Follow-up Study of Educational Leadership and Institutional Management (Phase-II) and Financial Management for Good Governance (Phase-I) Public Sector Development Program - PSDP Training Programs (2007-12)

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PREFACE

Continuous professional development squarely impacts the human resource development and formation of human social capital, the later being sine-quo-non for holistic development and economic growth in a knowledge based society. It is ineffable delight that AEPAM has successfully implementation ELIM (Phase-II) and FMGG (Phase-I). the timely implementation and compensating feedback is a source of strength and encouragement for all of us.

Both the projects are aimed to achieve the targets set in National Education Policy 2009 and National Plan of Action to achieve Millennium Development Goals and EFA targets.

On behalf of AEPAM colleagues, it is my pleasant duty to thank Engineer Mian Muhammad Baligh –ur –Rehman Minister of the State and Mr. Ahmad Bakhsh Lehri PAS Federal Secretary, Ministry of Education, Trainings and Standards in Higher Education, Government of Pakistan for their continuous guidance, support and encouragement. I would like to express my gratitude to research team led by Syed Muhammad Saqlain, Director and Mr. Mohammad Hanif, Joint Director, Dr. Khawaja Sabir Hussain, Deputy Director (Research) and Ms Shaista Bano, Deputy Director (Research) for conducting this research study. The services of Mr. Zulfiqar Ali Joya, Assistant Private Secretary are also appreciated for typing and composing the document. I am sanguine that working with resilience and in unison will bear the dividends for all of us as a nation. May God continue blessing us.

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ACRONYMS

AEPAM	Academy of Educational Planning and Management
MET&SHE	Ministry of Education, Trainings and Standards in Higher Education
ELIM	Educational Leadership and Institutional Management
FMGG	Financial Management for Good Governance
MDG	Millennium Development Goals
EFA	Education for All
NEMIS	National Education Management Information Systems
NEP	National Educational Policy

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EXECUTIVE SUMMARY

The Academy of Educational Planning and Management (AEPAM) is the premier academic and research institution responsible for Capacity Building and Professional Development of Education Managers, Education Planners and Education Administrators, conducting research studies on various Educational issues and Consolidating and Collating Education Statistics at national level. Since its inception (1982), AEPAM has trained more than ten thousands Education Managers and Planners in various disciplines from all over the country. The AEPAM usually provides training to Education Managers as per their needs and requirements. That is why AEPAM conducted a Need Assessment Study in 2005. The Study had identified various areas of training, especially Educational Planning, Good Governance, Management Principles and Financial Management Techniques for Education Managers. Consequently, AEPAM launched two series of Training Workshops namely 'Educational Leadership and Institutional Management (ELIM)' and 'Financial Management For Good Governance (FMGG)' through Public Sector Development Program (PSDP) since 2005. These PSDP Projects completed by June 30, 2012.

This research study was designed as follow-up study of training programs conducted by AEPAM under ELIM and FMGG project. The sample of the study consisted on (90 respondents of FMGG and 45 respondents of ELIM) from 14 districts. It was found that training programs have positive impact on the performance of education managers in the country. The main findings of the study were:

1.   It was found that thematic areas covered in ELIM training program had increased knowledge and skills the trainees in planning and management. Data shows that 95% respondents had opinion that training had increased their knowledge either high or moderate level in educational planning and management. 87% respondents had learnt about education policy formulation process in Pakistan either high level or moderate level knowledge. Similarly, 87% had gained knowledge regarding implementation of national education policy either high or moderate level. 85% respondents informed that their knowledge increased either high or moderate level regarding educational planning process in Pakistan. 96%

learned either high or moderate knowledge regarding research methodology and report writing. 93% respondents had learned knowledge either high or moderate level about use of data in educational planning and decision making. Similarly 80% had learned knowledge about population projection techniques either high or moderate level. Quantitative data analysis was learned by 87% respondents. 84% respondents had learned about project cycle management. 93% and 40% respondents had opinion that they had learned either high or moderate level of knowledge about long term and short term planning in Pakistan. Introduction of PC-I (I-V) was learned by 80% respondents. Similarly, 92% respondents had learned either high or moderate knowledge regarding Planning Evaluation and Review Techniques (PERT). 82% respondents learned either high or moderate level knowledge regarding MS Project.

2. The thematic area office management was also taught in the training program. It was also found that 93% respondents had gained knowledge about office management concepts and policies. 86% respondents had learned knowledge about management by objectives. Similarly 86% respondents gained knowledge regard SWOT analysis. 98% respondents had learned either high or moderate regarding good governance in educational management. Leadership style was learned by 93% respondents either high or moderate level. Similarly 93% respondents gained either high or moderate level regarding proportion of job description. 91% respondents had learned either high or moderate knowledge regarding communication and correspondence. 93% respondents had learned either high or moderate level of knowledge regarding maintenance of office records. 91% respondents had gained either high or moderate knowledge regarding change management. Stress and conflict management was learned by 91% respondents. Similarly 100% respondents had gained either high or moderate regarding leave rules or calculation methods. 91% respondents had gained either high or moderate knowledge regarding EFA indicators. 96% respondents had learned either high or moderate knowledge regarding decision making skills.

3. Data indicates that 85% respondents had gained either high or moderate level of knowledge regarding budget preparation. 91% respondents had learned either high or moderate knowledge regarding

maintenance of accounts. 88% respondents had learned either high or moderate knowledge regarding tackling of audit during training Workshop.

4.   As far as computer literacy is concerned it was found that 91% respondents had learned either high or moderate knowledge about introduction of computer. As far as different software i.e. MS Word, MS Excel, MS PowerPoint and use of internet and email is concerned more than 80% respondents had learned either high or moderate knowledge about these software/programs.

5.   It was found that 96% respondents had learned either high or moderate knowledge regarding community participation in school development. Similarly 89% respondents had learned either high or moderate knowledge about Citizen Community Board's the purposes and roles in education. 95% respondents had learned either high or moderate knowledge about PTA/SMC. 100% respondents got either high or moderate knowledge regarding school based management and classroom management. Similarly, 98% respondents had learned either high or moderate level regarding internal efficiency. 96% respondents had learned about behavioral management. 87% and 93% respondent had got either high or moderate knowledge regarding developing effective learning skills and evaluation of teacher competencies. 93% respondents had obtained either high or moderate knowledge regarding team management, curriculum objectives and its development process. 96% and 93% respondents had learned either high or moderate knowledge regarding quality education, monitoring and evaluation techniques respectively.

6.   It was also found that 91% respondents had learned either high or moderate knowledge regarding appointment, promotion and transfer rules. 95% and 96% respondents had got either high or moderate knowledge about discipline and human resources management respectively. 100% and 98% respondents had learned about motivational techniques and annual performance evaluation reports either high or moderate level knowledge respectively. Similarly 98% respondents had got either high or moderate knowledge about creative options in management.

7.   It was further found that 85% respondents had got knowledge regarding preparation of budget at district and school levels. 98%

respondents had learned basic concepts of management. Data further show that 76% and 85% respondents had got either high or moderate knowledge regarding New Accounting Model and PIFRA rules respectively. Purchase procurement rules and audit process its management was learned by 91% respondents. 93% and 89% respondents had got either high or moderate knowledge regarding pension rules, calculation method and account reconciliation process respectively. 87% and 93% respondents had learned either high or moderate level of knowledge regarding advances i.e. house building, medical and store maintenance respectively.

8.   The impact of FMGG training program was also explored. It was found that 87% respondents had got either high or moderate knowledge regarding budget preparation. Similarly, 89% and 86% respondents had learned either high or moderate knowledge regarding incurring expenditures and maintenance of accounts respectively. 88% and 80% respondents had got either high or moderate level of knowledge regarding reconciliation and tackling of audit process respectively during training Workshop conducting under FMGG project in AEPAM.

9.   Data indicates that 92% and 91% respondents had got either high or moderate knowledge regarding financial management concepts, scope and general financial rules respectively. Data show that 81% and 75% respondents had gained either high or moderate knowledge regarding treasury rules and introduction of NAM/charts of accounts respectively. Similarly penalties for violation of financial rules were learned by 76% respondents either high or moderate level of knowledge in the training Workshop. 95% respondents had got either high or moderate knowledge about use of funds at secondary school level. 73% and 83% respondents had gained either high or moderate knowledge regarding loan, advances, maintenance of service book and pay fixation respectively. 92% respondents had got either high or moderate knowledge about leave rules in the training Workshop. 83% respondents had got either high or moderate knowledge about computer especially MS excel.

10.   The material was provided in the Training Programs to the participants was found useful for professional development it was found that 100% respondent had opinion that material provided in the training workshop was related with thematic areas and their job requirements.

11. It was found that 100% respondents of ELIM and FMGG had opinion that management of AEPAM should continue these training programs for capacity building of Education Managers in the country.

Conclusions

1. It was concluded that thematic areas covered in ELIM training program had positive impact on the performance of the trainees because this training had increased knowledge and skills related to their job requirements. This include:-

- Planning and management.
- education policy formulation process in Pakistan
- implementation of national education policy
- Research methodology and report writing.
- Educational planning and decision making.
- population projection techniques
- Quantitative data analysis
- Project cycle management, long term and short term planning in Pakistan, Introduction of PC-I (I-V) Planning Evaluation and Review Techniques (PERT).
- Knowledge regarding MS Project.

2. It was also concluded that training program after availing training facility trainees had gained knowledge about office management concepts and policies. It further include:-

- Management by objectives.
- SWOT analysis.
- Leadership style
- Job description.
- Communication and correspondence.
- Maintenance of office records.
- change management, Stress and conflict management
- Leave rules or calculation methods.
- EFA indicators and regarding decision making skills.

3.   The knowledge of financial management techniques is very important for handling financial matter in the organization. It was concluded that trainees had got knowledge about budget preparation, maintenance of accounts and tackling of audit observations.

4.   As far as computer literacy is concerned it was concluded that trainees got knowledge about introduction of computer and different software i.e. MS Word, MS Excel, MS PowerPoint and use of internet and email etc.

5.   It was further concluded that trainees got knowledge about community participation in development of schools, Citizen Community Board's purposes roles in education, knowledge about PTA/SMC, school based management and classroom management, internal efficiency, behavioral management in school organization, developing effective learning skills or evaluation of teacher competencies, team management, curriculum objectives and its development process, quality education and monitoring or evaluation techniques etc.

6.   It was also concluded that trainees have got Knowledge regarding appointment, promotion and transfer rules, discipline and human resources management, motivational techniques and annual performance evaluation, and knowledge about creative options in management.

7.   It was concluded that respondents had got knowledge regarding preparation of budget at district and school levels, basic concepts of management, New Accounting Model and PIFRA rules, Purchase procurement rules and audit process its management, pension rules, calculation method and account reconciliation process, advances i.e. house building, medical and store maintenance.

8.   The findings regarding impact of FMGG training program indicate that trainees had got knowledge about budget preparation, incurring expenditures and maintenance of accounts, reconciliation and tackling of audit process. It was further concluded that other thematic areas of FMGG project had also increased knowledge of the trainees regarding management concepts, scope and general financial rules, treasury rules and introduction of NAM/charts of accounts, penalties for violation of financial rules, use of

funds at secondary school level, loan, advances, maintenance of service book and pay fixation, leave rules, about computer especially MS excel.

9.	The material was provided to the trainees in the Training Programs of ELIM and FMGG Projects was related with thematic areas of these Projects. The contents of this material were useful for the participants for their professional development. Therefore, management of AEPAM should continue these training programs for capacity building of Education Managers in the country.

Recommendations

1.	It was found during the field visit that duration of the Workshop is too short. Almost all the trainees suggested that duration may be increased. Therefore, it is recommended that at the time of revision or preparing next phase (PC-I) of FMGG the duration of Workshop may be proposed at least 2 weeks. Similarly next phase of ELIM project may also be designed considering duration of the workshop 5-6 weeks.

2.	It is recommended that practicum may be increased with reference to ICT, calculation of pension of the employees, preparation of PC I-V and preparation of budget the findings indicates that these areas were concerned during the conducted workshops of both the projects. Hence, trainees showed their interest to have full command on calculation of pension and budget during training Workshop in AEPAM.

