

ENDLINE SURVEY DATA COLLECTION IN SELECTED DISTRICTS OF KHYBER PAKHTUNKHWA, PAKISTAN

Consultancy Services

Terms of Reference

A. PROJECT BACKGROUND:

In Pakistan, across all provinces and educational levels, girls are significantly more likely to be out-of-school and girls at risk of dropping out as compared to boys. Ensuring regular attendance and low school dropout has been a challenge. Around one-third of all girls enrolled in Class 1 either drop out, transfer to a private school or repeat at least one year during the first five years of schooling. In addition, less than a third manage to complete basic education. An important factor driving this problem is the distance between home and school during the school transition period for girls - i.e. from primary-middle-high school. Research shows that while there is a minor gender gap in the relationship between enrollment and distance to *primary* school, the role of distance becomes salient, and only present for girls' enrollment rates in *middle-school* and *high-school* enrollment. At the same time, this negative relationship between distance and enrollment at middle and high-school level is constant regardless of the length of travel time. This entails primarily two things. First, that rural mobility is a driving force determining the gender gap in education in Pakistan. Second, while transport accessibility is important, there are other features that are intertwined with the link between distance and education that may explain such a problem. For instance, safety concerns affecting girls and their families and affordability of transport are important.

Responding to these challenges, the World Bank-financed Khyber Pakhtunkhwa Rural Accessibility Project (KP-RAP) is undertaking interventions to support girls' safe and climate-resilient all-weather access to schools. A key component under KP-RAP aims is to not only bring out-of-school girls into the formal education system but also to improve the attendance and retention of enrolled girls from marginalized districts and communities through the provision of free transport.

The project aims to test the impact of alleviating affordability, safety and accessibility constraints girls and their families face when making educational investments, decisions, and well-being. Addressing rural mobility constraints can be an effective tool to addressing girl's educational outcomes. In Pakistan, addressing rural mobility for girl's is particularly important as girls graduate from primary school and enter an age where they are at greater risk of child marriage, and of school dropout. For instance, as per KP educational annual census data, in 2016-17, while 64% of the establishments were primary schools (150,129 schools), 21% were middle schools (49,090 schools) and only 15% were secondary schools (35,684 schools). Such schools were therefore distant to many girls - in 2018-19, approximately a third of children (30%) enrolled in secondary school in rural areas had to travel over at least 2 kilometers to their closest secondary school and 14% had to travel more than 5 kilometers. This project targets girls at risk of dropping out due to accessibility issues and aims to reduce barriers related to affordability, safety, and distance.

The intervention under KP-RAP includes provision of free transportation to government (i.e., public) middle and high schools targeted at girls who are at greater risk of dropping out of school or are out of school at the time of the intervention.

B. OBJECTIVES OF THE ASSIGNMENT

The Project Implementation Unit (PIU) intends to procure the services of a survey firm (the ‘Firm’) to collect data through household and school surveys for an Impact Evaluation and use this information to produce clean datasets for empirical analysis. The data collected from these surveys shall be used along with the baseline data collected in 2024 and will be used by the PIU and the World Bank (the ‘collaborator’) for analysis to estimate the impact of the transport service. Alongside, the firm will conduct spot checks in schools to observe the transport service. The Firm will closely work with both PIU and the World Bank (Collaborator) during data collection activity. The objective of the impact evaluation is to measure the causal impact of the program and to provide recommendations for the roll-out of the program elsewhere.

The survey will be carried out in 6 districts (Lower Kohistan, Torghar, D.I. Khan, Lakki Marwat, Kolai Pallas, and Hangu) and will be carried out in June-August 2025).

The survey will require surveys of girls, caregivers (Parents), Headteachers and Teachers, transport service providers and middle schools. The instrument details are shared in the subsequent section.

In addition, the activity also involves spot checks to observe the transport service in subset of schools in districts; Kohistan Upper, Charsadda, Kohat, and Bannu during the intervention period from October 2025 to February 2026.

The endline survey is expected to be executed according to the following timelines:

Table 1: Tasks and Timeline

Task	Timeline
Orientation of the Firm	June 2025
Translation of Survey Tools	June 2025
Enumerator training	June 2025
Pilot	June 2025
Rollout of surveys	June – August 2025
Submission of Final Datasets	August 2025
Spot Checks to observe the transport service	October 2025 – February 2026

To carry out the above responsibilities during preparation and execution of endline survey and spot checks to observe the transport service, the Firm shall ensure (a) recruiting and training **a combination of Male and Female enumerator team**, and (b) carrying out all aspects of field-based primary data collection for the endline survey and spot checks to observe the transport service. The Firm will translate and adapt (as needed) survey questionnaires, pilot the instruments, carry out the fieldwork for data collection, and support data cleaning and archiving. The Firm will manage these tasks, which will have agreed quality standards associated with them. The Firm will coordinate with the PIU and the World Bank in ensuring that quality standards are being met.

C. OVERVIEW OF DATA COLLECTION

The Firm will be responsible for implementing a comprehensive, high-quality data collection effort, aimed at assessing the impact and effectiveness of the free transport program across the selected districts, schools, and households. The scope of work includes the following key activities:

1. Geographical Scope:

The Firm will be expected to collect data in six districts in KPK which includes Lower Kohistan, Torghar, D.I. Khan, Lakki Marwat, Kolai Pallas and Hangu.

2. Survey Respondents

Endline:

- Number of interviews per Household:
 - 2 interviews per Household i.e., Father and Mother of girl respondents selected for the survey
- Girls aged (10-16)
- Number of Interviews per school
 - 1 headteacher
 - 1 teacher
- Number of Drivers:
 - All drivers engaged in the transport service intervention across 9 districts

Spot Checks to Observe the Transport Service:

- Number of Interviews per school (~52 schools in total)
 - Number of Drivers providing service to the school
 - Number of Chaperones part of the transport service

Note: The number of drivers and chaperones to be interviewed as part of spot checks will be described later.

3. Instruments

The Firm will be expected to collect data at households and school level during the endline survey. The PIU will provide the list of schools to be surveyed. A separate tracking exercise will be conducted by the Firm to compile list of respondents for the household survey in both phases. The survey shall partly cover the households visited in the baseline and partly from the tracking exercise.

For the endline survey, data collection will consist of school, driver, administrative, and household level instruments. Some instruments will be for use with adults, others will require interviews with girls between the ages of 10-16. Draft questionnaires in English will be shared with the firm. These will need to be translated into Urdu and Pushto and then back translated by a separate translator who has not seen the English version, to assess quality of the translation and identify areas of ambiguity.

