



Project Completion Report

Project Number: 30208
Loan Number: 1916-PAK (SF)
December 2009

Pakistan: Decentralized Elementary Education Project (Sindh)

CURRENCY EQUIVALENTS

Currency Unit – Pakistan rupee/s (PRe/PRs)

		At Appraisal (15 August 2002)	At Project Completion (30 September 2008)
PRe1.00	=	\$0.017	\$0.012
\$1.00	=	PRs59.25	PRs80.67

ABBREVIATIONS

ADB	–	Asian Development Bank
CBO	–	community-based organization
DEO	–	district education office
DOE	–	Department of Education
DPC	–	district project coordinator
EDO	–	executive district officer
NGO	–	nongovernment organization
PIU	–	project implementation unit
SDF	–	school development fund
SMC	–	school management committee

NOTE

- (i) The fiscal year (FY) of the Government of Pakistan and the executing agency ends on 30 June. “FY” before a calendar year denotes the year in which the fiscal year ends, e.g., FY2000 ends on 30 June 2000.
- (ii) In this report, “\$” refers to US dollars.

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CONTENTS

	Page
BASIC DATA	i
I. PROJECT DESCRIPTION	1
II. EVALUATION OF DESIGN AND IMPLEMENTATION	1
A. Relevance of Design and Formulation	1
B. Project Outputs	2
C. Project Costs	4
D. Disbursements	5
E. Project Schedule	5
F. Implementation Arrangements	6
G. Conditions and Covenants	6
H. Related Technical Assistance	7
I. Consultant Recruitment and Procurement	7
J. Performance of Consultants, Contractors, and Suppliers	7
K. Performance of the Borrower and the Executing Agency	8
L. Performance of the Asian Development Bank	8
III. EVALUATION OF PERFORMANCE	9
A. Relevance	9
B. Effectiveness in Achieving Outputs	9
C. Efficiency in Achieving Outcome and Outputs	9
D. Preliminary Assessment of Sustainability	10
E. Impact	10
IV. OVERALL ASSESSMENT AND RECOMMENDATIONS	10
A. Overall Assessment	10
B. Lessons	10
C. Recommendations	11
APPENDIXES	
1. Project Framework	13
2. Physical Progress, as of the Project Closing Date (April 2008)	18
3. List of Primary Schools Upgraded to Elementary Level	19
4. List of Facilities Upgraded	26
5. Project Cost	32
6. Yearly Contract Awards and Disbursements	33
7. Implementation Schedule	34
8. Compliance with Loan Covenants	36

BASIC DATA

A. Loan Identification

1.	Country	Pakistan
2.	Loan Number	1916
3.	Project Title	Decentralized Elementary Education Project
4.	Borrower	Islamic Republic of Pakistan
5.	Executing Agency	Department of Education, Government of Sindh
6.	Amount of Loan	SDR56,411,000
7.	Project Completion Report Number	PCR: PAK 1154

B. Loan Data

1.	Appraisal	
	– Date Started	22 May 2002
	– Date Completed	5 June 2002
2.	Loan Negotiations	
	– Date Started	23 August 2002
	– Date Completed	24 August 2002
3.	Date of Board Approval	19 September 2002
4.	Date of Loan Agreement	9 April 2003
5.	Date of Loan Effectiveness	
	– In Loan Agreement	7 July 2003
	– Actual	31 July 2003
	– Number of Extensions	None
6.	Closing Date	
	– In Loan Agreement	30 June 2009
	– Actual	16 October 2008
	– Number of Extensions	None
7.	Terms of Loan	
	– Interest Rate (%)	1% during grace period; and 1.5% thereafter
	– Maturity (number of years)	32.0
	– Grace Period (number of years)	8.0

8. Disbursements

a. Dates

Initial Disbursement	Final Disbursement	Time Interval
8 April 2004	16 October 2008	54 months
Effective Date	Original Closing Date	Time Interval
31 July 2003	30 June 2009	71 months

b. Amount (SDR million)

Category or Subloan	Original Allocation	Last Revised Allocation	Amount Canceled	Net Amount Available	Amount Disbursed	Undisbursed Balance
01	15.118	5.656	10.200	4.918	3.271	1.647
02	9.778	1.000	8.778	1.000	0.587	0.413
03	4.513	0.500	4.313	0.200	0.043	0.157
04	4.513	1.000	3.513	1.000	0.237	0.763
05	1.128	0.000	1.128	0.000	0.000	0.000
06	10.530	1.000	8.430	2.100	0.435	1.665
07	4.137	1.000	2.937	1.200	0.794	0.406
08	0.188	0.001	0.187	0.001	0.000	0.001
09	0.752	0.500	0.202	0.550	0.341	0.209
10	1.910	1.910	1.500	0.410	0.085	0.325
11	3.844	3.844	3.844	0.000	0.000	0.000
Total	56.411	16.411	45.032	11.379	5.794	5.585

Because of rounding, the figures may not add up to the totals given.

9.	Local Costs (Financed)	
-	Amount (\$ million)	6.468
-	Percentage of Local Costs	64.200
-	Percentage of Total Cost	50.700

C. Project Data

1. Project Cost (\$ million)

Cost	Appraisal Estimate	Actual
Foreign Exchange Cost	18.800	2.366
Local Currency Cost	78.200	10.080
Total	97.000	12.768

2. Financing Plan (\$ million)

Cost	Appraisal Estimate	Actual
Implementation Costs		
Borrower-Financed	22.000	3.934
ADB-Financed	72.461	8.703
Other External Financing	0.000	0.000
Total	94.461	12.637
IDC Costs		
Borrower-Financed	0.000	0.000
ADB-Financed	2.539	0.131
Other External Financing	0.000	0.000
Total	97.000	12.768

ADB = Asian Development Bank, IDC = interest during construction.

3. Cost Breakdown, by Project Component (\$ million)

Component	Appraisal Estimate	Actual
Civil Works	29.376	6.242
Furniture, Equipment, and Vehicles	13.353	1.260
Instructional Materials	6.500	0.344
Staff Development	0.600	0.064
Consultants' Services	2.400	0.000
Research Studies	0.250	0.000
Special Programs/Stipends	7.330	2.821
Incremental Recurrent Cost	24.512	1.070
Project Management	1.000	0.515
Taxes and Duties	4.640	0.321
Interest Charge	2.539	0.131
Total	97.000	12.768

4. Project Schedule

Item	Appraisal Estimate	Actual
Establishment of Project Office	June 2002	July 2003
Selection of Primary Schools for Upgrading	June 2002	January 2004
Selection of Primary School for Pre-primary Classes	June 2002	January 2004
Civil Works Contract Awards	April 2003	August 2006
Free Textbooks to Female Elementary Schools	April 2003	April 2006
Teacher Incentive Program	April 2004	August 2006
Student Stipend Program for Needy Girls	July 2003	January 2006
School-Community Training	January 2003	Not Implemented
District Governance Support Program	January 2003	Not Implemented

5. Project Performance Report Ratings

Implementation Period	Ratings	
	Development Objectives	Implementation Progress
20 September 2002–30 March 2003	Satisfactory	Satisfactory
31 March 2003–29 April 2003	Satisfactory	Unsatisfactory
30 April 2003–30 September 2008	Satisfactory	Satisfactory

D. Data on Asian Development Bank Missions

Name of Mission	Date	No. of Persons	No. of Person-Days	Specialization of Members
Fact-finding	28 Jan–21 Feb 2002	2	48	a, f
Appraisal	23 May–5 Jun 2002	5	65	a, b, c, d, e
Inception	28 Sep–4 Oct 2003	3	21	a, f, g
Review	1 Mar–7 Apr 2005	2	12	c, g
Review	7–16 Aug 2006	1	9	d
Review/Special Loan Admin Mission	31 Oct–6 Nov 2007	1	7	d
Project Completion Review	17–26 Sep 2008	2	15	c, d

a = principal education specialist, b = legal counsel, c = social sector specialist, d = senior project implementation officer, e = staff consultant, f = education specialist, g = project analyst.

I. PROJECT DESCRIPTION

1. Pakistan has faced major challenges over the last two decades in achieving universal primary education (classes 1-5) especially in rural areas and for females. Through the 1990s, gross enrollment rates for primary schooling increased from about 64% to 72%, while during the same period literacy rates for those over 10 years of age increased from 34% to 45%. The province of Sindh accounts for about 25% of the total class 1-8 elementary school-aged children in Pakistan. Primary school enrollments in Sindh mirror those for the nation, as about 67% of eligible students in Sindh attended classes 1-5 primary schools in 2000. However of these only 38% of 12-14 year olds progressed to classes 6-8. This number was below the national average and, more importantly, had been steadily dropping over the past one decade from about 50% to 38% due mainly to lack of expansion to accommodate larger cohorts of primary school graduates.

2. Based on an analysis of household surveys and social impact assessments, the Government of Sindh (the government) requested the Asian Development Bank (ADB) to help accelerate the expansion of class 1-8 elementary education to meet the Millennium Development Goals (MDGs) to provide a strong foundation for pro-poor economic recovery and poverty reduction. Responding to the request, ADB approved a loan of \$75 million on 19 September 2002 for the implementation of the Decentralized Elementary Education Project in Sindh province (the Project).¹ The main objective of the Project was to improve access to good-quality elementary education² in the province. The Project was to be implemented in all 16 districts of Sindh from July 2003 to October 2008 at a total cost of \$97 million. Of the total cost, \$18.8 million (19%) would be in foreign exchange, and \$78.2 million equivalent (81%) in local currency. The ADB loan, which took effect on 31 July 2003, would cover all of the foreign exchange cost and 72% of the cost in local currency, and the government's contribution of \$22 million would cover the remaining 28% of the local currency cost.

3. As designed, the Project would strengthen the public elementary school system in Sindh and provide more equitable education in the province by making public elementary education more accessible to poor and other disadvantaged children, especially girls, in the rural areas; improving the quality of elementary education; and decentralizing the management of elementary education to the districts and subdistricts in the province. The ultimate goal was to develop enough good-quality elementary school graduates to meet the socioeconomic needs of Sindh and thereby help reduce poverty. The Department of Education (DOE) of the government was the executing agency.

II. EVALUATION OF DESIGN AND IMPLEMENTATION

A. Relevance of Design and Formulation

4. At appraisal, the Project design was relevant. However, while it was consistent with the priorities of the government and ADB, the design was too complex and the coverage too broad. The focus of the Project was consistent with ongoing educational reforms and devolution, which

¹ ADB. 2002. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Islamic Republic of Pakistan for the Decentralized Elementary Education Project*. Manila (Loan 1916-PAK).

² Elementary education in Pakistan covers 8 years of schooling, through grades 1–8, as opposed to a two-tier schooling arrangement where students complete grades 1–5 of primary school and then move on to grades 5–8 to qualify for the middle-school examination.

shifted responsibility for service delivery in education to the districts. The Project supported the devolved education arrangements and promoted a larger role for communities, school management committees (SMCs), nongovernment organizations (NGOs), and community-based organizations (CBOs). In parallel, an education sector reform action plan of the federal and provincial governments sought to raise gross enrollment and expand primary into elementary education. The Interim Poverty Reduction Strategy Paper for Pakistan also linked poverty reduction to elementary education through the creation of social capital.

5. The Project was consistent as well with ADB's poverty reduction strategy and its emphasis on pro-poor growth through social capital formation, and on higher literacy and school education to increase social and labor mobility and widen economic opportunities. Both the ADB country strategy for Pakistan³ and the Project supported social sector governance through strengthened implementation capacity throughout government, including SMCs, union councils, and subdistrict, district, and provincial education offices and staff. The Project was prepared after a sector assessment and needs analysis and in consultation with the government and all key stakeholders.

6. Although the Project was consistent with the priorities of the government and ADB, its scope was over ambitious, given the weak capacity of the executive agency in both implementation and monitoring. As a result, the public elementary education system was not established as planned, and issues of access, quality, efficiency, and equity remained unaddressed. The role of SMCs in increasing school enrollment and improving the quality of education through active participation in school affairs and monitoring was overestimated. No effective monitoring and evaluation system was provided in the project design, which could have triggered early warning on implementation problems and bottlenecks. The implementation capacity of the DOE in Sindh and the local governments, and of ADB's Pakistan Resident Mission, was also misjudged. Partly due to slow progress, no midterm review was undertaken; hence, the opportunity to revisit and adjust the project design was not utilized.

B. Project Outputs

7. The Project had four main components: (i) school access improvements, (ii) programs for female students, (iii) school quality improvements, and (iv) capacity building at the district offices. The quantitative outputs of the Project are summarized in Appendixes 3 and 4.

1. Component 1: School Access

8. The appraisal targets were to (i) rehabilitate 1,200 primary schools and upgrade them to elementary schools (65% female) to increase enrollment among the age cohort from 38% to 55% (from 25% to 45% for females) by preventing dropouts and improving classroom efficiency for classes 6–8; (ii) establish two English-medium model schools (one each for boys and girls) in each of 102 subdistricts; (iii) establish 1,000 preprimary classes in selected elementary schools (50% female); and (iv) convert 100 shelterless primary schools into elementary schools through community support and participation.

9. The Project upgraded only 208 primary schools to elementary schools (17%) against the appraised target of 1,200; and established only 104 preprimary classes in elementary schools (10.4%) against the target of 1,000. Not a single English-medium school was established,

³ ADB. *Pakistan Country Strategy and Program Update 2002-2004*.

against the target of 204 such schools, and none of the 100 shelterless primary schools were converted into elementary schools through community support and participation. The civil works for the upgrading were delayed because of unfamiliarity with ADB procedures and loan agreement requirements. The unsatisfactory performance on this component is evident from the expenditure of \$7.5 million (17%) out of the total allocation of \$42.73 million earmarked for civil works and procurement of furniture and equipment. As such, the appraised target of the component to expand access to elementary education was only marginally achieved.