3.	During the field visit, it was found that some trainees after getting training from AEPAM got retirement within one year, which means resources spent on their training to enhance their professional skills were not fully utilized in the system. Therefore, it is recommended that management of AEPAM may get nomination from the districts with maximum age limit 55 years of the nominees, so that they would be able to apply their knowledge and skills to perform duties on the job.

4.	The education managers suggested that AEPAM may increase 100% annual training target and second training chance may also be provide to the trainees. Therefore, it is recommended that after 5 years of attending AEPAM training the education managers may be given another

chance to refresh their knowledge. It is also recommended that separate PC-I may be developed for the Alumina of AEPAM so that update/advance knowledge may be provided to them after 5 or 7 years. This may enhance efficiency of the system.

5.   It is also recommended that once a teacher is assigned management position through promotion or transfer or initial appointment he/she may be imparted training at AEPAM within 3 months of such appointments. Hence, this recommendation can only be implemented if provincial government nominates newly appointed officers for training in AEPAM.

INTRODUCTION

In recent years, maverick mercurial and visionary leadership in educational institutions is regarded crucial for sure success. It enables institutions to build and communicate a clear vision and ethos and to develop the whole institution as a learning community. In the world of Education, an Education Manager's ability to deal with educational management issues directly affects the progress of schools. In-service training programs to strengthen the skills of Education Managers are a common practice in education. In fact, many in-service training programs are based on the assumption that learning new concepts and leadership skills will enhance the quality of educational institutions. Such confidence in the process has led to unprecedented interest in in-service education at all levels of schooling (Gerry et al, 1995). It has been established that impeccable professional leadership at institutional level has tremendous impact on quality service delivery at optimum level (Malik, 2013).

The National Education Policy (NEP; 2009) stressed on Continuous Professional Development (CPD). As defined by the NEP (2009), the CPD, among other things, shall include the practice to build capacity of the Education Managers to lead the institutions in a better way so that they should utilize human resources and financial material and other in an efficient manner to give quality output. For promoting quality and leading the institution in a better way, the Education Managers shall specialize in particular areas covering Financial Management, Educational Planning, Institutional Management, Good Governance and Information Technology etc. Before NEP 2009, this aspect of providing opportunities to Education Managers to improve their professional skills was also stressed upon in all previous National Education Policies. The National Education Policy1998 recommended that training of teachers is vital for quality education. Thus, it was felt and expressed in the NEP 2009 that there was a dire need to

equip Education Managers working in different Education cadres to enhance their competence and professionalism.

1.1 Rationale and Justification of the Study

It has been generally observed that many of educational managers come from teaching cadre, therefore they are less familiar with managerial skills. They are not well versed with the modern changes in managing institutions. They are expert in t heir own respective fields but management skills in education sector are the exclusive domain and require different set of skills. Since management role is very important in the education system, therefore, they need training to carry out their duties as managers effectively. It is necessary that they should be imparted in-service training in the relevant field to become effective educational leaders in order to achieve the given targets particularly in Education For All (EFA) and Millennium Development Goals (MDGs).

The Academy of Educational Planning and Management (AEPAM) is the premier academic and research institution responsible for Capacity Building and Professional Development of Education Managers, Education Planners and Education Administrators, conducting research studies on various Educational issues and Consolidating and Collating Education Statistics at national level. Since its inception (1982), AEPAM has trained more than ten thousands Education Managers and Planners in various disciplines from all over the country. The AEPAM usually provides training to Education Managers as per their needs and requirements. That is why AEPAM conducted a Need Assessment Study in 2005. The Study had identified various areas of training, especially Educational Planning, Good Governance, Management Principles and Financial Management Techniques for Education Managers.

Consequently, AEPAM launched two series of Training Workshops namely 'Educational Leadership and Institutional Management (ELIM)' and 'Financial Management For Good Governance (FMGG)' through Public Sector Development Program (PSDP) since 2005. These PSDP Projects completed by June 30, 2012.

1.1.1 ELIM Project (Phase-I, 2005-07)

The first phase of the ELIM series was implemented during 2005-07. In all 135 Education Managers from all over the country were equipped with modern concepts and theories on different aspects of Educational Planning and Management. Its cost was Rs. 14.300 million. Each workshop was of 06 weeks duration.

1.1.2 ELIM Project (Phase-II, 2007-12)

Being impressed by the success and impact of the first phase of ELIM Training Workshops, it was decided to start the second phase of ELIM which was spread over five years, i-e 2007-2010. However, it was extended to 30 June; 2012. Its cost was Rs. 34.300 million. Under this Phase of the ELIM Project 304 Education Managers from all over the country were trained through conducting 11 Workshops. Out of the total 11 Workshops, each of the first 05 Workshops was of 06-week duration while the remaining 06 workshops were of 04-week duration each. The objectives of **ELIM (Phase-II)** Training Programs were to build capacity of the Education Managers to lead the institutions in a better way through better utilization of financial resources and producing quality output. Following were the main themes of the Workshops:-

1.1.3 Thematic Areas/Contents for Workshops under ELIM Project

- Financial and Office Management;
- Personnel and Educational Planning Management;
- School Improvement;
- Community Participation;
- Computer Literacy.

1.1.4 FMGG Project (Phase-I, 2007-12)

The first phase of the FMGG Project was a five year Project for 2007-12. Its cost was Rs. 31.197 million. Under this Phase of the FMGG Project, 917 Female Educational Managers from all over the country were trained through conducting 36 Workshops against the target of 900. These 917 Education Managers were equipped with modern concepts and theories

on different aspects of Financial Management. Each workshop was of one week's duration. Following were the main themes of the Workshops:-

1.1.5 Thematic Areas/Contents for Workshops under FMGG Project

- Financial Management: Concepts and Scope;
- Maintenance of Accounts, Expenditure, Book-keeping, and Budgeting Techniques;
- Audit Rules and Regulations: Treasury Rules and Financial Rules;
- Procurements Rules, Leave Rules, Pension and GP Fund Rules;
- Introduction to MS EXCEL.

Basic training program of ELIM (Phase-II) and FMGG (Phase-I) was designed for Education Managers (Headmasters, Headmistress, Directors of Education, District Education Officers(DEO) etc.) working at Provincial and District levels to enhance their knowledge and skills and to use these skills in their professional life.

1.2 Statement of the Problem

It may be mentioned that on completion of ELIM (Phase-II) Project and FMGG (Phase-I) project on 30 June, 2012 their new versions i-e. ELIM (Phase-III) and FMGG (Phase-II) projects have been launched w.e.f. 1st July 2012. It may be further mentioned that during a briefing to the Minister of State for Education, Trainings and Standards in Higher Education on 12 June 2013, the Minister desired that a follow-up Study should be undertaken to gauge the impact and usefulness of AEPAM Training Projects. In this background the present Study addresses the question that what kind of impact the training programs of AEPAM has produced on the performance of Education Managers.

In other words, the main purpose of this study was to see how far the Education Managers who got trainings under ELIM and FMGG Projects of AEPAM had improved their knowledge and skills in the field of Financial Management, Maintenance of Accounts, Audit Rules and Regulations, Procurements Rules, and Pension Rules. Have the Education Managers really gained something to improve their working as Education

Managers? Is the impact of these trainings so significant that justifies continuation of these training programmes? What are strengths and weaknesses of these training programs? How these trainings can be improved. How these trainings are different from the trainings provided by the Provinces and other agencies.

1.3 Objectives of the Study

The main purpose of the Research Study was to improve the training programs for capacity building of Education Managers of different cadres with the following objectives:-
- To ascertain the effectiveness and relevance of the course contents;
- To assess the enhancement of the knowledge of the trainees in the Planning and Management activities;
- To determine the extent of usefulness of these projects with reference to enhancing capacity for Financial Management;
- To evaluate the capacity building of Education Managers that how well they have been trained to improve their analytical capabilities and diagnostic skills to use data in Planning and Decision Making.

1.4 Significance of the Study

This Study was conducted for the purpose to identify the impact of ELIM and FMGG Training Programs and to cross check as to what extent the objectives of the ELIM and FMGG Training Programs have been achieved. Consequently the study would lead to draw conclusion as to whether the training Program of AEPAM should continue or these may be dropped. This would also help to determine to strengthen and replicate these training programs in other cities by other organizations or by AEPAM it self.

The findings and recommendations of this Research Study would provide the strategic guidance to the Education Managers, AEPAM administration and the Officers of Training Wing, AEPAM. The study would also help to remove the flaws, if any, in the existing Training Programs.

Moreover, the findings of this study may be helpful for the Heads of the Teacher Training Institutions, teacher educators and master trainers to evaluate the impacts of training programs/projects. The study will also provide guidelines to restructure the teacher training programs. The research study findings and recommendations will provide guidelines to the Government and donor agencies for devising and implementing new teacher training projects more effectively.

1.5   Delimitations of the Study

Keeping in view the limited time and resource constraints, the Study was delimited to only 14 Districts/Regions of Pakistan including Punjab, Sindh, Khyber Pakhtunkhwa, Baluchistan, Gilgit-Baltistan(GB), Azad Jammu and Kashmir (AJK) and Islamabad Capital Territory(ICT).

REVIEW OF RELATED LITERATURE

In order to improve the quality of educational system, Continuous Professional Development (CPD) of Education Managers is essential because the strength of an educational system largely depend upon the quality of its leadership.

2.1   Introduction of AEPAM

Therefore, AEPAM possesses extensive experience and expertise in the design, delivery and evaluation of technical training and implementation of capacity building programs in education management, school leadership, instructor training, human-resource development and public administration. It was focused at policy and planning level to develop programs where Education Managers and Teachers should be the focus who ares supposed to bring change and to introduce new modes of instruction that promote learning and development. For this purpose AEPAM developed an inclusive and participatory professional framework.

PSDP Training program are designed to deliver specialized and professional training to train Education Managers for capacity building and professionals development. A Follow-Up Study of PSDP Training is to make assessment and capacity review where we developed recommendations and a capacity building framework which is introducing new modes of Knowledge and skills upgrading for Education Managers.

Moreover, as the main functions of the Academy of Educational Planning and Management (AEPAM) PSDP Training Programs are to build capacity through training, coaching and mentoring as well as through the establishment of new relationships between Education Managers and institutions. AEPAM is well-positioned to provide professional development training services through extensive effort.

2.2   Capacity Building

Capacity building is an ongoing process through which individuals, groups, organizations and societies enhance their ability to identify and meet development challenges.(http://crs.org/capacity-building/). In general terms, capacity-building will seek to achieve very precise learning objectives and education will seek more general learning objectives. Capacity-building involves the acquisition of skills, knowledge and character traits that directly relate to a workplace setting or specific job context. In this sense capacity-building is a job-orientated process of development, rather than a person-orientated process of development.

2.3   Capacity Building of Educational Managers

Educational Management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. (http://www.pcer.ac.in/B.Ed.%20notes/Paper%203%20Section%201/UNIT)

2.4   Need of Educational Management

Policy at the national level focuses on social, economic and cultural development. The best means to achieve development in these spheres is to develop human resources which can be done only through education. There has been tremendous advancement in the field of technology. A society can benefit from it only through education. (http://www.pcer.ac.in/B.Ed.%20notes/Paper%203%20Section%201/UNIT-1.pdf)

Financial Management is a crucial element of management. Therefore, it is pre-requisite for the managers whether working at top, middle or lower level management that he/she should know about the financial management, office management, personnel management, planning, school improvement, community participation and computer literacy. The role of District Education Mangers becomes more important because they have to improve the service delivery at the gross roots level. They are responsible to plan, manage and supervise the education

enterprises at district level. It is worth mentioned that most of the district managers inducted in the management of education are from teaching side by virtue of their seniority. Therefore, most of the inducted managers are lacking basic knowledge and skills about the Financial Management, office and personnel management.

2.5 Definition of Leader

Leaders are defined to be those who are able to influence others and who possess managerial authority. Managers are, assumed to have legitimate powers that allow them to reward and punish. Their ability to influence is based on the formal authority intrinsic in their positions. Leaders can influence others to perform beyond the action dictated by formal authority. (PC-I, ELIM Phase-II, 2007-12)

It is all important that the people to whom we entrust with the implementation of educational policies and plans should not only be equipped with the necessary educational capabilities, but also be professionally trained in their field. (PC-I, ELIM Phase-II, 2007-12)

A manager/leader maximum utilize all available material resources to humanistic resources to achieve the goals.

