



United Nations
Educational, Scientific and
Cultural Organization



Rehabilitation of the Education System
in
Earthquake- affected Areas of
Pakistan Administered Azad Jammu and Kashmir
570-PAK-1001

Progress Report
January – September 2009

Contribution Information

1. UNESCO progress report no: ZBNF-05
2. Assisted country: Pakistan
3. Project: Rehabilitation of the Education System in Earthquake-affected Areas of Pakistan Administered State of Azad Jammu and Kashmir
4. Donor references: Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation

UNESCO RDF (linked)
5. Budget codes: 570-PAK-1001 (ZBSANCHF)
41-2446-0066-ISB (UNESCO)
6. Total contributions: USD 1,205,674
UNESCO RDF USD 47,000.00 (linked)
7. Programmable amount: USD 1,066,967.91 (*less support cost*)
UNESCO RDF USD 47,000.00 (linked)
8. Duration of contribution: 24 February 2008 – 31 Dec 2011 (*MOU duration*)
9. Period covered by this report: January- September 2009
10. Date of preparation: October, 2009

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Acronyms

DAE	Diploma of Associate Engineer
DEE	Directorate of Education Extension
DEO	District Education Officer
DFID	Department for International Development
DoE	Department of Education
ERRA	Earthquake Reconstruction and Rehabilitation Authority
ICT	Information and Communication Technology
MoU	Memorandum of Understanding
NAVTEC	National Vocational and Technical Education Commission
PAK	Pakistan-Administered State of Azad Jammu and Kashmir
SMC	School Management Committee
TEVTA	Technical Education and Vocational Training Authority
TVE	Technical and Vocational Education
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	United Nations Children Fund
ZBSANCHF	Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation

Executive Summary

1. Rehabilitation of the Education System in Earthquake-affected Areas of Pakistan-Administered State of Azad Jammu and Kashmir (PAK), 570-PAK-1001 started in June, 2008 as a follow-up to UNESCO's Earthquake Response Programme. The project is being implemented with the generous support of Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation (ZBSANCHF), United Arab Emirates.
2. The project focuses on providing better and safer teaching and learning environments in earthquake-affected middle and secondary schools, strengthening the Technical and Vocational Education and Training (TVET) system, and enhancing teacher training policy and practices of the Department of Education, Government of Azad Jammu and Kashmir. The primary beneficiaries are middle and secondary school students, teachers, head teachers, school management committees, and youth, whilst the PAK Directorate of Education Extension (DEE) and Technical Education and Vocational Training Authority (TEVTA) are the secondary beneficiaries.
3. Contract has been awarded for construction of foundation of three new schools, and the construction work has started. Construction of Science, Library and ICT Lab block at Government Boys High Schools Noopur Nakran will be ready by December.
4. A review of existing roles and responsibilities of head teachers together with a review of existing training materials for head teacher has led to development of an improved set of training module. The training module has been pilot tested in a 2-week workshop conducted for middle and secondary school head teachers.
5. Existing material on SMCs formation and training materials developed by different projects and organizations have been reviewed. Besides, a study on the processes and of formation and status of SMCs at middle and secondary schools has also completed. Training module for SMCs has been developed and pilot-tested by training 26 Master Trainers. It needs some revision to make it more appropriate for SMC functions. Likewise, a draft policy for SMCs has been developed and being submitted to Secretary Education (Schools) for notification.
6. Skill development policy, strategy and action plan has been developed and submitted to PAK TEVTA for implementation. Work on development of skill standards in carpentry is in progress. Intensive search for an expert in masonry skills standards is underway. Likewise, work on development of training modules for capacity building of TVET managers and institution heads is currently in progress.
7. Discussion Papers on Promotion of TVET and Industry-Institution-Community Linkages and promotion of TVET as a decent education and career option are ready for presentation in a seminar/experts group meeting. Presentation had to be rescheduled due to engagement in other TVET related work.
8. Follow-up work on Information Communication Technologies (ICT) in Education is progressing. With the support of the project the Department of Education AJK has developed vision, mission and common understanding on ICT in Education, and prepared proposal for the establishment of Technology Integration Unit. Besides, a member of the

ICT Task Force attend 4th Dean's Forum in Bangkok and developed good understanding of the work required to integrate ICT in education.

9. Key challenges faced by the project include overpricing of construction work, difficulty in finding competent national and international experts for various technical posts, weak institutional capacity of government institutions and lack of resources for construction of the primary school block in the schools selected for construction of middle and secondary classroom blocks. Most importantly, the deteriorating security situation in the country is causing adverse effect as project staff members are frequently required to work from home and field missions had to be suspended.
10. As of September 2009, the project has achieved a cumulative implementation rate of 60.78% in respect of the ZBANCHF component. The implementation rate as at December will be 90%.

A. Project Background

1. UNESCO's Earthquake Response Programme started in November 2005 with funding from Government of Japan, DFID and UNESCO. The Program sought to complement and enhance the educational efforts of the Government of Pakistan, Pakistan Administered State of Azad Jammu and Kashmir (PAK), national and international institutions, agencies and Non-Governmental Organisations in the earthquake-affected areas of PAK.
2. As reconstruction of education is a long-term process, especially in a situation of severe destruction of the system and services, a follow up project: Rehabilitation of the Education System in Earthquake-affected Areas of PAK was formulated with generous support of Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation, United Arab Emirates. The project is part of a four-year Agreement of Cooperation between the Foundation and UNESCO, signed on 24 February 2008, for the benefit of the victims of earthquake.
3. The project focuses on:
 - Providing safer and better teaching and learning environments in selected middle and secondary schools affected by earthquake
 - Strengthening TVET system with a focus on standardized construction skills training to youth and adults, and capacity building of TVET institutions and personnel.
 - Strengthening teacher training policy and practices of department of Education
4. Primary target beneficiaries of the project are 550 middle and secondary school students, 50 youth and adults, 25 TVET managers and TVET institutions heads, 20 head teachers of middle and secondary schools, 100 members of 20 School Management Committees (SMCs) and 100 teachers of earthquake affected areas of PAK. Secondary target beneficiaries are the PAK Directorate of Education Extension (DEE) and the Technical Education and Vocational Training Authority (TEVTA). The capacities of participating institutions will be enhanced through provision of technical assistance in the production of training modules, development of skills standards, formulation of skill development policy, strategy and action plan, and development of action plans for formation/reactivation of SMCs, the training of trainers, and implementation of action plans.

B. Project Objectives

1. The overall objective of the project is to support the Government of Pakistan to rebuild the education system by improving access to, and quality of, various educational services.
2. Specific objectives of the project are as follows:
 - To provide safer and better teaching and learning environment to selected middle and secondary schools affected by the earthquake;

- To strengthen the TEVT system with a focus on standardized construction skills training for youth and adults; and
- To strengthen teacher training policy and practices of Department of Education.

C. Project Achievements

Progress towards attainment of the three objectives during the reporting period is as follows:

Objective 1: To provide safer and better teaching and learning environments in selected middle and secondary schools affected by the earthquake.

Accomplishments towards the Work Plan Target Outputs

Output 1.1: Permanent classrooms for middle and high school grades (grade 6 to 10) of 3 earthquake damaged schools constructed, benefiting 450 female and 350 male students¹.

