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ACCESSING THE INACCESSIBLE: A CASE STUDY OF THE EDIP EXTENSION TO DIAMIR

Abstract:

The district of Diamir in Gilgit Baltistan (GB) has witnessed severe deteriorations in security and extremist related violence, and violation of human rights over the past decade, resulting in abject poverty, a lack of health and education infrastructure and lack of motivation on the part of local communities to partake in the development processes. During the early 2000's several girls' schools there were attacked by terrorist elements with an anti-female-education agenda, which shook the confidence and motivation of development partners to contribute to the cause of education in Diamir.

The DFAT funded and AKDN run project called the Education Development and Improvement Program (EDIP) began in July 2010 with an aim to enhance access, equity and the quality of education in GB. In late 2012 an opportunity was presented to partner with the Government, and Police to provide support to police managed home schools (PMS).

This presentation will chart out the course EDIP has taken to embed the values of education in a region with historically no girls' education, to a region whose community members now openly campaign for their girls' education rights. This community has now, in partnership with the Government, initiated 100 home schools in the model of the EDIP PMS's. This Diamir case shows that in a region considered culturally and theologically opposed to the notion of 'girls education', an innovative, culturally sensitive, and community driven approach can drastically change popular opinion and make communities reconsider their approach to their own development trajectory. Utilizing the Diamir model and understanding its parallels with much of the context of the nation can be instrumental in the pursuit of a prosperous, developed and peaceful GB and ultimately Pakistan.

Keywords:

Conflict, Social Change

1. Background

The district of Diamir in Gilgit Baltistan (GB) has witnessed issues of severe deteriorations in security and extremist related violence over the past decade. Neighboring the conservative Federally Administered Tribal Areas (FATA) on one end and the rest of GB (Gilgit, Ghizer, Hunza/Nagar, Skardu, Ganche, Astore) on the other it acts as the land passage between Pakistan and the rest of GB. Poverty, a lack of infrastructure, including health and education facilities, neglect, growing pessimism, and a recent spate of sectarian terrorist attacks in the area have precipitated its image as a conflict prone security risk region.

Between districts, socioeconomic indicators such as literacy, poverty, road-links, health facilities, electricity and the cultural and religious values vary distinctly, giving diverse identities to the communities. With a huge, but untapped, economic potential for hydro-electricity, international trade with four adjoining countries, mining, mountaineering and the tourism industry, Gilgit-Baltistan is one of the more underdeveloped areas in the country; with an overall 54% literacy rate¹ and more than two-thirds of the population living below the poverty line.

Over the years, the region has seen significant contribution by national and international development agencies. Moreover, the investment and support by non-governmental organizations such as the Aga Khan Development Network (AKDN)² over the last several decades have helped to accelerate the pace of social development in Gilgit-Baltistan. However, due largely to the peculiar local conditions including the issues of access to the local communities, scattered and hard-to-reach populations, and the lack of intrinsic motivation of certain communities to work as partners in the process of their own social development, there has been uneven development in GB. As a result, it is not hard to see people in different districts at varying levels of socioeconomic development.

On the one hand, there are communities in GB whose examples of social development (such as the literacy rates and gender parity etc.) are worth emulating for others, while on the other hand, there are those whose lower literacy rates, poor living conditions and their growing sense of pessimism, are a source of concern for the State as well as for the international community. Diamir is one such district which has lagged far behind the others in access as well as in the quality of education provided to children in schools especially that of girls.

The district was part of the Northern Education Project (1998-2003) funded by the World Bank and implemented by the Department of Education, Gilgit-Baltistan (DoE-GB). Even after a decade of the NEP, Diamir has remained the most underserved district in GB, with some of the worst educational indicators across Pakistan. A host of challenges including

¹ Literacy of age group 15-49 years (Source: NIPS 2012-13). Note: It is hard to find accurate literacy rate of Gilgit-Baltistan as there has been no census conducted since 1998 in Pakistan and no institution since then has made a serious effort to gather data related to literacy in GB.

² The Aga Khan Development Network is a contemporary endeavor of Ismaili Imam to realize social conscious of Islam through institutional action. It brings together, under one coherent aegis, institutions and programmes whose combined mandate is to help relieve society of ignorance, disease and deprivation without regard to the faiths and national origins of people whom they serve.

those related to extremism and terrorism, violation of human rights and lack of motivation on the part of local communities to partake in the development processes, severely restricted the process of social development including school improvement. It was during the NEP that several girls' schools in the district were attacked by terrorist elements with an anti-female-education agenda, which shook the confidence and motivation of development partners to contribute to the cause of education in Diamir.

The comparative analysis of educational indicators including children's access to schools, female literacy, and teachers' ability to access quality teacher education institutions, highlights the position of Diamir district as the least developed amongst the other districts in GB.

Table 1 illustrates the level and gender-wise schools in Diamir district:

Type of Schools	Primary	Middle	Secondary	Mosque Schools	Home Schools	Total	% of total govt. schools (i.e. 1012) in GB
Boys	109	23	10	06	-	148	14.62%
Girls	10	0	01	0	75	86	8 %
Total	119	23	11	06	75	234	23%

Source: District Education Office Diamir EMIS 2014.

2. Diamir and the EDIP Project³

The DFAT (formerly AusAID) funded and AKDN run project called the Education Development and Improvement Program (2010-2015) began in July 2010 with an aim to enhance access, equity and the quality of education in GB by working on three core areas: Teacher Capacity Building, Infrastructure Development, and Government Policy.

The major terrorist incidents that took place in and around Diamir at the time had an extremely negative effect on the image of the District both nationally and internationally. These incidents also coincided with the commencement and early implementation of the EDIP in the six other districts of GB. AKDN was advised to restrict its activities in the region and to avoid establishing a physical presence in Diamir. As such Diamir was not included in the initial launch of EDIP, due largely to these persisting security concerns.

2.1. Initial steps

Although this security concern required AKDN to refrain from fully implementing EDIP in Diamir, efforts were made to do everything possible to make headway within the district. These efforts included teacher trainings, community awareness raising and exposure

³ It is to recognize the generosity and invaluable support for the EDIP Project that gratitude is expressed to (i) AusAID for the approval and sponsorship, (ii) AKF (P) for the meticulous management and (III) AKU IED/PDCN and other partners for facilitating the execution of the Project in Gilgit-Baltistan.

visits for community members couched within the cultural values and norms of the local communities.

Over the course of 2 years by December 2012, 116 teachers had participated in the PDCN-based courses, who on their return, have played a significant role in convincing teachers and community members that a community led approach to managing their own educational development through the EDIP project can provide a substantial boost to their communities' quality of life. These PDCN graduates have been instrumental in removing their communities' unfounded apprehensions and misconceptions related to the EDIP Project. Hence, in addition to other facilitating factors, these graduates paved the way for the full-fledged extension of the project to Diamir by acting as insider educational ambassadors.