2. Component 2: Support for Girls' Education

10. Social demand for girls' education was expected to rise through community support for (i) 3,400 SMC school development funds (SDFs) to encourage innovative programs that would increase attendance and reduce dropouts; (ii) free textbooks for all girls in classes 6–8; (iii) stipends for all girls in class 8 who qualified on the basis of merit and need to proceed to classes 9–12; (iv) teacher scholarships to enable female enrollees from local communities to attend classes 11–14, obtain a bachelor of education degree, and teach classes 6–8; (v) a public awareness campaign and provision of school learning materials; (vi) a life skills program; and (vii) local study fellowships for 115 district educators (7 per district, 35% female) to boost the number of qualified administrators in the districts.

11. To achieve these goals, NGOs would develop and introduce enrollment campaigns, distribute textbooks, help dispense scholarships, provide materials to increase awareness of life skills, and organize staff training to broaden the curriculum in religious schools (*madrasahs*). They would also carry out school performance reward programs, and management training for SDF savings accounts. Involving SMC members—parents, teachers, male and female counselors, NGO and CBO representatives, and school officials from the union council—in these activities would introduce and regularize the programs in the public elementary school system.

12. The achievements under this component were limited to the partial implementation of two activities: (i) the distribution of PRs74.60 million (less than \$1 million) worth of stipends by the loan closing date, and (ii) the provision of textbooks to girls for one year. The distribution of stipends was delayed until 2006 by the lengthy process of advertisement, selection, and ADB approval. The SDFs never became operational. Because of delays in start-up, teacher scholarships for female enrollees were not implemented. However, the government was asked to fund this activity after the Project. The government, after 1 year, took over the distribution of free textbooks to girls in classes 6–8. Other outputs planned under this component, such as support for a public awareness campaign and the provision of school training materials, a life skills program, and local fellowships for 115 district educators, were not implemented. The fellowship program was implemented until late 2004 but was not completed.

3. Component 3: Quality Improvement Training

13. This component would support (i) local training of SMC members, including NGOs and CBOs, in school management; (ii) in-service training of master trainers and new class 8 teachers in the districts in curriculum and pedagogy, with special emphasis on *madrasah* education, English language, and life skills training; (iii) administrative training for subdistrict, district, and provincial officers in planning, budgeting, and monitoring; (iv) preprimary school training of 1,000 teachers and teacher aides; and (v) development funding for the

decentralization of education management and the implementation of a performance-based management system in the districts.

14. SMCs were not mobilized for the identification of needs-based priorities and were not trained for the task. Their role was limited to selecting candidates for scholarships. Because the completion of the schools was delayed, the measures that would strengthen school management—district management, planning, budgeting, and monitoring systems; and the training of preprimary teachers and new class 6–8 teachers, including 1,000 teachers and teaching aides—were not undertaken.

4. Component 4: Capacity Building for School Decentralization

15. This component would build capacity to sustain the improvements in quality and in student access, in support of devolution, by (i) training about 3,400 school principals, headmasters, and teachers, as well as 102 subdistrict officials, 16 district officials, and provincial officials concerned with education, in administration, planning, management, and monitoring of school improvements; (ii) strengthening 102 subdistrict education offices and 16 district education offices through staff training and provision of equipment and facilities, including their recurrent costs; and (iii) establishing and providing facilities for a project implementation unit (PIU) in Karachi to monitor and evaluate the training and bring together data collected by the districts.

16. The expected output under this component was not produced. The consultants were not recruited; hence, most of the key inputs were not realized. The PIU was set up in Karachi, and 23 vehicles (16 Suzuki Potohars for district project coordinators [DPCs], 5 mobile training units, and 2 double cabins) were procured for the Project, as designed. But district and *taluka* (subdistrict) education personnel (200 persons) underwent only 2 weeks of training in five batches at the National Institute of Public Administration in Karachi. The sequencing of activities under this component was linked to the completion of 3,400 project schools; as there were delays in school completion, these activities were not undertaken.

17. An updated project framework giving details about the project goals and objectives, component outputs, project activities and inputs, and status of completion is in Appendix 1. The physical progress of the Project as of the closing date (April 2008) is shown in the table in Appendix 2.

C. Project Costs

18. The Project cost estimated at appraisal, including physical and price contingencies, taxes, and duties, was \$97 million equivalent. Of this total, \$18.8 million (19%) would be foreign exchange cost, and \$78.2 million equivalent (81%) local currency cost. ADB's loan of \$75 million would cover 77% of the total project cost—the entire foreign exchange cost and 72% of the local currency cost. The loan was approved to support civil works for the rehabilitation and upgrading of primary to elementary schools; the provision of furniture, equipment, and learning materials; staff development; specialist services and studies; special programs, including stipends and scholarships; and recurrent costs, taxes, and duties. The government would contribute \$22 million in local currency, 23% of the total project cost.

19. The Project cost estimates, by component and category, at appraisal and at the end of the Project, are in Appendix 5. By the completion date, the Project had incurred a total cost of

\$12.77 million. Civil works accounted for \$6.24 million (48.89%) of this total and special programs and stipends for \$2.82 million (22.09%). The remaining 30% of the project cost was incurred on different project components and activities including the provision of furniture, equipment, and vehicles, and project management.

20. There were major cost underruns across all components and categories of expenditure, as several major outputs were not produced. Under the civil works and furniture and equipment components, which made up the bulk of the project cost, only a fraction of the target schools were upgraded or established, furnished, and equipped. Another major component of the project cost, recurrent incremental costs, remained underused.

21. A partial loan cancellation of SDR40 million took effect on 27 June 2007 at the request of the Government of Pakistan, and SDR5 million more was canceled on 29 November 2007 as recommended by the special loan administration mission.

D. Disbursements

22. Only \$8.84 million of the project loan, 11.78% of the total amount approved by ADB, was disbursed. Much of the project components and activities were not implemented. Project expenditures moved extremely slowly across all categories. The disbursement schedule as projected did not materialize. The first disbursement was made on 8 April 2004 and the last on 16 October 2008. The loan closing date was advanced to 16 October 2008, against the original closing date of 30 June 2009 in the loan agreement. Appendix 6 shows the annual performance of disbursements (actual) in 2004–2008.

23. Significant delays in implementation contributed to the low disbursements. Lack of coordination between the PIU/DOE and ADB significantly reduced the possibility of rectifying the situation. The PIU/DOE submitted proposals for ADB approval but ADB harped on the deficiencies, often after significant delay. The opening of second-generation imprest accounts at district level in 16 project districts was delayed due to lack of clear guidelines from ADB regarding the correct currency of the accounts. The accounts were only opened in August 2006. This resulted in considerable delays in implementation of project activities at the district level including stipends for girls and civil works.

E. Project Schedule

24. The original implementation period was 6 years, from July 2003 (the actual date of loan effectiveness) to June 2009 (the closing date in the loan agreement). Early cancellation advanced the loan closing date to 16 October 2008.

25. There were inordinate delays in implementation. The engineering designs were completed on 11 March 2006 (almost 2.5 years after loan effectiveness). Civil works contracts for a limited number of packages were awarded on 11 August 2006 (about 3 years after loan effectiveness). Similarly, the first procurement of equipment and supplies was completed on 24 March 2005 (20 months after loan effectiveness), students' stipends were first issued in April 2005 (21 months after loan effectiveness), and the processing of teachers' scholarships was delayed until 1 September 2006 (37 months after loan effectiveness).

26. Many project activities were begun but not completed. The completion of civil works was significantly delayed by the long process of site selection for construction or rehabilitation. The

awarding of contracts for civil works was also delayed, approval was never granted for consultant recruitment despite the submission of several proposals, and district coordination offices were set up only after significant delays. The updated project implementation schedule is in Appendix 7.

F. Implementation Arrangements

27. The DOE of Sindh was the executing agency. Provincial activities were coordinated by the provincial coordinating committee under the education secretary, which had the project director as member/secretary, members from the Planning and Development Department (PDD) and the Finance Department, two executive district officers (EDOs) for education, two assistant district officers for education, and two SMC representatives. The PIU was in charge of overall coordination with the district project coordinators and ensuring the close cooperation of district education offices (DEOs) and EDOs for education in all 16 project districts. It was also responsible for the day-to-day administration and implementation of project activities. The PIU was staffed by a project director, a deputy project director, and officers for administration, accounts, procurement, monitoring, and training, as well as support staff.

28. The DEOs and EDOs for education in the 16 project districts were responsible for implementing the project in the districts and subdistricts. A DPC was appointed in each project district to prepare district plans, request funding approval from the PIU for project activities, organize the program in the districts, and travel to the subdistrict offices to help the additional district officers monitor elementary schools under their jurisdiction. The subdistrict education officer was made responsible for monitoring SMC requests.

29. The role of the PIU at the provincial level was relevant to coordination, monitoring and evaluation, and interaction with other provincial government agencies, national government agencies, and donors. In practice, the PIU dominated project management, resulting in diminished roles for the DEOs and other stakeholders in the district. District, subdistrict, school, and SMC officials, as well as NGOs and CBOs, could not deliver the expected outputs for lack of proper training.

30. The DEOs and other education offices in the subdistricts had weak capacity and lacked the support of the DPCs, who were appointed by the PIU/DOE and preferred to continue dealing directly with the PIU. This lack of synergy adversely affected the progress of implementation. Capacity building of government functionaries in the districts and subdistricts, and of SMCs, NGOs, and CBOs never materialized because consultants were never recruited. Stronger collaboration between the project staff and DOE personnel could have improved the results. The provincial coordination committee failed to identify key bottlenecks in implementation and to help resolve them. Similarly, ADB could not address these impediments because it fielded too few review missions.

G. Conditions and Covenants

31. The loan and project agreements contained 33 covenants. Fourteen were fully complied with, 5 were partly complied with, and 14 were not complied with. Among the covenants that were not complied with were the following: (i) preparation of training materials covering issues of minorities, language, and gender; (ii) selection of suitable NGOs, universities, teacher training colleges, institutions, or district master trainers to undertake training; (iii) on-the-job-training of district and *tehsil* officials and SMC members; and (iv) finalization of district plans for the

recruitment of teachers. But the DOE did maintain separate accounts for the Project and for its overall operations; and it did have these accounts audited, and submitted audit reports to ADB. The covenants are listed, together with the status of implementation of each one, in Appendix 8.

32. The covenants were relevant and realistic, with a few exceptions. Noncompliance with various covenants adversely affected project implementation. The identification of primary schools to be upgraded to elementary schools, for example, required the communities to contribute 10% of the cost of the buildings. However, the communities were not forthcoming with the expected contributions. Also, requiring the SMCs to identify teacher positions, including volunteers, did not work. Many rural areas either had SMCs that were not operating or did not have any SMCs at all. Another important covenant not complied with required a joint midterm review by the DOE and ADB in addition to annual reviews, and comprehensive project implementation reviews; however, there was only one review mission and one special loan administration mission. No midterm review was undertaken.

H. Related Technical Assistance

33. No technical assistance was processed or approved in conjunction with the Project, although a project preparatory technical assistance would have secured a more accurate assessment of the risks and capacity constraints.

I. Consultant Recruitment and Procurement

34. The project loan provided for 3 person-months of international and 714 person-months of national consulting services. The PIU began the recruitment of consultants but, lacking experience and clarity about ADB's guidelines and procedures, and appropriate guidance from ADB, did not recruit any. In 2003, the PIU submitted to ADB its request for proposals for three packages of consultants. While the request was revised and resubmitted a few times for more than a year, it did not meet the ADB requirements and was eventually abandoned. The failure to hire consultants for the Project hampered the realization of the project objectives. The DOE complained about ADB's lack of constructive engagement for the hiring of consultants.

35. The delays in the civil works for the upgrading of primary schools seemed to be due to a lack of understanding of loan agreement procedures, lengthy delays in responding to DOE submissions, and similar delays on the part of the DOE in revising its submissions. The prequalification document was first submitted in 2003, then revised and resubmitted several times until it was approved in 2005. Before the start of civil works, the sites had to be selected by the districts and approved by the provincial coordination committee and then by ADB. In the first phase, 300 sites were to be identified and approved. The PIU submitted details of 260 sites in March–October 2004; however, by February 2005 ADB had approved only 23 and had not provided the PIU with comments on the rest. The civil works started only in 2006.

J. Performance of Consultants, Contractors, and Suppliers

36. The recruitment of contractors for civil works under the Project was significantly delayed, and contracts were awarded for only a few sites: during the Project only 208 schools were upgraded against a target of 1,200, 198 lavatory blocks were built against a target of 1,400, and 118 boundary walls were erected against a target of 980. The completion of civil works was delayed largely by protracted site selection, bidding, and finalization of bids acceptable to ADB. A sample inspection of civil works completed in one school, conducted by members of the

completion review mission in September 2008, revealed the poor quality of civil works. The procurement of all 23 vehicles (see para. 16), however, was completed in a timely fashion.

K. Performance of the Borrower and the Executing Agency

37. A detailed assessment of the provincial needs was the basis for the Project. At loan inception, the DOE and ADB were in agreement regarding the procedures for procurement, recruitment of consultants, and opening of imprest accounts. But during implementation, low awareness of procedures, evident in DOE submissions, and in some cases ADB responses, hampered key activities, such as the opening of the district sub-imprest accounts. The implementation momentum generated at the start of the Project was lost in the first year of project implementation because of the extensive delays in ADB's response to DOE queries and requests for approval.