- Construction of foundation work of Girls High School Sharian was awarded to Orakzai Construction on 17th August, 2009. Later, the contract was amended on 31st August, 2009, to include remaining two schools for construction at the same price. Geo-technical surveys of the three sites and foundation designs have been completed by the contractor. There were some minor problems in design which have been addressed. The designs are ready for submission to ERRA/National Engineering Services Pakistan for approval.
- Construction of middle and high school sections at the following three schools has commenced. The foundation work and superstructure work are constructed as separate packages.
 - Government Girls High School (GGHS) Sharian
 - Government Boys High School (GBHS) Gunchattar
 - Government Girls Middle School (GGMS) Khilla

Site clearance at GGHS Sharian has been completed, lay out for the foundation done and work has commenced on a few blocks. Construction of foundation at Sharian as well as the other two schools will be completed by December 2009.

Received 20% rebate through negotiations with the contractors for superstructure component and contract documents were submitted to the Headquarters Contracts Committee in July for review and approval. The review by the Committee had to be put on hold due to insufficient fund balance in the relevant budget line.



Construction of Government Girls High School Sharian

¹ Original Target: 550 students: 250 Girls and 300 Boys.

The number of beneficiaries totalling 501, comprising 313 girls and 188 boys, will increase to at least 550 as a result of significant improvements in school facilities.

- Erection of steel structure of Library, Computer Laboratory and Science Laboratory Block consisting of three rooms at Government Boys High School Noorpur Nakran has been completed. The Block, which is a part of the entire school being constructed under Earthquake Response Programme, will be ready in December, 2009.

Output 1.2: Standard training module for the training of head teachers of middle and secondary schools developed and 20 head teachers trained.

- In PAK, senior teachers are assigned to work as head teachers or promoted to head teacher posts without prior training (pre-service or in-service) to meet the key challenges and carry out the duties of head teacher post. To address this situation, a study on existing practices, roles and duties of middle and secondary schools head teachers and their identified generic training needs was carried out. The study revealed that the head teachers were required to perform multiple tasks related to teaching and management. These include: general management, financial management, monitoring, and evaluation, planning, building relations with communities, communication, conflict resolution, and classroom teaching.

Besides, training modules developed by other agencies, such as Aga Khan University Karachi, Mountain Institute for Educational Development Islamabad, Directorate of Education Extension (DEE) AJK, Faisalabad City District Government, and Sudhar ITA Punjab were reviewed. This revealed the following inputs were important for development of an effective training programme for the head teachers of middle and secondary schools:

- A combination of theory and practical activities covering the latest developments and good practices in the relevant subject area.
- Inclusion of components on reflective practice, action research and critical thinking in training modules to enhance decision making and problem solving skills and to build understandings of school improvement and management practices.
- Inclusion of assignments and field related tasks in training modules to ensure strong linkages between theory and practice and better learning.
- Adequate workplace follow up and monitoring to ensure proper implementation of the newly acquired skills to be undertaken by Deputy District Education Officers/Assistant Education Officers.

Based on the findings of the study on roles and responsibilities, identified training needs, and review of available training materials developed by various agencies, generic training module for capacity building of head teachers has been developed in collaboration with Directorate of Education Extension (DEE), Department of Education Government of PAK.

A workshop was held in Mirpur in July 23, 2009 where in the middle and secondary school head teachers, District Education Officers of Mirpur, Bhimber and Kotli districts and Divisional Director (Schools) Mirpur and Assistant Director participated. Findings of the study and the review were shared with them to ensure wider participation of education officials from these key districts, to benefit from their inputs as well as to ensure their acceptance/ownership of the training materials being developed by the project.

Based on the outcomes of the workshop the draft training module for capacity building of head teachers was modified and finalised for piloting. The Head Teacher Training Module was pilot tested in a 2-weeks training workshop of head teachers of project schools and the schools in the clusters, held from 24 August to 5 September 2009. The workshop was attended by 18 middle and secondary school head teachers, 1 Deputy District Education Officer and 2 Assistant Education Officers. For sustainability as well as to build the capacity of DEE staff, the workshop was conducted in partnership with DEE. Almost all the Subject Specialists of DEE were involved in the training programme.

Using the feedback from the course participants and the facilitators, the module has been updated and the final version is ready (see Annex 1) for future use by the Department of Education and other organizations. The module will be reviewed again after the study on the impact of training will be conducted.

Output 1.3: 20 SMCs² capacity built to develop school improvement plan and to improve school effectiveness and accountability.

- Development of Materials for SMC Training: As a starting point towards achievement of this output, materials on SMCs formation and training materials developed by different projects such as USAID's Revitalizing, Innovating and Strengthening Education Project (RISE), UNICEF, Department of Education (Elementary Education) AJK and the Aga Khan Development Network (AKDN) were reviewed.

Besides, a study of the processes of formation and parents' participation in SMCs' at middle and secondary schools of the project and schools in the clusters, including a few selected schools from two non-earthquake districts, has been carried out. The non-earthquake districts had been included to ensure wider acceptance of the SMC related work being carried out by the project. The study entailed field study of SMCs at twenty schools to provide a clear picture of the process adopted for their formation, performance, and involvement of parents. The study identified a number of issues such as formation of SMCs with or without mobilizing the communities, level of motivation of persons selected/nominated as SMC members, lack of training for the SMCs, shortage of resources/funds for SMCs, and non-existence of policy for SMCs at secondary schools, as the main factors affecting their performance.

Based on the review of existing SMC training modules and findings of the study on SMCs referred to above, draft training module for SMCs of secondary schools has been developed. The module (see Annex 2) has been pilot tested and a group of 26 trainees, comprising 11 female, have been trained as Master Trainers in a week long workshop

² Original target was 10.

held in September. The module will be modified in the next quarter on the basis of the feedback and the expected functions of SMCs and finalised.

- PAK Government Policy for SMC: As there was no government policy for formation and functioning of SMCs at secondary schools, the project approached Department of Education emphasizing the need for such policy. As a result, the Secretary Education (Schools) constituted an expert group to formulate draft policy framework. In the process, it was found that SMCs at the primary schools were formed under government administrative directive without a policy framework for their management and functioning. Therefore, the scope of the policy was broadened and the project worked with the expert group and facilitated development of the policy framework for SMCs for all schools – covering primary to secondary. The Policy Framework for School Management Committee (see Annex 3) has been submitted to Secretary Education (Schools) for endorsement and notification.
- Formation and Mobilization of SMCs: Meetings with SMCs of the two schools; Government Boys High School Mooliya and Government Boys High School Noorpur Nakran, being constructed under Earthquake Response Programme have also been held to ensure their active participation. The importance of community participation was discussed in detail. The SMC members showed great interest and expressed their commitment to play active role in the school affairs. They are taking keen interest in the construction work in progress and keeping liaison with UNESCO Field Office. Rigorous follow-up has not been possible due to staff shortages which will be addressed in next quarter.

Key issues and challenges faced:

- Delay in receipt of the list of schools and government approval for construction of the schools and other formalities which required long and protracted discussions/follow-up led to consequential delays in the invitation for submission of bids.
- Submission of highly inflated bids by contractors and negotiations further delayed award of contracts and start of schools construction.
- Delay in superstructure contract approval due to limited fund balance while waiting for submission of report and subsequent transfer of last instalment.
- Limited capacity of DEE to engage with multiple organizations involved in teacher training and consequential delays in securing agreements on project activities.
- State Earthquake Reconstruction and Rehabilitation Authority have been trying to identify donors for construction of the primary blocks in three schools selected by UNESCO but to no avail. UNESCO's contact with UNICEF Pakistan to support construction of primary section buildings, too did not work as the latter does not build primary blocks in middle and secondary schools and the light-gauge steel structure construction required for the sites is not in line with their design practice.
- Security situation resulting limited staff presence in Islamabad office and periodic restrictions on field movement of field based staff has adversely affected implementation pace.