2.2. AKDN and EDIP in Diamir

An opportunity presented itself in late 2012 when a joint meeting took place between the senior management of the Government, the Police and AKDN to discuss the possibility of providing physical and training supporting to (newly established) home schools managed by the police in Diamir. This resulted in the signing of a tripartite Memorandum of Understanding (MoU) between the Department of Education Gilgit-Baltistan (DoE GB), Police Department Gilgit-Baltistan (PD GB) and AKDN (AKU-IED/PDCN and AKF). The objective of this partnership was to support the seven Police-run home-based girls' schools in Diamir⁴ and select Government schools in region. Major highlights of the MoU are:

- Police Department, GB is committed to provide security to the implementing partners in Diamir district;
- DoE GB contributes the essential logistical support for EDIP in Diamir;
- AKDN (i.e. AKF, AKPBSP, FOCUS Humanitarian Assistance and AKU-PDCN) provides the financial and technical support to improve the teaching and learning conditions in the project schools in Diamir through EDIP.

AKDN agencies agreed that a change in operational modalities would be required to operate in a unique environment like Diamir. As difficult as it is for the Government to operate in Diamir it's often more problematic for NGO's, and the NEP 2003 and subsequent extremist activities in the region all showed that activities could not be performed as per regular procedures.

⁴ Seven ladies from Diamer were appointed as police constables in a historically merit-based and transparent appointment process led by the inspector general of police GB. When these ladies declined to report at the police recruitment training center in Gilgit for their 6-month recruitment training because of the 'purdha' issue and offered their resignations, the police chief allowed these constables to organize and run girls schools from their homes. Hence, seven police-managed girls schools emerged in Diamer where girls education is still seen by many as a social taboo. The police chief in a conversation with the author shared that the long-term solution to fight terrorism is to facilitate a potential terrorist to marry an educated girl. "An educated wife and/or mother would never allow her husband and/or son to follow the route of terrorism", he added.

Consequently, new operational guidelines were formulated to guide implementation comprising of the following;

- AKDN will not establish a physical presence in Diamir.
- The majority of envisaged technical and material support will be channeled through EDIP sponsored local intermediaries. These would be engaged by AKDN and the GB Police Department for the duration of the programme.
- PDCN has identified a suitable female teacher educator from the Police constables to be trained as a teacher mentor.
- AKF will work with PDCN and AKP BSP to plan and implement the construction and retrofitting work through a local intermediary. The local and visiting EDIP and sponsored staff in-District will be provided security by the Police Department during the pursuit of their program responsibilities.

Currently AKDN utilizes a modified form of its Learning Resource School (LRS) approach and has identified a cluster of four DoE-managed schools in Chilas, placing an AKU-IED M.Ed graduate (from Diamir) in the LRS to lead the school improvement process. Seven Police-Managed Schools (PMS) are supported through the Chilas-based female teacher educator.

The AKU IED M.Ed. scholarships were launched to support teachers in developing as academic leaders and change facilitators for the district. Of the initially allocated 30 scholarships for M.Ed. (Teacher Education) at AKU-IED, each district was allocated two scholarships (one for each LRS) Diamir was allocated four (i.e. two additional) scholarships because of its greater need. When the Karakorum International University (KIU) declined to avail the one M.Ed. scholarship allocated to it, the Director Education (Academics) decided to allocate that scholarship to Diamir as well bringing the total number of scholarships for Diamir to five; the highest number of EDIP-sponsored M.Ed. scholarships allocated to any district in GB.

Both in 2011 and 2012 (i.e. Year 1 and 2 of the M.Ed. scholarships), the prospective candidates from Diamir were included in bridge courses offered at PDCN including English Language Improvement Programs. Unfortunately, both years, sufficient candidates were unable to qualify for the entrance test. As of now despite the higher allotment of scholarships only two candidates have been able to avail the allocated M.Ed. scholarships.

Extensive discussions were conducted with District officials, community representatives and local influential leaders to explain the nature of the project and secure their willingness in the form of applications to be part of the project. District Education Office, Diamir advised AKDN to consider four Chilas-based government schools for an LRS cluster as well as the Police Managed School's as according to them it would be easier to closely monitor the progress of the schools from that center. Hence, eleven schools, four Chilas-based government and seven police-run schools were brought into the fold of EDIP.

Two teacher educators including an AKU IED M.Ed. (Teacher Education) graduate from Diamir were seconded to work with the four government schools, and a local female with a M.Sc. was appointed to mentor the PMS teachers. In addition, a community mobilizer was also appointed to work with and seek local communities support for EDIP in the District. The EDIP input to the project school teachers in the District included the schools, LRS, and PDCN-based professional development sessions for the teachers. Material resources including stationery were provided to schools as well as to individual teachers to facilitate them in achieving the school improvement goals. A computer laboratory, including twelve computers and internet connectivity, was established at the LRS while two computers each were provided to the three feeding schools of the LRS Chilas.

3. Adaptions to the Operational Approach in Diamir: Solicitous, Participative and Relevant

The more sophisticated and complex the challenge, the greater the need to become innovative in addressing those challenges. The EDIP extension to Diamir required AKDN to plan and execute each step meticulously and with thoughtful analysis of the prevailing local circumstances. These innovative approaches were possible with the local insight and leadership provided by PDCN, whose leadership followed an approach that respects, enhances and encourages community participation and interest. These adaptations to EDIP were molded by these values, and included:

3.1. Respect for Cultural Values

In the day-to-day interactions with teachers, heads, parents and community members both within and outside Diamir, AKDN remained highly sensitive and cautious to demonstrate respect and care for local culture and values. While visiting Diamir, EDIP staff dressed per local custom and tried to speak in their local language, where possible. Often, accepting their invitations to visit their homes where staff sat ate and drank like them.⁵ These small and yet powerful acts contributed to enhancing our acceptability and augmented personal relations with people in the District. AKDN has remained conscious of the fact that there is little that people will gain if they don't accept us (non-locals) as human beings in the first place. Hence, concerted efforts were made to exhibit a deep-rooted respect and care for them as individuals needing our support with full acceptance of their evolving cultural values. Understandably, this approach yielded tangible returns in the form of their respect and acceptance for us and for our inputs (i.e. knowledge, skills and resources).

3.2. Working with the District Education Office Diamir

The Government District Education Office Diamir was involved right from the outset to identify the school improvement needs and to support EDIP's implementation in Diamir. The DoE GB has remained at the forefront in EDIP, helping achieve its' programmatic goals in Diamir. Working with the DoE GB in Diamir has yielded multiple results.

⁵ The people in Diamir love sitting cross-legged on the floor in their homes, eat food including rice with their hands (often licking their fingers), and hold the glass of drink with their right hand. They would ensure that the guests at their homes start eating before them. These people are well known for their hospitality.

