



United Nations  
Educational, Scientific and  
Cultural Organization



# Rehabilitation of the Education System in Earthquake- affected Areas of State of Azad Jammu and Kashmir

## Annual Report June - December 2008 UNESCO Islamabad

## Contribution Information

1. UNESCO progress report no: ZBF-02
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)
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41-2446-0066-ISB (UNESCO)
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## **Acronyms**

ADB	Asian Development Bank
AKDN	Aga Khan Development Network
APEID	Asia-Pacific Programme of Educational Innovation for Development
DEE	Directorate of Education Extension
DFID	Department for International Development
DPI-S	Directorate of Public Instructions Secondary Schools
DRU	District Reconstruction Unit
ERP	Earthquake Response Programme
ERRA	Earthquake Reconstruction and Rehabilitation Authority
ICT	Information and Communication Technology
NESPAK	National Engineering Services Pakistan
PAK	Pakistan-Administered State of Kashmir
RISE	Revitalizing Innovating and Strengthening Education Project
SERRA	State Earthquake Rehabilitation and Reconstruction Authority
SMC	School Management Committee
TEVTA	Technical Education and Vocational Training Authority
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development
USD	United States Dollar
ZBNF	Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation

## Executive Summary

1. The UNESCO Earthquake Response Programme started in November, 2005 with funding from Government of Japan (GoJ), Department for International Development (DFID) and UNESCO to support the educational efforts of the Government of Pakistan (GoP), GoP Administered State of Azad Jammu and Kashmir (PAK), and other humanitarian agencies working in the earthquake affected areas. As a follow up project, 570-PAK-1001, Rehabilitation of the Education System in Earthquake-affected Areas of PAK started in June 2009 with generous support of Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation (ZBNF), United Arab Emirates.
2. The project focuses on providing better and safer teaching and learning environment to earthquake-affected middle and secondary schools, to strengthen the Technical and Vocational Education and Training (TVET) system, and teacher training policy and practices of the Department of Education, Government of AJK. Middle and secondary school students, teachers, head teachers, school management committees, and youths are the primary beneficiaries, while the PAK Directorate of Education Extension (DEE) and Technical Education and Vocational Training Authority are the secondary beneficiaries.
3. Three damaged government secondary schools have been identified for reconstruction within Muzaffarabad. Roles and responsibilities of the head teachers are being reviewed and training needs of the head teachers identified and a plan is in place to develop training manual for head teachers. Similarly, formation of School Management Committees (SMCs) at secondary school level, a workshop is planned in March 2009 to involve all stakeholders for policy decision from Department of Education, PAK to establish SMCs at secondary level.
4. In order to strengthen TVET system in PAK, a diagnostic study of technical stream in secondary schools was completed. The study findings were shared with key stakeholders of PAK. As a follow up the education officials agreed to constitute a committee to review the recommendations and to develop strategies to improve very poor condition of the technical stream in PAK.
5. In response to Government of PAK request, a diagnostic study on ICT in Education was completed and the findings were shared with the government. One of the recommendations of the study is to establish ICT centres of excellence. Accordingly, a computer lab is under construction in a government girl's high school adjacent to DEE building under Earthquake Response Programme (ERP).
6. A follow-up study of teachers and senior managers training imparted under Earthquake Response Programme was completed. Key recommendations of the study include restructuring the training programme, improving training curriculum, conducting needs assessment before training, professional development of master trainers, arranging content-based training programmes for teachers, training of head teachers and developing a proper monitoring and follow-up mechanism to support educational planners and managers to see the outputs of the programme.
7. Other important activities during the reporting period include completion of senior managers training under ERP Project, media team visit, team building workshop for project staff and training on photography for the field staff and DEE staff.

8. Construction costs have almost doubled due to the rapid increase in fuel and electricity prices, which have a major impact on prices of construction materials, especially cement, and iron reinforcing rod. In addition, identification and selection of schools for construction (on the part of SERRA/ DRU) has caused delay in other related activities, such as training of head teachers and formation/ activation of SMCs, whilst the limited availability of experts in TVET field has delayed technical assistance to that area.
9. As of December 2008, the project has achieved a cumulative implementation rate of 25.46%.