38. The PIU encountered problems of staffing and frequent turnover, both at the PIU and in the project districts. The setting up of decentralized systems for project implementation was also delayed, and the PIU showed reluctance to decentralize implementation to the districts.

39. The PIU/DOE seemed to struggle with the multiple components of the Project, and the provincial coordination committee did not resolve coordination issues between the PIU and the district governments effectively. Over time, the Project lost the government's commitment and ownership. The performance of the borrower is therefore rated *unsatisfactory*.

L. Performance of the Asian Development Bank

40. Overall, ADB's performance in resolving issues was unsatisfactory, owing to its delayed approval of the hiring of consultants, distribution of free textbooks and of stipends and scholarships, civil works, and staff development. ADB did not engage constructively with the DOE and the implementing agencies in consultant selection and procurement to familiarize them with its procedures. Its support ranged mostly from periodic correspondence to contacts and reminders by telephone. The project administration memorandum was made available to PIU/DOE but was not fully observed. Without a built-in monitoring and evaluation system, there was even more need for ADB to monitor project implementation and loan performance closely. However, ADB's monitoring was neither systematic nor rigorous. After the Project was assigned to the Pakistan Resident Mission in January 2004, review missions were infrequent, significantly reducing the chances of effective project implementation. Overall, ADB's role in project implementation was inadequate. It fielded no midterm review mission and only two review missions. The first review mission took place 16 months after the inception review mission. One more review mission was undertaken after another interval of 17 months. Special loan administration missions were then fielded to advance loan closing.

41. On a number of occasions, the DOE and the implementing agencies asked ADB to relax its guidelines regarding the prequalification of firms during the execution of civil works because of the many local problems experienced in remote areas of the province, and to allow civil works contracts to be awarded without prequalification. A more proactive stance by ADB might have led to a practical and manageable option for selection of firms; however, there was no such initiative on the part of ADB's implementing team to seek internal advice within ADB. ADB could have engaged more constructively with the borrower to achieve success in project

implementation.⁴ Instead, as the PIU, the DPCs, the education secretary/project director, and Additional Chief Secretary (Planning and Development) observed, ADB's involvement was delayed, negative, and overly critical.

42. A joint midterm review could have helped in addressing the design issues, slow implementation, poor loan performance, and noncompliance with covenants. No such review was undertaken. ADB could have helped the borrower deal with various procedural and technical issues through its review missions, but these were few and far between. Therefore, the performance of ADB is rated *unsatisfactory*.

III. EVALUATION OF PERFORMANCE

A. Relevance

43. The Project is rated *partly relevant*. At the time of appraisal, its focus on issues of access, quality, efficiency, and equity in elementary education, especially in rural areas and for girls, was consistent with government priorities and with ADB's support for pro-poor growth and poverty reduction. But the project design was overly ambitious in its scope and coverage, particularly given the coordination problems between the PIU and the district governments, the lack of familiarity with ADB procurement procedures, and the significantly delayed response times.

B. Effectiveness in Achieving Outputs

44. The low level of project outputs resulted in negligible progress in achieving project outcomes. The Project is therefore rated *ineffective*. It failed to achieve its overall goal of developing enough good-quality elementary school graduates to meet the socioeconomic needs of Sindh province. It also failed to achieve its objective of increasing the use and internal efficiency of the decentralized public elementary school system. Issues of access, quality, equity, and efficiency continue to afflict elementary education in rural Sindh. The public elementary education system in Sindh remains gender-biased and insensitive to the concerns of minorities and the poor. The 2-week training of a reduced number of district and *taluka* education personnel was not likely to contribute significantly to the overall capacity of the elementary education system in the province. The upgrading of 208 primary schools to elementary schools and 104 preprimary schools to elementary schools did expand access to public elementary education system in the rural areas, but to a much-lesser extent.

C. Efficiency in Achieving Outcome and Outputs

45. Inordinate delays occurred across the range of project activities. The PIU/DOE prepared proposals and submitted these to ADB for approval. However, ADB responded late and invariably pointed out deficiencies without offering constructive support in addressing them. Government resubmissions were in turn delayed, as was the subsequent response from ADB. As a result, outputs were quite limited and were achieved only after significant delays, thus reducing the efficiency of the investment. Most of the expected outputs were not realized and project objectives were not achieved as appraised. Thus, the Project is rated *inefficient*.

⁴ ADB does not mandate pre-qualification for procurement of this nature. It is the borrower's decision and civil works of this nature could have been procured as shopping (national competitive bidding) with approval of COSO.

D. Preliminary Assessment of Sustainability

46. Facilities that were upgraded under the Project are likely to remain sustainable if the DOE continues to meet the operating costs. The project completion review mission inquired about the current staffing of the completed project schools, and the education secretary noted that the sizable recruitment drive for teachers in the province would increase their numbers by 15,000 in 3 months. This prospect augurs well for the regularized staffing and sustainability of the project schools. Under the teachers' scholarship component, 1,000 female enrollees from local communities were given the chance to obtain a bachelor of education degree, and thus qualify to teach classes 6–8. The delayed start-up did not allow this activity to be completed, but the government indicated that it would try to honor the agreement to provide continuous funding for the enrollees throughout their courses. The few activities that were undertaken could be sustainable, although reduced budgets pose a risk. The sustainability of the Project is therefore deemed *less likely*.

E. Impact

47. Since the Project achieved so few of its intended outcomes, its impact related to poverty reduction, and institutional capacity development would also be marginal.

IV. OVERALL ASSESSMENT AND RECOMMENDATIONS

A. Overall Assessment

48. The Project failed to realize its intended development results. The complex and ambitious design of the Project aggravated the failure to develop and sustain productive interaction between ADB and DOE, thereby significantly limiting project outputs. Together, these factors resulted in a missed opportunity to address relevant priorities of the government and make progress toward achieving the Millennium Development Goals. The overall rating for the Project is *unsuccessful*. The overall performance assessment of the project is given in the table below.

Assessment of Overall Project Performance

Criterion	Assessment	Rating (0–3)	Weight (%)	Weighted Average
Relevance	Partly relevant	1	20	0.2
Effectiveness	Ineffective	0	30	0.0
Efficiency	Inefficient	0	30	0.0
Sustainability	Less likely	1	20	0.2
Overall Rating	Unsuccessful		100	0.4

Highly Successful (HS): overall weighted average greater than 2.7. Successful (S): Overall weighted average at least 1.6 but less than 2.7. Partly Successful (PS): overall weighted average at least 0.8 but less than 1.6. Unsuccessful (U): overall weighted average less than 0.8.

B. Lessons

49. Numerous lessons may be learned from the implementation of the Project:

- (i) The project design did not take the ground realities into account, especially the implementation capacity of the executing agency and the implementing agencies (as well as the implementing partners in the districts and subdistricts) before the project scope was finalized. Similarly the relationship between provincial and local governments should have been assessed more accurately, to predict potential difficulty in coordinating between the two.
- (ii) ADB should have recognized that the executing agency and the implementing agencies may not have been fully conversant with ADB guidelines and procedures, and should have provided relevant, timely, and high-quality training to the concerned professional staff to facilitate effective implementation.
- (iii) Periodic performance indicators, evaluation, and regular monitoring should have been made an integral part of the Project to enable regular assessment of implementation progress. Serious bottlenecks would thus have been identified on time and addressed early.
- (iv) Since the demand for education was not strong and the willingness to pay for educational services was weak, because of poverty and cultural factors, the supply-side intervention was likely to face formidable challenges. Similarly, expectation of 10% cost of school construction by the community was unrealistic and may have been realized through a situation analysis under a PPTA.
- (v) The Government's commitment to forming an engaged project steering committee should be properly assessed, as this body's role in providing overall guidance to the EA and IAs in ensuring ownership at all levels is crucial to a Project's success.

C. Recommendations

1. Project-Related

50. **Future monitoring.** Since the Project was canceled and only a few activities were completed, the most suitable action was to advise the DOE to continue to sustain and monitor the upgraded schools and facilities provided under the Project, using the government's own resources. ADB should pursue continuous dialogue through related projects, such as policy reform programs.

51. **Covenants.** Most of the project covenants that were complied with were either managerial or administrative. Many covenants related to capacity building, particularly with regard to decentralization, were not complied with. Commitment to fulfillment of these covenants would depend on the future of the local government system, and particularly continuation with education as a devolved sector.

52. **Further action or follow-up.** The loan account was closed one year earlier than the stipulated date because of poor financial performance and poor physical progress and achievements. All disbursements allowed until the closing date were made. No further action or follow-up is required at this stage.

53. **Additional assistance.** No additional assistance is to be provided for this Project. The savings from the Project have been transferred to new assistance as agreed between the borrower and ADB.

54. **Timing of the project performance evaluation report.** Civil works were begun for a small number of schools, and similarly facilities were provided in only a few hundred schools. The request for additional civil works was not approved; only those works that would be completed by the project closing date were allowed to continue. Therefore, a project performance evaluation report may be undertaken at any time.

2. General

55. The scope of the Project should be realistic, and the goal, purpose, and objectives less ambitious. The implementation capacity of the executing agency and implementing agencies must be assessed comprehensively.

56. No project preparatory technical assistance was undertaken specifically for this Project. A comprehensive feasibility study must be a requirement for projects of this type to assess the capability of the project implementer vis-à-vis the scope of the project, in terms of both the number of activities and geographic coverage.

57. The findings from a successful pilot project may be used before undertaking a system or subsystem intervention that requires heavy investment in the education sector.

58. Periodic regular review missions, at least every 6 months, must be undertaken to ensure that implementing partners stay focused on the project objectives and targets. These missions must cover technical, financial, personnel, and management issues. ADB and the executing and implementing agencies must conduct a joint midterm review.

59. Regular quarterly reporting and the collection of education management information system data must be emphasized.

60. ADB should revisit its system of project performance report rating, which in the case of this Project could not capture its slow and unsatisfactory progress during an extended period.

61. A governance risk assessment (focusing on financial management, procurement, and corruption risks) and development of risk management plans should be carried out for projects in ADB's priority sectors.

PROJECT FRAMEWORK

Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status at Completion
<p>I. Goal</p> <p>Develop an adequate supply of quality elementary school graduates to meet the socioeconomic needs of Sindh Province.</p>	<p>Increase literacy rates from 30% to 50% by 2009.</p> <p>Increase elementary school graduates from 38% to 55% (25% to 45% for girls) by 2009.</p> <p>Reduce gap in completion rate by half (40% to 20%) between the public and private elementary schools by 2009.</p>	<p>Provincial EMIS</p> <p>National household survey</p> <p>Millennium development goals for elementary school enrollments and gender mainstreaming</p>	<p>The post-intervention survey was not conducted.</p>
<p>II. Objectives and Purpose</p> <p>Increase utilization and internal efficiency of the decentralized public elementary school system.</p>	<p>Access and Quality</p> <p>Increase class 1-5 school pass rate from 65% to 80% in all elementary schools by 2009.</p> <p>Increase class 6-8 completion rate from 38% to 55% in all elementary schools (girls 28% to 45%) by 2009.</p> <p>Decrease dropout rates between classes 5 and 6 from 50% to 35% in all elementary schools.</p>	<p>Provincial EMIS</p> <p>Millennium goals</p> <p>Project reports national household surveys</p> <p>Project studies on school mapping, teacher rationalization, and financial management</p> <p>School reports</p> <p>District reports</p>	<p>The post-intervention survey was not conducted.</p>
<p>III. Project Deliverables/ Outputs</p> <p>A. Access to Elementary Education</p> <p>Provide elementary school access through preprimary school programs to standardize age-class regulations, upgrade and rehabilitate primary to elementary schools, introduce English medium model schools, and help to mainstream <i>madrasah</i> and shelterless schools to reduce dropout.</p>	<p>By 2009, double girls' enrollment, retention, and completion rates in classes 6-8, transition rates in classes 5 and 9 based on data in 2003.</p> <p>Establish preprimary development program for 1,000 preprimary schools by 2009.</p>	<p>EMIS</p> <p>Project survey</p> <p>PPMS</p> <p>MSU reports</p> <p>Project Reports</p>	<p>The post-intervention survey was not conducted.</p> <p>103 preprimary schools established.</p>
	<p>Upgrade classes 6-8 in 1,400 elementary and English Medium Model Schools (2009).</p> <p>Upgrade 100 shelterless schools through community mobilization (2008).</p>	<p>Project surveys, PCR, PPMS</p> <p>Project/district reports</p>	<p>208 schools upgraded.</p> <p>Not implemented.</p>

Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status at Completion
	Assist 250 madrasah schools with curriculum by 2008.	Project/NGO reports	Not implemented.
B. Social Demand for Girls Education Provide SDF to implement programs to increase social demand for girls' education. Stipends Scholarships Free textbooks Local fellowships Public awareness Life skills program	Support 3,400 SDFs (2004). Provide free textbooks for 2,300 girls' schools (classes 6-8) by 2009. Provide annual stipends for 20% of female students in classes 9-12 by 2004. Provide scholarships for 2,000 matriculates to become teachers by 2008. Establish enrollment drive media campaign program for 3,400 elementary schools by 2005. Establish life skills awareness program (classes 6-8) in 3,400 schools. Degree fellowships completed for 115 district offices (50% female) by 2008.	Subdistrict/district reports Project trainers Project reports Project reports District EMIS Project reports	Not implemented. Project provided for one year. Taken over by Government. Implemented as designed. Provided to 1,000 matriculates. Not implemented. Not implemented. Proposal submitted to ADB with no response/
C. Quality Improvement Training Provide in-service training programs for teachers, principals, and SMCs to improve accountability for school administration. In-service training of new class 6-8 teachers, class 6-8 <i>madrasah</i> teachers, preprimary teachers.	Academic in-service training for 5,000 new teachers (classes 6-8) Free textbooks in 1,400 girls' schools School planning/administration in 3,400 schools by 2006 Implement curriculum materials/training for <i>madrasah</i> programs in 1,000 schools.	Provincial trainers Trainer reports District reports Project reports	Not implemented. Not implemented. Not implemented. Not implemented.
SMC modular training in school management, school plans maintaining SDF	SMC training in all project schools by 2008 Life skills training (classes 6-8) in 3,400 schools by 2008 SDF training in 3,400 SMCs by 2008 Preprimary school training in 1,000 schools by 2007	District reports NGO/district reports, PIU monitoring District plans/reports	Not implemented. Not implemented. Not implemented.

Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status at Completion
<p>D. Capacity Building for School Decentralization</p> <p>D.1 Subdistrict Governance</p> <p>Provide administrative and implementation support through UC/ subdistrict governance.</p> <p>SDFs operational</p> <p>School plans prepared</p> <p>SMC training venue established</p> <p>D.2 District Governance through Capacity Building</p> <p>Provide administrative and implementation support district offices</p> <p>District education plan</p> <p>Monitoring system</p> <p>Training program</p>	<p>Staff training administration supervision – monitoring in 102 subdistrict offices by 2006.</p> <p>102 office facilities available for supervision training by 2004</p> <p>SDFs functional and public awareness completed (2004)</p> <p>School progress measured against school implementation plan by 2004</p> <p>Staff training in administration/ supervision/monitoring in 16 offices by 2005</p> <p>District planning to rationalize schools and staffing in 16 offices by 2005</p> <p>District resource center staff training support functional in 16 offices (2004)</p> <p>Financial audits of SDF/ imprest accounts (2003)</p> <p>District evaluation of enrollment, staffing, and budgetary targets (2005)</p> <p>Benefit analysis measure results vs. accounts by 2005</p>	<p>NGO/district reports</p> <p>PIU monitoring</p> <p>District plans/reports</p> <p>NGO/district reports</p> <p>PIU monitoring</p> <p>District plans/reports</p>	<p>Not implemented.</p> <p>Staff training in administration/ supervision/ monitoring provided in 16 offices.</p> <p>No other activity conducted.</p>
Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status at Completion
<p>D.3 Provincial Governance through Capacity Building</p> <p>Provide administrative and project capacity through provincial supervisors and PIU</p> <p>Province training</p> <p>Province monitoring</p> <p>Province master plan for elementary education</p>	<p>PIU planning (2003)</p> <p>PIU fully staffed by 1/1/03</p> <p>Monitoring/evaluation/training support program for districts (2005)</p> <p>Provincial survey reports completed (2005)</p> <p>Office equipment acquired (2003)</p>	<p>PIU reports</p> <p>EMIS reports</p> <p>Survey reports published</p>	<p>Implemented as appraised.</p>

Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status at Completion
PIU fully operational	Annual provincial progress on capacity building (2003) Transition monitoring, inputs of development on elementary education management/ service delivery (2008)		
<p>IV. Project Activities/ Inputs</p> <p>A. School Access</p> <p>Through community mobilization, establish preprimary classes, rehabilitate schools, upgrade primary to elementary schools, and convert shelterless schools to primary schools.</p> <p>B. Increase Social Demand for Girls</p> <p>School development funds for:</p> <p>provision of textbooks; student stipends; teacher scholarships; enrollment drive, awareness campaign, and life skill awareness program</p> <p>C. Quality Training</p> <p>Support training of teachers, principals, and SMC members</p> <p>D. Capacity Building for School Decentralization</p> <p>D.1 Subdistrict Governance</p> <p>Subdistrict Office Support</p> <p>Office support/ administration</p>	<p>Assign district coordination office each district (2003)</p> <p>Ensure that each elementary school includes a fully functioning SMC working closely with UC by 2006</p> <p>Gender and local language sensitivity guidelines available (2004)</p> <p>Each elementary school operates an SDF to provide quality inputs based on student attendance (2004). Implementation of teacher scholarships, student stipends, enrollment drive, and free textbooks (2004)</p> <p>Each elementary school staff and SMC members are trained in needs-based school management plans (2008).</p> <p>Madrassah teacher training by 2004</p> <p>Preprimary program by 2004</p> <p>Equipment for staff training of 102 subdistrict staff</p>	<p>Project reports, EMIS systems</p> <p>PIU monitoring</p> <p>Accounts/audits</p> <p>Reports from site engineers</p> <p>Project reports</p> <p>Project reports</p> <p>Subdistrict reports</p>	<p>Implemented as appraised, except that conversion of shelterless schools to primary schools was not done.</p> <p>Not implemented.</p> <p>Implemented directly by the District Implementation Units.</p> <p>Not implemented.</p> <p>Not implemented.</p>

Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status at Completion
<p>SMC operations</p> <p>Inspection Function</p> <p>D.2 District Governance</p> <p>16 district education departments receive resources and training to strengthen elementary education</p> <p>D.3 Provincial Governance</p> <p>Provincial capacity (PIU) to monitor and evaluate the project's impact across districts</p>	<p>Training of 3,400 SMCs in Developing school plans, Monitoring enrollments, and running SDF accounts Supervisors to perform random checks on compliance monitoring, auditing accounts, and social audits of SDF</p> <p>Compile elementary school master plan based on school data: facilities, staffing, and budgets.</p> <p>Training programs to undertake all project-related training.</p> <p>Monitoring program to evaluate enrollment growth, attendance, and dropout reduction.</p> <p>Provincial education office including PIU able to plan and monitor education strategy, undertake policy studies, and set up monitoring capacity.</p>	<p>District reports</p> <p>District audits</p> <p>Provincial reports</p>	<p>Not implemented.</p> <p>Not implemented.</p> <p>Not implemented.</p> <p>Not implemented.</p>

EMIS = electronic management information system, NGO = nongovernmental organization, PIU = project implementation unit, SDF = school development fund, SMC = school management committee, UC = union council.

PHYSICAL PROGRESS AS OF THE PROJECT CLOSING DATE (APRIL 2008)

S. No.	Component Name	Implementation Status
1	Civil Works	The contracts were awarded for the upgrading of 214 primary schools to elementary level, 106 pre-primary classes, 198 lavatory blocks and 121 compound walls in all districts except Dadu, Jamshoro and Badin; however, due to non-availability of sites work could not be started in 3 locations in Karachi. Accordingly, 211 schools have been upgraded under this scheme.
2	Furniture, Equipment and Instructional materials	Contracts were awarded in all districts for upgraded schools. Approximately 136,512 sets of free textbooks were published and distributed among girl students of class VI, VII, and VIII in the year 2005. Subsequently, this component was taken over by the GOS/Reform Support Unit, Education and Literacy Department
3	Vehicles	5 mobile training units, 2 Toyota Double Cabins and 16 Suzuki Potohar Jeeps for district offices were purchased.
4	Staff Development	A two week training program for 200 administrative and supervisory staff (DOs, and ADOs) of elementary education completed at NIPA Karachi in 5 batches.
5	Special Poverty Reduction Program (stipend for class IX- X)	Funds for the batch 2006-07 for 7,350 beneficiaries (out of 7,460) were released to districts for distribution.
	Teacher Scholarships on poverty-cum-merit basis (females only)	Scholarships were distributed among 1000 eligible successful candidates (girls only) by the project. Funds for the year 2007-08 were released to districts up to April/May 2008 after the replenishment funds were received from ADB

LIST OF PRIMARY SCHOOLS UPGRADED TO ELEMENTARY LEVEL

No.	Package No. & Names	MB	NC	LV	CW
A. Larkana					
1	GGPS Sobdar Sargani	1	1	2	1
2	GGPS Agriculture Farm	1	0	2	1
3	GBPS Nauabad	1	1	2	1
4	GGPS Phulpota-I	1	0	2	1
5	GGPS Pir Bux Bhutto	1	0	2	1
6	GGPS Waris Dino Machhi	1	1	2	1
7	GGPS Khamiso Kalhoro	1	1	2	1
8	GBPS Nabi Bux Kandharo	1	0	2	1
9	GBPS Karamullah Chandio	1	0	2	1
10	GGPS Chhajra	1	1	2	0
11	GBPS Aqbal Brohi	1	0	2	0
12	GBPS Ali ji Wandh	1	0	2	0
13	GGPS Ali Goharabad	1	1	2	0
14	GGPS P.V Larkana	1	1	2	0
15	GGPS Shaikh Zaid Larkana Colony	1	0	2	0
16	GGPS Shahdadkot-2	1	1	2	0
17	GGPS Dhing	1	0	2	1
18	GBPS Vikia Sangi	1	1	2	1
		18	9	36	11
B. Jacobabad					
1	GGPS Lal Bux	1	0	2	1
2	GGPS Abdul Qadir Khoso	1	0	2	1
3	GGPS Bahoo Khoso	1	0	2	1
4	GGPS Qadir Bux Mangrio	1	0	2	1
5	GBPS Jam Mir Jat	1	1	2	1
		5	1	10	5
C. Ghotki					
1	GGPS Muhammad Pur	1	0	2	1
2	GBPS Umer Memon	1	1	2	1
3	GGPS Amir Bux Soomro	1	0	2	0
4	GGPS Dhamiji UC.Beriri Taluka Ghotki Dist. Ghotiki	1	0	2	1
5	GGPS Dino Mako UC.Mari pur-II Taluka M.Mathelo Dist. Ghotki	1	0	2	1
6	GBPS Nazar Ali Gadani UC.Sono Pitafi Taluka M.Mathelo Dist. Ghotki	1	1	2	1
		6	2	12	5
D. N. Feroze					
1	GBPS Chuttal Kalhoro	1	1	2	1
2	GGPS Kouro Memon	1	0	2	1
3	GGPS Ghajoo	1	0	2	1
4	GBPS Kandra	1	1	2	1
5	GBPS Koureja Bhan	1	1	2	1
6	GGPS Soomer Channar	1	0	2	1
7	GGPS M.D Jatoi	1	0	2	1
8	GGPS Mehrabpur	1	1	2	1
		8	4	16	8
E. Mirpurkhas					
1	GGPS Talhi	1	1	2	1

No.	Package No. & Names	MB	NC	LV	CW
2	GGPS Bustan	1	1	2	1
3	GBPS Dhamoon Menghwar	1	0	0	0
4	GBPS Malhian Jo Goth	1	1	2	1
5	GGPS Kamil Panhwar	1	1	0	0
6	GGPS Kak Bunglow	1	1	2	0
7	GBPS Sobo Panhwar	1	1	2	1
8	GGPS Amir Bux Shar	1	1	0	1
9	GGPS Kumbhar Paro, U.C. Umerkot-1, Taluka Umerkot District Mirpurkhas	1	0	2	1
10	GGPS Daro Kolhi, U.C. Umerkot-2, Taluka Umerkot, District Mirpurkhas.	1	1	2	0
11	GBPS Gharibabad, U.C. Umerkot-2, Taluka Umerkot, District Mirpurkhas.	1	1	0	0
12	GGPS Hayat Punjabi, U.C. Gapno, Taluka Umerkot, District Mirpurkhas.	1	0	2	0
13	Haji Khan Muhammad, U.C. Dhoro Naro, Taluka Umerkot, District Mirpurkhas.	1	1	0	0
14	GBPS, Bajeeran Jee Dhani, U.C. Chhore, Taluka Umerkot, District Mirpurkhas.	1	1	2	1
		14	11	18	7
F.	Sukkur				
1	GGPS Nirch	1	1	2	0
2	GGPS Roophar	1	0	2	0
3	GGPS Ghunia	1	1	2	0
4	GGPS Ghulam Ali Mahesar	1	0	2	0
5	GBPS Bux Seelro	1	0	2	0
6	GGPS Dodanko	1	1	2	0
7	GBPS Achyoon Qubyoon	1	1	2	1
8	GBPS Rasool Pur	1	1	2	0
		8	5	16	1
G.	Sanghar				
1	GGPS Mai Bkhtawar	1	1	2	0
2	GGPS Ch: Hanif Arain	1	1	2	1
3	GGPS Muhammad Yousif Abro	1	0	2	0
4	GGPS K.G. Sanghar, U.C. Sanghar-II, Taluka Sanghar, District Sanghar.	1	1	2	0
5	GGPS Khatoon-e-Fatima, U.C. Sanghar-I, Taluka Sanghar District Sanghar.	1	1	2	0
6	GGPS Bibi Aisha, U.C. T. Adam-III Taluka Tando Adam, District Sanghar.	1	1	2	0
7	GGPS Makhdoom Nooh, U.C. T. Adam-I, Taluka Tando Adam, District Sanghar.	1	1	2	0
8	GBPS Mitho Khoso, Taluka Tando Adam, District Sanghar.	1	1	2	1
9	GGPS Khadro, U.C. Khadro, Taluka Sinjhor, District Sanghar.	1	0	2	0
10	GGPS Kurkaly, U.C. Kurkaly, Taluka Sinjhor, District Sanghar.	1	0	2	0
11	GBPS Tando Mitha Khan, U.C. Chotiaryoon, Taluka Sanghar, District Sanghar.	1	1	2	1
12	GBPS Chak No.10, U.C. Khadwari, Taluka Sanghar, District Sanghar.	1	1	2	1