It has actively contributed to its own self-awareness and training by building the capacity of its district management staff to understand the nature of the project and consequently strive to achieve its programmatic goals. Second, this collaborative approach has helped EDIP, together with the district management, in reaching out to school communities in Diamir. Understandably, the presence of district education personnel paved the way to enhancing school communities' motivation and acceptance for the project. AKDN has made a concerted effort to consistently involve the district management in school visits, meetings with communities and even invited their participation in the training sessions (in Gilgit and in Chilas) conducted for teachers.

3.3. Exposure Visit for the SMCs, Heads and Teachers

Exposure visits have been conducted for School Management Committee chairmen and members from the EDIP project schools in Diamir to visit the best performing schools in Districts Hunza and Ghizer. These are preceded by a day long orientation session at PDCN (Gilgit) where the PTSMC members are oriented to the programme and its objectives. The exposure visit proved to be highly productive in terms of its impact on the visitors from Diamir. Their firsthand experiences of seeing EDIP contributions in government schools in Hunza and Ghizer were instrumental in changing their attitude towards and creating a realization of the significant contribution the EDIP project can make to the cause of Education in Diamir. All visitors in the debriefing session assured that they would do their best to reaching out to other parents to improve their motivation for their children's education. Likewise, some of the teachers and heads attending different courses also got exposure to see how the EDIP project schools in Gilgit, Hunza/Nager and Ghizer improved as a result of the project contributions. It can safely be said that those who attended EDIP-sponsored courses or availed the exposure visits acted as ambassadors of the EDIP project in Diamir district.

PTSMC Members PMS Chillas

There used to be nothing here; then EDIP began its work ever so slowly and we PTSMC members became involved. What worked in converting us was these exposure visits to Hunza, Ghizer and the village of Rahimabad.

Back home, our boys and girls were happy to play outside in the sand before our girls came of age and were kept inside. Then we went and saw the relatively poorer village of Rahimabad. On one hand we saw our kids in the dirt, and on the other we saw their women and girls carrying stones on their backs to build their own schools. That came as quite a slap to the face, one that stunned and embarrassed us into action. We saw how these neighboring communities were developing themselves through their schools, and decided to do the same with our children.

We sometimes lack the skills and resources to adequately supply ourselves, but we all contribute and work towards this common goal under the programme. The community now supports us however they can, often providing in kind more than half of the cost of any education initiative launched here and by staying adaptable based on what is available.

The mentality of the people here has changed drastically. Just think, now in Diamir we send our women out for training un-chaperoned, we fight with the Ulema (clerics) and government who tried to derail this process, we all gather together and determine what needs doing and how best to get it done. There is obviously still the need to gather everyone together and create a viable long term strategy, but that in no way detracts from our new hope that we one day soon, will see these same girls eventually coming back home, college educated.

3.4. Home-Based Support for the Police-Run School Teachers in Diamir.

The complex cultural dynamics of Diamir necessitated exercising extraordinary care while mapping out AKDN's role as EDIP implementers in the District. The seven police-run schools operating in different valleys of Diamir were staffed by female teachers operating schools from their home. It is due largely to the women's veil (i.e. Pardah system) that it is unthinkable for an outsider man to see and interact with women from Diamir. Hence, some creative thinking and networking was required to reach out to the female teachers running the police-managed schools.

The first step was to identify a suitable female candidate to work for the programme as a teacher educator/mentor. The shortlisted candidate was an educated young lady from Chilas who agreed to work on the programme. This teacher educator was facilitated to come to PDCN with her husband and children to attend orientation sessions. She then went on to the seven Police-managed schools to provide school-based mentoring to the female teachers of these schools. Currently, this system is working quite successfully and has resulted in some of the other Diamir-based NGOs (e.g. AGAHI and DPAP) approaching AKDN for utilizing the services of the teacher educator to train female teachers of other non-EDIP schools including some Islamic schools and other government girls schools.

3.5. Provision of Local Training Support to Teachers

People from Diamir are deeply conscious of their culture, particularly their dress code including shalwar-kameez, cap and the thin locally-made blanket they drape over their clothes. Also, the men grow long beards based on their religious beliefs and are thus easily recognizable. Since the law-and-order situation often remained volatile in Gilgit, caution was exercised not to invite large cohorts of teachers from Diamir to attend professional development courses at PDCN in Gilgit. It was part of EDIP's precautionary measures that, in consultation with the district education office, professional development sessions for large cohorts of teachers and heads from Diamir were conducted in Chilas. Three such courses conducted in Chilas were for the English, Mathematics and Science teachers from Diamir. These courses attracted an encouraging number of teachers to participate and the district office played a pivotal role in making these course offerings a success.

In addition, the LRS- and school-based professional support to teachers continued through the local teacher Mentors/ PDTs. The parents and family members of the police-managed school teachers were particularly appreciative of this training support provided to the female teachers in the police managed home schools. These female teachers, according to parents, would have never been able to leave their homes to attend professional development courses elsewhere because of the 'purdah' system.

The Chilas LRS and school-based professional support and mentoring of teachers contributed to teacher productivity in classrooms as well as to their motivation to get involved and participate in the EDIP-related activities in their schools.⁶

3.6. Encouraging Participation of Teachers from Non-EDIP Schools in Diamir

Where possible, teachers from the non-EDIP schools were also invited through the district office to participate in the Chilas-based or PDCN-based professional development courses. One of the goals of involving teachers from the non-project schools was to help these schools understand the need for improvement and to increase the sense of EDIP presence in Diamir. At the time of writing, 79 non-project school teachers have been supported by allowing them to take part in professional development courses conducted in Chilas and GB. This, understandably, has contributed to improving AKDN's image and reputation in the eyes of the communities of these schools.

4. The Benefits of EDIP Implementation in Diamir

The EDIP implementation in Diamir has yielded numerous tangible and intangible benefits. These benefits range from improvement in educational conditions, to enhancing local community's awareness about the need and importance of education, to upgrading the infrastructure, to provision of educational resources to school. What follows is an analysis of the key benefits of EDIP intervention in Diamir district:

⁶It could be easily attributed to teachers realization of the need and significance of EDIP that when a cleric in a mosque announced through loudspeaker in a Friday sermon that he would never allow NGOs to work in Chillas schools, a group of local teachers countered the cleric there-and-then and helped him understand how AKDN is contributing to the cause of children's education in Chillas. The programme has not faced a similar issue since then.

4.1. Increased Children's Access to Schools

The current enrollment (i.e. 2913) in the eleven EDIP project schools in Diamir, when compared with the baseline statistics (i.e. 2475), clearly shows that there has been a significant increase in the number of children attending these schools within 2 years. The project activity of providing textbooks, uniforms, notebooks, health and hygiene kits and chairs, was instrumental in attracting increasing number of children to these schools. In fact, in some of these EDIP project schools (e.g. Boys High School Chilas, Boys High Schools Shaheen Kote, Boys Middle School Satellite-Town and the Police-Managed School Paeen kote, Chilas etc.) the space to accommodate children has emerged as a challenge because of the growing number of children in these schools. Therefore, EDIP's contributions to increasing children's access to schools can be seen as an important step forward to achieving universal education goals in Diamir.