## **A. Project Background**

1. UNESCO's Earthquake Response Programme started in November 2005 with funding from Government of Japan, Department for International Development (DFID) and UNESCO. The Program sought to complement and enhance the educational efforts of the Government of Pakistan, Government of 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:
  - a. provision of safer and better teaching and learning environment to selected middle and secondary schools affected by earthquake;
  - b. strengthening of TVET system with a focus on standardized construction skills training to youth and adults; and
  - c. Strengthening of teacher training policy and practices of PAK Department of Education.
4. Field level implementation of the project started in June 2008 following the recruitment of project staff.
5. Primary target beneficiaries of the project are 550 middle and secondary school students, 50 youth and adults, 20 head teachers, 100 members of 10 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, 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 in the earthquake-affected areas by improving access to, and quality of, various educational services.
2. Specific objectives of the project are as follows:
  - a. To provide safer and better teaching and learning environment to selected middle and secondary schools affected by the earthquake;
  - b. To strengthen TEVT system with a focus on standardized construction skills training to youth and adults; and
  - c. To strengthen teacher training policy and practices of Department of Education

## C. Project Achievements

1. The Project Field Office was established in May 2008 in the Directorate of Education Extension (DEE) Office and Training Centre in Muzaffarabad PAK, which was newly built under Earthquake Response Programme. A team, comprised of 9 professional/support staff and 1 consultant, is currently engaged in operation of the project field office.
2. Some basic furniture and equipment, security arrangements, and concrete pavement for the office were provided. Construction of a guard post at DEE building was also completed to ensure proper security arrangement as per UN security requirements.
3. Two four-wheel drive project vehicles, several laptop computers, radio sets, a camera, and a multi-media display, obtained as part of the Earthquake Response Programme, are being used for the project.
4. Progress in the programme areas:

### **Programme Area 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-a: Permanent classrooms for middle and high school grades (grade 6 to 10) of 4 earthquake damaged schools constructed, benefiting 250 female and 300 male students.*

- Design for construction of Library, Computer Laboratory and Science Laboratory consisting of 3 rooms for Government Boys High School Nurpur Nakran, Muzaffarabad were submitted and approved by the government approving agency: National Engineering Services Pakistan (NESPAK). However a Geological Survey Team has recommended that the retaining walls should be built before commencing construction work. Topographic, geological survey and soil testing have been completed and rubble from the site is being cleared. The completion date for school construction has been postponed from December 2008 to March 2009 due to a delay in approval on super structural drawings from NESPAK and the additional task of rubble clearance following government failure to do so in time. The Library and Laboratories are part of school building being built under the Earthquake Response Programme (490-GLO-1500 and 545-PAK-1001).



Site planning for construction of school at Nurpur Nakran GHS. © UNESCO

- A list of 22 schools was received from District Reconstruction Unit (DRU) for identification of three middle and secondary schools for construction under ZBNF project. Three sites have been identified in consultation with Divisional Director of Schools, Department of Education PAK and inspected to confirm the availability of

required land and access road. Lists of laboratory equipment and furniture are being prepared for procurement.

*Output 1.2: Head teacher training programme and modules for effective school management and administration developed.*

- Training modules are being developed for training of head teachers in school management and administration, based upon careful review of similar materials developed by Aga Khan Development Network (AKDN), USAID, UNICEF and DEE, in close collaboration with Directorate of Education Extension, Department of Education AJK. The training modules will provide the standards to be used by the Department of Education in future training programmes for head teachers. It will also draw upon results from a training needs survey of roles and responsibilities and focused group discussions with key educational officials and head teachers.

*Output 1.3: 20 SMCs' capacity built to develop school improvement plan and to improve school effectiveness and accountability*

- Currently some SMCs are functional, some are non functional or do not exist in secondary schools. Initial agreement has been reached with the Director DEE, Director Public Instruction Secondary and Divisional Director, Department of Education AJK to arrange a workshop of key stakeholders in March 2009 which will result in practical direction for successful establishment of SMCs in all secondary schools.
- A literature review has been completed as the basis for development of SMCs training Modules.

*Key issues and challenges faced:*

- Delay in provision of lists of schools by District Reconstruction Unit (DRU) AJK has delayed identification and selection of school sites for construction, and consequently the commencement of construction activities and formation/ activation of SMCs at the selected schools are delayed.
- Construction costs have almost doubled due to the rapid increase in fuel and electricity prices causing steep rise in prices of labour and construction materials, especially cement, and iron reinforcing rod. This has also reduced the number of permanent schools that can be reconstructed within the available budget.

**Programme Area 2: To strengthen TVET system with a focus on standardized construction skills training to youth and adults.**

**Accomplishments towards the Work Plan Target Outputs**

*Output 2.1: TEVTA has skills development policy, strategies, plans, and skills standards for 2 priority construction skills.*

- The technical and vocational education and training component of the project reviewed by an international TVET expert, hired from UNESCO regular budget, technical advice provided on the revision/adaptation of the existing skills training materials and development of new materials.
- Skills development strategies identified which can be implemented by TEVTA within the National Education and Training Policies of the Government of Pakistan. These will be further refined in consultation with AJK TEVTA.
- Skills standards on masonry and carpentry, developed by ILO and National Training Bureau within Pakistan and the National Institute of Technical Education of Sri Lanka, have been collected for adaptation in consultation with NAVTEC and TEVTA AJK. Advertisement for recruitment of a short-term international expert is in process and recruitment expected in the 1<sup>st</sup> quarter of 2009.

