

AEPAM Publication No.287

National Training Workshop
on

PROJECT CYCLE MANAGEMENT (PCM)
for Education Managers and Planning Officers
(January 1-5, 2018)



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PREFACE

The Academy of Educational Planning and Management (**AEPAM**) has been actively involved in professional growth of educational planners and managers since 1982. AEPAM is mainly charged with the responsibilities of capacity building of education planners and managers, consolidating and collating education statistics, maintaining comprehensive national education database, and conducting policy research on various policy issues. The AEPAM being a human resource development agency is playing a vital role in the professional development of manpower involved in educational planning and management across the country.

Planning is a basic management function involving formulation of comprehensive development plans to achieve desired goals within available resources. Therefore, it is pre-requisite for the planners and managers working at various administrative levels to have knowledge and understanding about the planning process in Pakistan. In this connection, detailed information is required about the Planning Commission Forms for submitting project proposal to the Planning Commission and getting administrative approval. The Planners and Managers working at district or institutional level usually do not have the required skills and knowledge to prepare these Forms. Therefore, their capacity building is pre-requisite to fill up the PC-I to PC-V at various stages of the Project Cycle Management considering the importance of project management. The management of AEPAM has organized National Training Workshop of the series for capacity building of education managers and planners at Islamabad from January 01-05, 2018. Total 22 education managers/planners were trained in this workshop, who was

nominated by their respective authorities across provinces/regions.

I am thankful to Dr. Khawaja Sabir Hussain, Deputy Director (Research), Ms. Shaista Bano, Deputy Director (Research) and Ms. Samana Ali Bukhari, Research Officer as well as training team specially Mr. Zulfiqar Ali Joya for successful organization of the Workshop and compilation of the Report

Dr. Dawood Shah
Director General, AEPAM

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INTRODUCTION

Provincial Education Departments through District Education Management are responsible to provide educational facilities to the masses in their respective areas. Education managers and planning officers working in these departments are required to place proposals to Planning Commission regarding provision of facilities. Planning Commission of Pakistan has developed specific format for writing proposals for the development projects. These proposals are required to be written on forms namely as PC-I to PC-V and each one of them is for various stages of the Project Cycle Management. Therefore, it is prerequisite for the planners and managers working at various administrative levels to have understanding about planning process in Pakistan to fill up the PC-I to PC-V. The Planners and Managers working at district level or institutional level usually are facing problems in preparing these forms as per requirement of Planning Commission. They need to have full command on preparation of proposals for development projects so that they would be able to defend their projects and get approval of PC-I for educational development in their respective areas.

Realizing the importance of capacity building of education managers/planners especially at district level, Academy of Educational Planning and Management (AEPAM) conducted need assessment study in 2005 to identify the capacity building needs of District Education Managers. The study identified the capacity building needs of Education Managers and the following main areas related to planning were identified:-

- Short-& long term planning
- Problems identification and priorities setting

- Project development
- Preparation of PC-I
- Development of education indicators and
- Monitoring of projects.

Keeping in view the capacity building needs of Planning Officers and Education Managers working at various administrative levels, AEPAM had conducted one week Workshop on “**Project Cycle Management**” (PCM) from January 1-5, 2018 at AEPAM Campus Islamabad. The objectives of this workshop were:-

- To enable the participants to understand the concept of Project Cycle Management
- To provide knowledge and understanding of steps involved in identification, preparation, implementation, monitoring and evaluation of a projects
- To enhance the knowledge and skills of the education managers/planners to prepare the project proposals on Planning Commission’s Forms (PC-I to PC-V)
- To improve the knowledge and skills of participants about planning, monitoring and evaluation techniques
- To improve the capacity of districts to plan and implement education project in a better way

2. Participants of the Workshop

Twenty two (22) Education Managers and Planning Officers from all over the country attended this training program (list of Participants and Group Photo are attached at **Annex-I &V**).

3. Methodology

As per practice management of AEPAM got nominations of the provincial/regional and district education department. After getting approval by the competent authority, the concerned provincial/regional and district education departments were requested to nominate their officers as per specified criteria of AEPAM. After receiving nominations of the concerned authorities, the nominees were accommodated in the hostel and allowed to attend workshop.

It was the first national training workshop of the current financial year 2017-18. Eminent resource persons, i.e. Managers, Planning Experts, Planning Officers and administrators were invited for delivering lectures on different topics and total seventeen (**17**) sessions were conducted by the different resource persons during the workshop. Four sessions were conducted each day and duration of each session was one and half hour.

In every session a presentation was made by resource person followed by discussion and question-answer session with the participants. Supplementary reading material and handouts were provided to the participants to further enhance their knowledge on the topics presented.

Participatory and group learning approaches were followed to provide an opportunity to the participants for mutual sharing of knowledge and experiences with the resource persons as well as with each other. In order to apply knowledge and skills the participants were exposed to practicum during which participants were usually divided into smaller groups of five members, whereas in

some cases they were given individual assignments. The resource persons adopted different techniques supplemented by audio visual aids to make the sessions more interactive.

Before start of the inaugural session, the participants' basic knowledge about Project Management Cycle was tested through a pre-test. An activity of pre-test and post-test was carried out to evaluate the enhancement of participants' knowledge about project cycle management before and after the workshop. A test was prepared having 15 MCQs related to different stages of project cycle management. Participants were asked to solve the test before inaugural session and the same test was given to the participants after last session of the workshop. The results of pretest and post test were compared and announced in the concluding session of the workshop. The results clearly show that knowledge of the participants was enhanced about the concept of Project Cycle Management and preparation of PC-I to PC-V.

INAUGURAL SESSION

Inaugural session of the workshop “**Project Cycle Management (PCM)**” took place in the Training Hall of the Academy of Educational Planning and Management (AEPAM) on January 01, 2018. The session was started with recitation of the Holy Quran. Inauguration ceremony of the workshop was chaired by DG AEPAM, whereas, Ms. Shakeela Khatoon, Director (Communication and Publications, AEPAM), Faculty Members and Officers of AEPAM were also present in the opening session. Ms. Shaista Bano hosted the inaugural ceremony. The participants of the workshop and officers were requested to introduce themselves. Dr. Khawaja Sabir Hussain Deputy Director/Head of Research Wing welcomed all the Participants on behalf of AEPAM and explained the functions of AEPAM and objectives of the workshop.

Mr. Niamatullah Khan, DG, AEPAM in his introductory speech gave a brief introduction about the AEPAM. He informed the participants that AEPAM was established in March 1982, under a resolution to provide assistance to Ministry of Education (defunct) in planning, implementing, monitoring and policy formulation. The main functions of AEPAM are: to undertake Research for policy formulation, conduct training for capacity building of education managers to consolidate and collate educational data at national level. After devolution administrative control of AEPAM has been shifted to the Ministry of Federal Education and Professional Training. Mr. Niamatullah, Director General, AEPAM in his remarks told the participants that Project Management training is very important for education managers and planners because they are directly involved in preparation of projects to the higher authorities. He highlighted the importance of

Project Management in performing official duties. In the end Director General AEPAM advised the participants to take advantage of the opportunity and take keen interest in the proceeding of the workshop.

Ms. Shaista Bano, workshop coordinator, explained that the training program will continue for five days. She also briefed the participants about the methodology which was adopted during the workshop. Moreover, she told that AEPAM invited most senior resource persons for delivering lectures at PCM workshop. At the end of the inaugural ceremony participants were requested to have refreshment. The ceremony was ended with vote of thanks by the chair.