Sumaira Bibi - Master Trainer and Teacher, PMS Chilas

It isn't the pay or the conditions of the other schools that entice me. This is the community we started in, grew in, and this is the first community to be turned around in this way. Helping drive this radical change in mindset; that's what drives me.

These children used to play in the dirt and they and their families had no idea about the benefits or point of being educated. There were no books, no schools, and no demand. These people were violently against females getting educated and on top of that Diamir had no safe, trusted or equipped facility to house them. What teachers were available were privately educated on their own initiatives and standards, with no real experience or knowledge in pedagogy. Subject knowledge of Science, Math and English were abysmal, myself included. Despite this and in the face of many persisting problems, the outreach of AKDN's leadership and by all of us affected by it, reached a tipping point. Respect for our members, our initiatives and our school has grown now to the point where I have over 200 students running around my house with more fighting to get in.

Many of our issues cannot be solved, but they can be mitigated. Where we don't have schools, teachers take classes in their own bedrooms. Where some teachers cannot understand their subject materials, the networks established during the training and the diverse skill sets we all have allow us to develop strategies and techniques and share knowledge over long distances on the phone. That we as teachers are willing to admit to our weaknesses and be able to identify our own knowledge gaps has been a great step forward towards bridging them through our support networks. Where the communities fight against us female teachers, other go and explain that it is our duty as Muslims to teach and to learn.

(Laughing) Had you told me before that one of our problems for girls' teachers in Diamir would be overutilization I wouldn't have believed it. Now take a look around. 200 students for one teacher, grown from just 35, with the entire community pushing for more, for both their boys and girls. If these initiatives are sustained I feel very happy and confident for the future of this district and its people.

4.2. Increasing Acceptability for Public and Private Sector Educational Providers in Diamir.

Diamir has long been under the influence of the local clergy and has been perceived as a highly inflexible and 'resistant-to-change' district. This perception has been further reinforced through decades of anti-development campaigns by the local clergy and the political 'power-wielders' effectively clouding the thinking and vision of the local communities. This has resulted in them developing extremely narrow world-views and consequently, the local populace remains highly suspicious of the development agencies

aspiring to undertake interventions in the District. The development agenda of “women empowerment” and/or “female education” particularly raises eye-brows of the local people fearing that these initiatives might spread indecency and damage the local culture of “purdah” for their women. It could be largely attributed to this sort of fear and apprehensions that more than a dozen girl’s schools were destroyed over the last decade or so in Diamir. Resultantly, only a few NGOs dared to go to Diamir with a development agenda.

However, AKDN’s careful and calculated efforts to reach out to these long-ignored communities even before the EDIP commencement in GB paved the way to increase EDIP’s presence in Diamir. Between 2011 and 2014 the EDIP intervention in Diamir has actively augmented the partner relationship, leading to the acceptability of an AKDN presence in Diamir. AKDN’s deep-rooted respect for the local cultural, quality input in the capacity building exercises and tangible (material) contributions to school improvement have collectively played a pivotal role in bringing about a perceptible shift in the mindset of local people from being initially resistant to accepting of female education.

PTSMC members Government Boys High School and LRS Chillas

(Smiling) We were never fans of this ‘education thing’. Because of that and the security incidents over the past few years, we are usually depicted as savages from the fourteen hundreds. Now we all understand how a good education is truly a blessing from God.

This is what eventually helped us understand and yearn to set up girls’ schools. It used to be that we would only learn in the Majlis with the Moulvi’s. We had the semblance of a school without any real schooling. Then the programme reached out to us in our communities, explained to us that these education goals were rooted within our *Din* [Religion], and that it was embedded within our culture.

This was coupled with our exposure to the purpose and ability of the community. Without the community on board there is no point in attempting development, because as with the NEP the community will fight it. Now we do our best to spearhead our own work. Out of school kids are returning to school, things are being built, and the community now understands that our development is largely in our own hands.

The cultural knee-jerk aversion to education is still prevalent across the district and with many of our neighbors in FATA. Towns and villages are so spread and disconnected; many still have no idea, no exposure, no understanding and thus no chance for a real education. This is a resource rich province, but due to the *jahalat* [ignorance] we are unable to invest in ourselves, and are unable to progress in the new world.

This is changing, and in almost 2 years we have been able to turn so much around where private groups and even the government refused to work; another few years with talented and dedicated people working towards this goal and I truly believe we can accomplish so much more.

4.3. Increased Community Involvement and Interest in Education

The EDIP project in Diamir, has reached out to the school community including the school management committees (SMCs) and fathers of the school children. On a limited scale, the female teacher educator has had her interactions with the mothers of the police-managed school children. These interactions with school parents have played a pivotal role in enhancing their understanding of the importance and need of education for children.⁷ The increasing enrollments (of both boys and girls) in schools, improved hygiene of children and the improved regularity and punctuality of children and teachers in schools, are just some examples of parents increasing interest and support for their children's education.

4.4. Improved Students Learning Achievement

There is tangible evidence of improved students learning achievements in the EDIP schools in Diamir. This improvement is related to both quantitative and qualitative aspects of students learning achievements. For instance, in the Annual Examination 2014 three students from Government Primary School Takia (an EDIP feeding school of LRS Chilas) attained the top three positions at the district level. Likewise, there is anecdotal evidence of how the EDIP project has encouraged children in schools to work harder in their studies. The Director Education Gilgit and the Head of PDCN were surprised to hear a class 2 student in a Police-managed school spell in English the numbers from 1-100. A student in another Police-managed school in Tangir fascinated the Director Education and Head, PDCN by asking them questions clearly reflecting confidence, motivation and ability of the student. The monthly reports from schools have shown visible improvement in teacher's classroom punctuality and regularity, and in their content and pedagogical knowledge, which in turn, has contributed to improving students learning achievements. At the annual Salam Teachers Day for all Gilgit on October, 2014 (including the districts of Gilgit, Ghizer, Astore, Diamer and Hunza-Nager), the DoE GB recognized and gave awards of honor to the Best Schools of the Year, Best Teachers of the Year and the Best Students of the Year for the academic year of 2013-14. EDIP project schools won a majority of these awards of excellence, and those specifically awarded to Diamir are presented in the following table:

Category	Details
Best Teacher Award	Mohammad Altaf from LRS Chilas, Diamer
Best Student Award	Zafarul Haq, Govt. M/S Takia Chilas, Diamer

4.5. Functional SMCs

As part of its initiatives, EDIP established and orientated the school management committees to support the parents (and community) related cause of school improvement. These SMCs were provided opportunities to participate in the awareness-raising sessions in Chilas and Gilgit. However, an exposure visit organized for these SMCs to show them the best practices in Hunza and Ghizer proved to be highly instrumental in increasing their motivation to enact their roles for school improvement. The SMCs who participated

⁷ In Tangir, where the Director Education, Gilgit and PDCN head were visiting a police-managed school, the owner of the house where the school is run, told them that he values girls education and guards the room used as school at night with a gun to protect it from any miscreants.

in the orientation and exposure visits did the advocacy for EDIP which garnered support from the people in the District. In certain cases, however, some SMCs (e.g. the LRS Chilas SMC) became overactive and apparently challenged the status-quo. Such SMC expected to revolutionize things over night and thus became frustrated when saw things not progressing according to their wish. However, there is compelling evidence of EDIP interventions having an impact on increasing effectiveness of SMCs in Diamir district.

