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Acronyms

ADB	Asian Development Bank
BECS	Basic Education Community Schools
BEFARe	Basic Education for Awareness Reforms and Empowerment
CLC	Community Learning Centre
DCTE	Directorate of Curriculum and Teacher Education
DCRD	Directorate of Curriculum Research and Development
DEE	Directorate of Education Extension
DFID	Department for International Development
DSWWD	Directorate of Social Welfare and Women's Development
DTEMT	Directorate of Technical Education and Manpower Training
EMIS	Education Management Information System
ERP	Earthquake Response Programme
ERRA	Earthquake Reconstruction and Rehabilitation Authority
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
ICTC	Information and Communication Technology Centres
IIEP	International Institute for Educational Planning
INEE	Inter-Agency Network for Education in Emergencies
I/NGO	International and National Non-Governmental Organisation
MM	Middle Manager
MSEE	Minimum Standards for Education in Emergencies Chronic Crisis and Early Reconstruction
MT	Master Trainer
NAVTEC	National Vocational and Technical Education Commission
NCHD	National Commission for Human Development
NFE	Non-formal Education
NGO	Non-Governmental Organisation
NWFP	North-West Frontier Province
PAK	Pakistan-Administered State of Kashmir
PERRA	Provincial Earthquake Reconstruction and Rehabilitation Authority
PITE	Provincial Institute of Teacher Education
PTA	Parent-Teacher Association
SERRA	State Earthquake Reconstruction and Rehabilitation Authority
SM	Senior Manager
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
UNICEF United Nations Children's Fund
USAID United States Agency for International Development

Executive summary

1. UNESCO's Earthquake Response Programme is funded by the Government of Japan, Department for International Development (DFID) and UNESCO. It has five components for reactivation of education system in affected areas. The components provide training and support to teachers, education planners and managers; support for reactivation of middle/secondary schools, non-formal and technical/vocational education and application of the Minimum Standards for Education in Emergencies. The work plan for 2007 was approved by the Earthquake Reconstruction and Rehabilitation Authority (ERRA) in June 2007.
2. In the area of training, assistance to develop a draft Strategic Framework for In-service Teacher Training was provided to Directorate of Education Extension (DEE), PAK in collaboration with UNICEF. To establish a cadre of well-qualified Master Trainers, 99 Master Trainers (MTs) were trained in NWFP for the delivery of the Generic Training of Trainers. A training center cum office building has been constructed for DEE, PAK and the database of MTs is being developed.
3. In order to reactivate secondary education, a policy for transitional school buildings for middle and secondary schools and technical guidelines for the design and construction of modular transitional school buildings have been prepared and 28 schools were short listed for the construction of transitional buildings in 2008. However, due to the sharp rise in the construction cost and incomplete bids the start of the actual construction work has been affected. In the area of ICT promotion, eight secondary schools have been identified for establishment of model Information Communication Technology Centres.
4. To strengthen non-formal basic education services in the earthquake affected areas support for teacher training, education management information system and for monitoring is being provided to the Basic Education Community Schools Project, Federal Ministry of Education. So far, 25 Master Trainers and 137 teachers have been trained.
5. For reactivation/strengthening of technical and vocational training institutions Action Plans were finalized with the Technical Education and Vocational Training Authority (PAK TEVTA) and Directorate of Social Welfare and Women Development (DSWWD) in PAK, and the Directorate of Social Welfare and Women Development (DSWWD) and the Directorate of Technical Education and Manpower Training (DTEMT) in NWFP. The delivery of all equipment excepting TV Trainer has been completed. The beneficiary institutions include four non-governmental organisations (NGO) in NWFP. Majority of beneficiaries are women.
6. Pakistan case study on the overall educational response is undergoing final editing for publication. An independent review of the application of the Minimum Standards in Education in Emergencies has been completed and is being disseminated.
7. The Minimum Standards training materials have been translated to Urdu and 900 copies of the Minimum Standards for Education in Emergencies Chronic Crisis and Early Reconstruction Handbook have been distributed. A total of 196 Government and I/NGO personnel were trained in the Minimum Standards.
8. Overstretched capacity of implementation partners, multiple actors for coordination of TVET, increase in construction costs, inadequate response and submission of incomplete bids by bidders for infrastructure work and shortage of experienced engineers are the main challenges faced by the project.
9. As of 31 December 2007 the project has achieved a cumulative implementation rate of 77%.