A separate spot check instrument will also be developed and shared by the PIU which will be used to observe the transport service during intervention period from October 2025 – February 2026 in all 4 districts designated above. A protocol will be shared by PIU outlining procedures for conducting spot checks these spot checks.

The detail of instruments is given below:

Table 3: Detail of Instruments

Respondent	Sample size	Location of interview/data collection	Enumerator gender	Example content	Approximate duration
Tracking	4250	Visits to Villages	Male + Female	<ul style="list-style-type: none"> • Roster of listed girls 	10 minutes per instrument
Girls aged 10-16	4250	Household	Female	<ul style="list-style-type: none"> • Learning test • Aspirations • Norms • Safety perceptions and experiences • Female Mobility 	60 minutes
Mother of girl	4250	Household	Female	<ul style="list-style-type: none"> • Aspirations for daughter • Norms • Safety perceptions and experiences • Schooling information for other children • Female Mobility • Perceptions of Child Learning Ability • Educational Decision-making and Expenditure 	30 minutes
Father of girl	4250	Household	Male	<ul style="list-style-type: none"> • Aspirations • Norms • Safety perceptions and experiences • Transport expenditure • Perceptions of Child Learning Ability 	30 minutes

Respondent	Sample size	Location of interview/data collection	Enumerator gender	Example content	Approximate duration
				<ul style="list-style-type: none"> • Educational Decision-making and Expenditure 	
Head teacher	170	School	Female	<ul style="list-style-type: none"> • Information about transport • Social norms • Female Mobility • Perceptions of community level barriers to girls' education, including safety while commuting 	60 minutes
Second teacher	170	School	Female	<ul style="list-style-type: none"> • Information about transport • Social norms • Perceptions of community level barriers to girls' education, including safety while commuting 	30 minutes
Drivers	460	School	Male	<ul style="list-style-type: none"> • Information about transport • Social norms • Perceptions of community level barriers to girls' education, including safety while commuting 	30 minutes
Middle School Survey	170	School	Female	<ul style="list-style-type: none"> • Classroom spot observation on Attendance • Student-level records on attendance and grades for all students • Collect administrative data on learning outcomes (test results) 	60 minutes

Respondent	Sample size	Location of interview/data collection	Enumerator gender	Example content	Approximate duration
Spot Checks to Observe Transport Service - Protocol + Interview questionnaire with drivers and chaperones	Drivers and Chaperones in 52 schools	School	Female + Male	<ul style="list-style-type: none"> • Unannounced spot checks • Administer checklist to monitor the service • Interview selected drivers and chaperones to assess ongoing service and collect feedback 	90 minutes

- All drivers providing transport service across 6 districts will be interviewed for the survey. The estimated total number is 460 drivers. However, the final number can vary.
- The middle school survey instrument can be administered along with the head teacher survey.
- The attendance spot checks can be conducted at the time of school survey during school hours.
- The information regarding name, address, phone number of respondents collected during the tracking exercise will be pre-filled in the CAPI form which can be used to reach out to the respondents during the household survey.

D. SCOPE OF ASSIGNMENT AND DELIVERABLES

The Firm will be responsible for overseeing and managing the following tasks:

Stage 1: Delivery of Inception Report: 20 days after the award of the contract (To be initiated no later than April 2025)

Submit an Inception Report comprising the following:

- Team composition and logistics:
 - Composition of a standard field survey team including, number of enumerators, number of field supervisors, number of data managers, number of quality assurance controllers and their qualifications and trainings with proven track-record.
 - Expected tasks and responsibilities of each member of the team
 - Travel and logistics arrangements
 - Identify equipment that will be procured for fieldwork and timetable for such procurement
- Enumerator training plan:
 - Identify prospective candidates and specify recruitment timeline, training logistics, training topics.
 - Submit the enumerator manual which includes detailed guidance for each module.

- Submit the supervisor manual which includes detailed guidance on the role of the supervisor during data collections and the expectations around quality control from this role. This should include a schedule for twice-weekly reports to the PIU and the World Bank (collaborators) on issues encountered during fieldwork.
- Survey implementation (pilot and full-scale rollout) plan:
 - Guidelines and protocols for data collection, including:
 - Number and approximate length of visits per household/family,
 - Detailed timelines of activities and expected time each team will spend in school and households
 - Guidelines to ensure the use of a unique identifier in all survey instruments for each unit of observation.
 - Guidelines to ensure that girls and parents can be linked to each other.
 - Guidelines to ensure that girl students and their schools, classrooms/ teachers can be linked to each other.
 - Guidelines to collect comprehensive contact information to relocate the same households in any future follow-up survey.
 - Protocol to ensure that field teams deliver completed questionnaires and relevant forms to the coordination team before exiting an enumeration area.
 - Protocol to ensure that supervisors have completed quality checks on a minimum percentage of cases before exiting an enumeration area.
- Comprehensive quality control protocols to ensure verifications of all surveys by the supervisor, as well as verification of a sample of surveys by the quality controller. This should include procedures to reconcile inconsistent or missing information, protocols and procedures for addressing data inconsistencies/miss-reporting when identified, protocols for completion of schools/households and transmission of data from completed questionnaires to the PIU and the World Bank team.
 - Data management plan
 - Progress reporting guidelines
 - Management information/reporting tools for tracking progress of survey,
 - Outline of progress report to be shared with the PIU on a twice-weekly basis.
 - Template for reporting of costs incurred to PIU
- Detailed Work Plan with list of activities including milestones and timelines.

The Inception Report should be presented to the PIU for comments and revision, as necessary, prior to commencing field work. The Firm must then implement the data collection plan closely adhering to the plan. As field conditions may dictate changes to these plans, the Firm's Field Supervisors are obliged to inform the PIU via the Firm's management, as a part of the required twice-weekly report and weekly check-in meeting, if such changes could have an adverse impact on the survey. For urgent situations, the notification should be done as soon as possible but no later than 3 days after the change in conditions was noticed.