5. Flexibility-The Key to EDIP Success in Diamir

The Learning Resource Schools (LRS) and the cluster-based approach are being used in implementing the EDIP project in GB. Comprising of four schools operating in close proximity, the EDIP Cluster Model has a centrally located secondary school at its heart which functions as the hub (or epicenter) of the school improvement and teacher development activities. The centrally located secondary school is called the learning resource school (LRS) and acts as a model for the other feeding schools (as well as for the other schools in the area) to emulate. A master trainer, often a specialist in teacher education and school improvement, is placed at the LRS who acts as a source of professional support, facilitation and inspiration not only for the LRS teachers, staff, students and Local Level Institution members but also for the three feeding school stakeholders. The EDIP cluster model, therefore, works with four schools simultaneously to rally the inside-school and outside-school stakeholders behind well-defined and achievable school improvement goals.

While the four Chilas based government schools were organized as a cluster (i.e. an LRS linked with three feeding schools led by a PDT), the seven Police-run home-based schools exist in different valleys and are not in close proximity. They have subsequently been placed under the supervision of a Chilas based Female master trainer/mentor. The master trainer has received numerous teacher training courses at PDCN as well as been exposed to the workings of multiple schools in different districts. She has been trained in the basic aspects of pedagogy, to administrative duties required of teachers, such as the regular maintenance of school logs and records. The MT has also created her virtual networks over the phone with the teachers in the other 6 PMS's that she caters to, in addition to the regular visits she pays to their locations. These virtual networks help diffuse content knowledge amongst teachers in a community of learning model, where those who are proficient at one subject area can coach those who are not, thus increasing all teachers knowledge and pedagogy ability.

AKDN has strategized its EDIP intervention in Diamir using a blend of "soft" and "hard" inputs to the EDIP project schools in Diamir districts. This comprises of incentivizing interventions comprising of student textbooks, note books, health and hygiene kits, uniforms for deserving students; the needy students being identified by the PTSMC and the head teacher. Other inputs include library books, furniture for schools and construction of new classrooms and toilet blocks in the target schools where applicable. The incentive package is richer than the material resources provided to other districts and considered essential in view of the under-resourcing of school related material and infrastructure prevalent in the district, the apathy towards education generally and female education in particular and the high levels of poverty. The material contributions to the

project schools have made an immediate impact with regard to school communities' perceptions about the efficacy of the EDIP project; thus, factoring prominently towards the communities' intrinsic motivation to accept the project. This has also had the added benefit of helping AKDN persuade the local communities to donate their private land to the GB Government so that new classrooms and toilet blocks can be constructed for their children's education.

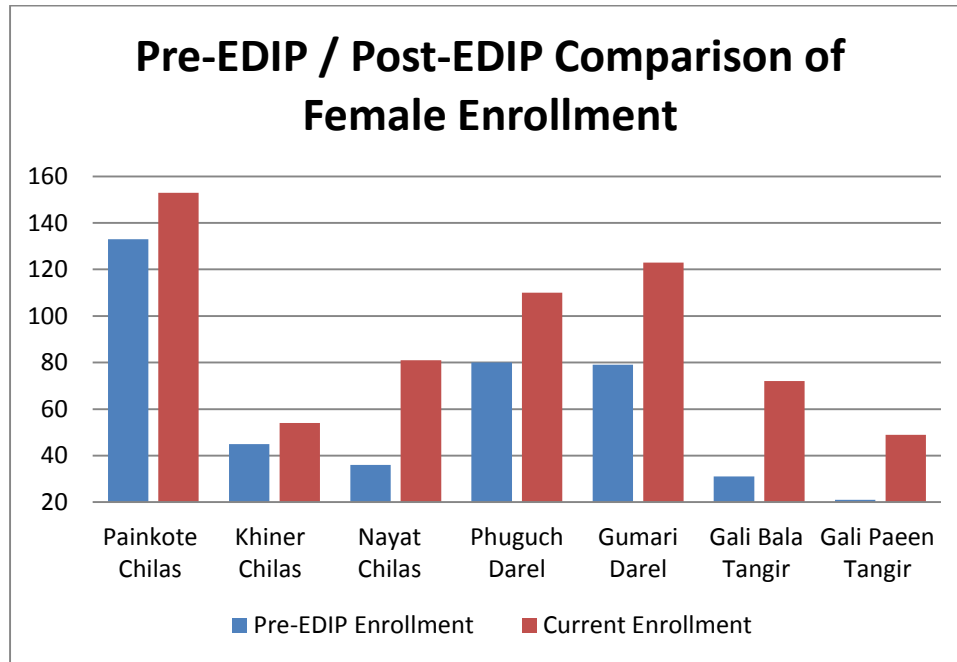
6. Gender Education

AKDN needed to remain flexible and empathetic while dealing with the subject of Girl's education in the deeply patriarchal context of Diamir. Girl's education is still a proscribed subject in certain areas of the district. Taking this into consideration, AKDN entered into a partnership with the GB Police department which had recently



established Girls schools to facilitate the cause of female education in the area. It further allowed EDIP to generate good will and increase outreach to surrounding communities and schools through the support of local influential comprising clerics, political representatives, community leaders and the Government Education Department. EDIP also employed a suitably well qualified local female teacher educator for the Girls schools to ensure maximum acceptability and access. All these approaches have borne fruit as the following table illustrates the increasing access of girls to the Police-managed schools in Diamir; this increasing trend in girls enrollment is indicative of parents shifting attitude and beliefs towards their daughters education:

Portraying the Pre- and 2-Year Post-EDIP Girls Enrollment in the Police-Managed Schools in Diamir.



	Painkote Chilas	Khiner Chilas	Nayat Chilas	Phuguch Darel	Gumari Darel	Gali Bala Tangir	Gali Paeen Tangir	Total
Percentage Increase	15%	20%	125%	37%	55%	132%	133%	51%

The Education Department had also used the Police initiative to set up 100 similar types of home schools in places where Public schools had been destroyed by radical elements. 75 of these have already been initiated. The total number of students in schools during 2008-9 was 17267, including 2837 girls, which has decreased to 1059 girls in 2013-14. The stark 73% drop in girl’s enrollment in government schools has effectively been counteracted by the PMS and home school systems, which has overall increased net girls enrollment by about 1000 in the year initiated.