Objective 2: To strengthen Technical and Vocational Education and Training (TVET) system with a focus on standardised construction skills training to youth and adults.

Accomplishments towards the Work Plan Target Outputs

Output 2-1-a: TEVTA has skills development policy, strategies, and plans.

- After extensive head-hunting an international expert was identified for formulation of Skill Development Policy and Strategies. The Mission was fielded from 16 July to 10 August 2009.
- Based on review of relevant policy documents and exhaustive consultative meetings with the stake holders, the consultant prepared a draft Skill Development Policy, Strategy and Action Plan. The document was presented in a meeting chaired by Secretary AJK TEVTA and attended by experts from TEVTA, NAVTEC and other organizations on 4 August 2009 and finalised (see Annex 4).

Output 2-1-b: Identification of Skills in Demand within Pakistan and abroad.

- For promotion of demand driven quality TVET, a survey on skills in demand had been planned. The survey had been divided into two phases as under:
 - Phase 1: Development of Study Plan and Design, and
 - Phase 2: Survey and Compilation of report.
- The Phase 1 work for “Identification of Skills in Demand in the Job Market”, funded through regular UNESCO programme, has been completed. Draft study plan and design are ready. The work on Phase-2 is put on hold due to budgetary constraints resulting from increase in the cost of construction. The budget will be reviewed in the next quarter and a final decision will be taken.

Output 2-1-c: TEVTA has skills standards for 2 trades: masonry and carpentry.

- Strong liaison has been established with UNHABITAT to draw benefit from their experience of training masons and carpenters. Skill standards in masonry and building carpentry developed within Pakistan and in Sri Lanka have been acquired to facilitate the skills standards development work.
- Skill Standards in Building Carpentry: After considerable difficulty, resulting from short supply, in identification of expert in carpentry skills standards, an expert has been recruited for 5 weeks long mission to develop skills standards for Building Carpentry. The mission started its work on 7 September. Consultative meetings with various stakeholders and review of available skill standards are taking place. The skill standards and the related material will be presented to a group of local expert for vetting. The mission is expected to complete the work by the third week of October.

- Skill Standards in Stone and Brick Masonry Work: Search for an expert for this task is still going. UNEVOC e-forum, personal contacts, institutional contacts have been used but so far suitably qualified candidate has not been found. The ToR has been improved through a review by and inputs from seismic resistant design and construction expert (hired for integration of Seismic resistant design and construction components in DAE Civil curricula under regular programme). Search for competent candidates is on-going.
- Equipment and furniture support to Industrial Schools for Women: Formalities for procurement of tools, equipment and furniture for two Industrial Schools for Women for which buildings have been provided by UNESCO, have been completed. UNESCO project team visited premises of lowest bidder for inspection of samples. Subsequent to approval of samples by the inspection team supply order has been issued. Supplies are expected to be completed in October coinciding with the completion of construction work.

Output 2-1-d: TEVTA has training module and training plan for capacity building of TVET Managers and heads of TVET Institutions.

- Development of training modules and training plan for capacity building of TVET managers/administrators and heads of TVET institutions has commenced from 9 September 2009. Consultative meetings with various stakeholders in Pakistan and PAK have begun. In addition to development of the training modules the consultant will train a group of selected TVET managers and administrators in planning, management and administration of TVET institution. The trainees with required skills will then be used as trainers. The work shall be completed by early November.
- The information on the roles and responsibilities of the head of TVET institutions and managers at various levels and their training needs conducted during April to September 2009 will be fed into the expert's work. The survey covered 19 TVET institutions in 7 districts of PAK and a number TEVTA official and District TVET Managers.

Output 2-2: 50 youths and adults would have benefited from standard Construction related skill training.

- The plan was to use existing training facilities with minimum investment for training of youths in masonry and building carpentry skills. PAK TEVTA informed that there are no training centres for masonry skills. As for carpentry skills training centres one is in Neelum District which is 3 hours drive from capital with poor access road and other is being reconstructed in Lamnian. As an alternative option, PAK TVETA suggested Skill Development Centre Kahori, established with the support of ILO, in Muzaffarabad District has been identified as a potential training centre also for masonry and carpentry trades. As the centre does not have spare workshops for carpentry and masonry training, the project has to invest in construction of workshops. In view of tight project budget, financing of construction workshops is not feasible as such the training plan has been put on hold.
- Tentative list of training equipment for carpentry skills training has been prepared and shared with the international expert on building carpentry skill standards to match the

equipment needs for training in building carpentry, as per the skill standards being developed.

- PAK TEVTA is constrained by limited financial resources for implementation and sustainability of training programmes. In this regard, National Vocational and Technical Education Commission (NAVTEC) have been taken on board from the very beginning for their support for training. It will be followed up by PAK TEVTA with NAVTEC once the skill standards and training materials on which the international consultant is currently working are ready and the issue of training venue is resolved.
- Discussion Paper No. 1 titled: *Industry Relevant TVET: Approaches to Promote Industry/Community/Institution Linkages in Pakistan Administered State of Azad Jammu And Kashmir* is ready (see Annex 5). It was to be presented in a seminar/round table meeting on this topic to be held in September which could not be organized because of preoccupation of Project TVET staff with four International consultants; on seismic resistant Design and construction; Skill development policy, strategy and Action Plan; Development of skill standards and training material, and capacity building of heads of TVET institutions and TVET managers/administrators during July to September. The event will be organised in early December.
- Discussion Paper No. 2 titled: *Boosting Enrolment in Technical and Vocational Education and Training: Strategies for Popularization in Pakistan Administered State of Azad Jammu & Kashmir* is ready (see Annex 6). A seminar to present the Paper and develop a strategy to popularize TVET among the masses as a decent and career option could not be organized because of heavy commitment project staffs with other consultants. The event will be organized in early December together with Discussion Paper No. 1.
- Recruitment for an expert to initiate formulation of Policy, Procedures and Plans for establishment of Guidance and Placement Centres at PAK TEVTA headquarters and at selected TVET institutions is on hold due to budgetary constraint resulting from increase in construction cost and delays due to security situation, etc. Final decision will be taken in November during year-end-budget review.

Key issues and challenges faced:

- Difficulty in finding competent local and international TVET experts due to short supply. The problem has been compounded because of reluctance of some foreign nationals to come to Pakistan due to the prevailing law and order situation.
- Non availability of training institutions with building facility for training in masonry and carpentry requiring large investment in development of training facility.
- Low implementation capacity of PAK TEVTA.
- PAK TEVTA is faced with financial constraints. A longer term project engagement is desirable to ensure sustainability and impact of project interventions.
- Security situation resulting limited staff presence in Islamabad office and periodic restrictions on field movement of field based staff has adversely affected implementation pace.

Objective 3: To strengthen teacher training policy and practices of Department of Education.

Accomplishments towards the Work Plan Target Outputs

Output 3.1: Teacher training policy and practices updated to strengthen the quality of teacher training.

