIS, ESRU and IMU

Purpose of EMIS:

The main purposes of the EMIS are listed below: (source: E&SED website)

1. Providing information to all users to enable these users to conduct their different tasks more efficiently.
2. Enabling decision-makers to take better decisions and justifying them, based on concrete information.
3. Enabling planning and policy development to address objectively identified issues, set quantified targets, and realistically estimate the resources required for implementing plans and policies.
4. Contributing to improving the efficiency of day-to-day operations of the education system by providing relevant and reliable information.
5. Support efficient monitoring of attainment of the stated education goals, by providing complete, reliable and timely data.
6. Support planning, decision making, supervision and management.
7. Facilitate the efficient direction of resources to the needy areas and eliminate/minimize wastage.
8. Accurate and reliable information.
9. Diagnosis of weaknesses and strengths.
10. Identification and Selection of priorities areas.
11. Resource allocation.

Purpose of ESRU:
(Source: E&SED website. For more details, see http://kpese.gov.pk/ESRU.html)

The main purpose of the Unit is to plan, coordinate, monitor and evaluate the ongoing and future reforms activities/programmes of the E&SED. Its main functions are listed below:

1. Reforms in Policy Development, Planning Coordination, Monitoring and Evaluation of various programmes under implementation in the Elementary & Secondary Education Department.
2. Monitor implementation of Education Sector Reforms in Khyber Pakhtunkhwa.
3. Effective monitoring of distribution of free textbooks, the stipend programme for girls, teacher's attendance and reforms under implementation.
4. Monitoring of Training and re-organization of PTCs.
5. Ensure monitoring of PTCs funds.
6. To ensure that the development funds placed at the disposal of the PTCs for provision of missing facilities and construction of classroom are being effectively utilized.
7. Collection and Analysis of Data from Education Management Information System (EMIS) for Planning, Monitoring & Evaluation purpose.
8. Reforms in Boards.
9. Reforms in Training Institutions.
        2.

Purpose of IMU:

(Source IMU website. For more details, see http://www.kpimu.gov.pk/objective.php)

The key objectives of IMU are as follows:

1. Provide Elementary & Secondary Education Department and its development partners with a viable means of ensuring that education sector reforms are efficiently developed and effectively implemented.
2. Support the establishment of performance monitoring mechanisms.
3. Deliver objective information on a monthly, quarterly and annual basis to donors, civil society, parents and other stakeholder for reviewing the performance of government and its officials.
4. Increase public awareness of the status of school facilities and infrastructure and the level of education service delivery in the province, district and the school level.
5. Provide access to information on key indicators to increase social accountability.
6. Increase social accountability to improve governance, service delivery outcomes, planning and resource allocations to the sector.