2.5.1 Education Leadership

Educational leadership has a critical role in the transformation of society, and for change to happen, effective leaders are key. Along with the widespread belief that the quality of leadership makes a significant difference to school and student outcomes, there is also increasing recognition that effective school leaders and managers have to be developed if they are to provide the best possible education for their learners(http://azimpremjifoundation.org/Education_Leadershipand Management).

2.6 Description of the PSDP Projects

It is generally observed that most of Education Managers, coming from classroom management, are less familiar with managerial skills. They are not well versed with the modern changes in managing their institutions.

They need training to carry out their duties effectively. Their role is very important in the education system. It is necessary that they should be imparted in-service training in the relevant field to become effective educational leaders and to achieve the given targets particularly in Education For All (EFA) and Millennium Development Goals (MDGs).

Keeping in view the importance of the training in educational planning, management, administration, supervision and financial management for educational managers, it is imperative to train the officers (managers) in these fields. With this reasoning the AEPAM arranged ELIM (Phase-II) and FMGG (Phase-I) PSDP Training Programs to train Educational Managers from all over the country. The proposed training Programs helped to enhance the knowledge and skills of Educational Managers in Planning and Management which is necessary to run the education institutions/departments in efficient manners.

AEPAM implemented two PSDP Projects namely:-

i)   Educational Leadership and Institutional Management (ELIM)
ii) Financial Management for Good Governance (FMGG)

A brief description of each project is given below:-

2.6.1   ELIM Project (Phase-II, 2007-12)

2.7   Introduction of the Project

There was no management cadre in education departments to manage education system in a professional way. Due to absence of management cadre, the senior most teachers are posted as managers without any professional management experience and training. On one hand the newly posted manager finds himself stranger in new management world which is definitely different from the teaching world. On the other hand a best teacher can be the worst manager. Keeping in view these constraints, AEPAM designed training program under ELIM Project to train education managers, in order to enhance their managerial knowledge and skills.

The first phase of the ELIM training series was implemented during 2005-07. In all 135 Education Managers from all over the country were facilitated with modern concepts and theories on different aspects of Educational Planning and Management. Its cost was Rs. 14.300 million. Each workshop was of 06 weeks duration.

Being impressed by the success and impact of the first phase of ELIM, it was decided to start the second phase of ELIM which was spread over three years, i-e 2007-2010. However, it was extended to 30 June; 2012. Its cost was Rs. 34.300 million. Under this Phase of the ELIM Project 304 Educational Managers from all over the country were trained through conducting 11 Workshops. Out of these 11 Workshops, each of the first 05 Workshops was of 06-week duration while the remaining 06 workshops were of 04-week duration each.

2.8   Major Objectives of the Project

The general objective of this project was "to create well trained Educational Leaders in the whole country from grassroots to top level management in educational leadership".

2.9   Aim of the ELIM Project

The program aimed at to train the educational managers which include Executive District Officers (Education), Dy. District Education Officers, Assistant District Education Officers, Dy. Directors/Assistant Directors, Planning Officers, Principals, vice/principal, Head Masters/Mistress, Deputy/Head Masters/Mistress, and Agency Education Officers from the Provincial/Regions and ICT. The themes of the trainings were educational planning, personnel management, office management, financial management, school improvement, community participation and basic computer literacy.

2.10   Nomination Strategy

The nomination of the trainees for each workshop is invited from provincial/area governments by observing the following quota:-

Table 2.10: Province/Region-wise Quota of the Participants of ELIM Project

S #	Province/Region	No. of Participants
1.	Punjab	7
2.	Sindh	4
3.	Khyber Pakhtunkhwa	4
4.	Baluchistan	5
5.	AJK	1
6.	FATA	2
7.	Gilgit-Baltistan	1
8.	ICT	1
	Total	**25**

2.11 Detailed Objectives

The objectives of **ELIM (Phase-II)** Training Programs were to build capacity of the Education Managers and to lead the institutions in a better way through better utilization of financial resources and providing quality output. The detail of each objective is given below:-

- To familiarize the participants about the **Financial Management** and its allied areas: Budget Preparation, Maintenance of Account, Audit, Pension & Leave Rules, Calculation Methods, and efficient utilization of funds. Classification of Accounts, Budget preparation, Delegation of Powers, Estimates of Receipts/Payments and Schedule of New Expenditure (SNE), Purchase and Acquisition of Store Accounts and Stock Register, Allowances, Advances, Increments, Release of Funds, Audit and its Purpose.

- To impart skills in the field of **Office Management**, Office layout, Division of work, Communication and Correspondence, Filing system, Conducting of Meetings, Report writing, Maintenance of stock, Service book and keeping of the important files and documents.

- To provide skills in the field of **Personnel Management**, Recruitment, Promotion and Transfer rules, Efficiency and Disciplinary rules, Conduct rules, Leave rules, Pension Rules, ACR writing, Staff development, and Last Pay Certificate.

- To make the participants expert in **Educational Planning**, Project Planning, Monitoring and Evaluation, (PC-I to V, PERT, Gantt Chart, etc), Planning at School/College Level, Future Predictions, different type of benchmarks scheduling.

- To discuss at training forum about **School Improvement**, Scheme of Study, Classroom Management, Examination/Evaluation, Evaluation of Teachers, Supervision and Annual Inspection, Human Resource Management/ Human Resource development, Training and Performance Appraisal.

- To discuss the maximum **Community Participation**, School Management Committee (SMC), Parent Teacher Association (PTA), Citizen's Community Boards (CCB), Community and Educational Development, Community and Primary Education, Community and Financing.

- To make familiar the participants about **Computer Literacy**, particularly in the MS Word, Excel, PowerPoint, Internet & Email, and use of computer in planning, management, administration, and financial management.

2.12 Thematic Areas/Contents for Workshops under ELIM Project

Following were the main themes of the Workshops

- **Financial Management:** Budget Preparation, Maintenance of Account, Audit, Pension & Leave Rules, Calculation methods of Pension and Leave Account, and efficient utilization of funds, Classification of Accounts, etc.

- **Office Management:** Office layout, Division of work, Communication and Correspondence, Filing system, Meetings,

Report writing, Maintenance of stock, Service book, and keeping of important files and documents;

- **Personnel Management:** Recruitment, Promotion and Transfer Rules, Efficiency and Disciplinary rules, Conduct rules, Appeal rules, Leave rules, Traveling Allowance rules, Benevolent Fund rules, Group Insurance and General Provident Fund rules, Civil Servant Pension rules, ACR, Staff development, Service book and Last Pay Certificate;

- **Planning:** Project Planning, Monitoring and Evaluation (PC-1 to V, PERT, Gant Chart etc), Planning at school/college level, Project Planning, Monitoring and Evaluation, Environmental Scanning, Future Prediction, Different types of forecasts and benchmark, what is scheduling, Gantt and PERT network analysis;

- **School Improvement:** Scheme of Study, Classroom Management, Student/Teacher Timetable, Examination/Evaluation, Evaluation of Teachers, Supervision and Annual Inspection, Human Resource Management/ Human Resource development, Training and Performance Appraisal.

- **Community Participation:** School Management Committee (SMC), Parent Teacher Association (PTA), Community-based Organization (CBO), Village councils/committee, School management affairs for quality education, Community, Primary Education, Educational Planning at grass roots level.

- **Computer Literacy:** Ms Word, Excel, Power Point, Internet, Email, Use of computer in Planning Management, administration and financial management

2.13 Methodology of the Workshops under ELIM Project

Supplementary reading material and handouts are provided to the participants. Five sessions are conducted each day during the workshop. In order to apply knowledge and skills the participants were exposed to practicum.

During practicum participants are usually divided into groups, each group of five members. Participatory and group learning approaches are followed to provide an opportunity to the participants for mutual sharing of knowledge and experiences with resource persons as well as with each other. The resource persons adopted different techniques supplemented by audio visual aids.

2.14 FMGG Project (Phase-I, 2007-12)

2.14.1 Introduction of the Project

AEPAM conducted a research study in 2005 to assess the training needs of educational planners and managers. The study concluded that female education managers needed more training in financial management. The study also identified that in financial management, following skills were required to be developed in educational managers/head-teachers of the secondary schools:

- Financial Management (concept and scope)
- Maintenance of accounts, expenditure, book keeping;
- General budgeting techniques;
- Purchase and procurement rules;
- Financial rules and regulations;
- Audit Rules and procedure at school level.

In addition to such findings, participants of training program/workshops also indicated that the educational managers' especially female educational managers face difficulties in handling of financial matters because they are not properly trained in the financial

management. They find difficulties in preparing school budget which is their responsibility.

Less representation of women in senior management positions in the educational system of Pakistan is a matter of concern. The research studies on gender and leadership have revealed a number of barriers to women seeking educational leadership and management positions.

Based on the findings of the study a project namely, Financial Management for Good Governance (FMGG), was launched by AEPAM for enhancement of knowledge and skills of female education managers of secondary schools in financial management at national level.

The first phase of the **FMGG** Project was a five year Project which was implemented during the financial year **2007-12.** Under this project, **917** Female Educational Managers and Headmistress from all over the country were trained through conducting **36** Workshops. The trainees were facilitated with modern concepts and theories on different aspects of Financial Management. The cost of the project was Rs. **31.197 million**. Each of the 36 was of one week's duration. Normally the number of participants of each workshop was 25.

2.14.2 Clientele

The clientele of the training program were Female Educational Managers (Headmistress, DDEO, and ADO/AEO) of Secondary Schools from all over the country.

2.14.3 Strategy for Conducting the Workshops

The nomination of the trainees for each workshop is invited from provincial/area government by observing following quota:-

Table 2.14.3: Province/Region-wise Quota of the Participants of FMGG Project

S #	Province/Region	No. of Participants
1.	Punjab	7
2.	Sindh	5
3.	Khyber Pakhtunkhwa	4
4.	Baluchistan	4
5.	AJK	1
6.	FATA	1
7.	Gilgit Baltistan	1
8.	ICT	1
9.	C & G	1
	Total	**25**

2.14.4 Objectives of `FMGG Project

The objectives of the workshop are as under:-

- Enable the participants to learn skills of good governance in financial management at secondary school level;
- Impart knowledge to the participants about the leave and pension rules and their calculation methods;
- Equip the participants about the preparation of budget, maintenance of account, purchase and procurement and audit procedures at secondary school level;
- To create awareness about the use of MS Excel and Ms Word in financial management.

2.15 Thematic Areas/Contents for Workshops under FMGG Project:

Following were the main themes of the Workshops:-
- Introduction to New Accounting Model/Chart of Accounts with practicum
- Preparation of Budget at Secondary School Level
- Public Procurement Rules 2004
- Acquisition/Maintenance/Disposal of Stores
- Maintenance of Account Records
- Leave Rules
- Use of School Funds at Secondary School Level
- Preparation of Expenditure Statement & its Reconciliation
- Role & Responsibilities of DDO
- Public Finance and need for accountability
- Pension Rules & Procedure
- GP Fund Rules
- Audit of Accounts Records
- Commonly Raised Audit observation and their response
- General Financial Rules
- Treasury Rules
- Service Book
- Computer knowledge especially MS Excel

2.16 Methodology of the Workshops under FMGG Project

To make these workshops skill oriented, Practical and Group approaches/methodologies were adopted. Eminent Resource Persons i-e. Financial Managers, Financial Expert, Audit Officers and administrators were invited for conducting various sessions of workshops. In the end of each workshop an evaluation proforma was distributed amongst the participations for evaluation in respect of relevancy of topics, quality of material, presentation on overall organization of the workshops.

2.17   Evaluation (Pre-Evaluation & Post-Evaluation) of the ELIM and FMGG Training Program

With a view to assess the effectiveness of the Training Program, each Workshop was subject to critical evaluation by the participants who were asked to give their feedback about the training in terms of its relevance to their needs, course contents, teaching methodology, quality of Resource Persons duration of the program, and management and other allied services, etc.

2.18   Pre and Post Evaluation of ELIM (Phase-II) Training Program

The main purpose of pre-test and post-test was to find out the impact of training program. Pre-Workshop Evaluation helped to understand the professional capacity of trainees at the time of starting and Post-Workshop Evaluation provided information about the improvement in the learning of participants at the completion of course.