A. Programme background

1. The Earthquake Response Programme (ERP) was designed to complement and enhance the education revival efforts of the Government of Pakistan, national and international institutions, agencies and NGOs in the earthquake affected areas of North-West Frontier Province (NWFP) and Pakistan-administered State of Kashmir (PAK). In line with UNESCO's Education For All, the project takes a holistic¹ approach to the education system.
2. The ERP activities are directed towards capacity building of education planners, managers and teachers; and reactivation of middle and secondary education, non-formal education (NFE) and technical and vocational education. In addition, the project advocates application of the Minimum Standards for Education in Emergencies Chronic Crises and Early Reconstruction (MSEE).
3. To facilitate completion of ongoing and remaining activities, the project completion date has been extended, in consultation with the donors, from 31 December 2007 to 30 June 2008.

B. Programme objective and strategy

1. Objective
 - a. To assist the national and the local government to build back an education system better than before the earthquake.
2. Strategy
 - a. A holistic approach to education as per UNESCO's mandate, covering support to the education system as a whole. It addresses quality of and access to education services.
 - b. Interventions are implemented through the government and implementation partners.
 - c. Bridging of the relief phase with the recovery and reconstruction phase.

C. Achievements

1. Programme Area 1: Training and support to education planners and managers.

Intended Outcome: Educational planning and management system is reactivated and strengthened.	
Target outputs	Update on progress towards targets
<p>Institutional training plans and training modules for educational planners and managers developed by the end of the project.</p> <p>Annual target: Finalisation of one training module and development of three new modules for Senior Managers; two new modules for Middle Managers; 150 Senior Managers and 100 Middle Managers trained while piloting the modules.</p>	<p>Module II Management of Recovery and Reconstruction for Senior Managers: Forty-nine educational managers and trainers, including 18 female managers/trainers, were trained in two pilot workshops. The participants, comprising of 27 SMs and 22 MMs, were from Abbottabad, Manshera, Battagram, Shangla and Kohistan Districts of NWFP, including staff from Provincial Institute of Teacher Education (PITE). The participants also include officials from DEE (5) and Directorate of Curriculum Research and Development (DCRD - 3) from PAK. The training was organised by PITE with the technical assistance of UNESCO.</p>

¹ Covering: educational planning and management, technical and vocational education, non-formal education, provision of transitional school buildings, teacher training, and psychosocial support in schools.

	<p>Module III-Monitoring & Evaluation for Senior Managers: The Module III was developed, tested and finalised.</p> <p>Fifty three educational managers, including 22 female managers, were trained in two pilot workshops. The participants, comprising of 23 SMs and 30 MMs, were from Abbottabad, Mansehra, Battagram, Shangla and Kohistan Districts of NWFP, including PITE staff. The participants also include officials from DEE (4) and DCRD (2) from PAK. The training was organised by PITE with the technical assistance of UNESCO.</p> <p>Module IV-Introduction to Financial Management for Senior Managers: The Module IV was revised and finalised.</p> <p>Fifty educational managers and trainers, including 21 female managers/trainers, were trained in two pilot workshops. The participants, comprising of 19 SMs and 31 MMs, were from Abbottabad, Mansehra, Battagram, Shangla and Kohistan Districts of NWFP, including PITE staff. The participants also include officials from DEE (2) and DCRD (1) from PAK. The training was organised by PITE with the technical assistance of UNESCO.</p> <p>Development of Modules for Monitoring and Evaluation and Introduction to Financial Management started late due to the delay in the approval of the work plan and consequential delay in fielding of consultants. Out of the four, two Modules are ready. The Modules on Support to Subject Training for Middle Managers (MM) and Leadership and Management were not developed due to time constraint of training institutions. As United States Assistance for International Development (USAID) project: Revitalising Innovating and Strengthening Education is contemplating similar interventions, ERP will not be pursuing the development work in 2008.</p> <p>A total of 152 managers (69 SMs and 83 MMs) were trained.</p>
<p>Educational planners and managers have knowledge and skills to plan and manage the reconstruction and system improvement by the end of the project.</p> <p>Annual target: 550 SMs trained in four modules.</p>	<p>Module I-Introduction to Education Planning and Management: One hundred and three educational managers, district officers, assistant district officers, trainers, including 44 female officers, were trained in NWFP. The participants, comprising of 42 SMs and 61 MMs, were from Abbottabad, Mansehra, Battagram, Shangla and Kohistan Districts of NWFP, including PITE staff. The participants also include officials from and DEE (4) and DCRD (2) from PAK. The training was organised by PITE with the technical assistance from UNESCO.</p>