No.	Package No. & Names	MB	NC	LV	CW
13	GGPS Khipro-1, U.C. Khipro, Taluka Khipro, District Sanghar.	1	1	2	0
		13	10	26	4
H.	Khairpur				
1	GGPS Layari	1	0	2	0
2	GGPS Qaim Khan Chandio	1	1	2	1
3	GGPS Bhurgri	1	1	2	1
4	GBPS Faizabad Colony	1	1	2	1
5	GGPS Ranipur	1	1	2	0
6	GBPS Aunb	1	0	2	0
7	GGPS Shahpur	1	1	2	0
8	GGPS Bahar Lark	1	1	2	1
9	GBPS Razidero	1	1	2	0
10	GBHS Gulo Sial	1	0	2	1
11	GGPS Ruk Rani UC.Rasool Abad Taluka Sobo Dero Dist. Khairpur	1	1	2	1
12	GBPS Shah Nawaz Shar, U.C Mehar Veesar, Taluka Thari Mirwah, District Khairpur	1	0	2	0
		12	8	24	6
I.	Karachi				
1	GGPS Sita Nagar	1	1	2	1
2	GGPS Subzi Mandi	1	1	2	0
3	GBPS D.B Advani	1	1	2	0
4	GGPS T.T.I Hussainabad	1	0	2	1
5	GGPS Anjuman-e-Tarriqui	1	0	4	0
6	GBPS 7-D/3,UC-1, New Karachi Town	1	1	2	0
7	GBPS J/M Rahmania,UC-11, New Karachi Town	1	0	2	0
8	GBPS 5-A/4,UC-13, New Karachi Town	1	0	4	0
9	GGPS 5-A-I,UC-13, New Karachi Town	1	0	2	1
10	GGPS APWA 11-F, New Karachi Town	1	0	2	1
11	GBPS J.D Bhojwani, Liaquatabad Town	1	1	2	1
12	GGPS Syed Jamaldin, Liaquatabad Town	1	1	2	0
13	GBPS Peples Programme, Liaquatabad Town	1	1	0	0
14	GBPS 33-B	1	0	2	0
15	GGPS No.9, Malir Colony	1	0	2	0
16	GGPS No.4, Kornagi	1	0	2	0
17	Rahim Khan Jokhio, Malir	1	0	0	0
18	GGPS M.M Azad, Liaquatabad Town	1	1	0	1
19	GGPS Ibrahim Ali Bhai, Liaquatabad Town	1	1	0	1
20	GBPS English Islamia, Liaquatabad Town	1	0	0	1
21	GBPS Karachi Cambridge, Liaquatabad Town	1	0	0	0
22	GBPS Peples Town, Liaquatabad Town	1	0	0	0
23	GBPS Green Land U.C 1 North Nazimabad Town, Karachi	1	0	2	0
24	GBPS Block-H, U.C 4 North Nazimabad Town, Karachi	1	0	2	0
25	GBPS 14-B U.C 8 North Nazimabad Town, Karachi	1	0	2	0
26	GGPS Block-M U.C-5, North Nazimabad Town, Karachi	1	0	2	0

No.	Package No. & Names	MB	NC	LV	CW
27	GBPS Gulshan-e-Habib 15/A U.C 10 Buffer Zone, North Nazimabad Town, Karachi	1	0	0	0
28	GGPS 4-H, U.C-1, Baldia Town, Karachi.	1	1	3	0
29	GGPS Saeedabad, U.C-4, Baldia Town, Karachi.	1	0	2	1
30	GGPS Afridi Colony, U.C-6, Baldia Town, Karachi.	1	0	2	1
31	GGPS Haji Qasim, U.C-7, Baldia Town, Karachi.	1	0	2	1
32	GGPS CDGK ST-34, UC-6,SITE Town, Karachi	1	0	2	1
33	GGPS Ibrahim Ali Bhai Gizri, U.C-11, Saddar Town, Karachi.	1	1	2	0
34	GGPS Shireen Jinnah Colony, U.C-1, Saddar Town, Karachi.	1	0	2	1
35	GGPS Jan Muhammad Brohi, U.C-4, Gadap Town, Karachi.	1	0	2	1
36	GGPS Mangopir, U.C-8, Gadap Town, Karachi.	1	0	2	1
37	GGPS Abdullah Goth Gadap Town, Karachi.	1	0	2	1
38	GBPS Patai Goth S-7A,U.C 6 Gadap Town, Karachi.	1	0	2	1
39	GBPS Abdullah Gabol, U.C-5, Gadap Town, Karachi.	1	0	2	1
40	GBPS Haji Ibrahim Baloch, U.C-3, Gadap Town, Karachi.	1	1	2	1
41	GBPS Old Thanu, U.C-1, Gadap Town, Karachi.	1	1	2	1
42	GBPS Sindhi Manghopir,U.C Manghopir Gadap Town, Karachi.	1	1	2	1
43	GBPS Ayub Goth, U.C-4, Gadap Town, Karachi.	1	1	4	1
44	GBPS E-2 Near Khokhrapar Police Station Malir,U.C 7 Malir Town, Karachi.	1	0	2	0
45	GGPS 6 & 7 Malir Cantt:, U.C. Cantt. Malir Town, Karachi.	1	1	2	0
46	GBPS Shama Saudabad, U.C-3, Malir town, Karachi.	1	0	0	0
47	GGPS Yar Muhammad Jokhio, U.C-3, Malir Town, Karachi.	1	0	2	1
48	GGPS No.2, Malir Colony, U.C-5, Malir Town, Karachi.	1	0	2	0
49	GGPS No.5, K-Area, U.C-12, Landhi Town, Karachi.	1	0	4	0
50	GBPS Pipri Village, U.C-7, Bin Qasim Town, Karachi.	1	1	2	0
51	GBPS Sector 48-E, U.C-3, Korangi Town, Karachi.	1	1	2	0
52	GGPS Murghi Khana, U.C-4, Bin Qasim Town, Karachi.	1	0	0	1
53	GGPS Bahar-e-Madina, U.C-1, Bin Qasim Town, Karachi.	1	0	2	1
54	GGPS Labour Square, U.C-3, Bin Qasim Town, Karachi.	1	0	0	0
55	GGPS Intelligence Colony, Sultanabad, U.C-2, Keamari Town, Karachi.	1	1	2	0
56	GGPS Al-Fatah, U.C-5, Keamari Town, Karachi.	1	0	2	1
57	GGPS Mauripur village, U.C-6, Keamari Town, Karachi.	1	1	2	0
58	GGPS PNAD Maripur, U.C-8, Keamari Town, Karachi.	1	0	2	0
59	GBPS New Era Azizabad,U.C 6 Gulberg Town, Karachi.	1	0	2	1
60	GBPS Dehli Extension U.C 1 Gulberg Town, Karachi.	1	0	0	0
61	GGPS Salehabad, U.C-4, Keamari Town, Karachi.	1	0	2	1
62	GGPS Shamspar, U.C-7, Keamari Town, Karachi.	1	0	2	1
63	GBPS Shahi No.I, U.C-5, Keamari Town, Karachi.	1	0	2	1
64	GGPS Shaheed-e-Millat ST-5,UC-2, Orangi Town, Karachi.	1	0	2	1
65	GGPS ST-10, 11-E, U.C-4, Orangi Town, Karachi.	1	0	2	1
66	GBPS Sector-9B, U.C-2, Baldia Town, Karachi.	1	0	2	1
67	GGPS CDGK Sector-15, U.C-10, Orangi Town, Karachi.	1	0	2	1
		67	20	119	34

No.	Package No. & Names	MB	NC	LV	CW
J.	Nawabshah				
1	GGBS Taj Azam Colony	1	1	2	0
2	GGPS Razaabad Ddaur	1	1	2	1
3	GGPS Khabar Lakhmir	1	1	2	1
4	GBPS Haji Long Khan Lund	1	0	2	0
5	GBPS Deh Phullel	1	1	2	0
6	GGPS Nawab Wali Muhammad	1	1	2	1
7	GBPS Muqeem Dahri	1	1	2	0
8	GGPS Tali	1	0	2	1
9	GGPS Mehar Ali Jamali	1	1	2	1
10	GGPS Haji Kerio	1	0	0	1
		10	7	18	6
K.	Thatta				
1	GGPS Ali Murad Dars	1	0	0	0
2	GBPS Moula Bux Brohi	1	0	2	1
3	GGPS Moriokhan Baloch	1	0	2	0
4	GBPS Dhabeeji	1	0	2	1
		4	0	6	2
L.	Thar @ Mithi				
1	GGPS Kasbo	1	1	2	1
2	GGPS Sondar Rajar	1	0	2	0
3	GBPS Mithrio Soomar	1	0	2	1
4	GGPS Katho Obhayo, U.C. Gadro, Taluka Chachro, District Tharparkar.	1	0	2	0
5	GBPS Mehlani, U.C. Naplo, Taluka Chachro, District Tharparkar.	1	0	2	1
6	GGPS Wawari U.C. Sarangyari, Taluka Chachro, District Tharparkar.	1	0	2	1
7	GGPS Makhe Jo Tar, U.C. Rajoro, Taluka Chachro, District Tharparkar.	1	1	2	1
8	GBPS Sobadar Aranro, U.C. Kantio, Taluka Chachro, District Tharparkar.	1	0	2	1
9	GGPS Hothri Jo Tar, U.C. Bakhu, Taluka Mithi, District Tharparkar.	1	0	2	1
10	GGPS Hajamro, U.C. Khetlari, Taluka Diplo, District Tharparkar.	1	0	2	0
11	GGPS Layakharo U.C. Diplo, Taluka Diplo, District Tharparkar.	1	1	2	1
		11	3	22	8
M.	Hyderabad				
1	GBPS Mursheedabad, U.C. Latifabad-16, Taluka Latifabad, District Hyderabad.	1	1	2	0
2	GBPS Tawakal Ali Mirjat, U.C. Latifabad-7, Tal: Latifabad, District Hyderabad.	1	0	2	0
3	GGPS Sahresh Nagar, U.C. Qasimabad-I Tal: Qasimabad, District Hyderabad	1	1	2	0
4	GBPS Muhammad Khan Bagrani, U.C. Qasimabad-IV Taluka Qasimabad, District Hyderabad.	1	1	2	0

No.	Package No. & Names	MB	NC	LV	CW
5	GGPS Baz Muhammad Shah (Baldia Colony), U.C. Hyderabad-I, Taluka Hyderabad City, District Hyderabad.	1	1	2	1
6	GGPS Ismail Soomro, U.C. 3 Taluka Qasimabad, District Hyderabad.	1	1	2	0
7	GGPS Ismail Chand, U.C. 4 Taluka Qasimabad, District Hyderabad.	1	1	2	0
8	GGPS Wanki Wasi, U.C. M. Bhurgri Taluka Hyderabad, District Hyderabad.	1	1	2	1
9	GGPS Saleh Bahgul, U.C. Hatri, Taluka Hyderabad, District Hyderabad.	1	1	2	1
10	GGPS Tando Bhawal, U.C. T. Hyder, Taluka Hyderabad, District Hyderabad.	1	0	2	1
11	GGPS Sono Lashari, U.C. T. Fazal, Taluka Hyderabad, District Hyderabad.	1	0	2	1
12	GBPS Daim Zour, U.C. Moolan, Taluka Hyderabad, District Hyderabad.	1	1	2	0
13	GBPS Shaikh Bhirkio U.C. Shaikh Bhirkio, Taluka T.M. Khan District Hyderabad.	1	1	2	0
14	GBPS Bhai Khan Talpur, U.C. Tando Saidad, Taluka T.M. Khan, District Hyderabad.	1	1	2	1
15	GBPS Ilyas Charano, U.C. Saudpur, Taluka T.M. Khan, District Hyderabad.	1	0	2	1
16	GBPS Darya Khan Talpur, U.C. Faqir Nooh, Taluka Matiari, District Hyderabad.	1	1	2	1
17	GBPS Shahmeer Ji Wasi, U.C. BKP-4, Taluka Matiari, District Hyderabad.	1	1	2	1
18	GGPS Mahmood Thaheem, U.C. B.Shah, Taluka Matiari, District Hyderabad.	1	1	0	0
19	GGPS Karam Khan Nizamani, U.C. Karam Khan, Taluka Hala, District Hyderabad.	1	0	2	1
20	GGPS Memon Para Hala, U.C. 1, Taluka Hala, District Hyderabad.	1	1	2	1
21	GGPS Sukhio Mirjat, U.C. Hala Old, Taluka Hala, District Hyderabad.	1	1	2	0
22	GGPS Luqman Korejo, U.C. Bhanote, Taluka Hala, District Hyderabad.	1	1	2	0
23	GGPS Shahmir Rahu, UC. S. Rahu, Taluka Hala, District Hyderabad.	1	0	2	0
24	GBPS Shahpur Rizwi, U.C. Tando Soomro, Taluka T.Allahyar, District Hyderabad.	1	0	2	0
25	GGPS Mitho Mirjat, U.C. Desari, Taluka T.Allahyar, District Hyderabad.	1	1	2	1
26	GGPS Naseer Khan Leghari, U.C. Chambar, Taluka T.Allahyar, District Hyderabad.	1	1	2	1
27	GGPS Qazi Noor Muhammad Leghari, U.C. Began Jarwar, Taluka T.Allahyar, District Hyderabad.	1	1	2	1
		27	20	52	14
N.	Shikarpur				
1	GGPS Sanjrani Mohalla	1	1	2	1
2	GGPS Shaikh Mohalla	1	1	2	1

No.	Package No. & Names	MB	NC	LV	CW
3	GGPS Abdul Rahim Machi	1	1	2	1
4	GGPS Napar, U.C. Abdoo, Taluka Lakhi, District Shikarpur.	1	0	2	0
5	GGPS Maron Kakepota, U.C. Gaheja, Taluka G. Yasin, District Shikarpur.	1	0	2	1
		5	3	10	4
	Total	208	103	385	115

CW = compound wall, GBPS = government boys primary school, GGPS = government girls primary school, LV = lavatory, MB = main building, NC = new construction, U.C. = union council.