A Questionnaire was developed to assess the impact of the trainings on the knowledge and skills level of the participants. For this purpose, the level of participants' knowledge about a variety of developmental management, financial and educational themes/areas was determined at pre-training stage i.e. at the start of the Workshop. The questionnaires contained questions relating to the themes/contents/topics covered in the Workshops. The same questionnaire was re-administered to the trainees at the end of the training program and the trainees were asked to assess their own learning gains through the change in level of knowledge that they had at the beginning of the program. The level of knowledge was measured on the ordinal scale i.e. *no knowledge* at one end of the scale and *high knowledge* at the other.

The following Table show total number of responses of all the trainees at all levels of knowledge (*No knowledge, low knowledge, moderate, and high knowledge*) at Pre-Training Evaluation and at Post-Training Evaluation:-

Table 2.18: Consolidated Results (in Avg. %) of Pre- and Post-Training Evaluation of ELIM (Phase-II) 2007-12

Stage/Level of Knowledge		No Knowledge	Low	Moderate	High Knowledge
Pre-Training Evaluation	Number of Responses	3021	5877	5459	1013
	%	**19.65**	**38.23**	**35.51**	**6.68**
Post-Training Evaluation	Number of Responses	46	986	7377	6482
	%	**0.31**	**6.62**	**49.54**	**43.53**

Figure 2.18 (a): Pre and Post Training Evaluation Bar-Graph-ELIM (Phase-II)
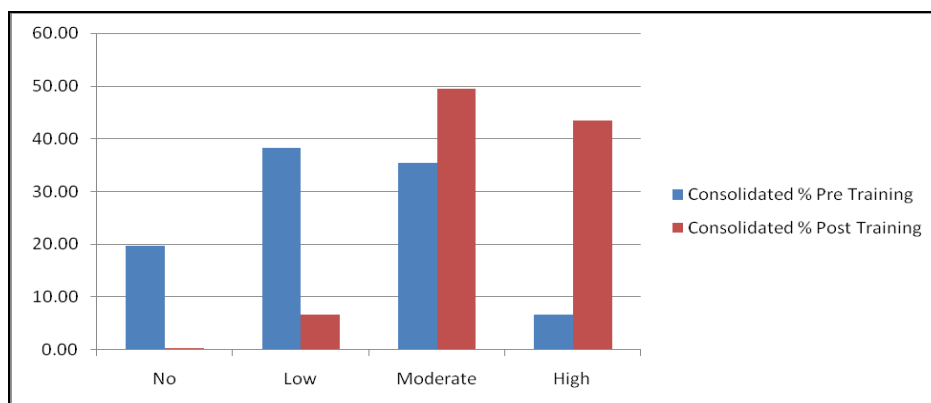
The consolidated results of the Pre-Training and Post-Training Evaluation in Table show that there is a paradigm shift in the levels of knowledge of the participants at the end of the training program than that at the beginning. At the start of each training program, as many as 19% and 38% of the responses were reported in *No Knowledge* and *Low Knowledge* category. There is significant decrease in levels of *No Knowledge* and *Low Knowledge* (from around 19% to less than 0% and from about 38% to less than 6%, respectively). A tremendous increase can be observed in the levels *High Knowledge (*from about 6% to around 43%. These statistics are

indicators of impact of the training programs on the level of knowledge and understanding of the participants.

2.19   Pre and Post Test of FMGG (Phase-I) Training Program

For getting the feedback/assessment of the trainees about effectiveness of the training, questionnaires covering all aspects of training themes and activities of the Workshops were developed. These questionnaires were distributed to solicit the opinion of the participants about various aspects of the training program. In these questionnaires, the respondents i.e. the trainees provided their assessment of the Workshops in the form of scaled responses (e.g. *unsatisfactory* at the one end of the scale and *highly satisfactory* on the other) as well as in the form of comments/views/suggestions of the trainees in the open ended questions put to them. Majority of the trainees were of the view that training contents were relevant to their needs and they were able to achieve their training objectives by attending the Workshops. The trainees rated/assessed most of the Resource Persons as *good* and *very-good*.

Moreover, another questionnaire was developed to assess the impact of the trainings on the knowledge and skills level of the participants. For this purpose, the level of participants' knowledge about a variety of developmental management, financial and educational themes/areas was determined at pre-training stage i.e. at the start of the Workshop. The questionnaires contained questions relating to the themes/contents/topics covered in the Workshops. The same questionnaire was re-administered to the trainees at the end of the training program and the trainees were asked to assess their own learning gains through the change in level of knowledge that they had at the beginning of the program. The level of knowledge was measured on the ordinal scale i.e. *no knowledge* at one end of the scale and *high knowledge* at the other.

The following Table show total number of responses of all the trainees at all levels of knowledge (*No knowledge, low knowledge, moderate, and high knowledge*) at Pre-Training Evaluation and at Post-Training Evaluation:-

Table 2.19: Consolidated Results (in Avg. %) of Pre- and Post-Training Evaluation of FMGG (Phase-I) 2007-12

Stage/Level of Knowledge		No Knowledge	Low	Moderate	High Knowledge
Pre-Training Evaluation	Number of Responses	2155	1673	707	180
	%	**45.71**	**35.48**	**14.99**	**3.82**
Post-Training Evaluation	Number of Responses	22	781	2266	1758
	%	**0.46**	**16.18**	**46.94**	**36.42**

Figure2.19(a) Pre- and Post-Training Evaluation Bar-Graph _ FMGG (Phase-I)
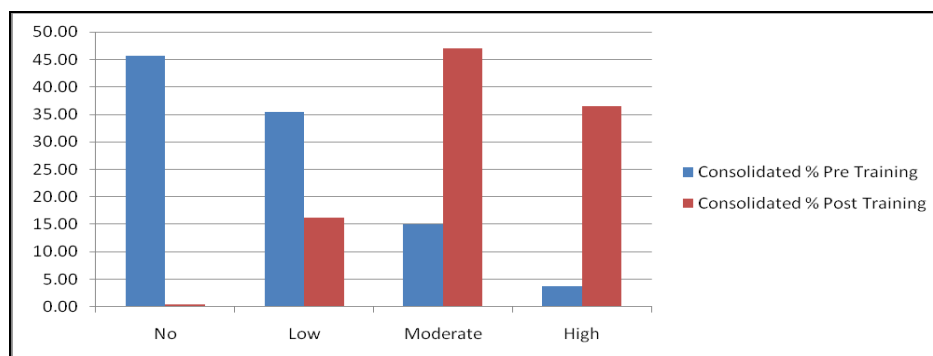
  The consolidated results of the Pre-Training and Post-Training Evaluation in Table show that there is a paradigm shift in the levels of knowledge of the participants at the end of the training program than that at the beginning. At the start of each training program, as many as 46% and 35% of the responses were reported in *No Knowledge* and *Low Knowledge* category. There is significant decrease in levels of *No Knowledge* and *Low Knowledge* (from around 46% to less than 0% and from about 35% to less than 16%, respectively). A tremendous increase can be observed in the levels *High Knowledge (*from about 4% to around 36%. These statistics are indicators of impact of the training programs on the level of knowledge and understanding of the participants.

2.19.1 Consolidated Pre and Post-Evaluation of ELIM (Phase-II) and FMGG (Phase-I) PSDP Training Programs (2007-12)

It can be concluded that the Pre and Post workshop evaluation method proved to be a very effective tool to find out the change-level of learning and knowledge of trainees. The training programs proved significantly effective in the capacity building of educational managers. The result of pre-training evaluation and post-training evaluation clearly indicate substantial improvement in the knowledge of educational managers. AEPAM Training Wing has undertaken an in-depth analysis of the data to find out the topics/areas on which knowledge of participants did not improve to further improve of the training strategy. 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.

2.20   Achievements of the ELIM & FMGG Projects

The first phase of the ELIM series started from 2005-07. In all 135 Education Managers from all over the country were facilitated with modern concepts and theories on different aspects of Educational Planning and Management. Each workshop was of 06 weeks duration. Being impressed by the success and impact of the first phase of ELIM, it was decided to start the second phase of ELIM which was spread over three years, i-e 2007-2010. However, it was extended to 30 June; 2012. Under this Phase II of the ELIM Project 304 Educational Managers from all over the country were trained through conducting 11 Workshops. Out of these 11 Workshops, each of first 05 Workshops was of 06-week duration while the remaining 06 workshops were of 04-week duration.

Under FMGG Project Thirty six workshops were organized and 917 Female Education Managers and Headmistress were trained during the financial year 2007-12. All the workshops were conducted on similar pattern and methodology was almost same in each workshop.
Province wise detail of the participants under ELIM (Phase-II) and FMGG (Phase-I) Projects in each workshop is given below:-

Under Phase II of the ELIM Project 304 Educational Managers from all over the country were trained through conducting 11 Workshops. Out of these 11 Workshops, first 05 Workshops were of 06-week duration while the remaining 06 workshops were of 04-week duration.

Under FMGG Project Thirty six workshops were organized and 917 Female Education Managers and Headmistress were trained during the financial year 2007-12. All the workshops were conducted on similar pattern and methodology was almost same in each workshop.
Province wise detail of the participants under ELIM (Phase-II) and FMGG (Phase-I) Projects in each workshop is given below:-

Table 2.20: District-wise Strength of the Participants of PSDP Projects

S#	Name of Province/Regions	ELIM (Phase-II)	FMGG (Phase-I)	Total no. of Participants trained
1.	Punjab	89	289	378
2.	Sindh	63	157	220
3.	Khyber Pakhtunkhwa	43	137	180
4.	Baluchistan	46	129	175
5.	AJK	17	34	51
6.	FATA	14	40	54
7.	Gilgit Baltistan	11	30	41
8.	ICT	12	75	87
9.	C & G	09	26	35
	Total	**304**	**917**	**1221**

2.21   Benefits of ELIM (Phase-II) and FMGG (Phase-I) Projects

ELIM & FMGG Training Programs helped the Education Managers to conceptualize and to achieve the required results in improving knowledge and skills. Educational Managers gained the following benefits (financial, social and environmental) from the ELIM & FMGG Projects:-

- The project improved knowledge and skills of trainees in the financial, administrative and management matters in education system;

- It improved the overall performance of Educational Managers for smooth functioning of educational institutions;

- It helped the federal government in the implementation of National Education Policy-2009;

- It helped to strengthen coordination and communication of the federal government with the Provincial/areas governments in the perspective of the devolution of the Ministry of Education;

- It was helpful in making decision in releasing and utilization of funds timely and effectively.

- It increased their interest and provided the opportunity to share their knowledge and skills with their fellows and trainees.

2.22   Conclusions

The Training Programs proved significantly effective in the Capacity Building of educational managers. To make these workshops skill oriented, practical and group learning approaches, methodologies were adopted. Eminent resource persons, i-e Financial Manager, Financial Expert, Audit Officers and administrators were invited for conducting various sessions of workshops.

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.

METHODOLOGY

To assess the effectiveness of the PSDP projects, the Academy of Educational Planning and Management (AEPAM) carried out a follow-up study named as **"A Follow-Up Study of ELIM (Phase-II) and FMGG (Phase-I) PSDP Training Programs (2007-12) of AEPAM".** The Study was intended to investigate the impact of ELIM (Phase-II) and FMGG (Phase-I) projects on the quality of Education Managers in Pakistan. This was a descriptive survey study for which specific research instruments were developed and data was collected through personal interactions of officers of AEPAM with the relevant respondents. The collected data was analyzed and conclusions were drawn. The following methods and procedures were adopted to carry out the study:-

3.1   Population of the Study

Education Managers who got AEPAM Training and ELIM and FMGG Project were the basic elements of population of the Study, besides, Education Managers and Senior Staff of Education Departments and Secondary Schools and Senior School teachers who could comment on the performance of the ELIM and FMGG Trainees were the population of this Research Study. The population-elements were from all of the Districts and Regions of Pakistan as the ELIM and FMGG Trainees belong to all of the Districts and Regions of Pakistan. Population elements also included those supervisors (Headmasters, Headmistress, EDO, DEO etc.) under whose the trainees were working prior to their trainings and those supervisors under whom they have been working after having training.