	<p>Module II Management of Recovery and Reconstruction: Fifty-one educational managers and trainers, including 18 female officers, were trained in two roll-out workshops. The participants, comprising of 18 SMs and 33 MMs, were from Abbottabad, Manshera, Battagram, Shangla and Kohistan Districts of NWFP. The training was organised by PITE with the technical assistance of UNESCO.</p> <p>Four workshops to train 100 educational managers in PAK were not held due to DEE's unavailability. These workshops will be held in 2008.</p> <p>Module III-Monitoring & Evaluation: Forty-eight educational managers, including 23 female officers, were trained in two roll-out workshops. The participants, comprising of 12 SMs and 36 MMs, were from Abbottabad, Mansehra, Battagram, Shangla and Kohistan Districts of NWFP. The training was organised by PITE with the technical assistance of UNESCO.</p> <p>Four workshops to train 100 educational managers in PAK were not held due to DEE's prior engagement in other activities. These workshops will be held in 2008.</p> <p>Module IV-Introduction to Financial Management: Training for fifty educational managers of NWFP in two roll-out workshops was delayed due to logistical problems arising out of security concerns and general election. These workshops will now be conducted in January 2008 by PITE.</p> <p>Four workshops to train 100 educational managers in PAK were not held because the Module development took longer than planned. As the Module is now ready, these workshops will be held in 2008.</p> <p>In total 202 managers, 72 SMs and 130 MMs, were trained out of the target of 550.</p>
<p>Middle Managers have knowledge and skills related to indicators of quality and can apply them in the context of system planning and management by the end of the project.</p> <p>Annual target: 150 Middle Managers trained in two modules.</p>	<p>The roll-out of Module I-Quality Educational Response for Middle Managers could not take place because of DEE's other commitments. There is no plan to continue this activity in 2008.</p> <p>As reported in Programme Area 1, the Modules on Support to Subject Training for Middle Managers (MM) and Leadership and Management were not developed, hence no roll-out.</p> <p>Notwithstanding non implementation of the activities, this ERP trained 213 MMs in SM Modules on Management of Recovery and Reconstruction, Monitoring and Evaluation, Introduction to Financial Management and Introduction to</p>

	Education Planning and Management to prepare them to assist the SM better and become SM in future.
<p>School monitoring mechanisms are strengthened by the end of the project - including School Management Committee (SMC) and Parent-Teacher Association (PTA).</p> <p>Annual target: A set of PTA/SMC monitoring tools; and 4 seminars on the importance of PTA/SMC.</p>	<p>As National Rural Support Programme is covering SMCs in PAK under a DFID funded project, and ADB and I/NGOs are supporting PTCs in NWFP, the project did not implement this activity to avoid duplication.</p>
<p>The capacity of government and provincial training institutions are improved by the end of the project.</p> <p>Annual target: Construction of DEE office cum training centre building.</p>	<p>Construction of training centre cum office building and a resource centre for DEE with furniture and equipment was completed in December 2007, and will be handed over in February 2008. The building has two training halls with 530 sft area with a capacity to train up to 60 people.</p> <p>The activity was delayed initially due to site selection related problems. At present electricity connection by the local authorities and minor problems in the construction are being addressed. The total value of the building including furniture and equipment is USD389,600.00.</p>
<p>Capacity-building process and lessons learned documented and shared with national and international stakeholders by the end of the project.</p> <p>Annual target: One case study.</p>	<p>UNESCO IIEP has completed research on the educational response to the 2005 earthquake. The case study is being edited for publication as part of the IIEP series on 'Education in Emergencies and Reconstruction'. The report will be launched in March 2008.</p> <p>Publication has been delayed by a few months due to the need to collect additional statistics and also to accommodate recent key changes in the recovery and reconstruction.</p>
Implementing partners	DEE PAK, Directorate of Curriculum and Teacher Education (DCTE) NWFP, PITE NWFP, and UNESCO IIEP.