7. AKDN’s Key Learning from the EDIP Intervention in Diamir

Despite the numerous typical and daunting challenges faced in the process, the EDIP Project implementation in Diamir has provided various valuable learning insights to AKFP and its implementing partner AKU-IED/PDCN. These insights add to the overall understanding and knowledge related to initiating, planning and executing development initiatives in the increasingly fragile and conflict prone areas elsewhere. For instance, some of the key conclusions drawn from this intervention in Diamir include:

7.1. It is essential to have a thorough understanding of the local, cultural and contextual dynamics before an intervention is planned and executed in notoriously risky areas.

We found it helpful to know the “centers of gravity” in these areas such as the political, religious, ultra-rich, and the tribal chieftains wielding and exerting social power in the local communities. We also learnt that it helps in connecting with and building personal relations with people when we are able to speak with them in their native languages. For instance, one of the senior high officials from the district office in Chillas couldn't hide his happiness when he was spoken to in his native language. He said: “Sir, honestly it sounds great when you speak in our local language. Having a conversation with you in our local language gives me a feeling that you are an insider and not an outsider for us”.

7.2. Working with the locally-recognized legitimate institutions to plan and implement the development projects is more useful and productive than working alone in these underprivileged, uncertainty-laden and challenging areas. AKDN was fortunate for developing its partnership with the Department of Education, Gilgit-Baltistan and Police Department, Gilgit-Baltistan to plan and execute the EDIP Project. Each of the three partners had a pivotal role to play in achieving the overall goals of the EDIP Project in Diamir. PDCN leadership, facilitated the process of partnership, provided the financial and technical support and, hence, acted as the linchpin connecting and giving momentum to the tripartite partnership.

In addition to the top-tiered tripartite partnership, EDIP also found itself developing its partnerships and collaboration with school committees, teachers and parents. Together, these partnerships paved the way in achieving the EDIP programmatic goals in Diamir. One of the key insights related to these partnerships was that we found it beneficial to give a genuine sense of credit and ownership to those operating at the grassroots level. In particular, giving credits for the project successes and achievements to those working as volunteers boosts their morale and motivation to put in their best for the cause of education.⁸

7.3. The EDIP Project also taught us that it is wiser not to advertise the burning issues such as ‘girls education’ and/or ‘women emancipation’ as overt development agendas. Instead, it is desirable to take the smoother and straight route to avoid early roadblocks. We learnt that any direct reference of an ‘outsider’ to women-related issues, let alone interacting with women face-to-face or taking initiatives for their emancipation etc. can potentially trigger internal alarms. Even women staff members would need to exercise caution for how they appear and what they discuss with other women; a slight misunderstanding or apprehension developed amongst the local people may damage the credibility and disrupt the initiatives in the future. As far as the seven EDIP girls’ schools in Diamir, we were lucky that these schools were seen as Police-owned schools where we carefully engineered our intervention in these schools through a local female teacher educator. Hence, we successfully averted any possible apprehensions and adverse reactions of the local community.

7.4. We learnt from the Project that it is productive to allocate more resources to address the issues of missing facilities (the hardware of school improvement) in

⁸In a huge gathering of students, parents, teachers and SMC members at Government Boys High School Chillas (i.e. the LRS), when the students were inspired to aim at scoring top class results, the SMC chairman, in his speech, promised to give Rs: 50,000 and Rs: 30,000 each to those achieving the top first and top second positions in the SSC examination. This gesture of generosity reflected his dedication to the cause of education of children in Chillas.

schools. However, it is also equally important to initiate teachers', head-teachers' and district management's capacity building (software of school improvement) as the second priority in the school improvement agenda. We noted that the changes in schools physical inputs were easier for the school community (including students, teachers, school committees and parents) to notice and this visible improvement motivated them to improve the quality of education provided to children.

- 7.5. Although we had a well-conceived integrated school development (i.e. EDIP) model already successfully experimented elsewhere in GB, we adapted this model in view of the compelling local realities. For instance, for the seven Police-run schools we modified the LRS cluster model and worked with these schools through the Chilas-based female teacher educator. Therefore, AKDN should not see the school improvement models carved in stone; rather models should be adapted to make them relevant to the local contextual realities.
- 7.6. PDCN's approach of creating a critical mass of graduates of different courses at PDCN even prior to the EDIP Project yielded tangible benefits as these graduates were instrumental in spreading the message of quality, significance and 'harmlessness' of AKDN capacity building programs to other teachers in the Diamir district. It was through the NPEP and EDIP courses that several teachers and headteachers were given opportunities to come and attend capacity building programs at PDCN. These teachers and headteachers became AKDN's points of contact when EDIP was formally launched in January 2013 in Diamir.
- 7.7. As part of the consent-seeking process, AKDN visited all the potential schools identified by the district management, briefed them on what EDIP entails for them and sought applications signed by all teachers to be part of the EDIP Project. We had a mixed result: some of them showed high motivation to partake in the Project whereas other didn't. Hence, our conclusion from the EDIP implementation in Diamir is that it is essential to explore the willingness of teachers, headteachers, schools committees and parents to participate in the project, rather than imposing the decision on them.
- 7.8. AKDN's experiences in the eleven EDIP Project schools showed that these schools have an acute shortage of furniture (i.e. chairs, desks and benches) for children. Most of these schools even didn't have mats for the students to sit on and, as a result, they sit on the ground facing the harshness of the climate on the one hand and unhygienic conditions on the other. It was to address the lack of furniture issue that EDIP provided chairs (with book-rests) and whiteboards to all the project schools in Diamir. In some of these schools student enrollment has already increased as a result and the need is felt for more chairs in these schools. The need for furniture in other schools in Diamir is overwhelming. There isn't a single school in Diamir having adequate number of chairs, desks and whiteboards. Therefore, there is an urgent need to invest resources to address this compelling need in Diamir schools.

8. The Way Forward

Now that the communities' apprehensions and their resistance to accept NGOs support for development in Diamir have been addressed, there is an opportunity for development partners to contribute to social development in the District. The consequences of prolonged and sustained neglect have already resulted in dire outcomes for the people in Diamir as well as for the global community. Majority of the people in Diamir are already

living below the poverty line and suffer from ultra-poverty making them vulnerable to numerous social issues and influences. The four major terrorist acts in the recent past, degraded the image of the District and portrayed it as one of the most dangerous places in Pakistan. These heinous acts need to be seen as a wakeup call for the government as well as for development partners to take serious and immediate steps to upgrade the social standing of the district.