- Mr. Muhammad Khurshid, one of the members of ICT in Education Task Force on ICT has attended the 4th Deans Forum on ICT in Education in Bangkok from 29 to 30 June 2009. This exposure will bring several benefits to the project work on ICT in Education as there will be opportunity for PAK (AJK) to network with neighbouring countries and learn from the advanced level work of countries in the Asia-Pacific Region. As the participants have to develop an action plan for implementation in their respective institutions, Mr. Khurshid will play a pivotal role in establishment of ICT Teacher Training cum Student Learning Centre at Naluchi Girls High School and ICT Centres at 5 other schools being reconstructed by UNESCO.
- Following the recommendation of the **Diagnostic Study on ICT in Education**, a Taskforce has been constituted by the Department of Education PAK in order to develop a common understanding on ICT in education. A national expert was assigned for a week from 19 to 25 July 2009 to work with the Taskforce and assist them in developing a vision, mission, common understanding on ICT in Education and Action Plan. A workshop was organized on 22 July 2009 for the educational managers, planners and policy makers on ICT in Education. The vision and mission on ICT in Education for PAK was discussed in the workshop. The draft PC-1 (planning commission document for project funding) for establishment of an ICT Directorate was also shared with the stakeholders and modified further on the basis of the feedback. The ICT Vision, Mission and Action Plan is in Annex 7.
- Inter-departmental arrangement through memorandum of agreement for viable and sustainable working relations between DEE and Girls High School, Naloochi (where ICT centre, built under ERP, is located) for use of the ICT centre is underway. Final draft MOU will be ready and signed during the last quarter. The mechanism would address issues like repair and maintenance of equipment, meeting the running cost (electricity charges, etc) and equitable access to the facilities to both the DEE and the school. Signing of the document has been delayed by two months due to staff preoccupation with numerous activities.
- Signing of MoU between UNESCO and Intel for partnership for preparation of cadre of ICT Teacher Trainers and to train teachers in project supported schools is still under negotiation. MOU signing, which was expected to take place in August, has been quite delayed due to protracted negotiations on a clause of MOU between the two parties. Under the partnership arrangement, the project will have free access to Intel's training material/programme for trainers, teachers and students of project supported schools as



ICT Vision Mission and Strategy Development Workshop

well as Intel's technical support. In addition, Intel will provide 15 sets of computer to one of the schools.

- Preparations for finalization of the draft Strategic Framework for Teacher In-service Training in PAK, developed by DEE in 2007 with the support from UNESCO and UNICEF, is in process. Identification of a national expert for the task has taken time as suitably qualified candidates were not readily available. A candidate selected for the post became unavailable thus requiring the project to restart the recruitment process. The new candidate will start in October. He will be working with an international expert on teacher education and training policy and strategy. The ToR for the international expert is ready.

Output 3-1-1: Follow up meetings and Workshops with DoE, NAVTEC and other Stakeholders to develop an action plan based on findings and recommendations of Diagnostic study on TVE in Secondary Schools.

The report of Diagnostic Study of Technical Vocational Education in Secondary Schools of AJK jointly funded from the project and UNESCO regular budget is in press. Follow up work on the recommendations will commence in the 4th quarter.

Key issues and challenges faced:

- Identification of suitable local experts for up-stream work such as teacher training strategic framework has been very difficult due to shortage of experts.
- PAK Department of Education does not have sufficient funds to support ICT Centres and training. A longer term project engagement is desirable to provide the time for the Department to address the issue and to increase the level of sustainability and impact of project interventions.
- Security situation resulting limited staff presence in Islamabad office and periodic restrictions on field movement of field based staff has adversely affected implementation pace.

Other Achievements:

- *Integration of Seismic Resistant Design and Construction Components in DAE (Civil) Curricula:*

The project facilitated work of an international expert hired for integration of seismic resistant design and construction components in DAE (Civil) curricula. The mission took place in February-March and developed an Action Plan including integration strategies, important topics and broad course outline, and timelines for implementation. The Action Plan was presented by the consultant in a meeting held at NAVTEC and attended by various stakeholders from provinces and national organizations. A follow-up meeting on the Action Plan developed earlier was organized in collaboration with NAVTEC on 2 July which was attended by major stakeholders. The components, integration strategies, timelines, etc had been discussed and finalized. The proceedings of the meeting (which was attended by NAVTEC's representative as well) along with copy of the Action Plan were furnished to NAVTEC.

A follow up mission was organised in August-September to develop textual material on seismic related topics identified for integration into the curricula during the first mission.

During a consultative meeting, the Director General, SERRA emphasised the need for training of civil engineering personnel engaged on construction projects as it would have immediate impact for earthquake resistant construction which is in full swing. He expressed his concerns about the quality of construction and requested to the project to assist in training his site supervisors as soon as possible. The proposal is under active consideration of project and will be supported subject to availability of funds.

- *Country study on Technical and Vocational Education at Secondary Level:* The project facilitated completion of a country study on TVE at Secondary Level commissioned by the UNESCO Regional Office, Asia and Pacific Regional Bureau for Education, Bangkok. The study had been assigned to the National Institute of Science and Technical Education (NISTE), Ministry of Education, Islamabad. The study report updated by NISTE in the light of the feedback provided by the project team had been submitted to the UNESCO Regional office. The major findings have been incorporated in the regional report compiled by the UNESCO Regional Office. UNESCO plans to do further work on the study and publish it as Pakistan Country Report on TVE at Secondary Level subject to availability of funds.
- *Construction Work under ERP:* The project team is supporting completion of the remaining construction work of two high schools and two TVET training workshop buildings being carried out under Earthquake Response Programme, by providing technical support and supervision.
- *Liaison with other Agencies:* UNESCO is maintaining close liaison with various agencies involved in or supporting TVET related activities such as UNHABITAT, EU-GTZ-DFID Consortium, NAVTEC, etc.

D. Plan for Next Quarter

Some of the key activities for the next quarter, October to December 2009, are as follows:

1. Completion of foundation of three schools; Sharian, Gunchattar and Khilla,; completion of construction of library and laboratories at GBHS Noorpur Nakran and 50% progress in construction of superstructure of the three schools.
2. Completion of procurement of furniture and basic teaching learning equipment for the schools and ICT centres.
3. Revise SMC Training Module and follow up on Policy Framework for establishment of SMCs at secondary schools developed during the third quarter with DoE, for notification of the policy and constitution of SMCs in secondary schools.
4. Make the ICT Teacher Training and Student Learning Centre operational.
5. Modify and finalise draft policy framework for in-service teacher education in AJK developed by DEE with the support of UNICEF.
6. Follow up of findings/recommendations of diagnostic study on TVE in secondary schools, with DoE, PAK.
7. Delivery of furniture and training equipment to two Industrial Schools for Women.
8. Completion of on-going works on development of skill standards for carpentry.

9. Search for identification of an expert and commence the work on development of skill standards for masonry trade.
10. Completion of on-going work on development of training modules, and plan for Capacity building of TVET Managers and heads of TVET institutions.
11. Organization of seminars on a) Popularization of TVET and b) Approaches to Promote Industry/Community/Institution Linkages.
12. Follow up on development of policies, procedures, and plans for establishment of Guidance and Placement Centres in TVET institutions subject to availability of funds.
13. Study on the level of changes in the head teachers after training.
14. Completion of background paper on teacher education and policy development work.
15. Design and plan for refresher training for 20 trained teachers.
16. Follow up for formation of SMCs in 20 High schools and training of SMC members.