2. Programme Area 2: Teacher training.

Intended Outcome: Quality of teaching and learning processes enhanced in the changed environment.	
Target outputs	Update on progress towards targets
<p>Institutional training plans and training modules for in-service teacher training developed by the end of the project.</p> <p>Annual target: 1 Strategic framework and Action Plan; Level 2 Generic Training Materials and 50 Master Trainers.</p>	<p>UNICEF and UNESCO collaborated to assist the DEE in the development of the Strategic Framework for In-service Teacher Training. The aim was to improve the coordination and linkages of training programmes offered by different actors. The draft of the strategic framework was shared with various stakeholders, including donors and I/NGOs. The finalization of the document by the DEE has been delayed awaiting response from the stakeholders. UNESCO is following up with UNICEF and DEE to complete the activity and considering providing technical assistance for organizing the second strategic conference in early 2008 and finalising the strategy document.</p> <p>The provision of a national teacher training expert to support DEE in overall coordination and implementation of teacher training in PAK was dropped as suitably qualified teacher training expert could not be identified.</p> <p>In NWFP, assistance for strategic framework was not implemented to avoid duplication in view that DCTE is already taking similar initiative with the assistance of GTZ.</p> <p>Development of Level 2 Generic Training of Trainers Module and Level 2 Quality Response Course Module were not undertaken because the government training institutes and the ERP concluded that further training and development should focus on specific training rather than generic.</p>
<p>Skills of teachers enhanced to deal with their own and students' psychosocial needs by the end of the project.</p> <p>Annual target: 1000 Secondary school teachers trained; strengthened DCTE and DEE library; and resource material support for four most disadvantaged districts.</p>	<p>Due to the lack of demand for the psycho-social training and diminishing relevance of the training the roll-out of ToT for Quality Educational Response (also known as Psycho-social Support) was not carried out.</p> <p>Both DCTE and DEE have identified the need and shown interest in development of subject based modules for Grade 9 and 10. After initial discussions and exploration of availability of subject modules in other provinces, the task was postponed to identify competent resource people and also to free DCTE to carry out the ERP supported training activities. As PAK and NWFP textbooks are different, different sets of training materials are required which means more resources.</p> <p>The activity will be carried out in 2008 subject to funding situation and bearing in mind that the USAID Project Revitalising, Innovating, Strengthening Education has a plan to develop subject based teachers training for PAK.</p>

	<p>Books and publications are being obtained from UNESCO IIEP for DEE library as well as some books are being purchased from market. As for DCTE, CIDA is providing the support, hence ERP decided not to invest in it.</p> <p>The plan to provide equipment and resource material support for Shangla, Kohistan, Battagram and Neelum was withheld after conducting an assessment of the field situation. Whilst the need to strengthen the education offices is significant any short time engagement focussing on a few equipment and material was found to be unsustainable and ineffective as basic infrastructure such as supply of electricity is not stable.</p>
<p>A core set of well qualified master trainers is established within each teacher training institution by the end of the project.</p> <p>Annual target: Database of MTs; and 200 Master trainers trained.</p>	<p>A basic structure of the database of the MTs has been prepared, but it needs further refinement. ERP will be following up with and providing support to the educational authorities in NWFP and PAK as part of its exit strategy to create a good database for reference and future use of the resource people by the government and other agencies.</p> <p>Generic Teacher Training Module I was revised by involving DCTE, NWFP and one pilot training conducted. Roll out of three workshops in NWFP is carried out by DCTE, with participants from Regional Institute of Teacher Education in Haripur Abbottabad and Manshera. In total 99 MTs, including 43 female MTs, were trained.</p> <p>The MT training in PAK will be carried out in 2008, subject to the availability of funds.</p> <p>The plan to develop additional 100 MTs for Quality Educational Response (also known as psycho-social training) and level 2 of the same course for the 100 MTs was not implemented because of the concerns about its relevance at this stage of recovery and reconstruction work.</p>
<p>Implementing partners</p>	<p>DEE PAK and DCTE NWFP</p>

