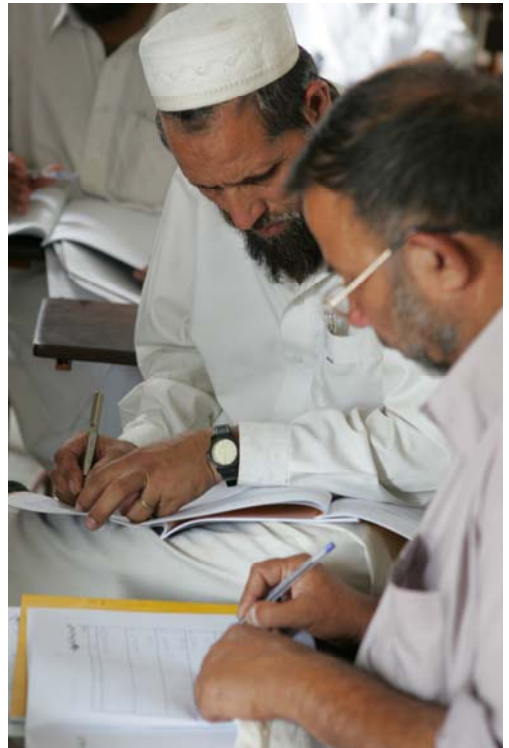




United Nations  
Educational, Scientific and  
Cultural Organization



# Earthquake Response Programme

## Annual Report 2006



## Contribution Information

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## Acronyms

AJK	Azad Jammu and Kashmir
CLC	Community Learning Center
DEO	District Education Officer
DFID	Department for International Development UK
ERP	UNESCO's Earthquake Response Programme
DCTE	Directorate for Curriculum and Teacher Education
DEE	Directorate of Education Extension
EFA	Education for All
ERP	Earthquake Response Programme
ERRA	Earthquake Reconstruction and Rehabilitation Authority
GoJ	Government of Japan
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning
INEE	Inter-Agency Network for Education in Emergencies
MOU	Memorandum of Understanding
MTs	Master Trainers
NFBE	Non-formal Basic Education
NGOs	Non-Governmental Organization
NRC	Norwegian Refugee Council
NWFP	North-West Frontier Province
TEVT	Technical Educational and Vocational Training
ToT	Training of Trainers
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

## Executive summary

1. UNESCO's ERP, supported by DFID and GoJ, complements the educational efforts of the Government of Pakistan and other agencies in the earthquake-affected areas through four programme areas. The areas include support to educational managers, teacher training, support to secondary education and technical/vocational and non-formal education (NFE). In addition, ERP promotes and applies the Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction.
2. The main implementing partners to date are the Directorate for Curriculum and Teacher Education (DCTE) - NWFP, the Directorate of Education Extension (DEE) - AJK, the Project Wing - Ministry of Education, the Department of Education- AJK, the Elementary Education Foundation, NWFP and INGOs.
3. Materials were developed for training of senior managers, middle managers of teachers. A total of 226 senior and mid level educational managers and 216 Master Trainers (MTs) and 319 secondary school teachers were trained in 2006. In addition, a Generic Training of Trainers (ToT) module was developed and 49 MTs trained.
4. A strategy paper advocating the reactivation of secondary education was prepared. In NFE, learning opportunities were provided through Community Learning Centers (CLCs) and Literacy Centers in four districts. Training was imparted to supervisors, teachers, and community motivators, including functional literacy classes for women and trauma counseling training to people. Preparations are being made for ERP support to the Non-formal Basic Education (NFBE) programme. A needs assessment workshop was held in preparation for an action plan on UNESCO's Technical Education and Vocational Training (TEVT) programme
5. A total of 100 educational personnel from various agencies were trained in the Minimum Standards. The Minimum Standards handbook was translated in Urdu. Copies are continuously disseminated to partners in and outside the education sector.
6. The key challenges encountered during the implementation relate to coordination and communication mechanisms, overstretched capacity of education officials, little funding for middle and secondary education, NFE education and TEVT segments of education.
7. Upcoming key activities for 2007 include the construction of semi-permanent (prefab) office and training halls for DEE - AJK. Development of additional modules for senior and middle managers and teachers are also underway. The roll-out of teacher training in AJK and NWFP, trainings in planning and management and the Minimum Standards are in the pipeline. In addition, provincial governments will be supported to enable national training institutes to respond to training needs. Transitional shelter and associated support will be provided to selected secondary schools in NWFP and AJK. Interventions in 2007 also include support towards reactivation of selected technical and vocational education services and the expansion of NFE education.
8. The total budget for ERP is USD 2,963,185. In 2006 USD 805,000 was spent out of an annual budget of USD 2,157,649.