PROCEEDINGS OF WORKSHOP

PROCESS OF EDUCATIONAL PLANNING IN PAKISTAN

Prof. Dr. Haroona Jatoi

January 01, 2018

Session I

The first session of the workshop was taken by Prof. Dr. Haroona Jatoi. She delivered lecture on process of educational planning in Pakistan. She explained the role of Ministry of Education (defunct) and its responsibility for overall planning and policy preparation, curriculum development and approval of textbooks, maintenance of standards of education, federal and provincial coordination. According to her the process of educational planning in Pakistan changed after 18th constitutional amendment. She explained the process of educational planning in Pakistan with reference to before and after 18th Constitutional amendment. According to her before 18th Constitutional amendment Federal Ministry of Education had scope of work under following areas:-



- Policy planning and development
- Curriculum planning and Development
- Maintenance of standards of education
- Inter-Provincial Coordination
- Libraries
- Distribution of Funds

She was of the view that Provincial Ministries of Education were responsible for administration and management of all educational matters, liaison with Federal Ministry of Education, teacher training and implementation

of educational policies prepared by Federal Ministry of Education with consultation of provinces/regions.

After the implementation of 18th Constitutional amendment functions and responsibilities of Federal Ministry were decentralized to the provinces. As a result of 18th amendment the responsibility of policy and planning becomes the scope of provincial Ministries. She told the participants that the Federal Government had set up new Ministry of Education in the Capital namely Federal Ministry of Education and Professional Training. Major functions of this Ministry are to coordinate national policies, plans and programs in education, development of curricula, International aspects of development and planning of education.

She also explained that Ministry of Federal Education and Professional Training revisited the scope of works of the Inter-Provincial Education Ministers' Conference (IPEMC). IPEMC (meets after every three months) resolved that there must be common standards of Education Policies and common standards of the curriculum. She also shared the new initiatives taken by the Ministry of Federal Education and Professional Training for Policy development. She discussed that it is a long process and is generally done with consultation of provincial/regional departments of education, educational experts and civil society members. She discuss in detailed with the participants process of writing and reviewing policy, specifically National Education Policy 2017.

A session of question answer was carried out at the end of the session and the session was concluded with a vote of thanks from resource person.

USE OF DATA IN EDUCATION PLANNING AND DECISION MAKING

Dr. Allah Rakha Saghir

January 1, 2018

Session II

Dr. Allah Rakha Saghar conducted a session on “Use of Data in Planning and Decision-Making”. He started the lecture by explaining the concept of data. He invited the participants to explain data, he framed a comprehensive definition of data combining the ideas given by participants. According to him data is the first step to create wisdom. Data becomes information, information becomes knowledge and knowledge changes into wisdom. He further elaborated the meaning of planning and management and project. According to him decision making is done at each and every step of the project and data is used for rational decision making. He also told the participants that there are different types of data required for decision making of a project.



He discussed various aspects of data used in educational planning by establishing the relationship between plan and educational planning. He said that demographic information provides the basis on which education planning is done. Use of education indicators like population growth, density, distribution and migration are used in planning of school mapping. He explained that decision making is a process of analyzing available alternative options and choosing the most appropriate one to solve a problem. He further explained that decisions may be taken at different levels such as individual, institutional,

district, divisional, provincial, national and international levels.

Dr. Saghar explained different aspects of curriculum, instruction and assessment such as foundation of curriculum, level-wise and subject-wise contents, instructional strategies adopted at different levels for teaching different subjects, textbooks and other instructional materials, assessment practices, practices related to the use of results, promotion rate, dropout rate, repetition rate, completion rate etc.

Dr. Saghar discussed with participants the concepts of interpretation, analysis and dissemination of data which are the basic requirements for effective planning. The need of education data for educational planning is now widely accepted and the importance of data for successful planning and administration in education is also well recognized. At the end, question answer session was conducted in very professional manner; session was ended with a vote of thanks.

PROJECT CYCLE MANAGEMENT

Dr. Fazal-e-Hakeem Khattak

January 1, 2018

Session III

Dr. Fazl-e-Hakeem Khattak conducted third session on the topic “Project Cycle Management”. He briefly introduced the term Project Cycle Management saying that a project is “a series of linked activities planned with a time frame, an estimated cost with defined measurable objectives”. According to him Project Cycle Management is the discipline of guiding a project from conception to completion and it requires the planning, management and control to achieve the project objectives with its specification, well in time, within approved budget and quality assurance. He pointed out that project management methodology is concerned with achieving, a set of specific goals, in a specified schedule. He said that project management cycle has four key activities i-e Planning, Execution, Monitoring and Delivery.



Dr. Khattak discussed domain of the head of the project sponsoring Division/Ministry and Projects Wing of the Planning Commission. He told that management must receive adequate priority in the allocation of staff and other resources. According to him the project executing & sponsoring agencies and concerned Federal Ministries/Divisions should allocate the resources commensurate with the nature, complexity, duration and size of each project.

He further explained that project identification phase, sector and sub-sector wise priorities, National/

Provincial Policy are taken into consideration. He was of the view that a project begins with a project proposal and project scope involves preparation of Project's PC-I which contains detailed information. According to him project appraisal contains checklist for scrutiny of PC-I and alignment with explained that project appraisal is followed by the consideration of the project by project approving authority.

Discussing the role of project director Dr. Khattak explained that good project may turn out to be a bad project with poor management and a bad project can become a good project with good management thus the role of Project Director is very crucial in the realm of project management. He further told that a Project Director must efficiently utilize natural and economic resources of the country for socio-economic welfare of the people.

In case of mega projects, consultants should be appointed for preparation and supervision of project work. Dr. Khattak explained that consultants should be associated from the stage of preparation of the project. Donor agencies generally insist on appointment of consultants in accordance with their own procedures. Dr. Khattak apprised the participants that sub-components related to Project cycle are opening of Project Account, hiring of office space and appointment of key project staff through open competition.

At the end of the session he summarized the whole discussion and a comprehensive question answer session were carried out. Participants took interest in the topic and shared their views about project cycle management. The session ended with a vote of thanks from the resource person.

PLANNING TECHNIQUES (SHORT AND LONG TERM PLANNING)

Dr. Muhammad Saleem

January 2, 2018

Session I

The first session of the second day of the workshop was taken by Dr. Muhammad Saleem on Planning Techniques; Long and Short Term Planning. He elaborated the concept of planning techniques and discussed long and short term planning. He briefly explained the planning guidelines and strategies. He said that an educational plan which aims at fixing a problem within a period of 1-3 years is called short term plan and usually it has a budget for one year. He told the participants that medium term plan covers 4-7 years and it has well defined goals and targets. According to him long term plan spans over 10-15 years and it has broad targets and goals. He also discussed the changing educational needs and future requirements of education sector and the gross enrolment rate and student teacher ratio. He pointed that education Action Plan usually focused on access, quality and gender equality. He said that quality education depends upon environment, infrastructure, characteristics of teaching staff in school and socio-economic and demographic characteristics of society. He added that planning can be done on the basis of available resources. He discussed the following components of a strategic plan:-



Situation Analysis: There are three things we study under situation analysis of project planning such as existing status, issues/ challenges and future needs

Goals, Objectives and targets: The strategic plan is designed with clear the goals, objectives and targets of the project, so that required resources can be allocated to achieve the targets.