E. Financial Status

The financial status as of 30 September 2009 is as follows:

Funding Source	Contribution USD	Expenditure USD	Implemen- tation Rate %	Total Available USD	Revenue from Interest USD
ZBANCHF	1,205,674.00	732,859.97	60.78%	472,814.03	9,315.00
UNESCO (Regular Programme)	97,000.00	88,142.63.00	90.86%	8,857.37	-

The detailed statement of expenditure issued by UNESCO HQ for the reporting period is in Annex 8. USD 5,749.00 interest revenue has been programmed and remaining USD3,566.00 will be programmed in next budget revision. By the end of December, the project is expected to achieve 75% cash disbursement and 90% implementation.

In order to complete the activities and utilise the remaining funds the project requires three months extension until March 2010. The major activities requiring the extension are construction of schools, formation of SMCs at schools, masonry skills standards development, ICT Centres of Excellence, and teacher training policy. The reasons for requiring an extension is stated in the report under key issues and challenges.



Leadership and Management Training
for
Head Teachers of Middle and Secondary Schools
Government of Azad Jammu and Kashmir³

Training Module

Directorate of Education Extension
Government of Azad Jammu and Kashmir

September 2009

³ See electronic file in enclosed disk.



**Training of Master Trainers
for
School Management Committees
at
Secondary Schools in Azad Jammu and Kashmir⁴
(Pilot Testing Version)**

Training Module

**Directorate of Education Extension
Government of Azad Jammu and Kashmir**

September 2009

⁴ See electronic file in enclosed disk.



POLICY FRAMEWORK FOR SCHOOL MANAGEMENT COMMITTEES IN SCHOOLS OF AZAD JAMMU & KASHMIR

INTRODUCTION

This policy document presents a framework of structure, governance, and responsibilities for effective functioning of School Management Committee (SMC).

RATIONALE

Parent's involvement in their children's education has shown highly positive results in attaining quality education all over the world. The children of the families, who support their children's academic development, demonstrate more positive attitudes and behaviours. They attend school regularly, complete their homework and get higher grades in examinations as compared to less involved families. "The decision to enrol a child in school is determined by the perception that his or her parents hold about the benefits of schooling (relative to the perceived cost of so doing)" (Calcough & Rose 2000). The implication of which is the increased need to involve low income families to influence their children's achievements in schools.

Irrespective of the potential challenges the role of community bodies for school development cannot be ignored. The site-based community representative bodies have gained currency with the growing popularity of decentralized management and school support systems. They are, amongst other things, considered to be the most useful vehicles for ensuring the inclusion of 'local voice' in the overall development plan of a school.

Government of Pakistan has taken some initiatives in different parts of the country including Gilgit Baltistan to increase parents' involvement in education under donor funded projects. These initiatives have yield gainful results. In the aftermath of South Asian Earthquake 2005, several non governmental organization provided support to the AJK government for infrastructure development. They also extended assistance in improving the quality of education in AJK schools. These organizations including UNICEF, CRS, SEC, SPO, RISE, CIDA and NRSP engaged themselves actively in the promotion of community involvement for developing home and school partnership and established School Management Committees at primary and middle level schools in AJK districts. UNESCO is now planning to facilitate the process of establishing SMCs at secondary level schools.

Although these SMCs are properly notified by the government but no policy document was worked out for their management and functioning. In view of this need, UNESCO took the initiative to support the Department of Education, AJK in developing a policy framework for the SMCs. The Secretary Education responding positively and notified the "Expert

Committee” comprising experts from the department, NRSP and UNESCO consultant, to carry forward the process through a participatory approach. The Committee through extensive deliberations developed the draft of the policy document for the approval of the department. This is not a static document therefore would be reviewed by the Education Department in consultation with the SMCs, when needed.

1. POLICY OBJECTIVES

All SMCs working at primary, middle and secondary level need a policy document which establishes the fundamental rules by which the SMC is governed. Following are the two main objectives of the policy document;

- a. Institutionalize the system of SMCs for promoting quality education.
- b. Establish guidelines for the efficient functioning of the SMCs.

2. FORMATION OF SMC

- a. Every school in AJK must have a functional SMC as mentioned in National Education Policy 2009.
- b. The Secretary Education will write a letter to the concerned officials for initiation of SMC establishment process in schools.
- c. A general meeting of parents, guardians, teaching staff and head teacher would be called by concerned District Education Officer (DEO) or his/her representative in school premises.
- d. DEO or his/her representative would chair the meeting.
- e. Members for SMCs would be selected from amongst the participants by show of hands and majority.
- f. SMC would hold its first meeting within one week of formation in which the chair would be selected by show of hands. In case of more than one candidate secret voting will take place.
- g. The DEO or his/her representative would send minutes of the first meeting to concerned authority with a request for notification.
- h. The DEO after receiving the request arrange notification by concerned authority within two weeks.

3. MEMBERSHIP SIZE

- a. The total number of SMC members should not exceed 15 and not less than 10 in secondary schools while in middle and primary schools the maximum number will be 7.

- b. The membership ratio would be 60% parents and other 40% would be teaching staff as members. However in a primary school with very small number of teachers this ratio may be neglected.
- c. In middle and primary schools the membership will be minimum 7 and maximum 10 in number.
- d. Female representation in male SMCs and vice versa in female SMCs will be ensured.

4. POTENTIAL MEMBERS

- a. Parents/guardians.
- b. Head teacher of the school.
- c. Teaching staff of the school.
- d. People from the local community committed to community development and possess special skills.
- e. Religious leaders.
- f. Committee can nominate not more than two members with particular skills if required to facilitate SMCs activities.

5. MEMBERSHIP IS TERMINATED IF;

- a. A member resigns by written notice to the SMC chairman and resignation accepted.
- b. A member involves in misconduct, embezzlement, unethical or unlawful activity.
- c. A member is absent from three consecutive meetings of the Committee without prior notification.
- d. A member becomes too ill or infirm to take responsibility for the tasks/activities assigned by the SMCs.
- e. A member dies.

6. TERMINATION NOTICE

- a. The member terminated would be informed through a written notice duly signed by the chairman.

7. THE CHAIRMAN

- a. The chairman would be from parents, a social worker, can read and write, having good character and possessing leadership skills.

- b. The Chairman would be selected by show of hands by simple majority in the first SMC meeting. In case of more than one candidate secret voting will take place.

8. TERMINATION OF THE CHAIRMAN

- a. The SMC will terminate the Chairman with two third majority if;
 - i. He is unable to discharge his duties on ground of bad health or any other reason
 - ii. He is absent form the meetings three times consecutively without a genuine reason or without information
 - iii. He is involved in an unethical, unlawful act, embezzlement or convicted by any court.

9. ELECTION OF THE CHAIRMAN

- a. Election of the Chairman will take place;
- b. In the first meeting of the SMC with simple majority.
- c. In case of his/her death, resignation or termination the new chairman will be selected within two weeks time.

10. TENURE FOR THE CHAIRMAN

- a. The tenure for the Chairman will be two years.
- b. He can continue to serve as chairman for another two years if elected.
- c. A Chairman can not serve for more than two consecutive terms. However he can be re-elected after laps of a two years gape.

11. RESPONSIBILITIES OF THE CHAIRMAN

- a. He would manage all SMC affairs including finances with the help of Secretary and other members
- b. He provides leadership for the committee approves the agenda for meetings and manages meetings in line with the agenda.
- c. He would ensure democratic norms in meetings allowing all members to speak and build consensus for taking decisions.
- d. He would play an impartial role in conflict management.