Stage 2: Preparatory Field Work (June 2025)

- Procurement of field equipment identified in the approved Inception Report.
- Survey Instrument feedback and translation:
 - Provide feedback on draft questionnaires shared by the PIU in English. The feedback should include any adaptations that would improve comprehension and provide cultural

- sensibilities of the questionnaire for respondents in Khyber Pakhtunkhwa. This will require an in-person session with the PIU team and the World Bank.
- Translate survey instruments to Urdu and Pashto.
 - Facilitate a back-translation to English by a third party.
 - Provide final translated survey instruments.
 - **Tracking of Households:**
 - The survey firm will carry out tracking to track respondents. A separate team will conduct the main survey with the households identified by the tracking team. The detail is given below:
 - **Step 1: School Listings and Visits**
 - **Visit primary schools in the catchment areas of the study's middle schools.**
 - The firm will also utilize the primary school listing compiled during the baseline survey in 2024, which includes around 166 schools that do not require a revisit. The same listing can be used to obtain list of grade 5 graduates for the household survey. However, for the remaining schools in catchment areas of the study middle schools will need to be visited that are around 413.
 - The Survey Firm **visits** these primary schools to obtain information on **grade 5 graduates** who were expected to transition to grade 6 in AY 2024.
 - Collect records of graduated 5th graders from **AY 2024 or earlier records** from head teachers survey and reviewing class registers. The collected data would include information on names of girls, name of village and address and phone numbers in some cases for survey team to visit during the household survey. The data might not have complete or accurate information regarding the address and phone number of girls' households which makes it necessary for a tracking team to visit relevant villages and locate the households.
 - **Step 2: Middle School Listings (Grade 6 and Grade 7 graduates)**
 - Simultaneously, use the list of grade 6 and grade 7 graduates from target middle schools. This list was already compiled during the baseline survey and will be provided by the PIU/World Bank. The lists must come from **AY 2024 records or earlier only**.
 - **Identify** grade 6 and grade 7 graduates who were coming from same villages as the villages identified from primary schools listing step 1.
 - **Only select** these grade 6 and grade 7 graduates for next steps.
 - **Step 3: Tracking Team Visits**
 - A separate tracking team would utilize the provided information on girls' names and villages identified in Step 1 and Step 2 to visit the area and locate the household of the girl. It is anticipated that the Firm would field the Tracking Team approximately **two days prior** to the Survey Team, so that the Survey Team can begin interviews immediately upon arrival, using the household information collected by the Tracking Team.

- **Step 4: Household Survey Visits**
 - The identified girls' household information will be shared with the survey team and who will visit target households to survey the respondents (Girls and both parents).
 - *The firm is also encouraged to submit a detailed proposal on the tracking exercise which can then be discussed closely with PIU and World Bank at the time of contracting.*
- Test all instruments (school, household, drivers, teachers, spot checks) coded by the World Bank Team on Survey CTO. *The firm will use the Survey CTO server provided by the World Bank team.*
- Develop detailed survey manual to accompany the questionnaire.
 - The survey manual must include all details needed for enumerators to understand and ask the questions in the same way.
 - The survey manual must include all details needed for enumerators to undertake accurate measurements in the same way.
 - Share the survey manual with the PIU and obtain approval from the PIU before piloting survey instruments and commencing fieldwork.
- Endline Pilot: Pilot the survey instruments and provide a report on the quality of the pilot no later than one week after pilot activities have been completed. The pilot will be conducted in 20 schools for survey of headteachers and teachers, and 40 households for full household interview of girls and parents. Moreover, the pilot will include survey of 20 drivers providing the transportation service. The pilot report should cover at minimum, the following items:
 - Testing of instruments, and their timing, length and clarity.
 - Highlight errors and areas of improvement, if any, in the instruments and Survey CTO script
 - Interview teams correctly list, sample and interview households in the enumeration area.
 - Interview team members understand their roles.
 - Interview team members understand and correctly follow interviewing protocols.
 - Data from a set of households (number of households and enumeration areas outside of the study areas to be agreed with PIU are successfully collected and supervised for quality without major data collection problems
 - Lessons from the pilot shall be used to revisit field protocols for enumerators

Stage 3: Data Collection (June – August 2025)

- Detailed Field Activity Plan indicating timelines, enumerator names, assigned facilities, supervisors etc.
- Complete supervisor and enumerator training.

A. Training

1. Spot Checks to Observe the transport service:
A one-day training for enumerators will be conducted in Islamabad for the spot checks.
2. Endline Survey:

A one-week training for enumerators will be conducted in Islamabad for the endline survey. The approximate number of days allocated for each module is as follows:

- **School Instrument** – 2 days
- **Household modules** including caregivers and girls – 3 days
- **Teacher/Head Teacher modules** - 2 days
- **Driver modules** – 3 days
 - The training sessions on driver module should be conducted simultaneously with any other module since only Male enumerators are required for this component.
 - The training should also serve as a screening process for skilled interviewers and data collectors.
 - Support the PIU and World Bank staff in participating and observing the trainings as requested.
 - Administer tests provided by the PIU and World Bank to enumerators to select final enumerators. This may result in some enumerators being replaced (if their score is too low) or some enumerators being selected for additional retraining (if their score is close to the cut-off for selection).
 - Report on enumerator training process and evaluation.
- As a part of enumerator training, the instruments will be revised based on feedback received and piloted again.

B. **Fieldwork**

- During fieldwork, the firm will:
 - Conduct spot checks to observe transport service in schools provided by the PIU/World Bank.
 - Administer household level survey (list of caregivers and girls for surveys to be provided by the PIU)
 - Administer school survey (list of schools to be provided by the PIU)
 - Administer drivers survey (list of drivers to be provided by the PIU)
 - Facilitate PIU and World Bank teams for quality checking / spot checks as requested by providing most accurate location information or accompanying them if needed.
- Provide twice-weekly updates on data collection in a template agreed upon in the Inception Report. The report should include at minimum:
 - Dates of arrival and completion of each enumeration unit
 - Any notable difficulties or deviations from the standard field plan
 - Any other notable occurrences
 - Report on real-time validity checks upon receipt of the data.
- Submit data daily after data collection begins through submission on the Survey CTO server. Data will be shared on a regular basis and submitted to the PIU for quality checks and necessary course corrections, if needed.
- Supervisor monitoring of enumerator fieldwork: Field-based quality control from field supervisors shall involve at least 10% direct observation of interviews and at least 10% re-interviews by supervisors for selected variables in the questionnaires, covering all enumerators in these checks. The PIU will provide instruments for this which will be programmed by the World Bank team on Survey CTO. This quality checking must begin within two days of the start of fieldwork. The data from the two sets of questionnaires (original questionnaires and the monitoring questionnaires) are then compared for accuracy

by the Quality Controller. In the event of discrepancies between these two sets of questionnaires, interviews will need to be conducted again by a separate team.