Strategies to achieve the objectives and target: A strategic plan has to devise the strategies through which objectives and targets will be achieved. Strategies are those path ways on which Project Director will lead towards the achievement of targets.

Actions and Activities to implement the Strategies: Strategic plan will identify the actions and activities required to implement strategies so that targets of the project can be achieved.

Implementation Mechanism: Implementation mechanism is the complete picture of the project, what? How it will be done and when it will be done? All of these questions will be answered in the implementation mechanism. All the division of responsibilities and scheduling is planned which will help in smooth implementation of the project.

Monitoring and Evaluation Indicators: A strategic plan has monitoring and evaluation indicators that will help the project staff to evaluate the rate of success of implementation of the project.

Resources: All types of required resources must be mentioned in the strategic plan of the project, which will help in cost estimation of the project, Human and Financial. The lecture ends with a vote of thanks from participants to the resource person for such comprehensive lecture.

REPARATION OF PC-I

Mr. Almas Khan Khattak
January 2, 2018
Session II, III & IV

The second, third and fourth session of the second day was taken by Mr. Almas Khan Khattak. He discussed in detail the PC-I, its introduction and preparation with practicum. He explained the Planning Commission's PC proformas in detail specially the PC-I which is the main project preparation and implementation document was discussed with reference to Pakistan. He told the participants that every sector has different type of PC proforma i.e. Production sector, Infrastructure Sector and format of PC-I for Social Sector. He added that there are several committees like Policy Board, Plan Coordination Committee (PCC), National Economic Council (NEC), Central Development Working Party (CDWP), and Executive Committee of NEC and ECNEC, all of these are approving authorities of the PC forms. He further said that each Ministry/Division has its own Departmental Development Working Party (DDWP). He told the participants that there are nine Economic Sections and Eighteen Technical Section in the Planning Commission whose sole purpose is to review PC proformas.



In the next session he asked the participants to fill in PC-I proformas. He told the participants that while preparing PC-I first of all we have to look at the plan provision, project objectives and its relationship with objectives with respective sector. Then calculation is done about the capital cost estimates, recurring cost estimates,

demand, supply and finally plan is prepared. He emphasized on the participants to have knowledge of duration of plan before preparing PC-I. All the participants were divided into groups and they were asked to choose a project on which they will prepare PC-I and PC-II. The proformas were given and they prepared sample PC-I. In the last session all the groups presented their PC-I which they themselves prepared. A comprehensive discussion was made on each of the proforma prepared by participants. The session was ended with a vote of thanks. For ready reference of the reader, PC-I and PC-II forms are given below:

**GOVERNMENT OF PAKISTAN
PLANNING COMMISSION
PC-1 FORM
(SOCIAL SECTORS)**

1. Name of the Project
2. Location
3. Authority responsible for:
 - i. Sponsoring
 - ii. Execution
 - iii. Operation and maintenance
 - iv. Concerned federal Ministry
4. Plan Provision
5. Project objectives and its relationship with Sector objectives
6. Description, justification and technical parameters

7. Capital cost estimates
8. Annual operating and maintenance cost after completion of the project
9. Demand and supply analysis
10. Financial Plan and mode of financing
11. Project benefits and analysis
 - i. Financial
 - ii. Social benefits with indicators
 - iii. Employment generation (direct and indirect)
 - iv. Environmental impact
 - v. Impact of delays on project cost and viability
12. a) Implementation schedule b) Result Based Monitoring (RBM) Indicators.
13. Management structure and manpower requirements including Specialized skills during execution and operational phases
14. Additional projects/decisions required to maximize socio-economic benefits from the proposed project
15. Certified that the project proposal has been prepared on the basis of instructions provided by the Planning Commission for the preparation of PC-I for Social Sector projects.

Prepared by _____
Name, Designation & Phone#

Checked by _____
Name, Designation & Phone#

Approved by _____
Name, Designation & Phone#

**GOVERNMENT OF PAKISTAN
PLANNING COMMISSION
PC-1I FORM
PROFORMA FOR DEVELOPMENT PROJECTS
(SURVEY AND FEASIBILITY STUDIES)**

1. Name by which survey/ feasibility will be identified
2. Administrative authorities responsible for
 - i) Sponsoring
 - ii) Execution
3. Details of survey/feasibility study
 - i) General description and justification
 - ii) Implementation period
 - iii) Year wise estimated cost
 - iv) Manpower requirements
 - v) Financial plan
4. Expected outcome of the survey feasibility study and details of projects likely to be submitted after the survey.

**Prepared by _____
Name, Designation & Phone #
Checked by _____
Name, Designation & Phone #
Approved by _____
Name, Designation & Phone #**

**ANNUAL TARGETS CASH PLAN /
WORK PLAN AND PROGRESS
MONITORING OF DEVELOPMENT PROJECTS**

Mr. Abid Farooq

January 3, 2018

Session I

The first and second sessions of the third day of the workshop were taken by Mr. Abid Farooq on Annual Targets and Progress reporting (PC - III a & b) and Project Completion Report (PC-IV). He defined, Project is an activity or a set of activities undertaken either to overcome a problem and/or to develop an opportunity. Every project has defined deliverable or set of deliverables, specific timeframe, specific objectives and specific resources. While clarifying more about the nature of project he told the participants that project is an investment where resources create assets that will produce benefits over an expanded period of time. He further elaborated the project management as discipline of organizing and managing resources in such a way that these resources deliver, all the works required, to complete a project within defined scope, time and cost constraints. He told the participants that the project cycle have many steps, such as identification, preparation, appraisal, approval, implementation, monitoring and evaluation.



According to him Work Plan is a schedule, chart or graph that summarizes different components of a project and how they will be implemented in a coherent way within a specific time-span. He explained the cash plan as it assists financial professionals with their day-to-day work, improves productivity and quality and at the same time reduces risks in a highly cost effective manner. Cash plan

also acts as the repository for the corporate treasury function. He told the participants that the concept of work and cash plan is important for identification of activities and assigning time to each activity. When the activities are identified we will be able to calculate the time required for the completion of those activities and prepare a work plan keeping in view those activities. When the work plan will be prepared cash requirements of each activity will be calculated and cash plan will be prepared.

He explained that PC-II Form is used for preparation of pre-feasibility, feasibility study or conducting survey while PC-III Form is used for submission of quarterly monitoring or progress report of the project and PC-IV is for submission of completion report of project. He elaborated that PC- III (a) is basically consisted of Annual targets and progress reporting and it must be furnished by 1st July of each year. He explained that PC-III (b) is prepared for implementation of Development Projects and it had to be furnished by 5th day of each month. He also identified the different problems /bottlenecks in project implementation.

Mr. Abid later on given the participants the PC-II and PC-III Proforma. He guided the participants how to fill both of these Proformas. Each heading of PC-II and PC-III were discussed with detail so that participants can comprehend the preparation of both of these proformas. The session ends with a vote of thanks from the resource person to the participants for their useful discussion.

Revised 2005

PC-III FORM

**GOVERNMENT OF PAKISTAN
PLANNING COMMISSION**

**PROFORMA FOR DEVELOPMENT PROJECTS
(ANNUAL TARGETS AND PROGRESS
REPORTING)**

**Government of Pakistan
Planning Commission
Implementation of Development Projects
(Physical Targets based on PSDP allocation)**

To be furnished by 1st July of each year

1. Name
of the Project:

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(Million Rs)

--

2. *Approved Capital Cost:*

(Million Rs)

3.