## Introduction

9. ERP was launched in November 2005, with initial funding from UNESCO. It is expected to terminate in December 2007. It seeks to complement and enhance the educational efforts of the Government of Pakistan, national and international institutions, agencies and NGOs in the earthquake-affected areas. The four programme areas include:

Area 1: Training and support to education planners and managers

Area 2: Teacher training

Area 3: Support to middle and secondary education

Area 4: Support to technical/vocational and NFE education.

10. Under the Early Recovery Plan, support has been provided to programme areas 1 and 2 by DFID. The Government of Japan, through its Flash Appeal funding, is supporting all four areas of the programme. In addition, funds received from the UNESCO Headquarters are also being used for all four areas of the programme. This report covers all programme areas as well as interventions to promote and apply the Minimum Standards.

11. In addition to the above four areas, ERP is promoting application of the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction. These Standards are the guiding framework for all education interventions under the ERRA-UN Early Recovery Plan. DFID resources are being used for implementation of this component.

12. The main implementing partners to date are the DCTE and Elementary Education Foundation- NWFP, the DEE and the Department of Education- AJK, Project Wing- Ministry of Education, Norwegian Refugee Council (NRC) and Basic Education for Afghan Refugees (BEFARe).

## Project objective and strategy

### Objective

13. To assist national and local government to build back an education system better than before the earthquake.

### Strategy

14. ERP follows a holistic approach to education as per UNESCO's mandate. It covers support to the education system as a whole, from the level of policy making, educational planning and management to technical and vocational education, NFE education to the provision of transitional shelters, teacher training and psychosocial support in the classroom. It addresses quality of and access to education.

15. Interventions are implemented through the government to promote ownership as well as to enhance their capacity in planning and implementation. Some interventions are implemented through I/NGOs because of their outreach.

## Achievements

### Strengthening of educational management capacity

16. The capacity of senior and middle educational managers is being enhanced in educational planning and management. In this regard, 3 training modules were developed in which 180 senior managers and 86 middle managers were trained:

#### Senior managers<sup>1</sup> training at a glance

Location	Trained	Training materials used
AJK	77 males & 57 females <b>Total 134</b>	<b>Module 1:</b> Introduction to Education Planning and Management Trainer's Notes and Workbook
NWFP	19 males & 9 females <b>Total 28</b>	
Islamabad (8 from AJK and 10 from NWFP)	12 males & 6 females <b>Total 18</b>	<b>Module 2:</b> Managing Recovery and Reconstruction Trainer's Notes and Workbook

#### Middle managers<sup>2</sup> training at a glance

Location	Trained	Training materials used
AJK	39 males & 26 females <b>Total 65</b>	<b>Module 1:</b> Quality Educational Response Trainer's Guide and Workbook
NWFP	18 males & 3 females <b>Total 21</b>	

## Teacher training

17. In teacher training, ERP supported the development of a training module, 'Training of Teachers in Earthquake-affected Areas' and the in-service training of government teachers including MTs. As part of the capacity building efforts, a Generic Training of Trainers module was also developed to prepare a cadre of MTs for roll-out of training to government teachers and education managers.



Teacher Training in Ghari Habibullah, NWFP  
©UNESCO

1 Senior managers include Divisional Directors, Deputy Directors, District Education officials, Subject Specialists, Principals and Assistant District officers

2 Middle managers include Head Teachers, Headmasters, Deputy District officers and officers of the Department of Schools and Literacy

### Teacher training at a glance

Location	Trained	Training materials used
NWFP	37 males & 19 females <b>Total 56 (MTs)</b>	Training of Teachers in Earthquake-affected Areas Training Guide, Workbook and Resource book
	195 males & 124 females <b>Total 319</b> (secondary teachers)	
AJK	115 males & 45 females <b>Total 160 (MTs)</b>	
AJK	17 females & 32 males <b>Total 49 (MTs)</b>	Generic Training of Trainers- Educational Planning and Management in the Earthquake-affected Areas Trainer's Notes and Workbook

Note: 11,700 school teachers trained with UNICEF support using the UNESCO-supported training material. NGOs have also used UNESCO-supported training materials.