- Oversee all logistics related to fieldwork, including transportation, scheduling, and resource allocation for enumerators, to ensure efficient data collection.
- Independent monitoring of fieldwork: Field-based quality control from field supervisors shall involve at least re-interviews with a subset of variables from the original by an independent monitoring team hired by the PIU. This quality check must begin within two days of the start of fieldwork. The data from the two sets of questionnaires (original questionnaires and the monitoring questionnaires) are then compared for accuracy. In the event of discrepancies between these two sets of questionnaires, interviews will need to be conducted again by a separate team. In the event of greater than 10% discrepancies in data collected by the independent monitoring team by any one enumerator, all interviews conducted by that enumerator must be replaced by a separate team.

C. Quality Control and Monitoring of Survey

- A team designated by PIU and the World Bank will conduct back checks, and high-frequency checks to ensure quality control. This will help identify issues in field work and the data collection process.
- Any issues identified during fieldwork and data collection will be shared with the firm twice a week. The firm must respond to these queries and take corrective action promptly and provide a written response in the template provided detailing the corrective action taken.
- Failure to address concerns in a timely manner may result in a temporary pause in work until the issues are resolved.

D. Coordination and Communication with World Bank and Government Stakeholders:

- Work with Khyber Pakhtunkhwa Education Department and Project Implementation Unit to ensure smooth data collection, especially when accessing school records or government-administered data. Maintain consistent communication with local authorities to address logistical challenges.

Stage 4: Final Datasets (no later than 15 days after data collection completes)

- Prepare and deliver clean and labelled datasets to the PIU in Stata format, which include all data collected in the households and schools, supervisor observation checks, supervisor back check interviews, and independent monitoring team back check interviews. Data must contain variable, and value labels constructed from the dictionary that will be provided by the PIU. Unique identifiers must link individuals to households, drivers to schools and students to teachers and their classrooms.

*** Raw data and code that can be used to replicate the cleaning from raw CSV files to final Stata files will need to be shared with the PIU** and will be used to produce a codebook based on the instruments.

- Clean datasets in STATA format with unique identifiers for individuals interviewed and schools surveyed. The firm must ensure that identifiers needed to link parents to girls to schools and their classrooms/teachers are unique and that data from different samples can be merged without errors; must contain variable and value labels constructed from the provided STATA dictionary. Provide the dictionary or codebook and additional documentation accompanying the dataset. All documents and reports must be submitted in hard and soft forms-Word or PDF.

- Resolution of any major errors that affect the quality of output or incomplete data identified by PIU, if necessary, by returning to the field to replace or complete missing interviews.
- Organize and archive surveys; ensure archiving is aligned to the Data Documentation Initiative and Dublin Core Metadata standards¹. Samples to be provided by the PIU.
- Appropriate security protocols must be observed in the transfer or transmission of datasets to the PIU and World Bank project team. The consulting firm would be responsible for ensuring that all data generated under this project (contract) is deposited in the dedicated OneDrive repository.
- Ensure real-time synchronization of collected data with the server for efficient data management. Monitor data uploads regularly and address any issues with incomplete or incorrect data.
- Deliver cleaned and fully labeled datasets in Stata format, to facilitate analysis by the research team.

E. PERIOD OF ASSIGNMENT AND SCHEDULE OF DELIVERABLES

The contract will run approximately five months for each phase, starting with the endline survey in June 2025, as per the following schedule:

Table 4: Schedule of activities

Sr. No.	Description of Deliverable	Deadline for deliverable
Endline		
1	Delivery of Inception Report + Quality control protocols + Work Plan	10 days after the award of the contract
2.	Translation of survey tools for endline survey	June 2025
3.	Training of enumerators	June 2025
3.	Pilot	
7.	Report on Enumerator Training along with CVs of hired team members	
8.	Spot checks and Back Checks Dataset	Twice weekly once field work starts
9.	Responses to Queries + Updates on data collection	Twice weekly once field work starts
10.	Submission of datasets on Survey CTO	Daily (Once field work starts)
11.	Final raw CSV and clean Stata datasets and cleaning Stata code	No later than 15 days after data collection completes Tentative: August 2025
Spot Checks to Observe the Transport Service		
1.	Hiring of Enumerators	September 2025
2.	Training of Enumerators	September 2025
3.	Rollout	October 2025 – February 2026

¹ The minimal set of Dublin Core metadata elements is a simple set of metadata widely used internationally to describe resources, including data. See <https://dublincore.org/>.

4.	Submission of datasets on Survey CTO	Daily on real-time basis (Once field work starts)
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F. Qualification of Firm:

- a) The firm should be registered in similar business for past 08 years
- b) Should have completed at least 3 assignments of comparable scale and complexity
- c) Should have adequate logistical capacity as evidenced through established offices
- d) Should have professional staff that is largely consistent with scope of work. Following is the detail of professional staff²:
- e) Should be Khyber Pakhtunkhwa based

1. Project Supervisor:

- a. Master's degree in related field (GIS systems, computer science/information systems, transport planning, etc.) with minimum 08 years' relevant experience.
- b. Strong theoretical base and technical knowledge of spatial and geographic systems, including working knowledge of geographic, cartographic principles, image processing, database principles, geospatial production techniques, good data management practices and urban spatial analytics.
- c. Ability to conceptualize, design and implement major projects and to collaborate on major and complex reports.
- d. Ability to effectively communicate and coordinate with many stakeholders toward achievement of targets and production of high-quality outputs.
- e. Excellent interpersonal skills, teamwork, and communication skills. Ability to work independently with minimal supervision, and willingness to travel.
- f. Excellent written and verbal communication in English.
- g. Previous work as a researcher or consultant in a professional setting, particularly with the education sector would be considered favorably.
- h. Familiarity with the KP province, particularly the rural areas, would be considered favorably

2. Database Expert:

- a. Master's degree in data management and/or GIS or enough professional experience in data management and/or the use of GIS to be considered as equivalent
- b. Strong theoretical base and technical knowledge of spatial and geographic systems, including working knowledge of geographic, cartographic principles, image processing, database principles, geospatial production techniques, good data management practices and urban spatial analytics
- c. Working knowledge of database design principles and database administration
- d. Ability to conceptualize, design and implement major projects and to collaborate on major and complex reports.
- e. Ability to effectively communicate and coordinate with many stakeholders toward achievement of targets and production of high-quality outputs.

² Please note that specific nominations and CVs are not required at expression of interest (EOI) stage, but only at the technical proposal stage. Please refer to the Selection Process section for information on the procurement approach to be used for this consultancy.

- f. Excellent interpersonal skills, teamwork, and communication skills. Ability to work independently with minimal supervision, and willingness to travel.
- g. Excellent written and verbal communication in English.
- h. Previous work as a researcher or consultant in a professional setting.
- i. Familiarity with the KP province, particularly the rural areas, would be considered favorably.