Actual	Accrued	Total

Expend

iture up to the end of last Financial Year:

(Million Rs)

Total	Local	FEC

4. PSDP allocations for the Current year:

5. Annual Work Plan:

As per PC-I			Achievements upto the end of last year	arget for current year
Item	Unit	Quantities		

6. Quarterly work plan based on annual work plan:

Item	Unit	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter

7. Cash Plan:

(Rs Millions)

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter

8. Output indicators:
To be determined by project director on the basis of indicators given in the PC-I.

Revised 2005)

Government of Pakistan
Planning Commission

Instructions to fill-in PC-III (a) Proforma

1. Name of the Project:
Indicate name of the project.
2. Approved capital cost:
Provide approved capital cost by the competent forum.
3. Expenditure upto the end of last financial year:
Provide the actual and accrued expenditure upto end of last financial year.
4. PSDP allocations for the current year:
Provide allocations for the project as shown in the PSDP/ADP.
5. Annual Work Plan:
 - Provide scope of work as indicated in the PC-I by major items of work.
 - Actual physical achievements upto the end of last financial year against the scope of work indicated in PC-I.
 - Physical targets for the year be determined on the basis of activity chart/work plan to be prepared each year on the basis of PSDP allocations. (Blank activity chart/work plan for major items of works enclosed).
6. Quarterly Work Plan:
The quarterly work plan be prepared on the basis of annual work plan.

7. Cash Plan:
Indicate the finances required to achieve the quarterly work plan targets as indicated at 6 above.

8. Output indicators:
A number of projects start yielding results during its implementation. In such projects the recurring cost is capitalized and the project start yielding results during its implementation. Indicate quantifiable outcome of the projects for the current year.

The Proforma alongwith activity chart/work plan has to be furnished by 1st July of each financial year.

PC - III (B) Press Ctrl

MONITORING AND EVALUATION TECHNIQUES

Mr. Muhammad Aslam Bhatti

January 3, 2018

Session III

In the third session Mr. M. Aslam Bhatti gave presentation on Monitoring and Evaluation Techniques. He discussed the terms of policy, plan, project and program. According to Mr. Bhatti policy is a guideline that specifies broad parameters within which organizational members are expected to pursuit of goals he elaborated that plan is actually the strategies and means which are devised to achieve reach goals. Project is a plan that coordinates a set of activities that do not need to be divided into several major projects in order to reach major goals. According to Mr. Bhatti Monitoring and Evaluation is actually a continuum of observations, information gathering, analysis, documentation, supervision, and assessment. Monitoring is the observing or checking of activities and their context, inputs, processes and results. Monitoring also involves communication of these results to the appropriate level of management and storage of information for future evaluation. He added that every type of monitoring has specific goals and monitoring method is identified on the basis of these goals.



Mr. Bhatti explained that evaluation means judging, appraising, determining the worth, value, or quality of a project to make decisions, in terms of relevance, effectiveness, efficiency, sustainability and impact. He also discussed various stages of evaluation like preliminary evaluation, concurrent evaluation, formative and

summative evaluation. Mr. Bhatti states that evaluation address five strategic questions which are as follows:

- Relevance : The extent to which the objectives of a development intervention are consistent with beneficiaries' requirement, partner and donor policy
- Effectiveness (Doing the right things)
- Efficiency (Doing things Right)
- Sustainability: Consistency of polices
- Impact; Positive or negative, direct or indirect. long-term impact produced by a development intervention

Mr. Bhatti explained that summative evaluation is a judgment about merits of completed program, procedure or product that come at the end of program and provide evidence that the program is satisfactory and can be continued for next year. He discussed few characteristics of summative evaluation such as, focus on analysis of activities/program, provides descriptive analysis, tends to stress on impact, concerned with broad range of issues

Mr. Bhatti also told the participants that instruments used for evaluation must be reliable and valid. Mr. Bhatti further explained the techniques of evaluation including Data already available/existed, Response sheets, Communities and Panels, Participatory Approaches, Observations – Goals. At last he described the relationship between monitoring and evaluation. The session ended with a vote of thanks.

PROJECT APPRAISAL AND APPROVAL

Mr. Iftikhar Ahmad

January 3, 2018

Session IV

The last session of the day was taken by Mr. Iftikhar Ahmad on Project appraisal and approval. He explained the term project as it is a plan or proposal a scheme, an undertaking requiring concerted effort. He discussed that a development project is defined as a scheme or activity provided within a development expenditure grant included in the Schedule of authorized expenditure. Development projects typically exhibit characteristics, Project life, Nominated project manager, Specified source of funding and approved project plan and budget



He discussed in detail the division of responsibilities in project cycle. He elaborated that the Finance Division, through the Planning Commission, is responsible for administering the project submission and approval process, through various project approval bodies. Ministry of Finance, through Economic Affairs Division, is responsible for the management of external and other borrowings obtained to fund the development projects. He briefly explained the components of project cycle which are, Project Identification, Feasibility Study, Project Preparation, Project Appraisal, Project Implementation and Monitoring

He discussed in detail all the sub-components of project cycle. He explained that Project approving bodies are National Economic Council (NEC); Executive

Committee of National Economic Council (ECNEC); Economic Coordination Committee of the Cabinet (ECC); Central Development Working Party (CDWP); Departmental Development Working Party (DDWP) and Provincial Development Working Party (PDWP).

He elaborated the key elements of project management framework; Project Planning is to set out the business case that clearly defines project outcomes and links with project outputs. After these project is initiated and the administration of the project is selected. Management of risk should be identified as significant risks, develop risk mitigation strategies, and decide whether to adopt risk management strategy or take the risk.

He was of the opinion that governance should be ready to make hard decisions that may curtail original project plans. Project financial management is the most crucial aspect of project management.

At the end of the lecture, questions and answers session was conducted and the participants raised very relevant questions, which were answered by resource person. The session was ended with a vote of thanks by the organizer.

MICROSOFT PROJECT

Mr. Adeel Zia
January 4, 2018
Session I

Mr. Adeel Zia conducted the first session of the fourth day on “Microsoft Project”. He gave a detailed presentation to the participants about basic concepts and features of MS Project. According to him, Microsoft Project is a specialized database that stores and presents thousands of pieces of data related to project. He also explained Microsoft Project (MSP, MSOP or WinProj) is a project management software program, which is designed to assist in developing a plan, assigning resources to tasks, tracking progress, managing the budget, and analyzing workloads. MS Project's file format, Microsoft Project 2007, have a choice of two edition such as Microsoft Project Standard 2007 is the basic Desktop edition of Microsoft Project and Manage schedules, resources and analyze project information.



He further explained that pieces of information interrelate and affect each other in a multitude of ways in MS Project. Under-lying this project database is the scheduling engine, which crunches the raw project data you enter and presents the calculated results to you. Examples of such calculated results include the start and finish dates of a task, the resource availability, the finish date of the entire project, and the total cost for a resource or for the project.

According to him a project plan can be as simple as, a list of tasks or it can be complex, as thousands of

interdependent tasks and resources with multi-million-dollar budget. Whether simple or complex, all projects consist of Building Blocks. While building project plan information related to Task, Duration, Resources, Cost, Task dependencies, Constraints is required. Tasks are then linked with each other. Some tasks require that another task be completed before it can begin. Tasks and subtasks are linked by assigning Predecessors, in which a task that must start or finish before another task can start or finish.