3. Programme Area 3: Support to middle and secondary education.

Intended Outcome: Secondary education system reactivated with improvement in quality and access.	
Target outputs	Update on progress towards targets
<p>The neediest secondary schools, including girls schools, are provided with transitional shelters and basic equipment by the end of the project.</p> <p>Annual target: 1 Policy for transitional shelter; 2 Modular design; 36 transitional school buildings.</p>	<p>The policy for transitional shelters was finalised in consultation with ERRA, State Earthquake Reconstruction and Rehabilitation Authority (SERRA), Provincial Earthquake Reconstruction and Rehabilitation Authority (PERRA), and State Education Departments of PAK and NWFP.</p> <p>Detailed technical guidelines for the design & construction of transitional school buildings for middle and secondary schools are ready.</p> <p>A list of 28 schools (16 in PAK and 12 in NWFP) for construction of transitional buildings was prepared in consultation with SERRA, PERRA and the Departments of Education in PAK and NWFP. Request for Proposals for construction were obtained and evaluated. The poor quality – lack of compliance with the stated requirements - of the proposals has delayed the selection.</p> <p>The number of schools was based on USD3,000 (approximately) per room cost and that the primary section of the schools (in PAK) would have been built by other agencies. The revised cost is USD8,000 (approximately) per room and the project has to build primary section as well.</p> <p>In this context, the ERP will reduce the target to make it realistic and achievable within the available budget of USD470,000.</p>
<p>Training opportunity on Information Communication Technology provided to secondary school children as a pilot.</p> <p>Annual target: Establishment of 8 ICTCs: 50% girls' schools.</p>	<p>Eight ICTCs are being established in partnership with NCHD. Five centres will be established in Abbottabad, Manshera, Battagram, Shangla, and Kohistan districts and three in Muzaffarabad, Bagh and Rawalakot districts.</p> <p>In PAK, the schools for the establishment of ICT Centres have been identified in consultation with Department of Education. In NWFP, the process of identification is still on going. The delay is caused partly because of the engagement of district education officials in preparation for general election.</p>
Implementing partners	NCHD and NGOs.

4. Programme Area 4: Support to NFE and Technical and Vocational Education.

Intended Outcome: Access to non-formal education and skills development opportunities has increased.	
Target output	Update on progress towards targets
<p>Strengthened design and implementation of government Non-Formal Basic Education Programme by the end of the project.</p> <p>Annual target: 1 Policy and planning advice for PAK and NWFP; training of 25 Master Trainers and 90 teachers.</p>	<p>After identifying the priority needs in the earthquake affected areas, the ERP entered in an agreement with the Basic Education Community Schools Project, Ministry of Education for implementation of training of Basic Education Community Schools (BECS) teachers using the existing training materials, support for development of EMIS system, and strengthening of monitoring capacity in PAK. Trainings of 25 Master Trainers (13 in NWFP and 12 in PAK), and of 137 teachers were completed and 63 additional teachers from NWFP will be trained in 2008. The actual target is more than planned.</p> <p>Development of EMIS system commenced in October 2007 and the needs analysis was completed in November 2007. The system is being designed by a national consultant with the distance-mode technical backstopping by an international consultant. The remaining tasks are scheduled to be completed in February 2008.</p> <p>The construction of the BECS monitoring office in PAK has not started due to a delay in land allocation by state authorities. It is expected that the land issue will be resolved in January 2008 allowing commencement of construction by March.</p>
<p>Literacy programmes enhanced qualitatively and in terms of outreach in selected areas.</p> <p>Annual target: 2,500 adults and adolescents benefited from literacy programs.</p>	<p>In view that the Kashmir Education Assessment Centre, the organisation that helped to establish the six Community Learning Centres in the aftermath of the earthquake is busy with its own mandated tasks, ERP is considering handing over of these CLC buildings to NGOs for literacy programme or to the schools – four of the CLCs are built on the premises of schools -- for establishment of their IT classes.</p>
<p>Targeted communities have benefited from increased access to training and employment opportunities by the end of the project.</p> <p>Annual target: 420 women and 600 men benefited.</p>	<p>Action Plans for PAK and NWFP for community-based vocational skills training developed and the activities commenced. PAK TEVTA prepared and submitted the specifications of equipment to be provided by UNESCO as in-kind support for the training. Equipments for community based training in plumbing, electrical work, carpentry, tailoring, and embroidery will be delivered in early January. PAK TEVTA is ready to start the training in February. Total beneficiaries of community-based skills programme in PAK are 120 female and 180 male.</p> <p>A national consultant is providing technical support to the partners in implementation of community-based training.</p>