LIST OF FACILITIES UPGRADED

Sr. No.	District/School	Civil Works				Provision of Facilities		
		Upgradation	Pre-Primary	Lavatory Blocks	Compound Walls	Furniture	Instructional Materials	Equipment
A.	Larkana							
1	GGPS Sobdar Sargani	✓	✓	✓	✓	✓	✓	✓
2	GGPS Agriculture Farm	✓	x	✓	✓	✓	x	✓
3	GGPS Phulpota-I	✓	x	✓	✓	✓	x	✓
4	GGPS Pir Bux Bhutto	✓	x	✓	✓	✓	x	✓
5	GGPS Waris Dino Machhi	✓	✓	✓	✓	✓	✓	✓
6	GGPS Khamiso Kalhoro	✓	✓	✓	✓	✓	✓	✓
7	GGPS Chhajra	✓	✓	✓	x	✓	✓	✓
8	GGPS Ali Goharabad	✓	✓	✓	x	✓	✓	✓
9	GGPS P.V Larkana	✓	✓	✓	x	✓	✓	✓
10	GGPS Shaikh Zaid Larkana Colony	✓	x	✓	x	✓	x	✓
11	GGPS Shahdadkot-2	✓	✓	✓	x	✓	✓	✓
12	GGPS Dhing	✓	x	✓	✓	✓	✓	✓
13	GBPS Ali ji Wandh	✓	x	✓	x	✓	x	✓
14	GBPS Aqbal Brohi	✓	x	✓	x	✓	x	✓
15	GBPS Karamullah Chandio	✓	x	✓	✓	✓	x	✓
16	GBPS Nabi Bux Kandharo	✓	x	✓	✓	✓	x	✓
17	GBPS Nauabad	✓	✓	✓	✓	✓	✓	✓
18	GBPS Vikia Sangi	✓	✓	✓	✓	✓	✓	✓
B.	Jacobabad							
1	GGPS Lal Bux	✓	x	✓	✓	✓	x	✓
2	GGPS Abdul Qadir Khoso	✓	x	✓	✓	✓	x	✓
3	GGPS Bahoo Khoso	✓	x	✓	✓	✓	x	✓
4	GGPS Qadir Bux Mangrio	✓	x	✓	✓	✓	x	✓
5	GBPS Jam Mir Jat	✓	✓	✓	✓	✓	✓	✓
C.	Ghotki							
1	GGPS Muhammad Pur	✓	x	✓	✓	✓	x	✓
2	GGPS Amir Bux Soomro	✓	x	✓	x	✓	x	✓
3	GGPS Dhamiji UC.Beriri Taluka Ghotki Dist. Ghotki	✓	x	✓	✓	✓	x	✓
4	GGPS Dino Mako UC.Mari pur-II Taluka M.Mathelo Dist. Ghotki	✓	x	✓	✓	✓	x	✓
5	GBPS Nazar Ali Gadani UC.Sono Pitafi Taluka M.Mathelo Dist. Ghotki	✓	✓	✓	✓	✓	✓	✓
6	GBPS Umer Memon	✓	✓	✓	✓	✓	✓	✓
D.	N. Feroze							
1	GGPS Kouro Memon	✓	x	✓	✓	✓	x	✓
2	GGPS Ghajoo	✓	x	✓	✓	✓	x	✓
3	GGPS Soomer Channar	✓	x	✓	✓	✓	x	✓
4	GGPS M.D Jatoi	✓	x	✓	✓	✓	x	✓
5	GGPS Mehrabpur	✓	✓	✓	✓	✓	✓	✓
6	GBPS Chuttal Kalhoro	✓	✓	✓	✓	✓	✓	✓
7	GBPS Kandra	✓	✓	✓	✓	✓	✓	✓

Sr. No.	District/School	Civil Works				Provision of Facilities		
		Upgradation	Pre-Primary	Lavatory Blocks	Compound Walls	Furniture	Instructional Materials	Equipment
8	GBPS Koureja Bhan	✓	✓	✓	✓	✓	✓	✓
E.	Mirpurkhas							
1	GGPS Talhi	✓	✓	✓	✓	✓	✓	✓
2	GGPS Bustan	✓	✓	✓	✓	✓	✓	✓
3	GGPS Kamil Panhwar	✓	✓	×	×	✓	✓	✓
4	GGPS Kak Bunglow	✓	✓	✓	×	✓	✓	✓
5	GGPS Amir Bux Shar	✓	✓	×	✓	✓	✓	✓
6	GGPS Kumbhar Paro, U.C. Umerkot-1, Taluka Umerkot District Mirpurkhas	✓	×	✓	✓	✓	×	✓
7	GGPS Daro Kolhi, U.C. Umerkot-2, Taluka Umerkot, District Mirpurkhas.	✓	✓	✓	×	✓	✓	✓
8	GGPS Hayat Punjabi, U.C. Gapno, Taluka Umerkot, District Mirpurkhas.	✓	×	✓	×	✓	×	✓
9	GBPS Dhmoon Menghwar	✓	×	×	×	✓	×	✓
10	GBPS Gharibabad, U.C. Umerkot-2, Taluka Umerkot, District Mirpurkhas.	✓	✓	×	×	✓	✓	✓
11	GBPS Malhian Jo Goth	✓	✓	✓	✓	✓	✓	✓
12	GBPS Sobo Panhwar	✓	✓	✓	✓	✓	✓	✓
F.	Sukkur							
1	GGPS Nirch	✓	✓	✓	×	✓	✓	✓
2	GGPS Roophar	✓	×	✓	×	✓	×	✓
3	GGPS Ghunia	✓	✓	✓	×	✓	✓	✓
4	GGPS Ghulam Ali Mahesar	✓	×	✓	×	✓	×	✓
5	GGPS Dodanko	✓	✓	✓	×	✓	✓	✓
6	GBPS Achyoon Qubyoan	✓	✓	✓	✓	✓	✓	✓
7	GBPS Bux Seelro	✓	×	✓	×	✓	×	✓
8	GBPS Rasool Pur	✓	✓	✓	×	✓	✓	✓
G.	Sanghar							
1	GGPS Mai Bkhtawar	✓	✓	✓	×	✓	✓	✓
2	GGPS Ch: Hanif Arain	✓	✓	✓	✓	✓	✓	✓
3	GGPS Muhammad Yousif Abro	✓	×	✓	×	✓	×	✓
4	GGPS K.G. Sanghar, U.C. Sanghar-II	✓	✓	✓	×	✓	✓	✓
5	GGPS Khatoon-e-Fatima, U.C. Sanghar-I	✓	✓	✓	×	✓	✓	✓
6	GGPS Bibi Aisha, U.C. T. Adam-III	✓	✓	✓	×	✓	✓	✓
7	GGPS Makhdoom Nooh, U.C. -I	✓	✓	✓	×	✓	✓	✓
8	GGPS Khadro, U.C. Khadro	✓	×	✓	×	✓	×	✓
9	GGPS Kurkaly, U.C. Kurkaly	✓	×	✓	×	✓	×	✓
10	GGPS Khipro-1, U.C. Khipro	✓	✓	✓	×	✓	✓	✓
11	GBPS Chak No.10, U.C. Khadwari	✓	✓	✓	✓	✓	✓	✓
12	GBPS Mitho Khoso, Taluka Tando Adam	✓	✓	✓	✓	✓	✓	✓
13	GBPS Tando Mitha Khan, U.C. Chotiaryoon	✓	✓	✓	✓	✓	✓	✓
H.	Khairpur							
1	GGPS Layari	✓	×	✓	×	✓	×	✓
2	GGPS Qaim Khan Chandio	✓	✓	✓	✓	✓	✓	✓
3	GGPS Bhurgri	✓	✓	✓	✓	✓	✓	✓
4	GGPS Ranipur	✓	✓	✓	×	✓	✓	✓

Sr. No.	District/School	Civil Works				Provision of Facilities		
		Upgradation	Pre-Primary	Lavatory Blocks	Compound Walls	Furniture	Instructional Materials	Equipment
5	GGPS Shahpur	✓	✓	✓	✗	✓	✓	✓
6	GGPS Bahar Lark	✓	✓	✓	✓	✓	✓	✓
7	GGPS Ruk Rani UC.Rasool Abad Taluka Sobo Dero Dist. Khairpur	✓	✓	✓	✓	✓	✓	✓
8	GBHS Gulo Sial	✓	✗	✓	✓	✓	✗	✓
9	GBPS Aunb	✓	✗	✓	✗	✓	✗	✓
10	GBPS Faizabad Colony	✓	✓	✓	✓	✓	✓	✓
11	GBPS Razidero	✓	✓	✓	✗	✓	✓	✓
12	GBPS Shah Nawaz Shar, U.C Mehar Veesar, Taluka Thari Mirwah, District Khairpur	✓	✗	✓	✗	✓	✗	✓
I. Karachi								
1	GGPS Sita Nagar	✓	✓	✓	✓	✓	✓	✓
2	GGPS Subzi Mandi	✓	✓	✓	✗	✓	✓	✓
4	GGPS T.T.I Hussainabad	✓	✗	✓	✓	✓	✗	✓
5	GGPS Anjuman-e-Tarriqui	✓	✗	✓	✗	✓	✗	✓
9	GGPS 5-A-I,UC-13, New Karachi Town	✓	✗	✓	✓	✓	✗	✓
10	GGPS APWA 11-F, New Karachi Town	✓	✗	✓	✓	✓	✗	✓
12	GGPS Syed Jamalain, Liaquatabad Town	✓	✓	✓	✗	✓	✓	✓
15	GGPS No.9, Malir Colony	✓	✗	✓	✗	✓	✗	✓
16	GGPS No.4, Kornagi	✓	✗	✓	✗	✓	✗	✓
17	GGPS Rahim Khan Jokhio, Malir	✓	✗	✗	✗	✓	✗	✓
18	GGPS M.M Azad, Liaquatabad Town	✓	✓	✗	✓	✓	✓	✓
19	GGPS Ibrahim Ali Bhai, Liaquatabad Town	✓	✓	✗	✓	✓	✓	✓
26	GGPS Block-M U.C-5, North Nazimabad Town	✓	✗	✓	✗	✓	✗	✓
28	GGPS 4-H, U.C-1, Baldia Town	✓	✓	✓	✗	✓	✓	✓
29	GGPS Saeedabad, U.C-4, Baldia Town	✓	✗	✓	✓	✓	✗	✓
30	GGPS Afridi Colony, U.C-6, Baldia Town	✓	✗	✓	✓	✓	✗	✓
31	GGPS Haji Qasim, U.C-7, Baldia Town	✓	✗	✓	✓	✓	✗	✓
32	GGPS CDGK ST-34, UC-6,SITE Town	✓	✗	✓	✓	✓	✗	✓
33	GGPS Ibrahim Ali Bhai Gizri, U.C-11, Saddar Town	✓	✓	✓	✗	✓	✓	✓
34	GGPS Shireen Jinnah Colony, U.C-1, Saddar Town	✓	✗	✓	✓	✓	✗	✓
35	GGPS Jan Muhammad Brohi, U.C-4, Gadap Town	✓	✗	✓	✓	✓	✗	✓
36	GGPS Mangopir, U.C-8, Gadap Town	✓	✗	✓	✓	✓	✗	✓
37	GGPS Abdullah Goth Gadap Town	✓	✗	✓	✓	✓	✗	✓
45	GGPS 6 & 7 Malir Cantt:, U.C. Cantt. Malir Town	✓	✓	✓	✗	✓	✓	✓
47	GGPS Yar Muhammad Jokhio, U.C-3, Malir Town	✓	✗	✓	✓	✓	✗	✓
48	GGPS No.2, Malir Colony, U.C-5, Malir Town	✓	✗	✓	✗	✓	✗	✓
49	GGPS No.5, K-Area, U.C-12, Landhi Town	✓	✗	✓	✗	✓	✗	✓
52	GGPS Murghi Khana, U.C-4, Bin Qasim Town	✓	✗	✗	✓	✓	✗	✓
53	GGPS Bahar-e-Madina, U.C-1, Bin Qasim Town	✓	✗	✓	✓	✓	✗	✓
54	GGPS Labour Square, U.C-3, Bin Qasim Town	✓	✗	✗	✗	✓	✗	✓
55	GGPS Intelligence Colony, Sultanabad, U.C-2, Keamari Town	✓	✓	✓	✗	✓	✓	✓