AKDN intends to capitalize on its successes in improving teaching and learning conditions in Diamir. The scarcity of resources allowed the organization to help only eleven of the 212 schools operating in the District; a huge need remains to reach out to and support Diamir's remaining schools. To this end, government as well as the local, national and international development partners might want to consider the following initiatives aiming to contribute the educational development agenda for Diamir:

- 8.1. There is a need to develop and/or upgrade the dilapidated school infrastructure in the District. Our experience showed that most school buildings have never been renovated since their construction. These school buildings have become shabby and unsafe for the children to live in. In most of these schools the floors have worn-out, window panes have been broken and even the windows meshes completely torn. These buildings require serious and immediate attention and resources to repair and upgrade them.
In the eleven schools that EDIP worked with, enrollment swelled in almost all schools and space to accommodate more students emerged as a compelling issue. There are other schools in the District where adding more classrooms has become a key necessity to provide learning-conducive environment to students.
- 8.2. Students suffer for not having toilet facilities in schools. Current practices make the school surroundings filthy and unhygienic. Therefore, the construction of toilets for students (and staff) has emerged as an unavoidable priority. The government and development partners need to address this top priority issue.
- 8.3. The number of girls schools in Diamir speaks volumes about the lower-than-expected priority attached to girls education. The current positive initiative of the DoE GB to open some 100 home-schools for girls in the district requires the attention and resources to strengthen these schools. Female teachers, most of them not well qualified, have been appointed only based on their academic qualification. These teachers have no professional trainings to manage these schools effectively. Thus, a need exists to build the capacity of these DoE GB-managed home-school teachers.
- 8.4. AKDN's experience has demonstrated that providing uniforms, books and notebooks helps in attracting the out-of-school children to schools. The district education offices EMIS shows that currently there are almost 8000 school-age children out-of-schools. Therefore, incentivizing these out-of-school children and their parents through providing them free basic educational necessities would be a wise step and much-needed investment to register them in schools.
- 8.5. A great majority of teachers in schools have had no professional development opportunities since their appointment. These teachers teach the way they had seen their teachers teaching them; i.e. they force students to memorize and regurgitate concepts without completely understanding them. Understandably, as the students

move on to higher grades they are unable to scaffold new knowledge onto what they were taught in previous classes. This mode of schooling reflects that children are not better-off being outside than inside these schools. There is need to provide teachers effective professional development opportunities-be it in their own district or elsewhere.

- 8.6. The capacity of the District Education Office to ensure effective monitoring and supervision of schools, and to steer the District towards quality and improvement, is alarmingly low. Currently, provision of school-based professional support for teachers to impart quality education to children is not on the district education office agenda. District education offices expectations from themselves and from the schools are low. Often it looks like they are happy with how things are going for them. Hence, it is becoming increasingly urgent to pay heed to building the district education office's capacity so that they are able to effectively utilize the resources from within and outside to improve the teaching and learning conditions in the District.

9. Conclusion

Diamir Deputy Director Education

We in Diamir have our weaknesses, our religious and social barriers and we also have our reputation for being a no-go area. A lot of this reputation has been deserved. Previously those who came down to work in education, let alone girls' education, all failed, scared and chased out of here. Given this there was a need for someone to take a real step forward. The AKDN with its local leaders and community mobilizers have come in and managed to do so, changing the mindset and culture that once held our girls back.

The main insight and difference made by the AKDN in these current efforts has been in reaching out and through the District Education Offices. The leadership, advice, and knowledge of ground level realities from these mid-level officers have been integral in the efforts to cultivate and spread this new way of thinking.

The communities are changed, this desire for educated children, boys and girls, is now coming from the districts themselves. Their exposure and mobilization has simultaneously increased their awareness of what is possible and has triggered their pride. These community members are taking their school development into their own hands, contributing in kind often more than half the cost of many projects, and supporting their schools however else they can.

Also look at government capacity building. Ghaffar is our M.Ed. Professional Development Teacher, one of the 2 AKU-M.Ed. graduates from Diamir and now one of our best officers. These trained resources return to Diamir and act as rare pillars; specialists who help develop and hold our education institutions up in these new and volatile times.

Communities and the government are working in tandem across Diamir to reverse the historic trend of near 1% female education. Taking the EDIP Diamir intervention as a model and launching pad the Education Department in partnership with the police has launched 75 out of 100 new girls' home schools which have already started catering to over 3200 girls.

Thanks to the programme we are taking small steps to begin outpacing the development gains in the other districts. Diamir can become emblematic of the potential of so called conflict areas, and a model for development for all Pakistan.

Diamir has seen an increase in extremism and sectarian violence, alongside a decade long drift towards growing poverty and an acute lack of human capacity critical for any form of local economic and institutional development. Today, the communities in Diamir of Gilgit-Baltistan stand at a critical juncture of their history, where the drastic changes taking place in Pakistan have forced them to review their views and approach towards their own development trajectory.



Pictured from left to right GB Education Secretary, Deputy Director Education Diamir, Director PDCN.

A proud culture with great ambitions for their future, they are more receptive today than ever to work with the government and other partners to surmount their history of ultra-poverty, ignorance and the fragile law-and-order state that now prevails. Their communities, once highly resistant towards donor funding, are now increasingly aware that many parties have interests aligned with their own.

AKDN has been able to tap their increasing awareness and desire to actively contribute to their own development, due largely to its reputation and leadership on the ground which had access to Diamir's unique zeitgeist. This insight allows AKDN to subtly tailor aspects of its programmes and galvanize Diamir's target communities to highly productive ends. Though the suggestions seem fairly evident, given the progress of education development pre and post-EDIP, the specifics of operationalizing these suggestions are only evident in hindsight.

Organizations wishing to work in Diamir must partner with and fully collaborate with the government departments in Diamir and its local people, to generate consensus and buy-in from within rather than imposing a programme's agenda from without. The many apprehensions of the local communities to accept external support have been slowly mitigated. A sincere show of respect for their values, traditions and norms, will continue to allay their misapprehensions. Exposure to what is possible with limited physical resources but abundant human capacity drives them to carve out their own path, with the support of any interested partner. Finally giving them adequate support to build their own capabilities and realize their own gaps in knowledge and skills, allows them to fully realize how best they can participate to achieve their democratic potential. These interactions reduce the trust deficit that has severed communal ties, and forced groups to seclusion within their own perceived enclaves.

The opportunity to re-shape the destiny of the current and future generations of Diamir exists. It remains up to the community of local and international development agencies to effectively align them-selves with this opportunity and to ensure that the process of development is not derailed by other interests vested with the status quo. The trajectory of this resource rich and volatile district along with that of its neighbors will determine Pakistan's potential to meaningfully connect with its northern neighbors and effectively develop. Utilizing the Diamir model and understanding its parallels with much of the development context of the nation can be instrumental in the pursuit of a prosperous, developed and peaceful GB and ultimately Pakistan.