	<p>In NWFP, Mashal (NGO) has started community-based training on beadwork in Shangla and Kohistan Districts in September 2007. The training is benefiting 120 women in the NWFP through skill development and employment opportunities. Mashal is providing marketing services for the product as well.</p> <p>Actual number of beneficiaries of the training is 420, including 240 women. With the reuse of equipment and additional funding from the government to cover the training costs, more households could benefit.</p>
<p>Selected TVET institutions are operational with improved training quality by the end of the project.</p> <p>Annual target: 8 institutions benefiting 545 female and 110 male immediately and 7650 m/f over 10 years.</p>	<p>Action Plans for five Social Welfare Ladies Industrial Schools: 1 in Shangla and 4 in Manshera have been finalized with DSWWD, NWFP. It took a while to get the DSWWD agreement on the proposal for the implementation of the Plan. One of the DSWWD activities being supported is the revision of curricula and scheme of studies of female vocational schools. The activities are expected to be completed by May 2008.</p> <p>Activities for strengthening of six vocational training institutions in NWFP are ongoing. Support is being provided to three institutions in Manshera (2) and Abbottabad (1) belonging to DTEMT and three to NGOs: Pakistan Association for Disabled Persons, Battagram; Attar Shisha Welfare Society, Manshera; Child Welfare Organisation, Battagram in NWFP.</p> <p>Equipment are being delivered to these institutions in early January 2008, except for TV Trainer which is to be manufactured overseas upon receipt of the order. The project supported activities are expected to be completed by May 2008.</p> <p>A TVET Stakeholder Matrix for PAK and NWFP has been prepared after extensive field work in nine districts and consultation with the relevant government departments, UN agencies, INGOs and NGOs.</p> <p>A total of 21 TVET institutions (10 in PAK and 11 in NWFP) are being reactivated/strengthened in the nine earthquake affected districts. Eighteen of them provide training to women and girls. The support will immediately benefit 80 male and 475 female, and 1000 male and 4750 female over a period of ten years. A national consultant is providing technical assistance to the institutions being supported by the project.</p>
<p>Strengthening of PAK TEVTA and NWFP TEVTA.</p>	<p>Support for capacity building of PAK TEVTA is being provided. An international consultant is providing technical assistance in development of the first draft of TEVT vision,</p>

<p>Annual target: 1 study report; 1 Workshop at national level.</p>	<p>mission and strategy, organisational structure, preparatory work for website, sensitize staff on key issues affecting TVET, and strengthen the linkages between the PAK TEVTA and the National Vocational and Technical Education Commission (NAVTEC). The tasks will be completed in February 2008.</p> <p>In addition, equipment and financial support for creation of database of TEVT institutions under PAK TEVTA is being provided. The database is expected to be ready by April 2008.</p> <p>Preparations for technical support to NAVTEC for inclusion of seismic resistance component in the Diploma in Associate Engineering (civil) course are being made. Likewise, with an aim to facilitate development of appropriate skills standards for technical and vocations trades, Sri Lankan standards are being procured on the request of National Institute of Science and Technical Education.</p>
<p>Implementing partners</p>	<p>TEVTA PAK, DSWWD PAK, DTEMT NWFP, DSWWD NWFP, BECS of Ministry of Education.</p>

5. Programme Area 5: Promoting application of the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction.

Intended Outcome: INEE Minimum Standards are applied as guiding framework for implementation of post earthquake response in education sector.	
Target output	Update on progress towards targets
INEE Minimum Standards for Education in Emergencies are contextualised and widely disseminated. Annual target: Production of Urdu version of MSEE.	The MSEE training materials has been translated into Urdu and is being used. To date 900 copies of the handbook have been distributed to educational stakeholders, including Government, NGOs, INGOs, UN partners, IIEP and INEE. The handbook can be downloaded from the UNESCO Islamabad ERP website: http://www.un.org.pk/unesco/ERP/main.htm
Education actors use Minimum Standards as guiding principles. Annual target: 225 persons trained in MSEE.	A total of 186 educational personnel and officials from government and I/NGOs have been trained in MSEE. The training was organised in Islamabad, Manshera, Bagh, Rawalakot, Muzaffarabad in collaboration with I/NGOs: American Refugee Committee and Basic Education for Awareness Reforms and Empowerment (BEFARe).
Documentation of use of Minimum Standards. Annual target: 1 Evaluation study.	An independent evaluation of the use of MSEE in the earthquake response has been completed in September 2007. Based on the result of the evaluation, INEE is developing a draft advocacy, training and institutionalisation plan for MSEE. The report is being used to improve the application of the MSEE globally. The report can be downloaded from www.ineesite.org/page.asp?pid=1426
Implementing partners	INEE and BEFARe