The resource person told the participants that tasks are linked by defining a dependency between their finish and start dates and a constraint is a parameter placed upon a task which limits the start or finish of a task. By default the As Soon as Possible constraint is applied to every task.

He also told the participants that Microsoft Project provides the ability to structure the tasks by setting different levels of tasks and grouping tasks under a summary task. The project has a considerable number of tasks; management can be made easier by only viewing and reporting on the summary tasks. He also informed, that when a task occur as regular basis one can mark it as recurring tasks and he showed the participants how to add recurring task. With these remarks he said thanks to the participants for actively participating in the session.

PROJECT EVALUATION AND REVIEW TECHNIQUE (PERT)

Mr. Yasir Irfan
January 4, 2018
Session II

Mr. Yasir Irfan took session on the topic of “Project Evaluation and Review Technique (PERT)”. He told the participants that this technique is Advanced Techniques for Project Scheduling.



He explained that Project Evaluation and Review Technique (PERT) is a project management tool used to schedule, organize, and coordinate tasks within a project. He added that main objective of PERT is to facilitate decision makers and to reduce both the time and cost required to complete a project. He was of the view that PERT/CPM allows the project managers to monitor achievement goals/activities during management of a project.

The resource person highlighted benefits of PERT. According to him PERT/CPM is a consistent framework for planning, scheduling, monitoring and controlling the project. It also illustrates the interdependence of all tasks and activities. He further added it denotes the time when specific individuals and resources must be available for work. It ensures the proper communication between departments and functions. He elaborated that it is a network a powerful tool for planning and controlling a project and not all project activities need to be scheduled at the all level. PERT is also useful to identify activities that can be delayed for specified periods without penalty, or

from which resources may be temporarily borrowed without harm. He told the participants that it illustrates which tasks must be coordinated to avoid resource or timing conflicts and it determines the dates on which tasks may be started lastly adding another benefit of PERT.

Mr. Yasir Irfan discussed steps involved in PERT/CPM Planning such as, Identification of the specific activities and milestones, Determination the proper sequence of the activities, Construction of a network diagram, Estimation the time required for each activity, Determination the critical path and Updating the PERT chart as the project progresses

The resource person elaborated the Critical Path in PERT. He defined the critical path as “The critical path is the network path(s) that has (have) the least slack in common”. He told the participants that once the critical path is known, time and resources can be tightly managed. As all the activities are related so delay in any activity in the critical path may cause delay in whole project. But the fact is that delays do occur so if some unexpected delay does arise in the critical path there are two methods to overcome those delays such as, to identify the activities on the critical path that cost the least to shorten and to reallocate resources from activities on non-critical path to that of critical path. The session was ended with vote of thanks by the chair.

**IDENTIFICATION, PREPARATION AND
FEASIBILITY OF EDUCATIONAL PROJECTS
(SURVEY AND FEASIBILITY)**

Mr. Irfan Rafiq
January 4, 2018
Session III

Mr. Irfan Rafiq was resource person of the third session. He took review on identification, preparation and feasibility of educational projects. He described few characteristics of projects. According to him project is temporary endeavor, unique in nature organization of work. He further explained differences between project and program.



He told the participant that in the public sector project approval is done through Finance Division, the Planning Commission and various project approval bodies. He also explained that project financing is approved through Ministry of Finance, through Economic Affairs Division for management of foreign funded projects. He said that project executing agency is Project Director his/her team and for public projects, accounting office AGPR/AG Office.

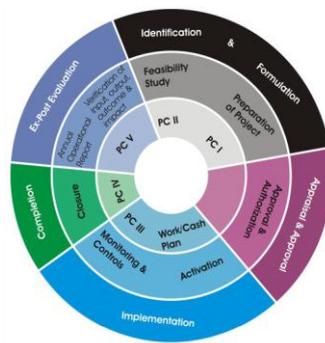
He explained that present method for planning, processing and reporting on development projects is based on the Rules of the PC (Sept. 1952). Proformas are as under.

1. PC-I -Detailed project document

2. PC-II-Preparation of pre-feasibility/feasibility study, survey
3. PC-III-Quarterly, Annual monitoring/progress report of project
4. PC-IV-Project Completion Report
5. PC-V -Evaluation/implementation report on annual basis (for five years)

The proformas under discussion in this session is PC II which is required for survey of feasibility. He described reasons for which feasibility of the project is needed and discussed following reason for preparing feasibility of projects.

1. Viability of Idea
2. Possibility of Completion
3. Extent of Successful and Effectiveness
4. Likelihoods & Constraints
5. Synonym: Achievability
6. Planning & Organizing Procedures



He explained all types of feasibility required in projects technical, managerial, economic, financial, cultural, social, safety, political, environmental, market, in detail. He told the participants that feasibility provides a solid foundation upon which a project is built. The outputs of feasibility according to him are concept identification, estimates, design parameters, estimates, revenue projections, essentially road map of project. Mr. Irfan answered the questions by quoting practical examples. The session ended with a vote of thank by the organizer.

IMPLEMENTATION OF PROJECTS ISSUES AND PROBLEMS

Prof. Dr. Haroona Jatoi

January 5, 2018

Session I

The first session of last day was taken by Dr. Haroona Jatoi. She was of the view that progress of projects cannot be monitored within normal routine of project management and there has to be a consistent inbuilt mechanism at the project planning stages. While elaborating the project life cycle she explained five stages including, Identification and presentation, Appraisal and approval, Execution, Completion and Evaluation. She also shared few Pre-conditions for Projects which are to be considered:



Dr.

1. PSDP projects have appropriate levels of approval subject to the funding requested for,
2. These projects have to be proposed through Planning Commission Forms called PC-I, PC-II, PC-III, PC-IV and PC-V.
3. PC-I has to be approved by the concerned Ministry/Department up to the total cost of 50 million extendable for another 50 million
4. PC-I of 100 million requirements has to be routed through the concerned ministry/department to the Planning Commission for approval
5. PC-I over the cost of 100 million has to be approved by the ECNEC (Executive Committee

of Economic Council) of Pakistan headed by the Prime Minister/Finance Minister.

She has opinion that all kinds of projects have issues during the projects' implementation process. Performance of projects in public sector has different issues than private sector projects. According to her Pakistan is facing key challenges and issues in the development of social sector mainly in education, health, energy and security.

Several important problems have been identified by her in the implementation and monitoring of process a few of them are as follows:-

1. Projects tend to suffer because of the lack of professional management capacity
2. Continuing fiscal policy difficulties have not only starved projects of financing but also have made funding volatile at the cost of project implementation
3. Cost overruns and penalties are continuously being incurred as a result
4. Inadequate preparation such as well prepared feasibilities, clear project management plans often lead to confused implementation such as unsynchronized procurements

At the end of session she summarized the whole session and lecture was ended with a vote of thanks by the resource person.

FINANCIAL MANAGEMENT AND PROCEDURE

Mr. Iftikhar Ahmad

January 5, 2018

Session II

Mr. Iftikhar conducted the session on “Financial Management and Procedures”. He started his presentation by explaining financial management, project financial management, financial types of projects, classification of development project, methods of fund flow, responsibilities of head of the departments, accounting controls, cash handling.



He also explained two methods of fund flow lender/donor/financer and government of Pakistan/ province. Lender / donor / financer involves imprest account (revolving fund account; re-imburement/ through government account and direct payments. The other method includes fully vouched certification of claim (pre-audit); direct disbursement from SBP, assignment account (local currency), special drawing account /personal ledger account.