18. In August 2006, NRC was contracted to support enrolment in schools and continuation of formal schooling in Battagram District. NRC formed four teacher support groups with 39 participants. For the formation of additional teacher support groups, 11 community meetings were held involving more than 100 women and female teachers. For the reactivation of Parent and Teacher Associations (PTA) and advocacy for EFA, 93 community meetings were held. A total of 1,854 parents, village representatives and teachers participated in the meetings and were sensitized on EFA. A teacher training needs assessment plan was prepared for Battagram in collaboration with the Department of Education –NWFP.
19. In November 2006, a strategy conference was organized jointly by the Education Department - AJK, UNESCO and UNICEF to map existing stakeholders, programmes and available resources and materials in teacher training in AJK. Through this forum, discussions were initiated on potential joint programming (UN/NGOs) in teacher training and long-term linkages with government programmes. The DEE, with the technical assistance of UNESCO and UNICEF will map out and strategize teacher training interventions districts and formulate a comprehensive teacher training strategy in AJK. This will provide a platform for all education actors of AJK to coordinate their interventions in teacher training.

### Support to middle and secondary education

20. During field visits and discussions with various government educational officials, it became evident that most agencies were building permanent and transitional shelters mainly for primary schools and overlooking the needs of middle, secondary and higher levels of the education system. To fill this gap, ERP has been advocating for increase in the support for middle and secondary schools.

### NFE including TEVT and life skills

21. To provide access to literacy and NFE learning opportunities to the people most affected by the earthquake, 6 CLCs were established (4 in Muzaffarabad and 2 in Bagh). These centers (5 are located in tent village) provided learning opportunities to children and served as a platform for discussions on health education, sanitation and socio-cultural values. ERP supported teacher salaries, provision of learning materials and training of teachers. A total of

34 Literacy Centers in District Manshera were also supported through teachers' salaries for three months. Supplementary reading materials on life skills and disaster management were provided to 13 Literacy Centers in Balakot. A total of 539 teachers, 15 supervisors and 23 community social motivators were trained. More than 100 females were imparted functional literacy skills. In addition, trauma counseling was provided to 939 individuals in Manshera and Balakot.

22. TEVT is another area of education which has been neglected in the educational response. In November 2006, in collaboration with the Directorate of Social Welfare and Women Development and Department of Industries, Labour and Commerce - AJK, a workshop was organized to identify key TEVT interventions for the preparation of a plan of action. A national TEVT expert is being recruited to develop a detailed plan. The ToR is being reviewed by the authorities in AJK and NWFP.



Participants at the workshop on 'Priority TEVT Needs and Action Plan for Earthquake-Affected Areas', Muzaffarabad, AJK  
©UNESCO

23. Preparatory work for the implementation of NFBE component commenced in the last quarter of 2006. A joint mission of ERP and NFBE Programme of Federal Government to AJK is planned for early 2007.

### **Documentation of educational response to the earthquake and lessons learned**

24. Since institutional memories and knowledge of key actors in the response may be lost, preparations for a country case study on the educational response are being made. This case study will cover issues such as access and quality, coordination and management, funding and external relations. The case study will be conducted by International Institute for Educational Planning (IIEP) and published in the IIEP series on 'Education in Emergencies and Reconstruction'.

### **Promotion and training on the INEE Minimum Standards**

25. A total of 100 educational personnel from government, I/NGOs, and the UN agencies have been trained in the Inter-Agency network for Education in Emergencies (INEE) Minimum Standards. The trainings took place in Islamabad, Muzaffarabad and Lahore. Partly through UNESCO's advocacy efforts, all projects in the Early Recovery Plan were developed and are being implemented within the framework of the Minimum Standards.

26. The Minimum Standards handbook was translated in Urdu and 500 copies distributed to educational stakeholders, including NGOs, INGOs, UN partners, IIEP and INEE. The handbook is posted on the ERP website: <http://www.un.org.pk/unesco/ERP/main.htm>. Collaboration with Sphere to ensure cross-sectoral linkages is ongoing.