3. Enumerators

- At minimum bachelor's degree in economics, social sciences, management sciences or related field.
- At minimum, previous experience with 2-3 surveys (1 year equivalent), preferably working with families with girls.
- Knowledge of the varying cultural context/sensitivities especially in having conversations with vulnerable populations on sensitive topics in the rural context of Pakistan. Exposure in Pushto will be accorded due weightage.
- Experience in a classroom setting and ability to work well with children is essential.
- Excellent Pushto and Urdu speaking skills.
- The firm must have a combination of male and female enumerators.
- The firm shall ensure availability of trained enumerators as a backup to draw from in case any enumerator is unable to continue engagement in the field activities for any reason.

G. SUPERVISION

1. The Firm will report to the PIU, closely overseen by the World Bank team. The Firm will be expected to coordinate their activities with the PIU at every stage and will be provided with appropriate support from these agencies.
2. Firm is expected to make themselves available for face-to-face discussions with the PIU and GoKP officials on a regular basis, to ensure close coordination and supervision of activities.

H. SELECTION PROCESS

1. Selection will be using Consultants Qualification-Based Selection method procurement in accordance with World Bank's Procurement Regulations for IPF Borrowers November 2020³. We welcome feedback and suggestions from bidders on alternative means to achieve the same objectives for the tasks outlined above.

³ Weblink: <https://thedocs.worldbank.org/en/doc/178331533065871195-0290022020/original/ProcurementRegulations.pdf>

Annexure A: List of Schools by District

Table: List of Schools for Endline Survey

District	EMIS Code	School Name
D.I.KHAN	38311	GGMS HISSAM
D.I.KHAN	39393	GGHS SHOR KOT
D.I.KHAN	39394	GGMS CHAH PAI WALA
D.I.KHAN	34855	GGMS KOTLA SAIDAN
D.I.KHAN	38058	GGMS ARA
D.I.KHAN	34859	GGHS MALLANA
D.I.KHAN	40483	GGMS MITHRA ABAD
D.I.KHAN	38059	GGHS ATHOG
D.I.KHAN	36963	GGHS DHAKKI
D.I.KHAN	39395	GGMS DURRI KHEL
D.I.KHAN	34852	GGHS KIRI KHESOR
D.I.KHAN	41395	GGMS SINGHAR
D.I.KHAN	38073	GGMS SHAH DAU
D.I.KHAN	38835	GGMS KALA GORH
D.I.KHAN	34858	GGHS HAJI MORA
D.I.KHAN	40485	GGMS SEGRI MATWALA SHAH
D.I.KHAN	41704	GGMS MIAN WADA
D.I.KHAN	36408	GGHS RATTI KULACHI
D.I.KHAN	40484	GGMS SAID ALIAN
D.I.KHAN	39877	GGMS JARA
D.I.KHAN	36406	GGHS HASSA
D.I.KHAN	36411	GGHS NAIVAILA
D.I.KHAN	37419	GGHS WANDA MOAZAM
D.I.KHAN	37428	GGHS LANG KHAIR SHAH
D.I.KHAN	38064	GGMS KACHI KATH GARH
D.I.KHAN	38076	GGHS WANDA MADDAT
D.I.KHAN	39880	GGMS CHAH HUSSAIN KHAN
D.I.KHAN	39064	GGHS THATHAL
D.I.KHAN	38077	GGMS WANDA MOCHIAN
D.I.KHAN	40084	GGMS KATH GARH
D.I.KHAN	41389	GGMS KOTLA HABIB
D.I.KHAN	38067	GGMS KULACHI WALA
D.I.KHAN	34862	GGHS DARABAN KHURD
D.I.KHAN	34853	GGHS KACHA MALI KHEL
D.I.KHAN	36412	GGHS RAMMAK
D.I.KHAN	39868	GGMS BASTI SAIDAN WALI

D.I.KHAN	38075	GGHS WANDA LALI
D.I.KHAN	34854	GGHS ABDUL KHEL
D.I.KHAN	36960	GGMS GANDI ASHIQ
D.I.KHAN	37433	GGHS HATHALA
D.I.KHAN	36715	GGHSS PAHARPUR
D.I.KHAN	38071	GGMS NO. 1 PANIALA
D.I.KHAN	36409	GGHSS PANIALA
D.I.KHAN	38069	GGHS MADNI TOWN
D.I.KHAN	36401	GGCMHSS.NO 6 CHAH SYED MUNAWAR
D.I.KHAN	36959	GGMS SAGGU JANUBI
D.I.KHAN	39408	GGMS KACHI PAHARPUR
D.I.KHAN	37416	GGMS KOTLA QAIM SHAH
D.I.KHAN	36398	GGHS NO.3 SAMANDAR TOWN
D.I.KHAN	34844	GGHS HIMMAT
D.I.KHAN	38182	GGMS QAYYUM NAGAR
D.I.KHAN	38184	GGMS RODA
D.I.KHAN	34856	GGHS LAKHRA
D.I.KHAN	37417	GGHS JATTA
D.I.KHAN	38836	GGMS GILOTI
D.I.KHAN	39392	GGMS SAIGRA
D.I.KHAN	37432	GGMS ZAFAR ABAD
D.I.KHAN	38060	GGMS AWAN
D.I.KHAN	37422	GGMS MALANG ABAD
D.I.KHAN	38068	GGMS KURAI
D.I.KHAN	34869	GGMS GARA ESSA KHAN
D.I.KHAN	34868	GGHS GANDI UMAR KHAN
D.I.KHAN	38834	GGMS KHARU WALI
D.I.KHAN	34863	GGHS KECH
D.I.KHAN	34849	GGHS BAND KURAI
D.I.KHAN	41394	GGMS SARDARI WALA
D.I.KHAN	38309	GGMS RUKNAU
D.I.KHAN	36961	GGMS JABBAR WALA
D.I.KHAN	38310	GGMS SARA GARA
D.I.KHAN	41390	GGMS LUNDA SHARIF
D.I.KHAN	36410	GGHSS PAROA
D.I.KHAN	37431	GGHS BABAR PAKKA
D.I.KHAN	38065	GGMS KHUTTI
D.I.KHAN	38057	GGMS ADIL SIPRA
D.I.KHAN	38072	GGMS RAHMANI KHEL
D.I.KHAN	37423	GGMS GISHKORI
D.I.KHAN	34857	GGMS POTAH
D.I.KHAN	37421	GGMS CHEHKAN