He elaborated that the key financial controls general financial rules which include Rreceipt of public money, withdrawal of money, standards of financial propriety, control of expenditure, contracts, powers of sanction, defalcation of losses, sanction of expenditure, arrears of claim, procurement/maintenance of stock, physical stock taking, loans and advances, grant in aid, monthly and annual accounts.

Later on he discussed the methods of record keeping in accounting and he also discussed the responsibilities of different officers who are required to keep different type of records. He also discussed the list of accounting document which are auditable at the end of project. Moreover, in brief the international standards of auditing of projects. He also gives brief overview of three types of auditing financial, compliance, and operational.

At the end of the session, the participants asked various questions related to general financial rules and Mr. Iftikhar answered the question by quoting practical examples. The session ended with vote of thanks.

ANNUAL PERFORMANCE REPORT AFTER COMPLETION OF PROJECT (PC-V)

Mr. Zaheer Iqbal
January 5, 2018
Session III

This session was conducted by Mr. Zaheer Iqbal. He said that after completing the project comes the part of the evaluation of the project. He quoted the definition of evaluation as “The systematic and objective assessment of an on-going or completed project or program, its design, implementation and results (OECD, 2009).” According to him evaluation exercise aims at determining the relevance, fulfillment of objectives, efficiency, effectiveness, impact, and sustainability of a project/program. Mr. Zaheer Iqbal said that evaluation is an indispensable exercise to verify, and record whether the project has achieved its stated goals and objectives.



He also discussed the purpose of evaluation from different perspectives. From governance perspective the purpose of evaluation is to find out effectiveness of public investment and whether the objectives of the project are achieved. Second purpose is with reference to the accountability of the project sponsors and project team. Another purpose is for historical record of public policy also the evaluation is used to help out in further planning of the project.

According to Mr. Zaheer types of project evaluation are output evaluation, outcome evaluation, formative evaluation, summative evaluation, impact assessment/evaluation, process implementation evaluation,

case study, meta evaluations. He told the participants that a project is generally evaluated at its completion. Evaluation can, however, be undertaken at certain stages within a project cycle and timing of evaluation is governed by the nature of the project, and the reason for carrying out the evaluation. Most educational projects/programs/policy interventions will benefit from being evaluated over a longer period of time, such as one to five years after the project has been completed. With reference to timing of evaluation he discussed that output evaluation is possible during the project and outcome evaluation of large projects is mid-term assessment while impact assessment is carried out generally after the completion of the project.

He told the participant that Project/Program evaluation generally employs methods of social/economic research. According to him evaluation is an initial baseline exercise against which comparison of progress will be done at the end of the project. He also added that different stakeholders have different perspectives on evaluation and to satisfy them all suitable approach should be developed in consultation with stakeholders to ensure that all relevant parties have an understanding of evaluation process.

The resource person informed the participants that characteristics of quality evaluations are impartiality, usefulness, technical adequacy, stakeholder's involvement, feedback and dissemination and value for money. He also added that while conducting evaluation quality standards for evaluations should include rationale, purpose and objectives, scope of evaluation, context, methodology, information sources, independence, evaluation ethics, quality control, relevance of evaluation results, completeness. The session ends with a vote of thanks.

CLOSING SESSION

The Closing session started with recitation of Holy Quran by a workshop participant, Mr. Amir Muhammad, ADEO, Battagram. This session of the workshop was chaired by Mr. Niamatullah Khan, Director General AEPAM. Ms. Shakeela Khatoon, Director (Communication and Publications, AEPAM), Dr. Khawaja Sabir Hussain, Deputy Director/ Head of Research Wing Faculty Members and Officers of AEPAM also participated in the closing session. The representative of the participants Ms. Sadaf Nazir, District Vehari and Mr. Muhammad Faisal, PITE Peshawar thanked AEPAM for organizing this workshop.

She said that this workshop was useful for their professional development. She also appreciated the efforts made by organizing team who organized this workshop in excellent and effective manner. Mr. Faisal also applauded the professional competency of Dr. Khawaja Sabir Hussain, Deputy Director (Research), Ms. Shaista Bano, Deputy Director (Research) and other team members. He also appreciated hostel arrangements and transport facilities for the participants. They gave some valuable suggestions for future workshops.

Dr. Khawaja Sabir Hussain, Deputy Director/ Head of Research Wing highlighted the main objectives of PCM workshop. Dr. Khawaja Sabir Hussain thanked to the DG, AEPAM for his valuable guidance and cooperation. Dr. Khawaja also thanked to research team for their excellent cooperation extended during the workshop.

In his concluding remarks, Mr. Niamatullah Khan, Director General AEPAM appreciated the efforts of the organizing team of the workshop. The participants of the

Sindh presented the traditional gift of Ajrak to DG AEPAM, Director C&P, and all the Research Team. Mr. Niamatullah Khan, Director General AEPAM distributed the certificates amongst the participants of the workshop. The closing session ended with the pray for safe journey of the participants to their native towns.

PRE AND POST TEST

The main purpose of pre and post test was to find out the impact of training program. Pre-test was designed to understand the professional capacity of trainees at the time of beginning of the workshop and post test to get information about enhancement of skills and knowledge of the participants after attending the workshop. All the 22 participants were given a pre-test sheet containing 15 MCQs related to training contents. After completion of training, the same test sheet was again administered to the participants as post test. Table-1 indicates that the result of pre-test and post-test shows tremendous increase in the knowledge of the participants, as majority of the participants who had 'low or level knowledge have shifted to the knowledge level of 'moderate and high level'.

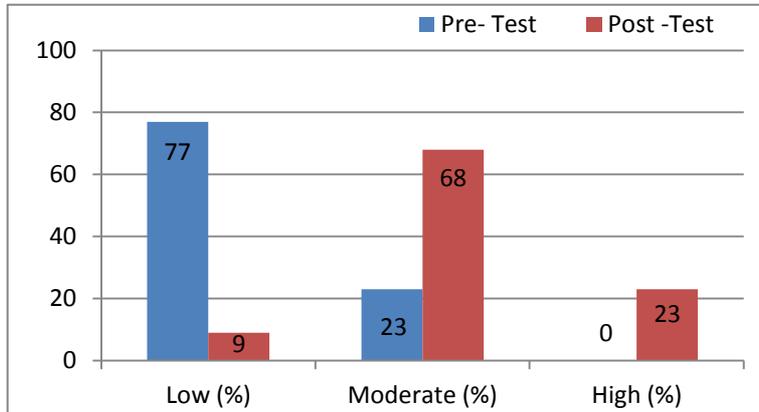
Table 1

Evaluations	Low (%)	Moderate (%)	High (%)
Pre- Test	77	23	00
Post -Test	9	68	23

**Categories are defined as with respect to obtained marks
Less than 7=Low, 8-11=Moderate, 11-15=High*

The data shows that in the pre test 77% participants had low level of knowledge whereas 23% moderate knowledge and participants did not obtain marks in category of high knowledge. After the training program, the trend reversed. The high level of knowledge increased from 0% to 23% moderate knowledge, increased from 23% to 68%. The following bar chart elaborated the knowledge level of trainees in percentage in both pre and post test.

The results indicate that before attending this workshop, the participants have poor knowledge in the relevant field/contents of the course/themes.