3.2   Sample of the Study

Since covering the whole population of the study was not possible due to financial and time constraints, therefore, a stratified random sampling technique was used. The total 14 Districts/Regions were included in the sample in such a way that the sample may become true representative of the population. List of the districts included in the sample is given below:-

Table 3.2: List of the Sample Districts

S#	Province/ Region	Sample Districts	No. of Sample Districts/ Regions
1.	Punjab	Lahore, Gujranwala, Multan and Bahawalpur	04
2.	Sindh	Karachi and Hyderabad,	02
3.	Baluchistan	Quetta and Pishin	02
4.	Khyber Pakhtunkhwa (KP)	Peshawar and Abbottabad,	02
5.	Azad Jammu and Kashmir (AJK)	Muzaffarabad	01
6.	Gilgit-Baltistan	Gilgit	01
7.	ICT and Rawalpindi	Islamabad/Rawalpindi	01
		Total:	**14**

The Research Teams of AEPAM visited to all sample districts of study and collected data from the respondents. Therefore, primary source of data was used in this research.

3.3   Research Instruments of the Study

After reviewing **PC-I** and **P-IV** of **ELIM (Phase-II)** and **FMGG (Phase-I) PSDP Training Programs (2007-12)** of AEPAM and all the official Reports related to these projects and other relevant literature; the following Research Instruments were designed and used for data collection:-

A. Questionnaire A for the participants of ELIM (Phase-II) (Appendix-I)

B. Questionnaire B for the participants of FMGG (Phase-I) (Appendix-II)

C. Assessment Report by Supervisor/Colleague of the (Appendix-II) participants of PSDP Projects

3.4   Pilot Testing of Research Instruments

To determine the validity, suitability and reliability of items, a pilot testing of the research instruments was carried out in Islamabad and Rawalpindi Districts. The instruments were modified on the feedback of the respondents after pilot testing. The items of the questionnaires were consisted of the following aspects:-

1. To ascertain the effectiveness of AEPAM Training Programs on the performance ELIM (Phase-II) and FMGG (Phase-I) trainees;
2. To review the knowledge and skills gained after getting training program;
3. To test out whether the capabilities of Trainees are enhanced;
4. Monitoring method to ensure implementation of Training Program was according to thematic areas included in the Workshop;
5. Suggestions given for the improvement of Quality of AEPAM's Training Programs.

3.5   Procedures of Data Collection

The Research team of AEPAM consisting of two Researchers personally went in the field to collect data from Education Managers. Every effort was made by the Research Team to collect valid and reliable data.

The Data collected through Questionnaires, was coded and calculations were made to determine the effectiveness of the ELIM (Phase-II) and FMGG (Phase-I) trainees in numerical form. Key for data coding, data entry and tabulation plan was prepared. Frequencies and other indicators were calculated considering the objectives of the study.

3.6   Finding, Conclusion and Recommendations

Data analysis was made according to the objectives of the Study. On the basis of the data, findings were made; conclusions were drawn with the consideration of the objectives of the study. Finally recommendations were drawn for future training courses.

DATA ANALYSIS AND NTERPRETATION

4.1   Demographic information regarding respondents

4.1.1   Gender of the Respondents

The data regarding gender of the respondents was collected which is given below:-

Table 4.1.1   Gender by Province, FMGG and ELIM

S#	Province	FMGG			ELIM		
		Male	Female	Total	Male	Female	Total
1	Punjab	5	27	32	7	13	20
2	Sindh	4	4	8	3	1	4
3	Baluchistan	0	12	12	1	5	6
4	Khyber Pakhtunkhwa	0	16	16	2	1	3
5	Islamabad	0	3	3	0	3	3
6	AJK	3	6	9	3	1	4
7	Gilgit Baltistan	1	9	10	4	1	5
	Total	**13**	**77**	**90**	**20**	**25**	**45**

Table 4.1.1 shows that total 90 respondents from FMGG were trained under FMGG project which include 13 male and 77 female. In fact this project was originally designed for capacity building of female manager in the field of Financial Management for Good Governance that is why more number of female respondents was found in the sample districts. Table indicates that 45 respondents regarding ELIM Project were included

in the sample from the sample districts. This includes 20 male and 25 female Education Managers.

Data further shows that trainees were belonged to four provinces and all Regions of Pakistan which indicate that proportionate representation has been considered at the time of arranging these training programs.

4.1.2 Gender by District

Table 4.1.2 Gender by Districts FMGG and ELIM

S#	Province	FMGG			ELIM		
		Male	Female	Total	Male	Female	Total
1	Lahore	4	11	15	4	2	6
2	Gujranwala	0	0	0	0	6	6
3	Multan	1	7	8	1	1	2
4	Bahawalpur	0	7	7	1	1	2
5	Rawalpindi	0	2	2	1	3	4
6	Karachi	0	4	4	2	0	2
7	Hyderabad	4	0	4	1	1	2
8	Peshawar	0	8	8	2	1	3
9	Abbottabad	0	8	8	0	0	0
10	Quetta	0	9	9	0	3	3
11	Peshin	0	3	3	1	2	3
12	Islamabad (ICT)	0	3	3	0	3	3
13	Gilgit	1	9	10	4	1	5
14	Muzaffarabad	3	6	9	3	1	4
	Total	**13**	**77**	**90**	**20**	**25**	**45**

Table 4.1.2 indicates that 13 male and 77 female respondents from FMGG were included from various districts in sample of this research. Similarly 20 male and 25 female respondents from ELIM project were selected from various districts for data collection.

4.1.3   Academic Qualification

The respondents were requested to provide information about their academic qualification. They provided information which is presented in the following table:-

4.1.3   Academic Qualification

S#	Academic Qualification	ELIM		FMGG	
		Frequency	Percentage	Frequency	Percentage
1	B.A/BSC	3	7	7	8
2	M.A/MSC	39	87	75	83
3	M.Phil	2	4	6	7
4	Ph.D	1	2	2	2
	Total	**45**	**100**	**90**	**100**

ELIM: 45   FMGG: 90

Table 4.1.3 depicts that 87% respondents of ELIM and 83% respondents of FMGG had master degree. A few of them had Ph.D and M.Phil degree. This again shows that respondents were academically highly qualified.

4.1.4   Professional Qualification

The respondents were requested to provide information about their professional qualification and collected information is presented in the following table:-

4.1.4   Professional Qualification

S#	Professional Qualification	ELIM		FMGG	
		Frequency	Percentage	Frequency	Percentage
1	B.Ed	18	40	23	26
2	M.Ed	27	60	67	74
	Total	**45**	**100**	**90**	**100**

Table 4.1.4 shows that 60% and 40% respondents of ELIM project had M.Ed and B.Ed degree respectively. Similarly 74% and 26% respondents of FMGG Project had M.Ed and B.Ed degree respectively. This indicates that respondents were highly educated and professional

competent, therefore, their opinion have weight-age in the professional field.

4.1.5 Experience

The experience has great importance in the professional life of the individual. The respondents provided information in this regard, which is presented in the following table:-

4.1.5   Experience

S#	Experience	ELIM		FMGG	
		Frequency	Percentage	Frequency	Percentage
1	Less then 5 Years	0	0	5	6
2	6-10 Years	5	11	15	17
3	11-15 Years	12	27	20	22
4	16-20 Years	18	40	20	22
5	21 and above	10	22	30	33
	Total	**45**	**100**	**90**	**100**

Tables 4.1.5 indicate that 40% respondents of ELIM and 22% respondents of FMGG had experience from 16-20 years in their credit. 27% and 22% respondents of ELIM and FMGG had experience from 11-15 years. Similarly 22% of ELIM and 33% of FMGG respondents had more than 21 year experience in their credit.

Table 4.1.6 Experience at Present Post

S#	Professional Qualification	ELIM		FMGG	
		Frequency	Percentage	Frequency	Percentage
1	Less then 5 Years	13	29	20	22
2	6-10 Years	20	44	70	78
3	11-15 Years	12	27	0	0
	Total	**45**	**100**	**90**	**100**

Table 4.1.6 shows that 27% respondents of ELIM project had experience from 11-15 years in their credit. Data also indicates that 44%

respondents of ELIM Project had experience from 6-10 years. Whereas 78% respondents of FMGG, had experience from 6-10 years in their credit. Data shows that respondents of both the projects were well experienced in the field of educational management.

4.2   Workshop Attended by Participants

4.2.1   Workshop Attended

Table No.4.2.1 Workshop Attended

Year	ELIM		FMGG	
	Yes	*No*	*Yes*	*No*
2006	4	9	2	2
2007	2	4	16	18
2008	6	13	7	8
2009	10	22	19	21
2010	8	18	16	18
2011	5	11	13	14
2012	10	22	17	19
Total	**45**	**100**	**90**	**100**

Table 4.2.1 illustrates respondents attended training workshop under ELIM and FMGG from 2006 to 2012.

4.3 Data Analysis of ELIM

4.3.1 Thematic Areas Topics covered in EOIM of Training Program

Table No.4.3.1 Planning and Management

S#	Planning and Management	Knowledge/Skills gained					
		Low		Moderate		High	
		F	%	F	%	F	%
1	Education Planning and Management (Introduction)	2	4	19	42	24	53
2	Education Policy Formulation process in Pakistan	6	13	18	40	21	47
3	Major impediments in the implementation of National Education Policy/Plans	6	13	16	36	23	51
4	Educational Planning Process in Pakistan	7	16	17	38	21	47
5	Research Methodology and Report Writing	2	4	17	38	26	58
6	Use of Data in Educational Planning and Decision-Making	3	7	15	33	27	60
7	Population and Enrolment Projection Techniques	5	11	18	40	18	40
8	Quantitative Analysis of Data: Stock indicators, Flow Indicators	5	11	22	49	17	38
9	Project Cycle Management	7	16	19	42	19	42
10	Long term and Short term Planning	3	7	18	40	24	53
11	Introduction of PC-I to PC-V	9	20	18	40	18	40
12	Planning Evaluation and Review Techniques(PERT)	4	9	17	38	24	53
13	MS Project	8	18	18	40	19	42

Table 4.3.1 indicates that thematic areas covered in ELIM training program had increased the knowledge and skills the trainees in planning and management. Data shows that 95% respondents had opinion that training increased their knowledge either high or moderate level in educational planning and management. 87% respondents had opinion that they learnt about education policy formulation process in Pakistan either high level or moderate level knowledge respectively. Similarly, 87% said that they gained knowledge regarding implementation of national education policy either high or moderate level respectively. 85% respondents informed that their knowledge increased either high or moderate level regarding educational planning process in Pakistan. 96% learned either high or moderate knowledge respectively regarding research methodology and report writing. 93% respondents had learned knowledge either high or moderate level respectively about use of data in educational planning and decision making. Similarly 80% had learned knowledge about population projection techniques either high or moderate level. Quantitative data analysis was learned by 87% respondents either moderate or high level. 84% respondents had learned about project cycle management either moderate or high level. 93% and 40% respondents had opinion that they had learned either high or moderate level of knowledge about long term and short term planning in Pakistan.

Introduction of PC-I (I-V) was learned by 80% respondents either moderate or high level knowledge. Similarly, 923% respondents informed that they had learned either high or moderate knowledge regarding Planning Evaluation and Review Techniques (PERT) respectively. Whereas, 82% respondents had opinion that they had learned either high or moderate level knowledge regarding MS Project respectively.

Table 4.3.2   Office Management

S#	Office Management	Knowledge/Skills gained					
		Low		Moderate		High	
		F	%	F	%	F	%
1	Office Management Concepts and Policies	3	7	14	31	28	62
2	Management by Objectives	6	13	15	33	24	53
3	Strength, Weakness, Opportunities and Threats (SWOT) Analysis	6	13	20	44	19	42
4	Good Governance in Education Management	1	2	17	38	27	60
5	Leadership Style	3	7	10	22	32	71
6	Human Relation	3	7	18	40	24	53
7	Preparation of Job Description	4	9	17	38	24	53
8	Communication and Correspondence	4	9	19	42	22	49
9	Maintenance of Office Records	3	7	14	31	28	62
10	Change Management	2	4	22	49	19	42
11	Stress and Conflict Management	4	9	24	53	17	38
12	Leave Rules and Calculation Methods	0	0	19	42	26	58
13	Education for All (EFA) Indicators	4	9	19	42	22	49
14	Decision Making Skills	2	4	17	38	26	58

Table 4.3.2 illustrates that 93% respondents had opinion that they had gained knowledge about office management concepts and policies either high or moderate level. 86% respondents either had learned high or moderate knowledge about management by objectives. Similarly 86% respondents gained knowledge regard SWOT analysis either high or moderate level. 98% respondents had opinion that they had learned either high or moderate regarding good governance in educational management.