- e. He would keep good liaison with the Government and non-governmental organizations particularly with education department, head teacher, teaching staff and with parents
- f. He would develop the annual report with the assistance of the Secretary
- g. He would ensure updating all records including finances of the SMCs and report to SMCs.

12. SECRETARY

- a. The head teacher of the concerned school would act as Ex –officio Secretary of the SMC.

13. TENURE AND TERMINATION OF SECRETARY

- a. Contrary to the chairman’s tenure the secretary will work till the time of his transfer. In this case the new head teacher will assume the charge of secretary.
- b. In case of change/transfer of the secretary the department will assign the job to another teaching staff till the arrival of the new head teacher.
- c. Same criteria as mentioned in chairman’s will be applied for secretary’s transfer or replacement.

14. SECRETARY’S RESPONSIBILITIES

- a. Ensure effective communication and liaison between, SMCs, school and the Department.
- b. Pass on and communicate all incoming and outgoing letters to concerned persons.
- c. Prepare agenda and record minutes for all kinds of meetings in consultation with the chairman.
- d. Send meeting circulars/notices to SMC members and parents where required.
- e. Prepare all kinds of reports progress, annual work plans and any other assigned by the chairman in consultation with the chairman.
- f. Keep records of SMC activities including attendance and finances.
- g. Make arrangements for meetings and other events for SMCs.

15. MEETINGS

- a. The Committee can decide the number of times it needs to meet to carry out its work but the minimum number is four during an academic year.
- b. The quorum for a meeting will be 50% of total members
- c. All Members are entitled to attend any meetings of the Committee unless, refer to the clause (14. g)
- d. All meetings are called by one week's prior written notice of the meeting to the members.
- e. The notice would specify the date, time, location and the agenda.
- f. All meetings would be chaired by the Chairman of the Committee. In case of his/her absence the Secretary will chair the meeting.
- g. The Chairman and one half majorities of the members can for legitimate reasons exclude any members/person from attending a meeting. The said member should be given prior notice in writing with reasons
- h. Decisions will be taken by a simple majority of the members at a meeting.
- i. Circulars of SMC meetings may be sent electronically, by hand, by post, or by any suitable means of communication to the members.

16. PROGRESS REPORT

- a. The SMCs would develop annual work plans and school improvement plans and will submit to DEO.
- b. The SMCs would regularly assess their progress and develop quarterly progress reports.
- c. The head teacher would share quarterly progress reports with the Education Department.

17. MONITORING AND EVALUATION

- a. A participatory monitoring and evaluation framework will be developed and implemented by the Government of AJK to ensure the efficient performance of SMCs and effective achievement of the objectives of their institutionalization.
- b. M & E team would comprise key stakeholders including the education department.
- c. The M & E report will be shared with the concerned SMC for developing consensus on the key recommendations.

18. RESPONSIBILITIES OF SMCs

- a. Establish a strong home and school partnership for developing a conducive environment for effective teaching and learning in schools.
- b. Utilize resources more effectively and mobilizing more human, material and financial resources.
- c. Improve the infrastructure of the school.
- d. Maximize children's enrolment and reduce drop out.
- e. Initiate steps to enroll out of school children.
- f. Work to manage staff absenteeism with the help of head teacher.
- g. Identify, support and reward deserving students.
- h. Foster awareness and educate parents on their role in education of their children.
- i. Assist head teacher and teaching staff in devising school admission policy.
- j. Support school staff in maintaining good discipline in schools.
- k. Facilitate co-curricular activities debates, tournaments and quiz competitions in schools.
- l. Recommend need based long and short term training programs for building capacity of teaching staff.

19. FORMATION OF SUB-COMMITTEES (If required)

- a. The SMCs can further form sub-committees if required to accomplish a specific task
- b. The sub-committees will be for a specific time period.
- c. The SMC would develop ToRs for the functioning of sub-committees.
- d. The sub-committee would cease to exist after submission of task report.
- e. The sub-committee would report back to SMC on progress of the assigned task.

20. FINANCES

- a. A joint account will be opened in a schedule bank. Where bank branches are not available the account may be opened in the nearest post office.

- b. The chairman and secretary will be the signatories.
- c. The secretary will maintain and update all financial records.
- d. The secretary will present financial status in quarterly SMCs meetings.

21. GOVERNMENT BUDGET ALLOCATIONS FOR SMCS

- a. The Government will consider budget allocations to SMCs for achieving the objectives effectively.
- b. In case of budget allocations by the government, the SMCs in consultations with the department will develop a fund utilization mechanism.

22. CAPACITY BUILDING OF SMCS

- a. The department will develop a comprehensive capacity building program for the SMC members.
- b. The department will collaborate with non-governmental organizations for implementation of capacity building programs for SMCs.



United Nations
Educational, Scientific and
Cultural Organization



PAKISTAN ADMINISTERED STATE OF AZAD JAMMU & KASHMIR

**SKILLS DEVELOPMENT POLICY, STRATEGY
AND
ACTION PLAN⁵**

**Ahmed Ferej, PhD
UNESCO TVET Consultant**

August 09, 2009

⁵ See electronic file in enclosed disk.



United Nations
Educational, Scientific and
Cultural Organization

**INDUSTRY RELEVANT TVET:
APPROACHES TO PROMOTE INDUSTRY/ COMMUNITY/
INSTITUTION LINKAGES**
in
**PAKISTAN ADMINISTERED STATE OF AZAD JAMMU AND
KASHMIR**

Discussion Paper No. 1⁶

**UNESCO-Islamabad
May 2009**

⁶ The entire document was submitted in Jan-June 2009 report, hence not attached.