*Output 2.2: 50 youths and adults would have benefited from standard construction related technical education and training.*

- Technical advice on implementation of the following two interventions related to the Output 2.2 provided by the TVET expert as a basis for design and implementation of activities:
  - *Reactivation and strengthening of technical education and vocational training focusing on selected construction trades.*
  - *Training of 50 youth and adults from affected communities in construction trades in partnership with relevant I/NGOs and construction companies*

*Key issues and challenges faced:*

- Limited availability of experts in TVET field in Pakistan.

**Programme Area 3: To strengthen teacher training policy and practices of the 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.*

- A follow-up study completed to document the effectiveness, appropriateness, and relevancy of training programmes conducted during 2006 – 2008, and to identify facilitating and hindering factors during the implementation process, in coordination with the Education Departments of PAK and North West Frontier Province. The study provided recommendations for further improvement of training programmes in PAK. The study was carried out with a sample of 25 teachers, 40 senior managers and 15 master trainers.

Key recommendations of the study included: restructuring the training programme for senior managers, improving the teacher and education manager training curriculum, conducting a thorough training needs assessment before trainings, including the professional development of master trainers, arranging content-based training programmes for teachers, including head teachers in the teacher training programmes and developing a proper monitoring and follow-up mechanism to support educational planners, managers, and teachers.

- A diagnostic study of Information and Communication Technology (ICT) in Education started on 11 September in response to Government of PAK request for project assistance to strengthen ICT teacher training. The two member team, led by UNESCO APEID/ICT Unit Chief of Bangkok, completed the study in September. The mission visited rural and urban schools and conducting meetings with department of Education, PAK IT Board and private sector IT centres. The report of the **study on ICT in Education** (Annex A) has highlighted four key areas for intervention, namely policy and planning, improved equipment, curriculum and text books, and teachers training. A specific recommendation of the study is to develop ICT Centres of Excellence at the schools being reconstructed by UNESCO, as a resource for the school students for training of ICT teachers. Accordingly, a computer lab is now being constructed by UNESCO in Government Girls High School Nalochi under the Government of Japan funding (490-GLO-1500).
- A Committee, comprising members from Directorate of Curriculum Research and Development IT Board, Educational Management Information System Unit of Department of Education, TEVTA and State Earthquake Reconstruction and Rehabilitation Authority has been formed to follow-up on the recommendations of the mission. The project will provide the necessary support to facilitate their work.
- A diagnostic study of the technical stream in 30 secondary schools offering technical and commerce subject streams was completed on 30 September. The study identified teacher training needs and other reforms necessary to increase the relevance and effectiveness of the technical stream, as well as to sensitize the key decision makers on importance of technical and vocational education. The report is in Annex B.

- The results of the study were presented in a seminar on 29 September 2008, attended by senior managers of including Education Secretary and the Director of Public Instruction Secondary Schools (DPI-S), Agro-Technical Teacher Training Centre faculty, heads of secondary Schools and teachers of technical subjects, and Director Technical, TEVTA. Outcomes of the seminar included;
  - Setting up of Project Implementation Units.
  - Construction and/or renovation and rehabilitation of workshops in 1100 schools and provision of furniture and equipment.
  - Development of curricula and preparation of teaching materials.
  - Training of technical teachers and principals for the 1100 schools.
- The study was also presented to the Director General, NAVTEC to highlight the gaps in educational policy, the importance of NAVTEC engagement in this issue as well as review of NAVTEC's skills strategy.

#### Some of the Key Findings

Ninety percent of schools do not have workshops and 73% of schools have either inadequate or no equipment. Almost 90% of schools do not have funds for recurring training costs and teachers badly need training. Generally, new textbooks are not available to teachers and students.

There is a lack of awareness among Head Teachers and Teachers about objectives of technical education. Mostly, students of Humanities Group study technical subjects and many of them (62%) use their skills at home.

#### Other Achievements:

- In August 2008, Government of PAK organized a conference on Human and Institutional Capacity Development in Muzaffarabad, where Teacher Education Specialist and TVET Consultant from the project actively contributed to the development of long term vision and action plans regarding skilled Kashmir.
- The project staff facilitated completion two events of senior managers training programme with the Department of Education, PAK in August and November 2008. These training programmes were part of Earthquake Response Programme.
- A media team comprising reporters of different TV channels (PTV, GEO, ATV Khyber, Dawn News, APNA, and CNBC Pakistan) visited UNESCO Field Office Muzaffarabad in the month of November, 2008 to see UNESCO's activities in the earthquake affected areas. The team observed sessions of senior managers training, and interviewed course participants. The media team had discussion with Subject Specialists of DEE and also visited Darul Falah (Welfare Centre) of Directorate of Social Welfare and Women Development, Govt. of AJK, which was supported by UNESCO.