Annexure 1

Complete List of Capacity Building Programs Including the Program- Wise Number of Participants from Diamer

Jan. 2011 to Oct. 31, 2014

Training Theme	Participants		
	EDIP	Non-EDIP	Total
Orientations Workshop For EDIP Project School			63
M.Ed. Cohort 2012-14	1	1	2
ADE:ELM Cohort I	0	1	1
CPE: ELM Workshop for EDIP Project School Teachers	5	1	6
CPE: Inclusive Education Workshop for EDIP teachers	0	5	5
CPE: Innovative Pedagogies Workshop for EDIP Teachers	0	3	3
CPE: Monitoring Supervision and Governance training for AEOs	2	0	2
CPE: English curriculum workshop for EDIP teachers	5	0	5
CPE: School Development Involving Community/ Parents Workshop	5	0	5
English preparation for new M.Ed. Candidates	2	3	5
ICT Skill Workshop for EDIP School Teachers	3	2	5
CPE: Curriculum Workshop English 1 week in Chilas	3	20	23
CPE: Curriculum Workshop Mathematics, 1 week in Chilas	8	16	24
CPE: Curriculum areas Social Studies,1 week at PDCN	4	18	22
CPE: Curriculum areas Science 1 week in Chilas	7	19	26
Workshop for SMCs' Members of EDIP Project Schools			71
CPE: Gender Education Workshop For EDIP Schools	0	5	5
CPE: Curriculum Biology, 2 weeks at PDCN	0	2	2
CPE: Curriculum Chemistry,2 weeks at PDCN	2	2	4
CPE: Curriculum Maths Secondary level,2 weeks at PDCN	4	0	4
CPE: Curriculum Physics Secondary level,2 weeks at PDCN	5	0	5

CPE: science April 14-25, 2014	1	2	3
CPE: writing skills June 23-27, 2014	0	4	4
CPE: Mathematic February, 3-14, 2014	2	0	2
CPE: Urdu Jan 13-24, 2014	1	0	1
CPE: ICT Skills Jan 6-10, 2014	1	0	1
Workshop for LLIs/MSGs Jan 18-21, 2013	12	0	12
CPE: ELM May 2-6, 2011	1	0	1
CPEL: Urdu November, 18-29, 2011	2	2	4
CPE: ELM	1	6	7
CPE: Mathematics	1	4	5
SMCs' Workshop for EDIP & Non EDIP Schools Dist. Diamer	07	35	42
UNICEF- CF Sponsored Workshop for SMCs' of Dist. Diamer	0	25	25
Total	84	177	395

Annexure II EDIP Intervention in Diامر in Pictures



Figure 1 Head PDCN is having a meeting with DoE GB and Diامر stakeholders before intervention at PDCN



Figure 2 Director Education Majeed Khan Distributed Hygiene Kits at LRS Chilas after EDIP intervention



Figure 3 Head, PDCN and the Director Education Meeting a Top-Ranking Cleric in Darel



Figure 4 Director Education and the Head-DCN having a meeting with DDE Diamer in Chilas



Figure 5 The DoE GB, AKU PDCN and Police Department leadership distributing uniforms and other gifts to children of EDIP schools in Chilas



Figure 6 Head PDCN explaining the role of Community in school improvement at AKESP Model School Rahimabad



Figure 7 The Head, PDCN and Director Education are welcome during the occasion of inaugurating the EDIP-funded computer lab in Chilas.



Figure 8 Group picture of the SMCs from Diamer with Head, PDCN during their exposure visit to PDCN



Figure 9 Joint Session of the SMCs/MSGs of District Diamer and Hunza at LRS Karimabad



Figure 10 The EDIP-sponsored Library established in LRS Chilas



Figure 11 Resources Provided to Schools in Chilas



Figure 12 Students in the Police-run school Tangir, Gali Pain wearing EDIP-sponsored uniforms.



Figure 13 Students at the Police-managed school Tangir, Gali Bala

Annexure III

S. No.	Name of Schools	Computers	Hygiene Kits	Class Room Chairs	Note Books	Stationery	Maps, Charts and Globes	library Books	Whiteboard with Stand	Uniform	Text Books	Computer Chairs	Library Shelves	Subject Dictionaries	Lab. Equipment
1	<u>F.G.Boys H/S Chilas</u>	12	769	936	7042	1 set worth Rs: 15000	1 Set worth Rs: 1127	470	9	703		3	2	10	1 set
2	<u>F.G. Boys M/S Shaheen kote</u>		565	582	4290	1 set worth Rs: 15000	1 Set worth Rs: 1127		7	565		1	3	13	
3	<u>F.G. Boys P/S Satellite Town Chilas</u>		371	375	2660	1 set worth Rs: 15000	1 Set worth Rs: 1127		5	371		1	1	13	
4	<u>F.G. Boys M/S Takiya, Chilas</u>		400	416	2870	1 set worth Rs: 15000	1 Set worth Rs: 1127		9	400		1	1	13	
5	<u>PMS Police manage school , (LRC)</u>		140	131	1015	1 set worth Rs: 15000		470	4	130	154	2		10	
6	<u>PMS Primary school Phuguch, Darel</u>		75	76	636	1 set worth Rs: 2435			4	75	36	1			
7	<u>PMS Primary school Gumari, Darel</u>		85	119	875	1 set worth Rs: 15000			4	118	85	1			
8	<u>PMS Primary school Niat, Babusar Valley, Chilas</u>		36	32	252	1 set worth Rs: 15000			4	31	17	1			
9	<u>PMS Primary school Kiner, Chilas</u>		46	41	350	1 set worth Rs: 15000			4	40	52	1			
10	<u>PMS Primary school Gali Bala, Tangir,</u>		30	17	235	1 set worth Rs: 15000			4	16	37	1			
11	<u>PMS Primary school Gali Sahibzada, Tangir</u>		22	27	175	1 set worth Rs: 15000			4	26	55	1			
	TOTAL	10	2539	2752	20,40	10 boxes	4 sets	940	58	2475	436	14	7	59	1 set

List of Furniture Provided to Non-EDIP Schools in Diامر

S. No.	Name Of Schools	Class Room Chairs	Office Chairs
1.	F.Boys High School Giyal Darel Non-EDIP	440	
2.	Primary School Platain Non-EDIP	102	
3.	Primary School Giyal Bala Non-EDIP	124	
4.	F.G Girls H/S Chilas	290	12
5.	F.G Boys H/S Goharabad	260	12
6.	F.G Boys H/S Goner Form	260	12
7.	F.G Boys H/S Juglot Tangir	250	12
8.	F.G Boys H/S Gali Bala Tangir	260	12
9.	F.G Boys M/S Lurk Tangir	100	7
10.	F.G Boys M/S Khami Kote Phapat Tangir	100	7
11.	F.G Boys M/S Bialithing Tangir	100	0
12.	F.G Boys H/S Gumari Darel	290	12
13.	F.G Boys H/S Manikal Darel	260	12
14.	F.G Boys H/S Niat Chilas	250	12
15.	Govt Boys Middle School, Hudur, Chilas	65	7
16.	Govt Boys Middle School, Shahi Mahal Thore Chilas	55	7
17.	Govt Boys Middle School, Jall Thack Chilas	90	7
18.	Govt Boys Middle School, Gais Bala Gohar Abad	110	7
19.	Govt Boys Middle School, Sair Das Khinar	90	7
20.	Govt Boys Middle School, Mashhi Batogha	80	7
21.	Govt Boys Middle School, Sair Khanbari	60	7
Total		3636	159