D.I.KHAN	34864	GGHS YARIK
D.I.KHAN	38066	GGMS KIRI BAKHTIAR
D.I.KHAN	36413	GGHS MUSA ZAI SHARIF
HANGU	34543	GGHS WARASTA ROAD HANGU
HANGU	34547	GGHS MARDU KHEL
HANGU	41669	GGMS BARA ABBAS KHEL
HANGU	41685	GGMS KARBOGHA SHARIF
HANGU	37648	GGMS MOHAMMAD KHAWAJA
HANGU	39120	GGMS CHAMBA GUL
HANGU	41157	GGMS RAISAN
HANGU	41929	GGMS AZIMI BANDA
HANGU	36310	GGHS THALL
HANGU	37647	GGMS ALI ABAD(GANJANO KALLY)
HANGU	41670	GGMS MEROBAK BANDA
HANGU	36311	GGHS TOGH SARAI
HANGU	34548	GGHS BAGATO
HANGU	39119	GGMS KOTKI BALA
HANGU	39451	GGMS KAH
HANGU	39450	GGMS DARBAND
HANGU	41154	GGMS SAROZAI
HANGU	34550	GGHS DARSAMAND
HANGU	37649	GGHS DOABA
KOLAI PALLAS	39493	GGMS SER GHAZI ABAD
KOLAI PALLAS	38145	GGHS BATIRA PAIN
LAKKI	37833	GGHSS NO.3 LAKKI
LAKKI	37214	GGMS UMER DARAZ TAJORI
LAKKI	34888	GGHS TAJORI
LAKKI	34881	GGMS MICHAN KHEL
LAKKI	34879	GGMS SERAI GAMBILA
LAKKI	41440	GGMS KAKA KHEL
LAKKI	34886	GGHS BAIST KHEL
LAKKI	34889	GGMS ISAK KHEL
LAKKI	39528	GGMS DAULAT KHEL
LAKKI	34892	GGMS KOTKA AHMAD KHAN
LAKKI	36878	GGMS KOTKA ATLAS KHAN
LAKKI	38128	GGHS NO.2 NAURANG
LAKKI	34876	GGHS MARMANDI AZIM
LAKKI	37211	GGHS NAR AZAD CHANDU KHEL
LAKKI	39530	GGMS KOTKA AYAZ

LAKKI	38124	GGMS JAMIL KHAN TAKHTI KHEL
LAKKI	36421	GGHSS GHAZNI KHEL
LAKKI	41053	GGMS HARAMA TALA
LAKKI	37206	GGMS CHOWKI JAND
LAKKI	41052	GGMS NAR MUHAMMAD GHAZNI KHEL
LAKKI	37340	GGHS MAMA KHEL MARWAT
LAKKI	34872	GGMS NAR SAHIB KHAN
LAKKI	36422	GGHS NAR SARDAR MAIDAD KHEL
LAKKI	39527	GGMS NAR SAHIBDAD MAIDAD KHEL
LAKKI	34880	GGMS GHAZI KHEL
LAKKI	36879	GGMS MALA MANDRA KHEL
LAKKI	37207	GGMS PAHAR KHEL PACCA
LAKKI	34883	GGMS BARAT KHEL LANDIWAH
LAKKI	34871	GGHS TERI KHAN LANDIWAH
LAKKI	34870	GGHS NASER KHEL
LAKKI	38801	GGMS MANDAN MANJIWALA
LAKKI	38427	GGHS QIMAT MANJIWALA
LAKKI	41050	GGMS MATOORA
LAKKI	37834	GGHS GANDI KHAN KHEL
LAKKI	41062	GGMS SHAKH QULI KHAN
LAKKI	38126	GGMS BAKHMAL AHMAD ZAI BALA
LAKKI	37208	GGHS BACHKAN AHMAD ZAI
LAKKI	41441	GGMS WANDA ARSALA
LAKKI	41061	GGMS KOT KASHMIR
LAKKI	38125	GGMS JHANG KHEL
LAKKI	38799	GGMS ABDUL KHEL
LAKKI	37215	GGMS MASH HABIBULLAH
LAKKI	34874	GGMS MANGALA
LAKKI	41047	GGMS SHAH HASSAN KHEL
LAKKI	34890	GGMS WANDA SHAHAB KHEL
LAKKI	37442	GGMS KHAWAJA KHEL
LAKKI	41060	GGMS BEHRAM KHEL
LAKKI	34885	GGMS SARWAR MAMA KHEL
LAKKI	41634	GGMS WANDA GULAPA
LAKKI	37829	GGMS KHALIL JABU KHEL
LAKKI	37827	GGMS PAHAR KHEL THALL
LAKKI	34877	GGHS DALLO KHEL
LAKKI	34878	GGHS DARA PEZU

LAKKI	36419	GGHS SHAHBAZ KHEL
LAKKI	38798	GGHS MASHA MANSOOR
LAKKI	36416	GGHS NO 1 LAKKI
LOWER KOHISTAN	35160	GGMS PATTAN
LOWER KOHISTAN	40306	GGMS DUBAIR
LOWER KOHISTAN	41419	GGMS BELA DUBAIR
LOWER KOHISTAN	37939	GGMS CHAKAI BANKAD
TORGHAR	40072	GGMS SARBAGO
TORGHAR	41275	GGHS DARBANI
TORGHAR	41662	GGMS SHANAI TILLI SAIDAN
TORGHAR	41783	GGMS BIMBAL AKAZAI
TORGHAR	41868	GGMS MORATA AKAZAI
TORGHAR	41869	GGMS DOUR MAIRA
TORGHAR	41784	GGMS KAROR

Table: List of Schools for Monitoring Checks⁴

District	EMIS Code	School Name
BANNU	34792	GGHSS QAMAR ZAMAN MANDEW
BANNU	34793	GGMS PIRAN TUGHAL KHEL
BANNU	34795	GGHS KOTKA JUMA KHAN
BANNU	34797	GGHS HAKIM BHARAT
BANNU	34798	GGMS KALA KHEL MASTI KHAN
BANNU	34801	GGMS MANDOORI MATIULLAH SHAH
BANNU	34810	GGMS TOOR KAKKI
BANNU	34812	GGHSS ADHAMI SULTAN SHAH
BANNU	34813	GGHS KOTKA ABDUL GHAFAR
BANNU	34814	GGHS BAHADER MUGHAL KHEL
BANNU	34816	GGHS ASPERKA WAZIR
BANNU	34817	GGHS TAZERI BIZAN KHEL
BANNU	34819	GGMS NASIM GUL BAIST KHEL
BANNU	34821	GGMS SALEH KHAN MANDAN
BANNU	34822	GGMS FAIZ TALAB ABBAS MANDAN
BANNU	34825	GGHS AKHUNDAN MAMA KHEL
BANNU	34826	GGHS ISMAIL KHEL

⁴ Around 52 schools will be randomly selected from the list for unannounced monitoring checks.