Sr. No.	District/School	Civil Works				Provision of Facilities		
		Upgradation	Pre-Primary	Lavatory Blocks	Compound Walls	Furniture	Instructional Materials	Equipment
56	GGPS Al-Fatah, U.C-5, Keamari Town	✓	x	✓	✓	✓	x	✓
57	GGPS Mauripur village, U.C-6, Keamari Town	✓	✓	✓	x	✓	✓	✓
58	GGPS PNAD Maripur, U.C-8, Keamari Town	✓	x	✓	x	✓	x	✓
61	GGPS Salehabad, U.C-4, Keamari Town	✓	x	✓	✓	✓	x	✓
62	GGPS Shamspar, U.C-7, Keamari Town	✓	x	✓	✓	✓	x	✓
64	GGPS Shaheed-e-Millat ST-5,UC-2, Orangi Town	✓	x	✓	✓	✓	x	✓
65	GGPS ST-10, 11-E, U.C-4, Orangi Town	✓	x	✓	✓	✓	x	✓
66	GGPS CDGK Sector-15, U.C-10, Orangi Town	✓	x	✓	✓	✓	x	✓
67	GBPS 14-B U.C 8 North Nazimabad Town	✓	x	✓	x	✓	x	✓
68	GBPS 33-B	✓	x	✓	x	✓	x	✓
69	GBPS 5-A/4,UC-13, New Karachi Town	✓	x	✓	x	✓	x	✓
70	GBPS 7-D/3,UC-1, New Karachi Town	✓	✓	✓	x	✓	✓	✓
71	GBPS Abdullah Gabol, U.C-5, Gadap Town	✓	x	✓	✓	✓	x	✓
72	GBPS Ayub Goth, U.C-4, Gadap Town	✓	✓	✓	✓	✓	✓	✓
73	GBPS Block-H, U.C 4 North Nazimabad Town	✓	x	✓	x	✓	x	✓
74	GBPS D.B Advani	✓	✓	✓	x	✓	✓	✓
75	GBPS Dehli Extension U.C 1 Gulberg Town	✓	x	x	x	✓	x	✓
76	GBPS E-2 Near Khokhrapar Police Station Malir,U.C 7 Malir Town	✓	x	✓	x	✓	x	✓
77	GBPS English Islamia, Liaquatabad Town	✓	x	x	✓	✓	x	✓
78	GBPS Green Land U.C 1 North Nazimabad Town	✓	x	✓	x	✓	x	✓
79	GBPS Gulshan-e-Habib 15/A U.C 10 Buffer Zone, North Nazimabad Town	✓	x	x	x	✓	x	✓
80	GBPS Haji Ibrahim Baloch, U.C-3, Gadap Town	✓	✓	✓	✓	✓	✓	✓
81	GBPS J.D Bhojwani, Liaquatabad Town	✓	✓	✓	✓	✓	✓	✓
82	GBPS J/M Rahmania,UC-11, New Karachi Town	✓	x	✓	x	✓	x	✓
83	GBPS Karachi Cambridge, Liaquatabad Town	✓	x	x	x	✓	x	✓
84	GBPS New Era Azizabad,U.C 6 Gulberg Town	✓	x	✓	✓	✓	x	✓
85	GBPS Old Thano, U.C-1, Gadap Town	✓	✓	✓	✓	✓	✓	✓
86	GBPS Patai Goth S-7A,U.C 6 Gadap Town	✓	x	✓	✓	✓	x	✓
87	GBPS Peples Programme, Liaquatabad Town	✓	✓	x	x	✓	✓	✓
88	GBPS Peples Town, Liaquatabad Town	✓	x	x	x	✓	x	✓
89	GBPS Pipri Village, U.C-7, Bin Qasim Town	✓	✓	✓	x	✓	✓	✓
90	GBPS Sector 48-E, U.C-3, Korangi Town	✓	✓	✓	x	✓	✓	✓
91	GBPS Sector-9B, U.C-2, Baldia Town	✓	x	✓	✓	✓	x	✓
92	GBPS Shahi No.I, U.C-5, Keamari Town	✓	x	✓	✓	✓	x	✓
93	GBPS Shama Saudabad, U.C-3, Malir Town	✓	x	x	x	✓	x	✓
94	GBPS Sindhi Manghopir,U.C Manghopir Gadap Town	✓	✓	✓	✓	✓	✓	✓
J.	Nawabshah							
1	GGPS Haji Kerio	✓	x	x	✓	✓	x	✓
2	GGPS Khabar Lakhmir	✓	✓	✓	✓	✓	✓	✓
3	GGPS Mehar Ali Jamali	✓	✓	✓	✓	✓	✓	✓
4	GGPS Nawab Wali Muhammad	✓	✓	✓	✓	✓	✓	✓
5	GGPS Razaabad Ddaur	✓	✓	✓	✓	✓	✓	✓
6	GGPS Tali	✓	x	✓	✓	✓	x	✓

Sr. No.	District/School	Civil Works				Provision of Facilities		
		Upgradation	Pre-Primary	Lavatory Blocks	Compound Walls	Furniture	Instructional Materials	Equipment
7	GBPS Deh Phullel	✓	✓	✓	✗	✓	✓	✓
8	GBPS Haji Long Khan Lund	✓	✗	✓	✗	✓	✗	✓
9	GBPS Muqem Dahri	✓	✓	✓	✗	✓	✓	✓
K.	Thatta							
1	GGPS Ali Murad Dars	✓	✗	✗	✗	✓	✗	✓
2	GGPS Moriokhan Baloch	✓	✗	✓	✗	✓	✗	✓
3	GBPS Dhabeeji	✓	✗	✓	✓	✓	✗	✓
4	GBPS Moula Bux Brohi	✓	✗	✓	✓	✓	✗	✓
L.	Thar @ Mithi							
1	GGPS Wawari U.C. Sarangyari, Taluka Chachro	✓	✗	✓	✓	✓	✗	✓
2	GGPS Sondar Rajar	✓	✗	✓	✗	✓	✗	✓
3	GGPS Makhe Jo Tar, U.C. Rajoro, Taluka Chachro	✓	✓	✓	✓	✓	✓	✓
4	GGPS Layakharo U.C. Diplo, Taluka Diplo	✓	✓	✓	✓	✓	✓	✓
5	GGPS Katho Obhayo, U.C. Gadro, Taluka Chachro	✓	✗	✓	✗	✓	✗	✓
6	GGPS Kasbo	✓	✓	✓	✓	✓	✓	✓
7	GGPS Hothri Jo Tar, U.C. Bakhu, Taluka Mithi	✓	✗	✓	✓	✓	✗	✓
8	GGPS Hajamro, U.C. Khetlari, Taluka Diplo	✓	✗	✓	✗	✓	✗	✓
9	GBPS Mehlani, U.C. Naplo, Taluka Chachro	✓	0	✓	✓	✓	✗	✓
10	GBPS Mithrio Soomar	✓	0	✓	✓	✓	✗	✓
11	GBPS Sobadar Aranro, U.C. Kantio, Taluka Chachro	✓	0	✓	✓	✓	✗	✓
M.	Hyderabad							
1	GGPS Baz Muhammad Shah (Baldia Colony), U.C. Hyderabad-I, Taluka Hyderabad City	✓	✓	✓	✓	✓	✓	✓
2	GGPS Ismail Chand, U.C. 4 Taluka Qasimabad	✓	✓	✓	✗	✓	✓	✓
3	GGPS Ismail Soomro, U.C. 3 Taluka Qasimabad	✓	✓	✓	✗	✓	✓	✓
4	GGPS Karam Khan Nizamani, U.C. Karam Khan, Taluka Hala	✓	✗	✓	✓	✓	✗	✓
5	GGPS Luqman Korejo, U.C. Bhanote, Taluka Hala	✓	✓	✓	✗	✓	✓	✓
6	GGPS Mahmood Thaheem, U.C. B.Shah, Taluka Matiari	✓	✓	✗	✗	✓	✓	✓
7	GGPS Memon Para Hala, U.C. 1, Taluka Hala	✓	✓	✓	✓	✓	✓	✓
8	GGPS Mitho Mirjat, U.C. Desari, Taluka T.Allahyar	✓	✓	✓	✓	✓	✓	✓
9	GGPS Naseer Khan Leghari, U.C. Chambar, Taluka T.Allahyar	✓	✓	✓	✓	✓	✓	✓
10	GGPS Qazi Noor Muhammad Leghari, U.C. Began Jarwar, Taluka T.Allahyar	✓	✓	✓	✓	✓	✓	✓
11	GGPS Sahresh Nagar, U.C. Qasimabad-I Tal: Qasimabad	✓	✓	✓	✗	✓	✓	✓
12	GGPS Saleh Bahgul, U.C. Hatri, Taluka Hyderabad	✓	✓	✓	✓	✓	✓	✓
13	GGPS Shahmir Rahu, UC. S. Rahu, Taluka Hala	✓	✗	✓	✗	✓	✗	✓

Sr. No.	District/School	Civil Works				Provision of Facilities		
		Upgradation	Pre-Primary	Lavatory Blocks	Compound Walls	Furniture	Instructional Materials	Equipment
14	GGPS Sono Lashari, U.C. T. Fazal, Taluka Hyderabad	✓	×	✓	✓	✓	×	✓
15	GGPS Sukhio Mirjat, U.C. Hala Old, Taluka Hala	✓	✓	✓	×	✓	✓	✓
16	GGPS Tando Bhawal, U.C. T. Hyder, Taluka Hyderabad	✓	×	✓	✓	✓	×	✓
17	GGPS Wanki Wasi, U.C. M. Bhurgri Taluka Hyderabad	✓	✓	✓	✓	✓	✓	✓
18	GBPS Bhai Khan Talpur, U.C. Tando Saidad, Taluka T.M. Khan	✓	✓	✓	✓	✓	✓	✓
19	GBPS Daim Zour, U.C. Moolan, Taluka Hyderabad	✓	✓	✓	×	✓	✓	✓
20	GBPS Darya Khan Talpur, U.C. Faqir Nooh, Taluka Matiari	✓	✓	✓	✓	✓	✓	✓
21	GBPS Ilyas Charano, U.C. Saudpur, Taluka T.M. Khan	✓	×	✓	✓	✓	×	✓
22	GBPS Muhammad Khan Bagrani, U.C. Qasimabad-IV Taluka Qasimabad	✓	✓	✓	×	✓	✓	✓
23	GBPS Mursheedabad, U.C. Latifabad-16, Taluka Latifabad	✓	✓	✓	×	✓	✓	✓
24	GBPS Shahmeer Ji Wasi, U.C. BKP-4, Taluka Matiari	✓	✓	✓	✓	✓	✓	✓
25	GBPS Shahpur Rizwi, U.C. Tando Soomro, Taluka T.Allahyar	✓	×	✓	×	✓	×	✓
26	GBPS Shaikh Bhirkio U.C. Shaikh Bhirkio, Taluka T.M. Khan	✓	✓	✓	×	✓	✓	✓
27	GBPS Tawakal Ali Mirjat, U.C. Latifabad-7, Tal: Latifabad	✓	×	✓	×	✓	×	✓
N.	Shikarpur							
1	GGPS Sanjrani Mohalla	✓	✓	✓	✓	✓	✓	✓
2	GGPS Shaikh Mohalla	✓	✓	✓	✓	✓	✓	✓
3	GGPS Abdul Rahim Machi	✓	✓	✓	✓	✓	✓	✓
4	GGPS Napar, U.C. Abdoo, Taluka Lakhi, District Shikarpur.	✓	×	✓	×	✓	×	✓
5	GGPS Maron Kakepota, U.C. Gaheja, Taluka G. Yasin, District Shikarpur.	✓	×	✓	✓	✓	×	✓

GBPS = government boys primary school, GGPS = government girls primary school, U.C. = union council.

Source: project completion review data.

PROJECT COST
(\$ million)

Cost Component	at Appraisal			at Completion		
	Foreign Currency	Local Currency	Total	Foreign Currency	Local Currency	Total
A. Civil works	7.635	21.741	29.376	1.623	4.619	6.242
B. Furniture, equipment, and vehicles	3.971	9.382	13.353	0.612	0.647	1.260
C. Instructional materials	4.305	2.195	6.500	-	0.344	0.344
D. Staff development	-	6.000	6.000	-	0.064	0.064
E. Consultants' services						
1. International	0.100	-	0.100	-	-	-
2. Local	-	1.400	1.400	-	-	-
F. Research studies	0.250	-	0.250	-	-	-
G. Special programs/ stipends	-	7.330	7.330	-	2.821	2.821
H. Incremental recurrent cost	-	24.512	24.512	-	1.070	1.070
I. Project management	-	1.000	1.000	-	0.515	0.515
J. Taxes and duties	-	4.640	4.640	-	-	0.321
Interest Charge	2.539	-	2.539	0.131	-	0.131
Total	18.800	78.200	97.000	2.366	10.080	12.768



**YEARLY CONTRACT AWARDS AND DISBURSEMENT
(\$ million)**

YEAR	QUARTER	CONTRACT AWARDS		DISBURSEMENTS	
		PROJECTED	ACTUAL	PROJECTED	ACTUAL
2003	I				
	II				
	III				
	IV			1.000	-
	Total			1.000	0
2004	I	0.500	-	0.200	-
	II	0.500	-	0.400	0.500
	III	4.000	-	0.400	0.002
	IV	4.000	-	1.000	-
	Total	9.000		2.000	0.502
2005	I	1.000	-	0.200	0.003
	II	2.000	0.231	1.000	0.231
	III	2.000	0.344	1.800	0.003
	IV	1.000	-	1.000	-
	Total	6.000	0.575	4.000	0.237
2006	I	2.400	0.822	0.500	0.348
	II	3.300	0.083	0.400	0.442
	III	1.000	-	1.400	0.126
	IV	0.300	2.649	2.300	2.804
	Total	7.000	3.554	4.600	3.720
2007	I	4.000	-	1.500	0.518
	II	1.000	2.176	1.500	0.436
	III	3.000	0.473	2.000	0.027
	IV	3.000	-	2.000	0.938
	Total	11.000	2.649	7.000	1.919
2008	I	1.750	1.925	1.850	0.859
	II	1.750	-	1.850	0.678
	III	-	-	-	0.039
	IV	-	-	-	0.882
	Total	3.500	1.925	3.700	2.458
	Grand total	36.500	8.703	22.300	8.836

IMPLEMENTATION SCHEDULE

Item	Year 0	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	(2002)	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
II. Administrative/Implementation Support																									
A. Subdistrict Governance Program Staff Training																									
Administration/Supervision/Monitoring Project																									
Enrollment Projection																									
SMC Workplans																									
Office Training/Planning/Budgeting/Administration																									
Facilities Support																									
B. District Governance Support Program																									
Administration/Supervision SMCs/Ucs																									
Enrollment Projection																									
SMC Workplans Support																									
Monitoring SDFs																									
Office Training																									
Facilities Support																									
C. Provincial Governance Support Program																									
Project Implementation Unit																									
Monitoring/Evaluation Training/Support																									
Training of District Staff for Project Activities																									
Studies																									
Office Facilities																									

PPP = public-private partnership, SMC = school management committee, UC = union council.