## Constraints

27. Key constraints faced by ERP are listed below:

- There is a mismatch in the volume of work and the capacity of district-level government departments to manage, implement and monitor educational interventions. A large number of agencies are operating in the project area. It has placed tremendous demand on government time and capacity. ERP's planning and management trainings aim to enhance the capacity of education officials to address some of the challenges.
- The coordination mechanism among federal, provincial and line departments, donors and NGOs remains inadequate and complex. This affects decision making and implementation. The challenge can be addressed by the federal, provincial and state authorities taking a stronger lead in the coordination process. ERP is supporting the government in this area.
- The Education Department's infrastructure, especially in AJK, was severely damaged forcing offices to be housed in tents or semi-permanent structures which do not provide a conducive working environment. Government and international agencies need to jointly review these needs as they remain unmet.
- Middle and secondary education, NFE and TEVT need urgent attention as they remain under funded. ERP has been drawing attention of the government and the international community to these gaps and try to meet some of them using the limited resources it has.
- Delay in the recruitment of field staff due to unavailability of suitably qualified candidates and over-stretched core office staff have also affected ERP's implementation rate. Moreover, considerable amount of time of some staff members is spent on coordination of and reporting on the education sector. This is an intangible but crucial contribution to the sector, and can be better accounted for in future work. The ERP is currently increasing its staff to address this challenge.

## Future plans

28. Some of the key activities, showing the estimated budget allocation for each area, for 2007 under each component are as follows:

Educational Planning and Management

USD 570,000

Planned Activities	Targets
Development and piloting of advanced level training modules: <ul style="list-style-type: none"> <li>▪ for Senior Managers on Managing Recovery and Reconstruction (2<sup>nd</sup> pilot), Financial Management and Monitoring and Evaluation</li> <li>▪ For Middle educational managers on Support to Subject Training and Leadership and School Management</li> </ul>	5 pilot workshops with 125 participants  8 pilot workshops with 200 participants

<b>Planned Activities</b>	<b>Targets</b>
Roll-out of training to Senior managers and Mid-level educational managers	28 workshops with 700 participants 6 workshops with 150 participants
Strengthening of school monitoring mechanisms (SMC/PTA)	Set of monitoring tools 4 advocacy conferences with 100 participants
Construction of semi-permanent office for DEE- AJK	1 complete building including resource centre.
Documentation of educational response to the earthquake	1 case study in the IIEP series on 'Education in Emergencies and Reconstruction'.

Teacher Training

USD 270,000

<b>Planned Activities</b>	<b>Targets</b>
Development of sector-wide teacher training strategy for AJK	1 strategy and 1 plan through strategy conferences in NWFP and AJK
Development and piloting of Generic ToT (2nd level)	2 workshops with 50 participants
Roll-out of teacher training to secondary teachers	43 workshops with 1225 participants
Support to teacher training resource centers at DCTE –NWFP and DEE -AJK	2 resource centers
Training of MTs in teacher training module and Generic ToT	12 workshops with 300 participants

Middle and secondary education

USD 440,000

<b>Planned Activities</b>	<b>Targets</b>
Provision of transitional shelters to secondary and middle schools	36 transitional shelters
Establishment of ICT centers at secondary schools	8 ICT centers

NFE education, including TEVT and life skills

USD 310,000

<b>Planned Activities</b>	<b>Targets</b>
Training of MTs and NFBE teachers	90 teachers and 25 MTs
Strengthening of CLC	6 UNESCO-supported CLCs strengthened
Development and implementation of TEVT action plan and financial, technical and equipment support to TEVT institutions	1 action plan and 9 district-specific reports on TEVT institutions and a number of institutions identified in the plan
National and provincial policy recommendations on the effective implementation of TEVTA's	1 study report and 1 workshop with 50 participants

Promotion and training in INEE Minimum Standards

USD 70,000

Planned Activities	Targets
Training in Minimum Standards	9 workshops with 225 participants
Study of awareness, use and impact of the Minimum Standards in the educational response	1 report

Programme Support Expenditure

USD 450,000

Programme Management Action

USD 40,000

### Utilization of donor funds

29. The ERP budget is made of a pool of funds received from Flash Appeal funds received from the Government of Japan, DFID funding under UN-ERRA ERP and funds received from UNESCO HQ. The estimated total budget and expenditure status as at 31 December 2006 is as follows:

DFID	USD	1,385,120.00
GoJ	USD	1,300,000.00
UNESCO HQ	USD	278,065.00
Total Budget:	USD	2,963,185.00
Budget for 2006:	USD	2,157,649.00
Expenditure of 2006:	USD	805,149.00 (37%)
Balance for 2007:	USD	2,158,036.00

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