BANNU	34827	GGMS HALDI MANDI MAMASH KHEL
BANNU	34828	GGHS NAR NAJEEB
BANNU	34830	GGMS KOTKA MISAL DAD
BANNU	34832	GGHSS KOTKA BILAWAR KKHAN
BANNU	34835	GGMS SHABARI BHARAT
BANNU	34836	GGMS HASAN KHEL JAFAR
BANNU	34837	GGHSS NAR JAFAR
BANNU	36393	GGHS BAZAR AHMAD KHAN
BANNU	36394	GGHSS SHAHBAZ AZMAT KHEL
BANNU	36395	GGHSS KAKKI
BANNU	36396	GGHSS GHORIWALA
BANNU	36738	GGHS ABBAS KHAN SARKI KHEL
BANNU	37132	GGMS MUHAMMAD NAWAZ PATOL KHEL
BANNU	37133	GGMS NOOR SAHIB KHAN DOMEL
BANNU	37134	GGHS BODIN KHEL
BANNU	37136	GGMS KOTKA KHOIDAD GHORA WAZIRAN
BANNU	37590	GGHS JHANGI DAUD SHAH
BANNU	37596	GGMS SERU KILLA SAMIULLAH KHAN
BANNU	37791	GGMS WALA KHEL AFSAR KHAN
BANNU	37792	GGHS PAINDA KHEL WAZIR
BANNU	37798	GGHS AZIM KILA JADID
BANNU	37807	GGMS HAYAT MOHAMMAD KHEL
BANNU	37809	GGHSS ISMAILI MAMA KHEL
BANNU	38241	GGHS MANDEW KHASS
BANNU	38242	GGMS NUSRAT DAUD SHAH
BANNU	38245	GGHS MUHAMMAD ALI MADI KHEL
BANNU	38246	GGHSS NAR SHUKRULLAH
BANNU	38248	GGMS KAMAL DARDARIZ
BANNU	38249	GGMS MAVIA KILLA
BANNU	38250	GGMS KOT ZAFAR GHORIWALA
BANNU	38489	GGHS ROZEGUL DEGAN
BANNU	38506	GGMS JUMMA GUL KILLA
BANNU	38853	GGHS MAQSOOL MANDAN
BANNU	38857	GGHS AFTABUD DIN KHUJARI
BANNU	38858	GGMS SHAHEED BABA MAMA KHEL
BANNU	38859	GGMS KOTI SADAT (FARHAD)
BANNU	39035	GGMS RASOOL KHAN CHAK DADAN

BANNU	39291	GGMS LANDI KILLA SHER WALI JAN
BANNU	39314	GGHS SHAMSHI KHEL
BANNU	39855	GGMS FAQIR ABDULLAH NURAR
BANNU	40103	GGHS NARMI KHEL BAKA KHEL (GUL AYUB)
BANNU	40351	GGMS PIRDIL MAMASH KHEL (ASAD ALI)
BANNU	40359	GGMS GULI JAN QAMAR KILLA
BANNU	40360	GGMS SHAH QIAZ MANDEW
BANNU	40371	GGHS AYUB NURAR
BANNU	40383	GGMS GHULAM MUGHAL KHEL
BANNU	41345	GGMS HABIB UR REHMAN MANDAN
BANNU	41348	GGMS JHANGI KILLA PIRBA KHEL
BANNU	41750	GGHS RASHID MANDI BAKA KHEL
BANNU	41855	GGMS UMER CHACK DADAN
BANNU	42114	GGMS MUHAMMAD ILYAS
BANNU	42186	GGMS MIR BAZ BARAKZAI SHAH QIAS
CHARSADDA	35117	GGMS UMAR ABAD
CHARSADDA	35120	GGHS RAHMAT ULLAH KHAN
CHARSADDA	35121	GGMS ARSALA KILLI
CHARSADDA	35122	GGHS BEHLOLA
CHARSADDA	35123	GGHS BASHIR KHAN QILA
CHARSADDA	35125	GGMS GARHI KAKA KHEL RAJJAR
CHARSADDA	35126	GGMS HIKMAT ABAD KOROONA
CHARSADDA	35127	GGMS IBRAHIMZAI
CHARSADDA	35128	GGMS KIRAMAT KOROONA
CHARSADDA	35129	GGMS KALYAS
CHARSADDA	35131	GGHS KOT BABA
CHARSADDA	35133	GGHS MANI KHELA
CHARSADDA	35134	GGMS NAZO KILLI
CHARSADDA	35135	GGHS SHEIKHO SARDHERI
CHARSADDA	35138	GGHS SHAH PASAND KILLI
CHARSADDA	35142	GGMS TEHBANA MAQBOOL ABAD
CHARSADDA	35143	GGHS TARNAB
CHARSADDA	35144	GGHS ZARBAB GARHI
CHARSADDA	35145	GGHS AMBADHER
CHARSADDA	35147	GGMS CHEENA
CHARSADDA	35148	GGHS DADO KILLI
CHARSADDA	35149	GGHSS MANDANI
CHARSADDA	35150	GGMS MULYANO KILLI