Legend At Appraisal 
 Actual 

COMPLIANCE WITH LOAN COVENANTS

Reference	Covenant	Status
LA Schedule 6, para. 1	Sindh, through the provincial Education Department of the Government of Sindh (PED) shall be the Project Executing Agency and shall be responsible for (a) overall coordination and management of the Project, including coordination with donors and agencies of the Borrower, (b) ensuring timely budget allocations to the PIU	Complied with.
LA Schedule 6, para. 2	Within three months of the Effective Date, PED shall set up a Project Steering Committee (PSC) and hold its first meeting. The PSC shall be chaired by the Secretary PED and include one elected Nazim, two selected members representing all the 16 districts, finance and P&D, PIU Director (recording secretary), one SMC representative representing all 16 districts, and one representative of Community Citizens' Board. / The PSC shall meet every six months to review progress of the Project and approve plans for the coming year.	Complied with.
LA Schedule 6, para. 3	In addition to the Project Director already appointed, the PIU shall consist of a Deputy Director, and sufficient professional staff to cover accounts, procurement, and monitoring & evaluation activities. All staff shall be appointed with three months of the Effective Date/. The PIU shall be responsible for planning and implementing activities at provincial level as well as for coordinating and monitoring project implementation at district level. For this purpose, the PIU shall cooperate closely with each EDO.	Delayed. Partly complied. Two monitoring and evaluation posts were not approved.
LA Schedule 6, para. 4	Within three months of the Effective Date, each district shall assign a full-time District Project Coordinator (DPC) to assist the EDO in the day-to-day implementation of project activities at the district level. The DPCs shall be responsible for preparing and implementing district plans and programs as well as for preparing funding requests. In particular, they shall assist the Assistant District Officer (ADO) at tehsil level in monitoring elementary schools in that tehsil. The DPCs shall report to their respective EDO, who in turn shall report to the Secretary, PED.	Complied with.
LA Schedule 6, para. 5	The EDO shall be responsible for supervising schools and ensuring that SMCs are functioning. The EDO shall also be responsible for administering local training at the tehsil level under the Project.	Partly complied. No local trainings at tehsil level.
LA Schedule 6, para. 6(a)	Within two years after the Effective Date, PED shall prepare and implement a subsector survey of existing and required elementary school facilities, including both administrative and teaching staff, as well as school budgets for all existing and new elementary schools in each district.	Complied with.
LA Schedule 6, para. 6(b)	Within one year after finalization of the survey, mentioned under (a) reflect the results of this survey in the provincial and district budget allocations for hiring and financing an adequate number of teachers.	Not complied with.
LA Schedule 6, para. 7	During the first year of project implementation, PED and EDOs shall prepare an elementary school incentives program aimed at increasing student enrollment and decreasing dropouts. The incentives program shall include a one time block grant of PRs60, 000 to each elementary school to pay for part-time staff and paid volunteers needed to assist the preprimary school program and to raise attendance. The incentive program shall also include a formula to provide stipends to about 25% of needy girls in each elementary school for duration of four years (class 9-12). The formula will take into account poverty levels and merit and shall be subject to prior approval by the Bank. Funds shall be provided directly to girls.	Complied with.

Reference	Covenant	Status
LA Schedule 6, para. 8	PED shall ensure that prior to any approval by the EDO to upgrade a primary school to the elementary level the SMC shall have submitted an upgrading plan to the EDO that shall include detailed and precise information on (a) school facilities; (b) enrollments; (c) staffing; and (d) budget commitments.	Complied with.
LA Schedule 6, para. 9	Within two years from the Effective Date, PED shall (a) develop and implement a Life Skills Awareness Program for all classes 6-8 and (b) develop and implement pre-primary school programs in 1,000 pilot elementary schools under the Project.	Not complied with.
LA Schedule 6, para. 10	Within nine months from the Effective Date, PIU through EDOs shall commence the training of SMC members, master trainers, school staff and school administrators. The training shall be provided in a phased manner in each district with all elementary schools trained by project completion.	Not complied with.
LA Schedule 6, para. 11	The Borrower shall ensure that all project activities including or affecting ethnic minorities shall take into consideration local language preferences of the ethnic minorities and provide learning materials developed under the Project as well as trainers and facilitators accordingly.	Not complied with.
LA Schedule 6, para. 12	PED shall ensure that each training program contains a gender component. Each training activity listed below shall be contracted by PED according to procedures and criteria acceptable to the Bank:	Not complied with.
LA Schedule 6, para. 12(a)	PED shall identify suitable NGOs, universities, teacher training colleges, institutions, firms or district master trainers to pull together existing materials and equipment including training materials and prepare a program to introduce preprimary classes to 1,000 elementary schools throughout the province based on a questionnaire prepared by SMCs and reviewed by local and district officials.	Not complied with.
LA Schedule 6, para. 12(b)	PED shall select suitable NGOs, universities, teacher training colleges, institutions, firms, or district master trainers to conduct in service training for master trainers and new teachers in the use of learning materials, textbooks and other school equipment over six years of project implementation. Special academic training shall include (a) life skills awareness to prepare an awareness campaign and materials for grades 6-8 students in 3,400 schools; (b) madrasah school curriculum streamlining in math, science, social studies and language on a voluntary basis to those madrasah schools with students taking tests to enter the formal system.	Not complied with.
LA Schedule 6, para. 12(c)	PED shall identify suitable NGOs, universities, teacher training colleges, institutions, or firms to design and implement on-job training for SMC members, to operate SDFs to accommodate stipend, scholarship, free textbook and teacher incentive programs in each of the 3,400 elementary schools. The SMC training shall also include shelterless school training to pilot innovative community mobilization to convert about 100 shelterless primary schools to elementary schools.	No complied with.
LA Schedule 6, para. 12(d)	PED shall identify suitable NGOs, firms, universities, teacher training colleges, or district master trainers to design and implement on-job training in district and tehsil offices for routine supervision and monitoring activities required to maintain an active district wide work program.	Not complied with.
LA Schedule 6, para. 13(a)	PED shall ensure that within two years from the Effective Date each EDO shall have developed and implemented a district plan to recruit local teachers, both for existing and new elementary schools. The plan shall include (a) the hiring of local teachers on a contract basis with opportunities for training; (b) the hiring of community based teacher assistants; and (c) the hiring of community volunteers to assist with the preprimary childcare.	Not complied with.

Reference	Covenant	Status
LA Schedule 6, para. 13(b)	PED shall ensure that prior to the provision of any facilities and training related to preprimary classes for a particular school, the SMC for that school shall have identified the teacher position including volunteer.	Not complied with.
LA Schedule 6, para. 14	The identification of primary schools to be upgraded to elementary schools, shall be based on the following selection criteria; (a) there is no other school hat has been upgraded in that union council; (b) there is land available adjacent t5o the school and the school has at least two classrooms and a veranda; (c) the existing enrollment in grade 5 is at least 20 female students; (d) there are sufficient students in the catchment area to ensure a minimum enrollment of 35 students in each class 6, 7, 8; (e) the SMC is willing to provide up to 10% of the total cost of the building.	Complied, except provision of 10% of cost of building by SMC.
LA Schedule 6, para. 15	The selection of the primary schools as mentioned in paragraph 14 of this Schedule shall take place in a phased manner: 250 schools shall be identified by the districts and the proposal submitted to the PIU within two months of the Effective Date; an additional 250 schools shall be identified within one year of the Effective Date; and the remaining 500 schools shall be identified within two years of the Effective Date.	Complied with.
LA Schedule 6, para. 16	The identification of elementary schools to offer preprimary classes shall be based on the following criteria: (a) the school has already a kachi class with an enrollment of 30; (b) SMC will identify one or two mothers or childcare assistants from the community to assist the teacher operate the school. The community helper(s) will be paid from the SDF; (c) the SMC can show that the pre-primary school program will improve the grades 1-5 enrollments; and (d) parents will attend the SMC.	Complied with.
LA Schedule 6, para. 17	The selection of the NGOs by PIU and EDOs to be involved in school-community mobilization shall be carried out in accordance with the guidelines developed under the Social Action Program participatory development program or government procedures used under ADB projects.	Not complied with.
LA Schedule 6, para. 18	The allocation and distribution of funds to SDF and district imprest sub-accounts shall be monitored through the PIU in accordance with ADB guidelines.	Partly complied. SDF not operational.
LA Schedule 6, para. 19	PED shall take all necessary and appropriate measures to promote the participation of women in all project activities. This includes but is not limited to the following: (a) SMCs shall include at least one female parent, female counselor, or one female teacher; (b) all student stipends and teacher training scholarships shall be provided to eligible female candidates in accordance with criteria and procedures agreed with the Bank. Priority for teacher scholarships shall be given to women in rural areas already holding a matriculate certificate, with a stipulation that these candidates shall be given priority for employment in Project schools upon completion of their studies and return to the community; (c) all class 6-8 female students shall be provided free textbooks. / This policy shall be continued after the end of the Project. Notification of the latter shall take place in year 5 of project implementation; (d) 65% of new elementary school upgrading shall be for girls' schools; (e) equally qualified female candidates shall be given preference for PIU staff positions, technical experts, master trainers and other activities under the Project; (f) 50% of schools in which preprimary school programs are to be implemented, shall be girls' schools.	Complied with.
LA Schedule 6, para. 20	PED shall establish imprest sub-accounts for each district and set up procedures acceptable to the Bank for operation and replenishment of such imprest sub-accounts. PED shall ensure that all transfers of loan proceeds from the provincial imprest account to the district imprest sub-accounts shall be done on a timely basis.	Delayed compliance.

Reference	Covenant	Status
LA Schedule 6, para. 21	EDOs shall ensure that SMCs establish school development funds (SDFs) in local banks near project schools. The PIU shall disburse funds from the imprest account to district sub-imprest accounts. The EDOs shall transfer SDFs to SMCs for civil works less than \$2500, stipends, teacher scholarships, and innovative programs. The award distribution and use of the district sub-imprest accounts and SDFs shall be monitored in accordance with criteria and guidelines acceptable to the Bank.	Could not be complied. Project schools completed only in the last year of project implementation.
LA Schedule 6, para. 22	The Borrower shall ensure that adequate counterpart funds in particular the funds for civil works are allocated to the Project Executing Agency in its annual budget, and that these funds are released in a timely manner.	Complied with.
LA Schedule 6, para. 23	The Borrower and PED shall ensure that design, extension, upgrading, renovation and operations of facilities under the Project shall follow the Borrower's environmental requirements, the ADB's environmental Guidelines for Selected Infrastructure Projects, and other relevant ADB guidelines on environment.	Complied with.
LA Schedule 6, para. 24	PED and the Bank shall jointly undertake annual reviews, and a midterm review (MTR) of the Project at the end of the second year of project implementation. The annual reviews and the MTR shall (a) review the project scope, design, implementation arrangements, in particular modalities of fund flows to districts, and institutional processes; (b) identify and recommend changes needed in any of the areas mentioned in (a); (c) assess implementation performance against agreed indicators in the log frame; (d) identify critical issues and constraints, if any, and (e) recommend changes in project design or implementation procedures.	Partly complied. Only one review and one special loan administration mission undertaken.
LA Schedule 6, para. 25	Within the second year of project implementation, PED shall develop and implement a gender segregated project performance management system (PPMS), based on the educational management information system and other databases. The baseline shall be developed in accordance with the Bank's PPMS handbook. The data collection under the system shall be updated on an annual basis, starting in year two of project implementation for each of the districts, and shall, as a minimum, measure for all elementary schools in Sindh: (a) progress of enrollments; (b) attendance; (c) dropout rates; (d) pass rates. The PPMS shall also include district fiscal budgets, transfers for each district, as well as transfers within each district.	Not complied with.
PA, Section 2.08	The Project Executing Agency shall furnish to the Bank quarterly reports on the execution of the Project and on the operation and maintenance of the Project facilities. Such reports shall be submitted in such form and in such detail and within such a period as the Bank shall reasonably request, and shall indicate, among other things, progress made and problems encountered during the quarter under review, steps taken or proposed to be taken to remedy these problems, and proposed program of activities and expected progress during the following quarter.	Complied with.
PA Section 2.09	The Project Executing Agency shall (i) maintain separate accounts for the Project and for its overall operations; (ii) have such accounts and related financial statements (balance sheet, statement of income and expenses, and related statements) audited annually, in accordance with appropriate auditing standards consistently applied, by independent auditors whose qualifications, experience and terms of reference are acceptable to the Bank; and (iii) furnish to the Bank, promptly after their preparation but in any event not later than 9 months after the close of the fiscal year to which they relate, certified copies of such audited accounts and financial statements and the report of the auditors relating thereto (including the auditors' opinion on the use of the Loan proceeds and compliance with the covenants of the Loan Agreement as well as on the use of the procedures for imprest account and statement of expenditures), all in the English language. The Project Executing Agency shall furnish to the Bank such further information concerning such accounts and financial statements and the audit thereof as the Bank shall from time to time reasonably request.	Complied with.