Leadership style was learned by 93% respondents either high or moderate level. Similarly 93% respondents gained either high or moderate level regarding proportion of job description. 91% respondents had learned either high or moderate knowledge regarding communication and correspondence. 93% respondents informed that they had learned either high or moderate level of knowledge regarding maintenance of office records. 91% respondents had opinion that they had gained either high or moderate knowledge regarding change management. Stress and conflict management was learned by 91% respondents either high or moderate level. Similarly 100% respondents had opinion that they had gained either high or moderate regarding leave rules or calculation methods. 91% respondents had gained either high or moderate knowledge regarding EFA indicators. 96% respondents had learned either high or moderate knowledge regarding decision making skills. Data in this table show that respondents had learned knowledge about office management during training workshop. This is a positive impact of training in enhancing knowledge and skills of the participants about office management.

4.3.4   Techniques of Financial Management

Table 4.3.4   Techniques of Financial Management

S#	Financial Management	Knowledge/Skills gained					
		Low		Moderate		High	
		F	%	F	%	F	%
1	Budget Preparation	7	16	25	56	13	29
2	Maintenance of Accounts	4	9	24	53	17	38
3	Tackling of Audit	5	11	29	64	11	24

Table 4.3.4 depicts that 85% respondents had opinion that they had gained either high or moderate level of knowledge regarding budget preparation. 91% respondents were of the view that they had learned either high or moderate knowledge regarding maintenance of accounts. 88% respondents informed that they had learned either high or moderate knowledge regarding tackling of audit during training Workshop.

4.4   Computer Literacy

The respondents were requested to provide information that to what extent they gained knowledge and skills regarding computer literacy. The provided information is presented in following table:-

Table 4.4.1   Computer Literacy

S. No.	Computer Literacy	Knowledge/Skills gained					
		Low		Moderate		High	
		F	%	F	%	F	%
1	Introduction to computer	4	9	17	38	24	53
2	M.S Word	4	9	16	36	25	56
3	M.S Excel	6	13	15	33	24	53
4	M.S Power Point	7	16	14	31	24	53
5	Use of Internet & Email	7	16	16	36	22	49

Table 4.4.1 illustrates that 91% respondents had opinion that they had learned either high or moderate knowledge about introduction of computer. As far as different software i.e. MS Word, MS Excel, MS PowerPoint and use of internet and email is concerned more than 80% respondents had learned either high or moderate knowledge about these software/programs.

Table 4.4.2   Community Participation and School Improvement

S#	Community Participation & School Improvement	Knowledge/Skills gained					
		Low		Moderate		High	
		F	%	F	%	F	%
Community Participation							
1	Community Participation in Schools Development	2	4	18	40	25	56
2	Citizen Community Board (CCB): Its Purpose and role in Education	4	9	24	53	16	36
3	Role of Parent Teacher Association (PTAs), School Management Committees (SMCs) in Teaching-Learning	2	4	15	33	28	62
School Improvement							
4	School Based Management	0	0	17	38	28	62
5	Classroom Management	0	0	14	31	31	69
6	Internal Efficiency	1	2	17	38	27	60
7	Behavioral Management in School Organizations	2	4	17	38	26	58
8	Developing Effective and Active Learning Skills	4	9	14	31	25	56
9	Evaluation of Teacher Competencies	3	7	19	42	23	51
10	Team Management in Educational Process	3	7	18	40	24	53
11	Curriculum objectives, expectation and its development process	3	7	20	44	22	49
12	Quality Education	2	4	17	38	26	58
13	Monitoring and Evaluation Techniques	3	7	14	31	28	62

Table 4.4.2 presents that 96% respondents had opinion that they had learned either high or moderate knowledge regarding community participation in school development. Similarly 89% respondents had learned either high or moderate knowledge about Citizen Community Board the purposes or roles in education. Role of PTA/SMC is very important 95% respondents had opinion that they had learned either high or moderate knowledge about PTA/SMC during training Workshop. 100% respondents had opinion that they got either high or moderate knowledge regarding school based management and classroom management. Similarly, 98% respondents had learned either high or moderate level regarding internal efficiency. 96% respondents had learned about behavioral management in school organization. 87% and 93% respondent had opinion that they had got either high or moderate knowledge regarding developing effective learning skills or evaluation of teacher competencies respectively. 93% respondents were of the view that they had obtained either high or moderate knowledge regarding team management, curriculum objectives and its development process. 96% and 93% respondents had learned either high or moderate knowledge regarding quality education and monitoring or evaluation techniques respectively.

4.5   Personnel and Financial Management

Table 4.5.1   Personnel and Financial Management

S#	Personnel and Financial Management	Knowledge/Skills gained					
		Low		Moderate		High	
		F	%	F	%	F	%
Personnel Management							
1	Appointment Promotion and Transfer Rules	4	9	24	53	17	38
2	Discipline and Conduct Rules	1	2	19	42	25	56
3	Human Resource Management and Development	2	4	18	40	25	56
4	Motivational Techniques	0	0	22	49	23	51
5	Annual Performance Evaluation Report	1	2	21	47	23	51
6	Creative options in Management	1	2	23	51	21	47
Financial Management							
7	Preparation of Budget at District and School level	7	16	17	38	21	47
8	Basic Concepts of Management	1	2	21	47	23	51
9	New Accounting Model	11	24	22	49	12	27
10	Project for Improvement of Financial Reporting and Auditing (PIFRA)	7	16	22	49	16	36
11	Purchase and Procurement Rules	4	9	23	51	18	40
12	Auditing Process and its Management	6	13	26	58	15	33
13	Pension Rules and Calculation Method	3	7	27	60	15	33
14	Account Reconciliation Process	5	11	25	56	15	33
15	Advances: House Building, Medical, Cycle and Car Advances	6	13	22	49	17	38
16	Store Maintenance	3	7	24	53	18	40

Table 4.5.1 shows that 91% respondents were of the view that they had learned either high or moderate knowledge regarding appointment, promotion and transfer rules. 95% and 96% respondents had got either high or moderate knowledge about discipline and human resources management respectively. 100% and 98% respondents had learned about motivational techniques and annual performance evaluation reports either high or moderate level knowledge respectively. Similarly 98% respondents had got either high or moderate knowledge about creative options in management.

The second part of the table indicates that respondents had got knowledge regarding financial management. Data indicates that 85% respondents had got knowledge regarding preparation of budget at district and school levels. Basic concepts of management were learned by 98% respondents during training Workshop. Data further show that 76% and 85% respondents were of the view that they had got either high or moderate knowledge regarding New Accounting Model and PIFRA rules respectively. Purchase procurement rules and audit process its management were learned by 91% respondents, either high or moderate level of knowledge. 93% and 89% respondents were of the view that they got either high or moderate knowledge regarding pension rules, calculation method and account reconciliation process respectively. 87% and 93% respondents had opinion that they had learned either high or moderate level of knowledge regarding advances i.e. house building, medical and store maintenance respectively.

4.6   Data Analysis of FMGG

This research was designed to investigate impact of FMGG training in professional development of the respondents. The collected information is presented in the following table:-

Table 4.6.1 Techniques of Financial Management

S#	Areas to be Learned	Knowledge/Skills gained					
		Low		Moderate		High	
		F	%	F	%	F	%
1	Budgetting Preparation	11	13	57	63	22	24
2	Incurring Expenditures	10	11	44	49	36	40
3	Maintenance of accounts	13	14	36	40	41	46
4	Reconciliation	11	12	52	58	27	30
5	Tackling of Audit process	18	20	50	56	22	24

Table 4.6.1 illustrates that 87% respondents have expressed their esteemed views that they had got either high or moderate knowledge regarding budget preparation. Similarly, 89% and 86% respondents were of the view that they had learned either high or moderate knowledge regarding incurring expenditures and maintenance of accounts respectively. 88% and 80% respondents had opinion that they had got either high or moderate level of knowledge regarding reconciliation and tackling of audit process respectively during training Workshop conducting under FMGG project in AEPAM.

4.7   Thematic Areas

Table 4.7.1   Thematic Areas of FMGG Project

S#	Thematic Areas	Knowledge/Skills gained					
		Low		Moderate		High	
		F	%	F	%	F	%
1	Financial Management Concepts and Scope	7	8	57	63	26	29
2	General Financial Rules	7	8	57	63	25	28
3	Treasury Rules	17	19	55	61	18	20
4	Introduction to NAM/Charts of Accounts	22	24	55	61	13	14
5	Penalties for violation of Financial Rules	22	24	45	50	23	26
6	Budgetary Procedure	20	22	45	50	25	28
7	Public Procurement Rules2004	23	26	44	49	23	26
8	Acquisition/maintenance/Disposal of Stores	9	10	49	54	32	36
9	Maintenance of Account Records	9	10	39	43	42	47
10	Preparation of Expenditure Statement & its Reconciliation	11	12	46	51	33	37
11	Responsibilities of Head of Office/DDO	7	8	38	42	45	50
12	Pension Rules and Procedure	13	14	50	56	27	30
13	GP Fund Rules	9	10	64	71	17	19
14	Audit observations and its Responses/External Audit	19	21	54	60	18	20
15	Use of Funds at Secondary Level	14	16	43	48	33	37
16	Loan and Advances	24	27	55	61	11	12
17	Maintenance of Service book and Pay Fixation	15	17	53	59	22	24
18	Leave Rules	7	8	44	49	39	43
19	Computer Knowledge Especially MS Excel	40	44	32	36	18	20

Table 4.7.1 indicates that 92% and 91% respondents had opinion that they had got either high or moderate knowledge regarding financial management concepts, scope and general financial rules respectively. Data show that 81% and 75% respondents were of the view that they gained either high or moderate knowledge regarding treasury rules and introduction of NAM/charts of accounts respectively. Similarly penalties for violation of financial rules were learned by 76% respondents either high or moderate level of knowledge in the training Workshop. 95% respondents had opinion that they had got either high or moderate knowledge about use of funds at secondary school level. 73% and 83% respondents were of the view that they had gained either high or moderate knowledge regarding loan, advances, maintenance of service book and pay fixation respectively. On the contrary 92% respondents informed that they had got either high or moderate knowledge about leave rules in the training Workshop. Similarly 83% respondents had opinion that they had got either high or moderate knowledge about computer especially MS excel.

4.8 Material provided in the Training Program

. The material was provided in the Training Programs to the participants. Therefore they were requested to provide infrastructure whether this material was related with thematic areas.

Table 4.8.1 Workshop Attended

ELIM		FMGG	
Yes	*%*	*Yes*	*%*
45	100	90	100

Table 4.8.1 indicates that 100% respondents had opinion that material provided in the training workshop was related with thematic areas.

4.9 Knowledge enhanced during training program

The general opinion of the respondents was sought regarding our impact of training in their performance. The collected information is presented in the following table:-

Table 4.9.1   After attending the AEPAM's training program (ELIM)

Highly Enhanced	%	Fairly Enhanced	%	Slightly Enhanced	%	Did not enhance	%
24	54	19	42	2	4	0	0

Table 4.9.1 indicates that 54% and 42% respondents of ELIM had opinion that after attending workshop their knowledge was highly and fairly enhanced respectively.

Table 4.9.2   After attending the AEPAM's training program (FMGG)

Highly Enhanced	%	Fairly Enhanced	%	Slightly Enhanced	%	Did not enhance	%
40	45	30	33	10	11	10	11

Table 4.9.2 presents that 45% and 33% respondents had opinion that they had got knowledge highly and fairly regarding their professional development.

4.10   Continuity of Training Program

The respondents were requested to give their opinion whether AEPAM management either continue or discontinue training programs. The collected information is presented as below:-

Table 4.10.1   Continuity of Program

Highly Enhanced	%	Fairly Enhanced	%	Slightly Enhanced	%	Did not enhance	%
45	100	0	0	90	100	0	0

Table 4.10.1 indicates that 100% respondents of ELIM and FMGG had opinion that management of AEPAM should continue program for capacity building of Education Managers in the country.

4.11   Open-end Questions

How did the AEPAM Training Program help you to achieve the required results in improving knowledge and skills?