CHARSADDA	35151	GGHS SHODAG
CHARSADDA	35152	GGHS HASSANZAI
CHARSADDA	35153	GGHS KANGRA
CHARSADDA	35154	GGMS MAHZARA
CHARSADDA	35155	GGHSS MATTA PALANGZAI
CHARSADDA	35156	GGHS NAHAQI GUL ABAD
CHARSADDA	35157	GGHSS ZIAM
CHARSADDA	36514	GOVT. GIRLS CENTENNIAL MODEL HIGH SCHOOL CHARSADDA
CHARSADDA	36515	GGHS PRANG
CHARSADDA	36516	GGHSS SHABQADAR FORT
CHARSADDA	36517	GGHS TANGI
CHARSADDA	36518	GGHSS UTMANZAI
CHARSADDA	36519	GGHS BOOBAK
CHARSADDA	36521	GGHSS HARICHAND
CHARSADDA	36522	GGHS JAMMAT
CHARSADDA	36523	GGHS RAJJAR
CHARSADDA	36524	GGHS SARKI MULYAN
CHARSADDA	36525	GGHS DOSEHRA
CHARSADDA	36526	GGHSS TURANGZAI
CHARSADDA	36527	GGHS NISATTA
CHARSADDA	36732	GGHSS UMARZAI
CHARSADDA	36733	GGHSS SHERPAO
CHARSADDA	37349	GGMS YAGHI BAND
CHARSADDA	37350	GGHS BATTAGRAM
CHARSADDA	37894	GGMS FIRDOS ABAD
CHARSADDA	37895	GGHSS MUSLIM ABAD SHAKOOR
CHARSADDA	37896	GGMS SATTI ABAD
CHARSADDA	37897	GGHS DARGAI MANGA
CHARSADDA	37899	GGHS ALI JAN KILLI
CHARSADDA	38054	GOVT. GIRLS HIGH SCHOOL GANDHERI
CHARSADDA	38838	GGHS SANIZO SHAH
CHARSADDA	38839	GGHS ATTAKI
CHARSADDA	38843	GGMS STATION KILLI TANGI
CHARSADDA	38846	GGMS MIR AHMAD GUL KILLI
CHARSADDA	39057	GGMS SHEIKH ABAD NISATTA
CHARSADDA	39059	GGMS GUL SAID KOROONA
CHARSADDA	39060	GGHS WARDAGA
CHARSADDA	39328	GGMS HALEEM ABAD TOOR KILLI
CHARSADDA	39330	GGMS AMIR ABAD DHAKKI

CHARSADDA	39331	GGMS ABBAS ABAD DEPUTY TAMASH KILLI
CHARSADDA	39332	GGMS KULADHAND
CHARSADDA	39334	GGMS SHEIKH KILLI SHABQADAR
CHARSADDA	39335	GGMS PIRANO KILLI
CHARSADDA	39336	GGMS MIAN KILLI SHABQADAR
CHARSADDA	39357	GGHS TURLANDI
CHARSADDA	40811	GGMS SHAHBAZ KHAN KOROONA
CHARSADDA	40813	GGMS GEEDAR KILLI
CHARSADDA	40814	GGMS DAGI FAIZ ULLAH
CHARSADDA	40815	GGMS KULADHER
CHARSADDA	41366	GGMS HEAD PIRAN
CHARSADDA	41367	GGMS ZARIN ABAD
CHARSADDA	41369	GGMS DALAZAK
CHARSADDA	41371	GGMS HAJI HUSSAIN KHAN KILLI
CHARSADDA	41372	GGMS QILA HAJI QADEEM
CHARSADDA	41373	GGMS SHER BAHADAR KILLI
CHARSADDA	41374	GGHS SARDHERI
CHARSADDA	41918	GGMS SARWAR ABAD
CHARSADDA	42031	GGMS BAHRAM DHERI
CHARSADDA	42226	GGMS BEHLOLA PAVAN NO.2
KOHAT	34731	GGHS DHOK LATIF ABAD
KOHAT	34732	GGHS SHEIKHAN
KOHAT	34734	GGHS SHEWAKI
KOHAT	34735	GGHS CHORLAKI
KOHAT	34736	GGMS KHUSHAL GARH
KOHAT	34737	GGHS KHARMATOO
KOHAT	34740	GGHS DHAND BAKHTAWARA
KOHAT	34744	GGHS PERSHAI
KOHAT	34746	GGMS SHAKARDARA NO.3
KOHAT	34749	GGHS LACHI PAYAN
KOHAT	34751	GGHS DHODA
KOHAT	34752	GGMS CHASHMA MITHA KHAN
KOHAT	34754	GGHS SHERKOT
KOHAT	34755	GGMS DARMALAK
KOHAT	34756	GGHS KHADAR KHEL
KOHAT	34757	GGHS Z.S.A.DAD
KOHAT	34758	GGMS REHMAN ABAD
KOHAT	34759	GGMS TOGH PAYAN
KOHAT	34761	GGMS ALI KACH
KOHAT	36372	GGHS NO.2 KOHAT
KOHAT	36374	GGHSS BILITANG
KOHAT	36375	GGHS KOT

KOHAT	36376	GGHSS USTERZAI
KOHAT	36378	GGHSS GUMBAT
KOHAT	36380	GGHS BORI SAGHRI
KOHAT	36381	GGHSS KERI SHEIKHAN
KOHAT	36707	GGHSS JUNGLE KHEL
KOHAT	36947	GGMS HASSAN ABAD
KOHAT	37840	GGHS MUSA KHEL KACHAI
KOHAT	37841	GGMS DHOK NOOR ALAM
KOHAT	38207	GGHS ALIZAI
KOHAT	38208	GGMS SURGUL NO.1
KOHAT	38354	GGMS BEHZADI CHAKAR KOT
KOHAT	38355	GGMS SIAB
KOHAT	38359	GGMS BAQIZAI KOHAT
KOHAT	38552	GGMS CHIKER KOT BALA KOHAT
KOHAT	38831	GGHS GANDIALI BALA
KOHAT	38832	GGMS SUDAL
KOHAT	39502	GGMS KAMAL KHEL
KOHAT	39509	GGMS MANDOORI
KOHAT	39513	GGMS GUL HASSAN BANDA KOHAT
KOHAT	39521	GGMS BRAGHZI KALAN LACHI
KOHAT	39893	GGMS KUNJ KALLAY MITHA KHAN
KOHAT	40115	GGMS AMBAR BANDA
KOHAT	40117	GGMS CHORLAKI SHAKER DARA
KOHAT	40118	GGMS MIR BASH KHEL
KOHAT	40239	GGMS MALGIN
KOHAT	40240	GGMS NO.2 SURGUL
KOHAT	40463	GGMS SHADI KHEL KOHAT
KOHAT	40717	GGMS WESH DHALL BEHZADI
KOHAT	41167	GGMS CADET COLLEGE
KOHAT	41639	GGMS BARH
KOHAT	41641	GGMS WARSHAND
KOHAT	41642	GGMS NASRAT KHEL
KOHAT	41937	GGMS MANDOONI
KOHAT	42070	GGMS LANDIWALL NO.1
KOHAT	42117	GGMS USTERZAI BALA
KOHISTAN UPPER	35161	GGMS JALKOT
KOHISTAN UPPER	35158	GGHS DASSU COLONY
KOHISTAN UPPER	35162	GGMS SOYAL

KOHISTAN UPPER	40308	GGMS LOHI JALKOT
KOHISTAN UPPER	40310	GGMS JAMAR JALKOT