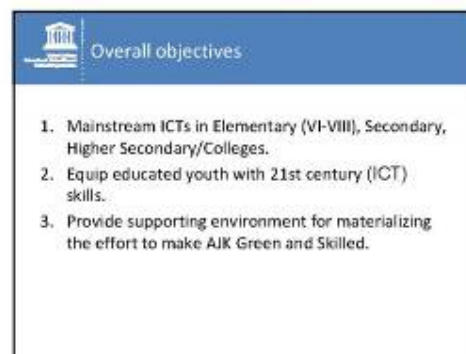


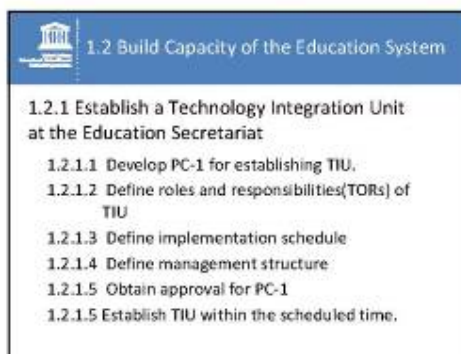
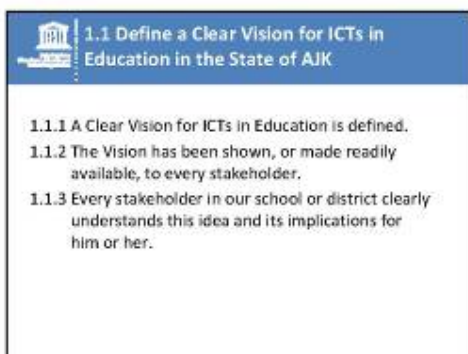
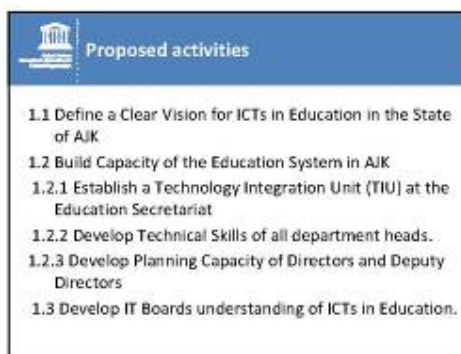
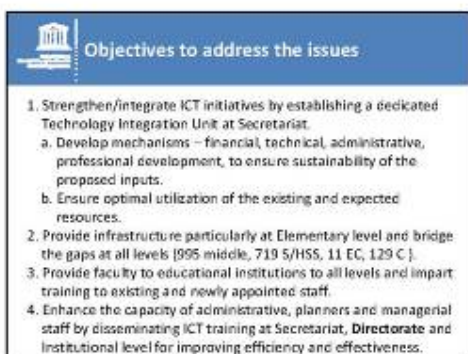
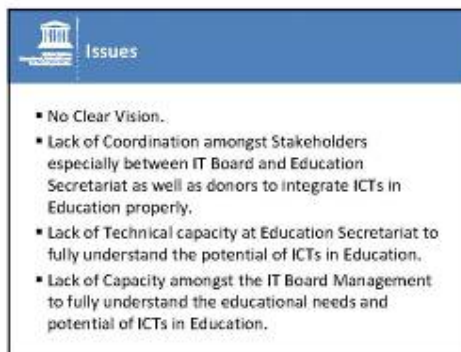
BOOSTING ENROLMENT
in
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING:
STRATEGIES FOR POPULARIZATION
in
PAKISTAN ADMINISTERED STATE OF AZAD JAMMU & KASHMIR


Discussion Paper No. 2

UNESCO-Islamabad
May 2009

¹ The entire document was submitted in Jan-June 2009 report, hence not attached.






 1.2 Build Capacity of the Education System

1.2.2 Develop ICT skills of all department heads

1.2.2.1 Train Education Secretariat's Managers and DPs on the Use of ICTs for work.

1.2.2.2 Train Education Secretariat's Managers and DPs on the Use of ICTs in Education.

 1.2 Build Capacity of the Education System

1.2.3 Develop Planning Capacity of Directors and Deputy Directors

Train all department directors and Deputy Directors on the Planning for ICTs in Education and that they understand the Total Cost of Ownership (TCO) of providing computer labs to schools. This means understanding all resources required for a fully functional computer labs in schools.

 1.3 Develop IT Boards understanding of ICTs in Education.

1.3.1 Analyze the training needs of IT Board Management


1.3.2 Customize the Intel Teach to the Future programme according to the needs analysis

1.3.3 Organize workshops for all Management.


1.3.4 Follow up training

**Proposed Action Plan on
ICT Equipment for Schools**

 Issues

- Configuration of Computer Labs does not offer variety of technologies.
- The process of equipping schools with a computer lab is slow.
- Lack of support both hardware and software for school.
- No consideration for upgrading the computer labs in future.


 Objectives to address the issues

2.1 Fine-tune the configuration of computer lab to ensure it includes: one unit of printer, one unit of digital camera, large TV etc. **every 3 years.**

2.2 Equip all high schools (669 +50 hss) with a computer lab of 16 computers by **December 2010.**

2.3 Provide Support System for Computer Labs by **December 2010 (same time as 2.2)**

2.4 Updating Infrastructure on Regular Basis as per schedule for equipment at the end of cycle(every year)


 **Proposed activities**

2.1 Fine-tune the configuration of computer lab to ensure it includes

2.2 Equip all Secondary Schools, Higher Secondary Schools and Intermediate Colleges (669 +50) with a Computer Lab by 2010

2.3 Provide Support System for Computer Labs

2.4 Update Infrastructure on regular basis every 5 years


 **2.1 Fine-tune the configuration of computer lab**

2.1.1 Revise the standard computer lab configuration, to include at least:
one unit of digital camera, large TV/Monitor, appropriate educational software and an old PC which can be opened to show students various hardware parts.


2.1.2 Revise Budget estimates for Computer Labs.

2.1.3 Obtain approval for the revised Budget.

Note: Consider providing Internet connections to schools as well.

 **2.2 Equip all Secondary Schools, Higher Secondary Schools and Intermediate Colleges (669 +50) with a Computer Lab by 2010**

- Compile complete database of all schools/colleges containing essential data required for selection.
- Selection of schools/colleges as per criteria.
- Nominations of distinct representatives of selection team.
- Advertisement for and hire IT teachers or lab in-charges or lab attendants as per the Selection Criteria.
- Advertisement for equipment.
- Opening of tenders, short listing and selection of bidders.
- Purchase / delivery of equipment.
- Nominate staff for Central Monitoring Cell.
- Installation of equipment.
- Overseeing implementation, coordination and monitoring by TIU AND/OR IT Board.
- Repeat the above every year till all Schools/ Colleges are equipped.

 **2.3 Provide Support System for Computer Labs**

2.3.1 Provide all user manuals, back-up CDs, Drivers for onsite maintenance by the Computer Lab staff.

2.3.1.1 Provide any course related video tutorials

2.3.1.2 Provide maintenance DVDs/CDs.

2.3.2 Establish HELP DESK at School/Tehsil/District and State Level for immediate support to schools IT infrastructure.

 **2.4 Updating Infrastructure on regular basis every 5 years**



2.4.1 Establish Life Cycle of IT equipment

2.4.2 Compile a list of schools with IT labs based on their date of installation ...

2.4.3 Develop new IT Labs configuration based on current requirements

2.4.4 Develop Budget Plans to replace the Old IT Labs with newer ones.


2.4.5 Repeat Activity 2.3 every year to keep the computer labs updated and functioning in the newer environment.

**Proposed Action Plan on
ICT Curriculum and Textbooks**




Proposed Action Plan on ICT Teacher Training




Issues

Issues relating to IT subject teachers

- Lack of teacher training planning, including budget
- IT subject teachers and assistants lack proper professional training
- Lack of career planning for IT subject teachers
- No pre-service IT subject teacher training
- Selection criteria of IT teachers needs improvement


Issues relating to other subject teachers

- Lack of ICT skills
- Lack of ICT based teaching resources




Objectives to address the issues

- 4.1 Improve selection criteria to recruit qualified IT subject teachers starting from **July 2009**
- 4.2 Provide proper professional in-service training for all IT teachers **by the end of 2009**
- 4.3 Train two ICT master trainers from other subject teachers for each high schools **by the end of 2009**
- 4.4 Equip all schools with a set of ICT-based teaching materials **by the end of 2009**
- 4.4 Pre-service training curricula have updated to meet the demand of IT teacher preparation by **July 2009**
- 4.5 ICT Standard for Teachers developed and approved by the end of 2010




Proposed activities

- 4.1 Improvement of selection criteria for IT teachers
- 4.2 Trainings for all IT subject teachers
- 4.3 Trainings of ICT master teachers from other subject teachers
- 4.4 Provision of ICT-based teaching materials to schools



4.1 Improvement of selection criteria for IT subject teachers

- 4.1.1 Collect information from schools principals on their needs for a qualified IT teachers
- 4.1.2 Organize workshops to define/update the qualifications for IT subject teachers, and improve the criteria accordingly
- 4.1.3 Finalize and endorse the selection procedure