After receiving the training, their knowledge was increased generally and in project cycle management particularly. This indicates positive impact on the capacity building of the trainees as observed by increase in the high knowledge after attending this course. It can also be said that contents of the course are most relevant to the professional requirements of the planners and managers.

Conclusions

Pre and post test method is a very effective tool to find out the improvement of learning and knowledge of trainees. The results of pre-test and post-test clearly indicates substantial improvement in the knowledge of education managers. However, it is encouraging to note that the trainees found the training relevant to their professional needs and appreciated the training strategy and arrangements of AEPAM.

EVALUATION REPORT

At the end of the daily lectures “*Daily Evaluation Performa*” was distributed among the participants to assess the following information regarding Workshop:

- A. Relevancy of the topics/contents of the Workshop
- B. Quality of lectures delivered by the resource persons in Workshop.
- C. Quality of material distributed to the participants.
- D. Comments and suggestions of the participants about the overall organization of the Workshop.

On the basis of rating by the participants, the interpretation and findings in respect of evaluation of the each part is given below: -

Evaluation Form was used by the participants to evaluate the training program. Total 22 participants filled and returned the Evaluation Form. Analysis of the evaluation of the training program is based on the responses of 22 participants and is given below:

Part One: General Training Workshop Evaluation

1. Training Workshop relevant to Professional Needs

S#	Rating	Frequency	Percentage
a	Very relevant	14	64
b	Relevant	08	36
c	Partially relevant	00	00

It was found that 64% participants were of the view that the training Workshop was very relevant and 36% responded that Workshop was relevant to their professional needs.

2. Training Workshop Expectation

S#	Rating	Frequency	Percentage
a	Your expectations	09	41
b	Better than expectations	13	59
c	Short of expectations	00	00

Data shows that 41% participants responded that the training workshop was according to their expectations and 59% participants found that the Workshop was better than their expectation.

3. Duration of the Training Workshop

S#	Rating	Frequency	Percentage
a	About right	11	50
b	Too long	00	00
c	Too short	11	50

It was found that 50% participants responded that the duration of the training Workshop was too short and 50% have opinion that duration was right.

4. Training Workshop well designed and in Logical Sequence

S#	Rating	Frequency	Percentage
a	Fully consistent	17	77
b	Partially consistent	05	23
c	Not consistent	00	00

The above table shows that 23% participants indicated that the designing and logical sequence of the training workshop was partially consistent and about 77% found fully consistent.

5. Contents of the Training Workshop properly justified as per professional needs

S#	Rating	Frequency	Percentage
a	Fully relevant	18	82
b	Partially relevant	04	18
c	Not relevant	00	00

Data indicates that 82% participants responded that training workshops' contents were fully relevant to their professional needs and 18% respondents were of the view that contents of the Workshop were partially relevant to their professional needs.

6. Training Workshop Objectives

S#	Rating	Frequency	Percentage
a	Fully achieved	22	100
b	Partially achieved	0	0
c	Not achieved	0	0

The above table indicates that 100% participants observed that objectives of the workshop were achieved.

Part Two: Teaching Methods

1. Teaching Methods were based on Scientific Lines in respect of?

a) Concepts and Methodology based on illustration

	Frequency	Percentage
Yes	20	91
No	02	9

Data shows that 91% participants agreed that training Workshop concepts and methodology adopted for teaching was based on appropriate illustrations whereas 9% disagreed with the statement.

b) Approach was Practical Oriented

	Frequency	Percentage
Yes	21	95
No	1	5

The above table shows that 95% participants agreed that the approach adopted was practical oriented and 5% participants disagreed with the statement.

2. Themes presented in the workshop relevant to problems are experiencing in practical situation

S#	Rating	Frequency	Percentage
a	Very relevant	15	68
b	Relevant	07	32
c	Partially relevant	00	00

Data depicts that 68% participants observed that themes covered in the training Workshop were very relevant, while 32% participants considered that themes were relevant.

3. The motivation level to participate in discussion was:

S#	Rating	Frequency	Percentage
a	Very highly interactive	08	36
b	Highly interactive	13	59
c	Average	01	5

Data illustrates that 59% participants felt that motivation level in discussion was highly interactive and 36% participants felt that the workshop was very highly interactive.

Part Three: Training workshop Administration

1. Administrative Arrangements of the Workshop

S#	Rating	Frequency	Percentage
a	Excellent	14	64
b	Good	08	36
c	Average	00	00

Data shows that 64% participants were of the view that training workshop administrative arrangements were excellent and 36% participants said that workshop arrangements were good.

2. Hostel services, room conditions, employee's behavior, food quality, etc?

S#	Rating	Frequency	Percentage
a	Excellent	14	64
b	Good	8	36
c	Average	0	0

The above table indicates that 64% participants were of the view that the arrangements of the hostel facilities i.e. room conditions, employee's behavior were excellent, where as 36% participants said that hostel services were good.

Conclusions

On the basis of this evaluation, it can be concluded that the contents of the course were most appropriate and as per requirements of the trainees. The training workshop was organized in highly professional manners. Excellent arrangement was made in the hostel to make their stay comfortable. The most important selection of resource persons and organizers was excellent.

Annex-I

LIST OF PARTICIPANTS

S#	Name & Address
1.	Ms. Sara Sajjad Headmistress, Govt. Girls High School 26bc Bahawalpur
2.	Mr. Akhtar Ali Khan, Assistant Director (Admn) Chief Executive Officer, District Education Authority, Pakpattan
3.	Mr. Mohammad Javed Senior Head Master, Govt. High School Chak#153/M, Bahawalpur
4.	Mr. Naeem Imran, Headmaster, Govt. High School 197/EB Burewala, Distt. Vehari
5.	Ms. Sadaf Nazir Chaudhary Govt. Girls H/S Yaqoobabad Burewala, District Vehari
6.	Ms. Zarshi, Planning Officer Quaid-e-Azam Academy for Educational Development (QAED), Link Wahdat Road, Lahore
7.	Ms. Salma Bhatti, Headmistress, GG Fatima LSS, Hyderabad
8.	Mirza Arshad Baig, DEO, DEO Office (ES&HS) Near Masjid-e-Ibrahim FB Area, Block-6, Karachi
9.	Mr. Ali Haider HST, Govt. Jamia Arabia Boys High School, Hyderabad
10.	Mr. Shuhab-u-Din, Senior Instructor PITE, Sakrand Road, Nawabshah
11.	Mr. Muhammad Faisal, Senior Instructor , PITE, Peshawar
12.	Ms. Shehnaz, SDEO (F). SDEO Office Charbagh Swat
13.	Mr. Amir Muhammad, ADEO, DEO Office Battagram
14.	Mr. Abdus Salam District Education Officer (M), Lakki Marwat
15.	Mr. Muhammad Zaman Assistant Director, Directorate of Education (S), Quetta
16.	Dr. Niaz Mohammad Tareen Assistant Director, PITE, Sayriab Road, Quetta
17.	Ms. Kalsoom Gul, Headmistress Govt. Girls High School Bhangar Mohava, Jaffarabad
18.	Ms. Farzana Aziz, District Officer Education (F), Mastung

19.	Mr. Rahimullah District Inspector of Schools, Diamer G-B Distt. Diamer Education Office Chilas
20.	Mr. Muhammad Ihsan Shah Principal, Govt. High School Muhammad Khan Killi Landikotal
21.	Mr. Muhammad Riaz, Superintendent Planning Cell, Education Department, Muzaffarabad
22.	Mr. Anjum Zaheer, Assistant Director, FDE, G-9/4, Islamabad