S#	Responses	Frequency	Percentage
1	Duration be increased (i) FMGG - 2 weeks (ii) ELIM - 5 weeks	69	60
2	Practicum be increased with reference to ICT calculation of pension preparation of PC-I-V preparation of budget, etc.	92	73
3	Maximum age limit should be 58 years	31	39
4	After 5 years of attending AEPAM training the education managers should be given another chance to refresh their knowledge.	26	33
5	AEPAM should increase 100% its annual training target.	58	43
6	Once a teacher is assigned management position through promotion or transfer or initial appointment he/she must be provided AEPAM training within 3 months of such appointment.	59	44
7	AEPAM should conduct follow-up study immediately after completion of the project period.	18	22
8	Spouse may also be allowed to accompany while attending AEPAM training.	11	15

Table shows that 60% respondents had suggested that duration of both programs may be increased. 73% respondents suggested that practicum be increased with reference to ICT, calculation of pension, preparation of PC I-V and presentation of budget. 44% respondents suggested that after promotion as education managers AEPAM should provide training within 3 months of such appointment.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1   Province wise-distribution of the respondents

1.   Data indicate that total 90 (13 males and 77 females) respondents from FMGG and 45 respondents (20 males and 25 females) from ELIM Project were included in the sample from the sample districts. Data further shows that trainees were belonged to four provinces and all Regions of Pakistan which indicate that proportionate representation has been considered at the time of arranging these training programs.

Academic and Professional Qualification

2.   It was found that 87% respondents of ELIM and 83% respondents of FMGG had master degree. A few of them had Ph.D and M.Phil degree. As far as professional qualification is concerned, it was found that 60% and 40% respondents of ELIM project had M.Ed and B.Ed degree respectively. Similarly 74% and 26% respondents of FMGG Project had M.Ed and B.Ed degree respectively. This indicates that respondents were highly academically professionally trained, therefore, their opinion about impact of training has vital contribution for the improvement of these projects.

Total Experience and Experience at Present Post

3.   The experience has great importance in the professional life of the individual. It was also found that 40% respondents of ELIM and 22% respondents of FMGG had experience from 16-20 years in their credit. 27% and 22% respondents of ELIM and FMGG had experience from 11-15 years. Similarly 22% of ELIM and 33% of FMGG respondents had more than 21 year experience in their credit. As far as present post of the respondents are concerned. It was found that 27% respondents of ELIM

project had experience from 11-15 years in their credit. Similarly, 44% respondents of ELIM Project had experience from 6-10 years. Whereas 78% respondents of FMGG had experience from 6-10 years in their credit on the basis of this collected information it can be said that respondents of this research were professionally sound and well experience.

Thematic Areas Covered in ELIM of Training Program

i)   Planning and Management

4.   It was found that thematic areas covered in ELIM training program had increased knowledge and skills the trainees in planning and management. Data shows that 95% respondents had opinion that training had increased their knowledge either high or moderate level in educational planning and management. 87% respondents had learnt about education policy formulation process in Pakistan either high level or moderate level knowledge. Similarly, 87% had gained knowledge regarding implementation of national education policy either high or moderate level. 85% respondents informed that their knowledge was increased either high or moderate level regarding educational planning process in Pakistan. 96% learned either high or moderate knowledge regarding research methodology and report writing. 93% respondents had learned knowledge either high or moderate level about use of data in educational planning and decision making. Similarly 80% had learned knowledge about population projection techniques either high or moderate level. Quantitative data analysis was learned by 87% respondents. 84% respondents had learned about project cycle management. 93% and 40% respondents had opinion that they had learned either high or moderate level of knowledge about long term and short term planning in Pakistan. Introduction of PC-I (I-V) was learned by 80% respondents either moderate or high level knowledge. Similarly, 92% respondents had learned either high or moderate knowledge regarding Planning Evaluation and Review Techniques (PERT). 82% respondents learned either high or moderate level knowledge regarding MS Project.

ii) Office Management

5.   The thematic area office management was also taught in the training program. It was also found that 93% respondents had gained knowledge about office management concepts and policies. 86% respondents had learned knowledge about management by objectives. Similarly 86% respondents gained knowledge regard SWOT analysis. 98% respondents had learned either high or moderate regarding good governance in educational management. Leadership style was learned by 93% respondents either high or moderate level. Similarly 93% respondents gained either high or moderate level regarding proportion of job description. 91% respondents had learned either high or moderate knowledge regarding communication and correspondence. 93% respondents had learned either high or moderate level of knowledge regarding maintenance of office records. 91% respondents had gained either high or moderate knowledge regarding change management. Stress and conflict management was learned by 91% respondents. Similarly 100% respondents had gained either high or moderate regarding leave rules or calculation methods. 91% respondents had gained either high or moderate knowledge regarding EFA indicators. 96% respondents had learned either high or moderate knowledge regarding decision making skills.

iii) Techniques of Financial Management

6.   Data indicates that 85% respondents had gained either high or moderate level of knowledge regarding budget preparation. 91% respondents had learned either high or moderate knowledge regarding maintenance of accounts. 88% respondents had learned either high or moderate knowledge regarding tackling of audit during training Workshop.

iv) Computer Literacy

7.   As far as computer literacy is concerned it was found that 91% respondents had learned either high or moderate knowledge about introduction of computer. As far as different software i.e. MS Word, MS Excel, MS PowerPoint and use of internet and email is concerned more

than 80% respondents had learned either high or moderate knowledge about these software/programs.

v)   Community Participation and School Improvement

8.   It was found that 96% respondents had learned either high or moderate knowledge regarding community participation in school development. Similarly 89% respondents had learned either high or moderate knowledge about Citizen Community Board's purposes and roles in education. 95% respondents had learned either high or moderate knowledge about PTA/SMC. 100% respondents got either high or moderate knowledge regarding school based management and classroom management. Similarly, 98% respondents had learned either high or moderate level regarding internal efficiency. 96% respondents had learned about behavioral management. 87% and 93% respondent had got either high or moderate knowledge regarding developing effective learning skills and evaluation of teacher competencies. 93% respondents had obtained either high or moderate knowledge regarding team management, curriculum objectives and its development process. 96% and 93% respondents had learned either high or moderate knowledge regarding quality education, monitoring and evaluation techniques respectively.

vi)   Personnel and Financial Management

9.   It was also found that 91% respondents had learned either high or moderate knowledge regarding appointment, promotion and transfer rules. 95% and 96% respondents had got either high or moderate knowledge about discipline and human resources management respectively. 100% and 98% respondents had learned about motivational techniques and annual performance evaluation reports either high or moderate level knowledge respectively. Similarly 98% respondents had got either high or moderate knowledge about creative options in management.

10.   It was further found that 85% respondents had got knowledge regarding preparation of budget at district and school levels. 98% respondents had learned basic concepts of management. Data further show that 76% and 85% respondents had got either high or moderate knowledge regarding New Accounting Model and PIFRA rules respectively. Purchase

procurement rules and audit process its management was learned by 91% respondents. 93% and 89% respondents had got either high or moderate knowledge regarding pension rules, calculation method and account reconciliation process respectively. 87% and 93% respondents had learned either high or moderate level of knowledge regarding advances i.e. house building, medical and store maintenance respectively.

Impact of FMGG Training on Performance of the Trainees

11.   The impact of FMGG training programs was also explored. It was found that 87% respondents had got either high or moderate knowledge regarding budget preparation. Similarly, 89% and 86% respondents had learned either high or moderate knowledge regarding incurring expenditures and maintenance of accounts respectively. 88% and 80% respondents had got either high or moderate level of knowledge regarding reconciliation and tackling of audit process respectively during training Workshop conducting under FMGG project in AEPAM.

Thematic Areas of FMGG Project

12.   Data indicates that 92% and 91% respondents had got either high or moderate knowledge regarding financial management concepts, scope and general financial rules respectively. Data show that 81% and 75% respondents had gained either high or moderate knowledge regarding treasury rules and introduction of NAM/charts of accounts respectively. Similarly penalties for violation of financial rules were learned by 76% respondents either high or moderate level of knowledge in the training Workshop. 95% respondents had got either high or moderate knowledge about use of funds at secondary school level. 73% and 83% respondents had gained either high or moderate knowledge regarding loan, advances, maintenance of service book and pay fixation respectively. 92% respondents had got either high or moderate knowledge about leave rules in the training Workshop. 83% respondents had got either high or moderate knowledge about computer especially MS excel.

Material provided in the Training Program

13.   The material was provided in the Training Programs to the participants was found useful for professional development. It was found that 100% respondent had opinion that material provided in the training workshop was related with thematic areas and their job requirements.

Knowledge enhanced during training program

14.   Data indicates that 54% and 42% respondents of ELIM had opinion that after attending workshop their knowledge was highly and fairly enhanced respectively. Similarly, 45% and 33% respondents of FMGG had opinion that they had got knowledge highly and fairly regarding their professional development.

Continuity of Training Program

15.   It was found that 100% respondents of ELIM and FMGG had opinion that management of AEPAM should continue these training programs for capacity building of Education Managers in the country.

Open-end Questions

16.   Table shows that 60% respondents had suggested that duration of both programs may be increased. 73% respondents suggested that practicum be increased with reference to ICT, calculation of pension, preparation of PC I-V and presentation of budget. 44% respondents suggested that after promotion as education managers AEPAM should provide training within 3 months of such appointment.

5.2   Conclusions

The conclusions were drawn on the basis of findings. The detail is as under:-

1.   It was concluded that thematic areas covered in ELIM training program had positive impact on the performance of the trainees because this training had increased knowledge and skills related to their job requirements. This include:-

- Planning and management.
- education policy formulation process in Pakistan
- implementation of national education policy
- Research methodology and report writing.
- Educational planning and decision making.
- population projection techniques
- Quantitative data analysis
- Project cycle management, long term and short term planning in Pakistan, Introduction of PC-I (I-V) Planning Evaluation and Review Techniques (PERT).
- Knowledge regarding MS Project.

2.   It was also concluded that training program after availing training facility trainees had gained knowledge about office management concepts and policies. It further include:-

- Management by objectives.
- SWOT analysis.
- Leadership style
- Job description.
- Communication and correspondence.
- Maintenance of office records.
- change management, Stress and conflict management
- Leave rules or calculation methods.
- EFA indicators and regarding decision making skills.

3.   The knowledge of financial management techniques is very important for handling financial matter in the organization. It was concluded that trainees had got knowledge about budget preparation, maintenance of accounts and tackling of audit observations.

4.   As far as computer literacy is concerned it was concluded that trainees got knowledge about introduction of computer and different software i.e. MS Word, MS Excel, MS PowerPoint and use of internet and email etc.

5.   It was further concluded that trainees got knowledge about community participation in development of schools, Citizen Community Board's purposes roles in education, knowledge about PTA/SMC, school based management and classroom management, internal efficiency, behavioral management in school organization, developing effective learning skills or evaluation of teacher competencies, team management, curriculum objectives and its development process, quality education and monitoring or evaluation techniques etc.

6.   It was also concluded that trainees have got Knowledge regarding appointment, promotion and transfer rules, discipline and human resources management, motivational techniques and annual performance evaluation, and knowledge about creative options in management.

7.   It was concluded that respondents had got knowledge regarding preparation of budget at district and school levels, basic concepts of management, New Accounting Model and PIFRA rules, Purchase procurement rules and audit process its management, pension rules, calculation method and account reconciliation process, advances i.e. house building, medical and store maintenance.

8.   The findings regarding impact of FMGG training program indicate that trainees had got knowledge about budget preparation, incurring expenditures and maintenance of accounts, reconciliation and tackling of audit process. It was further concluded that other thematic areas of FMGG project had also increased knowledge of the trainees regarding management concepts, scope and general financial rules, treasury rules and introduction of NAM/charts of accounts, penalties for violation of financial rules, use of

funds at secondary school level, loan, advances, maintenance of service book and pay fixation, leave rules, about computer especially MS excel.

10.   The material was provided to the trainees in the Training Programs of ELIM and FMGG Projects was related with thematic areas of these Projects. The contents of this material were useful for the participants for their professional development. Therefore, management of AEPAM should continue these training programs for capacity building of Education Managers in the country.

5.3   Recommendations

1.   It was found during the field visit that duration of the Workshop is too short. Almost all the trainees suggested that duration may be increased. Therefore, it is recommended that at the time of revision or preparing next phase (PC-I) of FMGG the duration of Workshop may be proposed at least 2 weeks. Similarly next phase of ELIM project may also be designed considering duration of the Workshop 5-6 week.