4.2 Trainings for all IT subject teachers

- 4.2.1 Analyze the training needs of IT subject teachers
- 4.2.2 Customize the Intel Teach to the Future programme according to the needs analysis
- 4.2.3 Organize workshops to all IT teachers
- 4.2.4 Follow up to impact of the training




4.3 Trainings of ICT master teachers for other subject areas

- 4.3.1 Analyze the ICT training needs of other subject teachers
- 4.3.2 Design the training content and training programme according to the needs analysis
- 4.3.3 Use the training programme to train local trainers
- 4.3.4 Choose two master teachers of other subject areas from each school, and organize workshops
- 4.3.5 Follow up to the impact of the training




4.4 Provision of ICT-based teaching materials to schools


- 4.4.1 Analyze the needs of IT subject teachers and other subject teachers in teaching software and ICT-based teaching materials
- 4.4.2 Collect (free and open-source) software and materials
- 4.4.3 Produce and disseminate the material CD-ROMs



- graduates of secondary schools in industrialized nations have been exposed to more information than their grandparents were in a lifetime;
- there will be as much change in the next three decades as there was in the last three centuries




The challenge confronting our educational systems is how to transform the curriculum and teaching-learning process to provide students with the skills to function effectively in this dynamic, information-rich, and continuously changing environment.




21st Century Skills

What our students need to know to meet the challenges of the modern age. Mastery of core content areas, such as **English** (reading or language arts), **mathematic**, **science** and **history**, remains the centerpiece. But these two organizations emphasize the importance of cultivating interdisciplinary themes, such as **global awareness** and **financial, civic and health literacies**, and weaving key skill areas (**creativity and innovation, communication and collaboration, research and information fluency, and critical thinking, problem solving and decision making**) into core subject matter.




The potential of 21st century skills lies in the exploration of how digital tools (cameras, presentation software, computing equipment) and online resources can support and enhance traditional subjects, skills and teaching practices. The Internet alone provides students with enormous opportunities.



Vision

- A **vision statement** is a vivid idealized description of a desired outcome that inspires, energizes and helps you create a mental picture of your target. It could be a vision of a part of your life, or the outcome of a project or goal.
- Vision statements are often confused with mission statements, but they serve complementary purposes.




Vision Statement Guidelines

- The best vision statements describe outcomes that are five to ten years away, although some look even further out.
- For projects and goals, the vision statement should focus on the desired outcome of the project/goal at its completion date. Here are some guidelines for writing compelling and powerful vision statements.




Summarize Your Vision in a Powerful Phrase

- If possible, try to summarize your vision using a powerful phrase in the first paragraph of your vision statement. Capturing the essence of your vision using a simple memorable phrase can greatly enhance the effectiveness of your vision statement. This phrase will serve as a trigger to the rest of the vision in the mind of everyone that reads it.



Take for instance Microsoft's vision of "A personal computer in every home running Microsoft software." This simple yet very powerful phrase can be used throughout the organization (hallways, internal web pages, plaques, etc.) to remind everyone of the vision.



Remember that the purpose of the vision statement is not to serve as a "real" target that you are going to measure against to determine if you have succeeded or failed. You should use your goals and objectives to do that. Instead, the purpose of the vision statement is to open your eyes to what is possible.



Sample Vision Statements

- To be a developed country by the year 2020.
- Every Child Matters
- No Child Left Behind
- **Teachers will use technology to be more efficient and effective, and to enhance the instruction and learning experiences of their students.**
- By the year 2020 every child in AJ&K will be a productive citizen by learning 21st Century Skills.



• <http://www.edutopia.org/digital-generation>



Thank you... 

Anjum Pervaiz: apervaiz@edc.org
For more information:
▪ www.moe.gov.pk/
▪ www.ajk.gov.pk
▪ www.un.org.pk/unesco
▪ www.unescobkk.org/education/ict



570PAK1001

The Zayed Bin Sultan Al Nahyan

Rehabilitation of the Education System in Earthquake Affected Area of Pakistan

Financial Status Report as at 30 September 2009
(Expressed in US Dollars)

Income		
Funds received	SEP 2009	399,975.00
	FEB 2009	399,975.00
	2008	399,975.00
	Total	1,199,925.00
Total Interest		9,315.00
TOTAL INCOME		1,209,240.00

Deduct

	Approved Budget	Cash Disbursed	Unliquid. Obligations
10 Personnel	444,572.00		
Experts & Consultants		183,251.05	24,902.07
Administrative Support Personnel		96,540.16	17,824.07
Mission Costs		22,153.20	408.27
National Professionals		57,370.29	2,314.12
Other Personnel Costs		742.40	75.60
20 Sub Contracts	486,679.00		
Sub Contracts		21,294.37	118,426.80
30 Training & Seminars	28,850.00		
Trainings & Seminars/Meetings		12,361.93	2,656.05
40 Equipment & Maintenance	89,432.00		
Equipment & Maintenance		61,756.27	14,706.69
50 Miscellaneous	17,434.91		
Sundry Expenditure		4,846.84	500.00
	1,066,967.91	460,316.51	181,813.67
Support Costs	138,706.09	59,841.13	30,888.66
	1,205,674.00	520,157.64	212,702.33
Total expenditure incurred			732,859.97
Funds Available as at 30 September 2009			476,380.03

IMPLEMENTATION RATE			
		as % Cash Disbursement	as % Total Expenditure
Allocation	1,205,674.00	43.14%	60.78%

Financial statement issued by the Bureau of the Comptroller. The total income received and expenditure incurred are in accordance with UNESCO financial records.

CONSTRUCTION OF LIBRARY, COMPUTER AND SCIENCE LABORATORIES BLOCK AT NOORPUR NAKRAN HIGH SCHOOL



Under construction Science Lab, Library and ICT Centre Block. In the first picture, the Centre is the first block from the right. In the second picture UNESCO expert Dr. Regan Potangaroa is seen inspecting construction of the building. The third picture, below, shows the interior structure of the block.



Copyright of all photos: UNESCO

LEADERSHIP AND MANAGEMENT TRAINING WORKSHOP FOR HEAD TEACHERS OF MIDDLE AND SECONDARY SCHOOLS



Group work



Group work



Group work



Group work presentation

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FORMULATION OF SKILL DEVELOPMENT POLICY, STRATEGY AND PLAN



Meeting with Director PAK TEVTA



Meeting with Director PAK Small Industries Corporation



Presentation of Draft Final Report by UNESCO Expert Dr. Ahmed Ferez



Meeting with Director DSWWD

MASTER TRAINERS WORKSHOP FOR TRAINING OF SCHOOL MANAGEMENT COMMITTEES



Group Photo



Group Work



Group Work

Copyright of all photos: UNESCO

Information Communication Technology In Education



Workshop for Development of Vision, Mission and Strategies for ICT in Education

Integration of Seismic Resistant Design and Construction Components In Diploma in Associate Engineering (Civil) Curricula



Presentation of Action Plan for
integration of Seismic Contents in DAE-
Civil



Presentation of Action Plan for
integration of Seismic Contents in DAE-
Civil



UNESCO Expert Dr. Regan Potangaroa
inspecting laboratory of Government
Polytechnic Institute Rawalakot



UNESCO Expert Dr. Regan Potangaroa
consulting Government Polytechnic
Institute Rawalakot Staff

Note: This intervention is funded from regular budget and project budget. Workshop costs and staff time are covered by the project, whereas expert's cost was met from the regular budget.

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