Other achievements

1 Education Sector Coordination and Collaboration

- a. UNESCO has been advocating holistic education in emergencies at the national level as well as global level. Nationally, this has been through advocacy of EFA goals and on the use of the MSEE as a guiding framework for the educational response in the ERR-UN Early Recovery Plan and training of government and NGO staff. Globally, UNESCO has been using Pakistan education cluster experience as a basis to contribute to the formation of the Global Education Cluster.
- b. In regard to the ongoing UN reform process, UNESCO is represented in the Disaster Risk Management Thematic Working Group by the ERP Team. The team conducted a self-assessment for Disaster Response Preparedness and developed UNESCO specific interventions (plan) for One UN programme under DRM Thematic Working Group drawing upon the lessons learned from earthquake and recent flood/cyclone emergencies as well as UNESCO's work at the global level.

2 Communication and Public Information

- a. An updated information package including a brochure, updates, publication list and a CD containing soft versions of all training materials has been developed and disseminated to key stakeholders including UNESCO Headquarters.
- b. UNESCO Islamabad presented 'Lessons Learned: UNESCO's Experience in earthquake-affected areas' at the Education Staff Seminar (6-8 June 2007) at the Headquarters in the session on Post-Conflict and Post-Disaster Education. One of the issues highlighted in the presentation was the need to create a specialised unit at UNESCO headquarters to focus on emergency education.
- c. UNESCO Islamabad presented "UNESCO Participation in the UN Humanitarian Response: Consolidated Appeal Process and Flash Appeal" at a workshop (3-7 December 2007) organised by the Headquarters. The purpose of the workshop was the exchange global experience among UNESCO staff.

3 Others

- a. The ERP teacher training material was used to produce an improved and standard material for teacher training in emergencies in the context of Sindh and Balochistan Flood and Cyclone disaster.
- b. Construction of a girls primary school in Muzaffarabad using the grant fund of USD18,000 received from National Federation of UNESCO Associations in Japan has commenced. The school is expected to be handed over to the government in February 2008.

D. Implementation issues and challenges

1. Major challenges encountered by the ERP are listed below. A majority of them remain the same as in the year 2006:
 - a. Implementation capacity of government teacher training institutions has been overstretched because of competing demands from external agencies. Weak coordination among various external agencies remains to be one of the factors contributing to the problem. However, this is likely to change as a result of active engagement of ERRA in planning and monitoring of soft components of various projects.
 - b. The shortage of specialists in the Department of Education has affected its capacity to manage the education rehabilitation efforts.
 - c. Middle and secondary education, NFE and TVET remain under-funded.
 - d. The need to deal with multiple stakeholders in the TVET sector has slowed the finalisation of Action Plans and the signing of agreements.
 - e. Shortage of qualified civil engineers, problems in bid documents, increase in the construction cost and fewer firms willing to work in earthquake affected areas have affected the progress as well as the number of schools to be constructed.
 - f. Security issues in the field have also affected the pace of implementation.

E. Remaining activities to be completed by June 2008

1. Some of the key activities in the coming months are:
 - a. Roll out of manager's training using three modules developed/finalised in 2007.
 - b. Hand over of the training cum office building for DEE, PAK.
 - c. Construction of middle and secondary schools with furniture for students and teachers and temporary technical and vocational training workshops, in NWFP and PAK.
 - d. Completion of BECS teacher training and installation of EMIS system.

- e. Implementation of the community-based vocational skills training, reactivation of 21 TVET institutions in NWFP (11) and PAK (10) and assistance to strengthen TEVTA PAK.
- f. Institutionalisation of training modules, database and maintenance plans etc for sustainability and long-term impact.

F. Financial status

The financial status as at 31 December 2007 is as follows:

Donor	Contribution	Expenditure	Implement- ation Rate %	Balance	Revenue from Interest	Total Available
	USD	USD		USD	USD	USD
DFID	1,385,120	1,194,377	86%	190,743	58,659	249,40
Government. of Japan	1,300,000	820,513	63%	479,487	93,519	573,006
UNESCO	278,065	278,065	100%	-	0	-
Total	2,963,185	2,292,955	77%	670,230	152,178	822,408

A total amount of USD152,178 was accrued as interest in 2007. In consultation with the donors it was decided to utilise it for project activities. With this increase, the revised total project contribution is USD3,115,363 with a balance of USD822,408.00, which will be spent by June 2008.