Annex-II

ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT (AEPAM), ISLAMABAD
One Week National Training Workshop on “Project Cycle Management (PCM)”
for Education Managers and Planning Officers of District and Provincial Education Departments
January 01-05, 2018

TENTATIVE SCHEDULE

Day/Date	8:45 a.m. – 9:00 a.m.	9:00 a.m. – 10:30 a.m.		10:50 a.m. – 12:20 p.m.	12:20 p.m. – 01:50 p.m.		03:00 pm – 04:30 p.m.
Monday 01-01-2018	Inauguration: Registration/Introduction/Pre-Evaluation Training Team 8:30 a.m. – 10:30 a.m.		Tea Break: 10:30 – 10:50 a.m.	Process of Educational Planning in Pakistan Dr. Haroona Jatoi	Use of Data in Educational Planning and Decision Making Dr. A.R. Saghar	Prayer And Lunch Break: 1:50 – 3:00 p.m.	Project Cycle Management Dr. Fazal-e-Hakeem Khattak
Tuesday 02-01-2018	Reflection of the last Day Syeda Shaista Bano	Planning Techniques: (short and long term planning) Dr. Muhammad Saleem		Preparation of PC-1 Mr. Almas Khan Khattak	Practicum Preparation of PC-1 Mr. Almas Khan Khattak		Preparation of Revised PC-1 Mr. Almas Khan Khattak
Wednesday 03-01-2018	Reflection of the last Day Syeda Shaista Bano	Annual Targets and Progress reporting (PC-III a & b) Mr. Abid Farooq		Project Completion Report (PC-IV) Mr. Abid Farooq	Monitoring and Evaluation Techniques Mr. Muhammad Aslam Bhatti		Project Appraisal & Approval Mr. Iftikhar Ahmad
Thursday 04-01-2018	Reflection of the last Day Syeda Shaista Bano	MS Project Mr. Adeel Zia		Project Evaluation, and Review Techniques (PERT) Mr. Yasir Irfan	Identification, Preparation and Feasibility of Educational Projects Mr. Irfan Rafiq		Study Visit
Friday 05-01-2018	Reflection of the last Day Syeda Shaista Bano	Implementation of projects –Issues and Problems Dr. Haroona Jatoi		Financial Management of Procedure Mr. Iftikhar Ahmad	Annual Performance Report After Completion of Project (PC-V) Mr. Zaheer Iqbal		Post Evaluation/Concluding Ceremony

Annex-III

LIST OF RESOURCE PERSONS

S#	Name & Address of Resource Person
1	Dr. Haroona Jatoi , Ex-DG, AEPAM, Islamabad
2	Dr. A.R. Saghar , Professor (R), AIOU, Islamabad
3	Dr. Fazal-i-Hakeem Khattak , Chief (Health), Ministry of Planning, Development and Reforms, H-8, Islamabad
4	Dr. Muhammad Saleem , JEA (R), defunct Ministry of Education
5	Mr. Almas Khan Khattak , Deputy Chief, Ministry of Planning, Development and Reforms, H-8, Islamabad
6	Mr. Abid Farooq , Deputy Director (Legal), Federal Public Service Commission, Islamabad
7	Mr. Muhammad Aslam Bhatti , JD/HoR Wing, AEPAM, Islamabad
8	Mr. Iftikhar Ahmad , Accounts Officer, Benazir Income Support Program, Islamabad
9	Mr. Muhammad Adeel Zia , Assistant System Administrator, AEPAM, Islamabad
10	Mr. Yasir Irfan , Dy. Chief Monitoring, Ministry of Federal Education and Professional Training, Islamabad
11	Mr. Irfan Rafiq , Chief Development, PIDE, Islamabad
12	Mr. Zaheer Iqbal , Deputy Director, Devolution Cell Litigation Unit, Pak Secretariat, Islamabad

Annex-IV

RESOURCE PERSON DAILY EVALUATION REPORT

At the end of the day lectures “Daily Evaluation Performa” was distributed among the participants to assess the following information of the workshop:

- Part –A Relevancy of the topics/contents of the workshop

- Part –B Quality of lectures delivered by the resource persons in workshop.

- Part - C Quality of Material Distributed to the participants.

On the basis of rating by the participants, the interpretation and findings in respect of evaluation of the each part are given below: -

Part –A Relevancy of the topics/contents of the workshop

Day First (01-01-2018)

(*Percentage)

Topic & Resource Persons	Relevance of Topic			Presentation				Material Presented			
	M	R	I	VG	Good	S	US	VG	G	S	US
Process of Educational Planning in Pakistan Dr. Haroona Jatoi	32	68		42	47	11		32	58	11	
Use of Data in Educational Planning and Decision Making Dr. A.R. Saghar	53	47		58	42			53	42	5	
Project Cycle Management Dr. Fazal-e-Hakeem Khattak	26	53	21	21	47	11	21	21	37	37	

Day Second (02-01-2018)

(*Percentage)

Topic & Resource Persons	Relevance of Topic			Presentation				Material Presented			
	M	R	I	VG	Good	S	US	VG	G	S	US
Planning Techniques: (Short and long term planning) Dr. Muhammad Saleem	50	50		56	44			39	61		
Preparation of PC-I & Practicum Preparation of PC-I Mr. Almas Khan Khattak	78	22		61	28	11		67	33		
Preparation of Revised PC-I Mr. Almas Khan Khattak	83	17		67	22	11		72	28		

Day Three (03-01-2018)

(*Percentage)

Topic & Resource Persons	Relevance of Topic			Presentation				Material Presented			
	M	R	I	VG	Good	S	US	VG	G	S	US
Identification, Preparation and Feasibility of Educational Projects Mr. Abid Farooq	32	68		55	36	9		50	45		5
Project Completion Report (PC-IV). Mr. Abid Farooq	41	59		55	36	9		50	41	5	5
Monitoring and Evaluation Techniques Mr. Muhammad Aslam Bhatti	36	59	5	55	27	14	5	45	41	14	
Project Appraisal & Approval Mr. Iftikhar Ahmad	50	50		64	32	5		68	23	9	

Day Four (04-01-2018)

(*Percentage)

Topic & Resource Persons	Relevance of Topic			Presentation				Material Presented			
	M	R	I	VG	Good	S	US	VG	G	S	US
MS Project Mr. Adeel Zia	45	55		41	50	5	5	50	36	5	9
Planning, Evaluation, and Review Techniques (PERT); Mr. Yasir Irfan	27	68	5	18	55	27		41	45	9	5
Identification, Preparation and Feasibility of Educational Projects Mr. Irfan Rafique	36	64		32	64	5		50	45	5	

Day Five (05-01-2018)

(*Percentage)

Topic & Resource Persons	Relevance of Topic			Presentation				Material Presented			
	M	R	I	VG	Good	S	US	VG	G	S	US
Implementation of projects - Issues and Problems Dr. Haroona Jatoi	29	71		24	33	43		19	38	38	5
Financial Management of projects; Mr. Iftikhar Ahmad	67	33		62	33	5		67	29	5	
Annual Performance Report After Completion of Project (PC-V). Mr. Zaheer Iqbal	43	57		38	48	14		48	43	10	

GROUP PHOTO OF THE MANAGEMENT AND PARTICIPANTS