## D. Activities for Next Quarter

The following key activities will be carried out during January to March 2009:

1. Call for bids, selection of contractor, award contract and commence construction of three new schools.
2. Identification of training needs of head teachers of elementary and secondary schools and development of training module and Master Trainers for head teachers training
3. Development of a plan for testing of draft training manual and establishment of monitoring indicators to review performance of head teachers.
4. A workshop for development of policy formulation to establish SMCs at secondary schools.
5. Development, Testing and finalizing the SMC training module.
6. Policy dialogue between NAVTEC and TEVTA AJK on draft policy, strategies and plan and Finalization of the policy, strategies and plan on the basis of the recommendations of the workshop/policy dialogue and adoption by TEVTA AJK.
7. Survey for skills in masonry and carpentry in earthquake affected areas of AJK.
8. Development of skills standards, training modules and trainers in masonry and carpentry trades.
9. Follow-up meetings and workshops with DoE, NAVTEC and other stakeholders to develop a Plan of Action based on diagnostic study report.
10. Development of training manual, orientation of educational managers on ICT in education and establishment of pilot ICT Centres of Excellence at the schools being constructed by UNESCO
11. Round-table on the need to review teacher training policy and practices in AJK.

## E. Financial Status

The financial status as of 31 December 2008 is as follows:

Funding Source	Contribution	Expenditure	Implementation Rate %	Total Available	Revenue from Interest
	USD	USD		USD	USD
ZBANCF <sup>1</sup>	1,200,000.00	305,493	25.46%	886,562.98	5,674.00
UNESCO (Regular Programme)	47,000.00	20,995.00	44.67%	26,005.00	-

The certified financial statement of funds received from Zayed Bin Al Nahayan Charitable and Humanitarian Foundation is in Annex D.

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# **Information and Communication Technology in Schools in The State of Azad Jammu and Kashmir**

**October 2008**

## **Diagnostic Study**

Jointly prepared by  
The Department of Education,  
Government of Azad Jammu & Kashmir  
and  
UNESCO Islamabad

The Department of Education and The Information Technology Board of the State Government of Azad Jammu and Kashmir and United Nations Educational, Scientific and Cultural Organization gratefully acknowledge the generous support of the Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation, United Arab Emirates in developing this study report.



**DIAGNOSTIC STUDY OF TECHNICAL/VOCATIONAL  
EDUCATION AT SECONDARY LEVEL IN AJK SCHOOLS**

**By**

**Dr. Irshad Hussain Tirmazi and Dr. Abdul-Wahab Hashim**

**UNITED NATIONS EDUCATIONAL SCIENTIFIC AND  
CULTURAL ORGANIZATION  
ISLAMABAD  
October, 2008**

The Department of Education of the State Government of Azad Jammu and Kashmir and United Nations Educational, Scientific and Cultural Organization gratefully acknowledge the generous support of the Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation, United Arab Emirates in developing this study report.



**Photos of Media Mission to Field Office Muzaffarabad**  
November 13, 2008



PTV reporter interviewing trainees of TVET at Darul Falah.



Media team briefed about project activities.



Geo TV reporter interviewing a women



Media team showed great interest in handicrafts prepared by women.

## UNESCO Financial Statement



570PAK1001

The Zayed Bin Sultan Al Nahyan

Rehabilitation of the Education System in Earthquake Affected Area of Pakistan

Financial Status Report as at 31 December 2008  
(Expressed in US Dollars)

<u>Income</u>	MAR 2008	
Funds received	MAR 2008	399,975.00
	Total	399,975.00
Total Interest		<b>5,674.00</b>
<b>TOTAL INCOME</b>		<b>405,649.00</b>

**Deduct**

	Approved Budget	Cash Disbursed	Unliquid. Obligations
<b>10 Personnel</b>	394,910.00		
Experts & Consultants		62,635.53	8,703.20
Administrative Support Personnel		47,347.69	36,386.97
Mission Costs		13,837.91	588.92
National Professionals		13,397.11	29,138.72
<b>20 Sub Contracts</b>	521,750.00		
Sub Contracts		7,224.47	63.10
<b>40 Equipment &amp; Maintenance</b>	62,000.00		
Equipment & Maintenance		41,792.56	5,880.05
<b>50 Miscellaneous</b>	83,286.91		
Sundry Expenditure		3,352.37	
	1,061,946.91	189,587.64	80,760.96
<b>Support Costs</b>	138,053.09	24,646.39	10,498.93
	<b>1,200,000.00</b>	<b>214,234.03</b>	<b>91,259.89</b>
Total expenditure incurred			<b>305,493.92</b>
<b>Funds Available as at 31 December 2008</b>			<b>100,155.08</b>

<b>IMPLEMENTATION RATE</b>			
		as % Cash Disbursement	as % Total Expenditure
Allocation	1,200,000.00	17.85%	25.46%

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