2.   It is recommended that practicum may be increased with reference to ICT, calculation of pension of the employees, preparation of PC I-V and preparation of budget the findings indicates that these areas were concerned during the conducted Workshops of both the projects. Hence, trainees showed their interest to have full command on calculation of pension and budget during training Workshop in AEPAM.

3.   During the field visit, it was found that some trainees after getting training from AEPAM got retirement within one year, which means resources spent on their training to enhance their professional skills were not fully utilized in the system. Therefore, it is recommended that management of AEPAM may get nomination from the districts with maximum age limit 55 years of the nominees, so that they would be able to apply their knowledge and skills to perform duties on the job.

4.   The education managers suggested that AEPAM may increase 100% annual training target and second training chance may also be provide to the trainees. Therefore, it is recommended that after 5 years of attending AEPAM training the education managers may be given another chance to refresh their knowledge. It is also recommended that separate PC-I may be developed for the Alumina of AEPAM so that update/advance knowledge may be provided to them after 5 or 7 years. This may enhance efficiency of the system.

5.   It is also recommended that once a teacher is assigned management position through promotion or transfer or initial appointment he/she may be imparted training at AEPAM within 3 months of such appointments. Hence, this recommendation can only be implemented if provincial government nominates newly appointed officers for training in AEPAM.

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A Follow-up Study of ELIM (Phase-II)
and
FMGG (Phase-I) PSDP Training Programs
(2007-12) of AEPAM

Questionnaire

for

Education Managers and
Senior Staff of
Education Departments of Pakistan

ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT
MINISTRY OF EDUCATION, TRAININGS AND STANDARDS
IN HIGHER EDUCATION,
TALEEMI CHOWK, G-8/1, ISLAMABAD

SEPTEMBER 2013

ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT
A Follow-up Study of ELIM (Phase-II) and FMGG (Phase-I)
PSDP Training Programs (2007-12) of AEPAM

Note: *Please mark (√)/fill information as applicable.*

1. Name (Mr./Ms.)**:** _____
2. Designation: _____
3. Official Address: _____
4. Gender: i)   Male   ☐   ii)   Female   ☐
5. Area: i)   Urban ☐   ii)   Rural   ☐
6. Telephone: _____ Fax: _____
    Cell: _____ E-mail: _____
7. Highest Academic Qualification: _____
8. Highest Professional Qualification: _____
9. Experience (In years):   Teaching _____   Administration _____
10. Experience at present post (In years): _____
11. Brief functions and responsibilities of your current position:
    i.   _____
    ii.   _____
    iii.   _____
    iv   ._____
12. Which of the following Training Workshop you have attended at AEPAM?
    Please tick (√) the appropriate answer.
    i)   Workshop on Educational Leadership and Institutional Management
            (under ELIM Project Phase -II)

            i)   ☐   ii)   ☐

    ii)   Workshop on Financial Management and Good Governance (under
            FMGG Project Phase- I)

            i)   Yes   ☐   ii)   No   ☐

13. When the Workshop you attended was held? _____

14. How do you see the effect of AEPAM Training Programs on your performance?
    Please tick (√) the appropriate answer.

            i)   Low ☐ ii)   Moderate ☐ iii)   High ☐

ELIM (Phase-II)

1.   Following are some of the Thematic Areas Topics covered in ELIM of Training Program. To what extent these have helped you in terms of knowledge and skills? Please tick ($\sqrt{}$) in the relevant box.

S#	Thematic Areas (Planning and Management)	Knowledge/Skills gained		
		Low	Moderate	High
1	Education Planning and Management (Introduction)			
2	Education Policy Formulation process in Pakistan			
3	Major impediments in the implementation of National Education Policy/Plans			
4	Educational Planning Process in Pakistan			
5	Research Methodology and Report Writing			
6	Use of Data in Educational Planning and Decision-Making			
7	Population and Enrolment Projection Techniques			
8	Quantitative Analysis of Data: Stock indicators, Flow Indicators			
9	Project Cycle Management			
10	Long term and Short term Planning			
11	Introduction of PC-I to PC-V			
12	Planning Evaluation and Review Techniques(PERT)			
13	MS Project			

2.   In your opinion, do you think ELIM Training Program enable you to conceptualize and learn the skills of Office and Personnel Management? Please tick ($\sqrt{}$) the relevant box.

        i) Low ☐   ii) Moderate ☐   iii) High ☐

3.   Following are some of the Thematic Areas of Office Management of the ELIM Training Program. How much knowledge and skills you gained in this area? Please tick (√) the relevant box.

S#	Thematic areas (Office Management)	Knowledge/Skills gained		
		Low	Moderate	High
1	Office Management Concepts and Policies			
2	Management by Objectives			
3	Strength, Weakness, Opportunities and Threats (SWOT) Analysis			
4	Good Governance in Education Management			
5	Leadership Style			
6	Human Relation			
7	Preparation of Job Description			
8	Communication and Correspondence			
9	Maintenance of Office Records			
10	Change Management			
11	Stress and Conflict Management			
12	Leave Rules and Calculation Methods			
13	Education for All (EFA) Indicators			
14	Decision Making Skills			

4.   Do you think that the AEPAM Training Program you attended equipped you with the Techniques of Financial Management? Please tick (√) the relevant box.

S#	Thematic areas (Financial Management)	Knowledge/Skills gained		
		Low	Moderate	High
1	Budget Preparation			
2	Maintenance of Accounts			
3	Tackling of Audit			

5. Following are the major areas covered in Computer Literacy. To what extent you gained knowledge and skills in this area? Please tick (√) the relevant box.

S#	Thematic areas (Computer Literacy)	Knowledge/Skills gained		
		Low	Moderate	High
1	Introduction to computer			
2	M.S Word			
3	M.S Excel			
4	M.S Power Point			
5	Use of Internet & Email			

6. Are you satisfied that your knowledge about Computer Literacy (MS Office) has been increased due to attending the Training Workshop at AEPAM? Please tick (√) the relevant response.

i)   Fully Satisfied
ii)   Partially Satisfied
iii) Satisfied
iv)   Not Satisfied

7. Following are the thematic areas of Community Participation and School Improvement. To what extent your capabilities have been enhanced? Please tick (√) the relevant box.

S#	Thematic areas (Community Participation & School Improvement)	Knowledge/Skills gained		
		Low	Moderate	High
Community Participation				
1	Community Participation in Schools Development			
2	Citizen Community Board (CCB): Its Purpose and role in Education			
3	Role of Parent Teacher Association (PTAs), School Management Committees (SMCs) in Teaching-Learning			

	School Improvement			
4	School Based Management			
5	Classroom Management			
6	Internal Efficiency			
7	Behavioral Management in School Organizations			
8	Developing Effective and Active Learning Skills			
9	Evaluation of Teacher Competencies			
10	Team Management in Educational Process			
11	Curriculum objectives, expectation and its development process			
12	Quality Education			
13	Monitoring and Evaluation Techniques			

8.   After attending the AEPAM's training program, do you feel that your capabilities in the area of School Improvement and Community Participation in School Development have really enhanced? Please tick (√) the relevant response.

i)   Highly enhanced

ii)   Fairly enhanced

iii)   Slightly enhanced

iv)   Did not enhance

9.   Following are the thematic areas about Personnel and Financial Management of the ELIM Training Program. To what extent the Training you got from AEPAM enabled you to acquire knowledge on these aspects/themes. Please tick (√) in the relevant box.

S#	Thematic Area (Personnel and Financial Management)	Knowledge/Skills gained		
		Low	Moderate	High
Personnel Management				
1	Appointment Promotion and Transfer Rules			
2	Discipline and Conduct Rules			
3	Human Resource Management and Development			
4	Motivational Techniques			
5	Annual Performance Evaluation Report			
6	Creative options in Management			
Financial Management				
7	Preparation of Budget at District and School level			
8	Basic Concepts of Management			

9	New Accounting Model			
10	Project for Improvement of Financial Reporting and Auditing (PIFRA)			
11	Purchase and Procurement Rules			
12	Auditing Process and its Management			
13	Pension Rules and Calculation Method			
14	Account Reconciliation Process			
15	Advances: House Building, Medical, Cycle and Car Advances			
16	Store Maintenance			

10.   Do you think that the material provided in the Training Programs was according to thematic area included in the workshop? Please tick (√) in the relevant response

　　　　i.   Yes   ☐   ii.   No   ☐

11.   How did the AEPAM Training program help you to achieve the required results in improving knowledge and skills? Please elaborate.

_____
_____
_____

12.   Please give at least 05 (five) suggestions for improvement of quality of AEPAM's Training Programs.

　i)   _____
　ii)   _____
　iii)   _____
　iv)   _____
　v)   _____

13.   Do you think that AEPAM's Training Program should be _____? Please tick   any one answer.

　　　　i)   Continued   ☐   ii)   Discontinued   ☐

THANK YOU FOR YOUR COOPERATION!

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6.   Telephone: _____ Fax: _____
       Cell: _____ E-mail: _____
7.   Highest Academic Qualification: _____
8.   Highest Professional Qualification: _____
9.   Experience (In years): Teaching _____ Administration _____
10.   Experience at present post (In years): _____
11.   Brief functions and responsibilities of your current position:

       i.   _____
       ii.   _____
       iii.   _____
       iv   _____

11. Which of the following Training Workshop you have attended at AEPAM? Please tick (√) the appropriate answer.

    i)   Workshop on Educational Leadership and Institutional Management (under ELIM Project Phase -II) i) Yes ☐   ii)   No ☐

    ii)   Workshop on Financial Management and Good Governance (under FMGG Project Phase- I) i)   Yes ☐   ii)   No ☐

13.   When the Workshop you attended was held? _____

14.   How do you see the effect of AEPAM Training Programs on your performance? Please tick (√) the appropriate answer.

    i)   Low ☐   ii)   Moderate ☐   iii)   High   ☐

FMGG (Phase-I)

1.   Do you think that the Training Workshop under FMGG Project you attended at AEPAM provided the Training which is really the need of the Education Managers?

        i)   Yes   ☐   ii)   No   ☐

2.   This course focuses on the technical use of Computer for Financial Management. How much did it help you to improve your knowledge and skills in using Computer for Financial Management Please tick (√) in the relevant box?

        i)   Low   ☐ ii)   Moderate ☐   iii)   High   ☐

3.   Do you think that FMGG Training Program enabled you to understand principles of "Public Financial Management and Good Governance". Please tick (√) in the relevant box.

        i)   Low   ☐ ii)   Moderate ☐   iii)   High   ☐

4.   Do you think that the training Program under FMGG Project equipped you with the Techniques of Financial Management with respect to:

S#	Areas to be Learned	Low	Moderate	High
1	Budget ting Preparation			
2	Incurring of Expenditures			
3	Maintenance of accounts			
4	Reconciliation			
5	Tackling of Audit process			

5.   To what extent the following Thematic Areas of FMGG Project have been achieved during your training in AEPAM? (Please give one answer for each row)

S#	Thematic Areas	Knowledge/Skills gained		
		Low	Moderate	High
1	Financial Management Concepts and Scopes			
2	General Financial Rules			
3	Treasury Rules			
4	Introduction to NAM/Charts of Accounts			
5	Penalties for violation of Financial Rules			
6	Budgetary Procedure			
7	Public Procurement Rules2004			

8	Acquisition/maintenance/Disposal of Stores			
9	Maintenance of Account Records			
10	Preparation of Expenditure Statement & its Reconciliation			
11	Responsibilities of Head of Office/DDO			
12	Pension Rules and Procedure			
13	GP Fund Rules			
14	Audit observations and its Responses/External Audit			
15	Use of Funds at Secondary Level			
16	Computer Knowledge Especially MS Excel			
17	Education Planning and Management			
18	Loan and Advances			
19	Maintenance of Service book and Pay Fixation			
20	Leave Rules			

6. Do you think that the material provided in the Training Program was according to the thematic area included in the Workshop? Please tick (√) in the relevant box.

i) Yes ☐ ii) No ☐

7. How did the AEPAM Training program help you to achieve the required results in improving knowledge and skills? Please elaborate.

_____
_____
_____

8. Please give at least 05 (five) suggestions for improvement of quality of AEPAM's Training Programs.

i. _____
ii. _____
iii. _____
iv. _____
v. _____

9. Do you think that AEPAM's Training Program should be _____ ? Please tick any one answer.

i) Continued ☐   ii. Discontinued ☐

THANK YOU FOR YOUR COOPERATION