"BUILD BACK BETTER"

RECONSTRUCTION AND REHABILITATION STRATEGY

EDUCATION SECTOR

Government of Pakistan (GOP)

Earthquake Rehabilitation and Reconstruction Authority (ERRA)

Prime Minister Secretariat (Public)

TABLE OF CONTENTS

ACRONYMS USED

ADB	Asian Development Bank
ADP	Annual Development Programme
AJ & K	Azad Jammu and Kashmir
BBB	Build Back Better
DEO	District Education Officer
EDO	Executive District Officer
DOE	Department of Education
DRUs	District Reconstruction Units
EAD	Economic Affairs Division
EFA	Education for All
ERRA	Earthquake Reconstruction and Rehabilitation Authority
EMIS	Education Management Information System
FY	Financial Year
GIS	Geographic Information System
HS	High School
HSS	Higher Secondary School
MDGs	Millennium Development Goals
MOU	Memorandum of Understanding
MS	Middle School
NESPAK	National Engineering Services Pakistan (PVT) Limited
NGOs	Non Governmental Organizations
NWFP	North West Frontier Province
PC-I	Planning Commission Form I
PERRA	Provincial Earthquake Reconstruction and Rehabilitation Authority
PM&E	Planning, Monitoring and Evaluation
PS	Primary School
PTA	Parent Teacher Association
SMCs	School Management Committees

SSSD	Social Sector Service Delivery
TA	Technical Assistance
TSC	Top Supervision Consultant
UC	Union Council
UNICEF	United Nations International Fund for Children
WB	World Bank

Chapter I

An Overview

ERRA's Vision for the reconstruction and implementation strategy is to **Build Back Better**. For the Education Sector, this means not only building back better but also to continue running educational institutions on better lines than before. This has several dimensions, as briefly discussed in Chapter II, including (a) Better construction designs; (b) Provision of better physical facilities; (c) Better classroom support to improve students' learning achievement level; (d) Rationalized provision of schools; (e) Better and improved ownership and management of the educational institutions through parents' participation; and (f) Better social service delivery.

1.2 This document describes the first stage of macro planning and overarching principles driving the reconstruction and rehabilitation strategy and implementation arrangements for the education sector. Governments of NWFP and AJK, with the PERRA and DRUs support, will further work out detailed **site-wise needs for each school and college**, through tehsil-level teams hired out of technical assistance /capacity building component. The needs will be determined based on actual requirements of the institution, its enrollment, environmental conditions, training and counseling needs, educational materials and equipment requirements. This survey will also collect information on non-functional schools, localities with overprovided / underprovided schools so that school provision can be rationalized. These teams will also certify if surviving buildings are safe for use. Governments of NWFP and AJK will prepare implementation level district-wise detailed plans with full participation of district governments / district authorities, all partners including donors, NGOs, communities, private sector and will prepare PC-Is.

1.3 **Development Objective:** The objective is to restore equitable access to higher quality education, teacher development, and capacity development of the district education offices for improved service delivery. **Outcome Indicator** is enrollment and

retention, at least, on 80%[1] of the pre-earthquake level. **Intermediate Results** will be to (a) build capacity of the district offices; (b) complete repair of partially damaged institutions; (c) reconstruct schools through seismically safe and improved designs of physical learning spaces; and (d) recruit and train teachers in the target areas.

A Challenge and an Opportunity

1.4. The earthquake of 8 October 2005, which claimed thousands of human lives, heavily destroyed the livestock, damaged houses and community buildings thus bringing sufferings and sorrows not only for the people of the affected areas but also for Pakistani nation in particular and international community in general. This natural disaster has surely posed a huge challenge but also has provided an opportunity to think and build back better. The challenge of reconstruction in the education sector can be imagined by the following facts as per ADB-WB report of November 15, 2005:

- Sixty seven (67%) of the total institutions or 7,669 out of 11456 buildings in 9 districts of AJK and NWFP are either fully or partially damaged including private institutions
- Ninety five (95%) of total institutions in four districts of AJK, or 3,685 out of 3,879 buildings, and 53% of the buildings in five districts of NWFP, or 3,984 of a total of 7,577 buildings were reported to be fully or partially damaged
- Average number of damaged educational buildings per district is 959 ranging from 2-room primary school buildings to full-fledged post-graduate colleges' buildings and, additionally, two universities, one each in NWFP and AJK. Primary, middle and higher secondary schools account for 78% of the damaged institutions in both AJK and NWFP
- Damages to private sector institutions make up approximately 19% of total damage need assessment costs in AJK and 26% in NWFP[2]
- Number of fully damaged institutions may increase compared with the October 8, 2005 situation because of thousands of after-shocks converting partially damaged institutions into fully damaged

[1] Ideally, gross enrollment rates (GERs) in these districts should be brought at higher level than that of the pre-earthquake period. However, there are several factors affecting enrollments including unfortunate deaths of children, migration of population, diminishing of scarce livelihood sources and others.

[2] Pakistan 2005 Earthquake, Preliminary Damage and Needs Assessment, Prepared by the Asian Development Bank and the World Bank, 15 November 2005 (Annex 9 – Education)

- Reconstruction work may increase because of the reluctance of the parents to send their children in apparently survived buildings because of their doubts about the soundness of the structures as people are reluctant to go into their own apparently surviving houses
- Earthquake has also destroyed materials, furniture and equipment, and damaged education administration buildings
- More than 18,000 students and 853 teachers and staff lost their lives in NWFP and AJK. A substantial number of teachers, school staff, and students are likely to suffer from emotional trauma and injuries and may require counseling services.
- Some students may also have special learning needs that would require new teaching approaches and modifications for handicapped-accessible school design. Teachers would therefore need to be trained for school-based psychosocial support and counseling

1.5 This challenge, as said earlier, also offers an opportunity to fully provide educational facilities to all including those who did not have educational institutions before, especially for girls. As indicated elsewhere, there are more than 900 settlements in NWFP, where even primary education level facilities, mostly for girls, do not exist. This is also a special opportunity to reassess and improve Social Sector Service Delivery. It is desirable for NWFP and AJK to make the reconstruction work realistically suit the needs of the areas and avoid wastage of scarce resources. Mapping may help to rationalize school provision. School provision rationalization is needed in terms of location, number of facilities and scope of services. Reconstruction of nonfunctional schools may not be required. Government school may not be required if a private or NGO run school is meeting the educational needs of the area and the poor parents can also afford to send their children to those schools. It is true that primarily ensuring access to basic education for all is the responsibility of the government but service delivery may vary from directly government managed schools to private schools to community managed schools and NGO schools. Consolidation of facilities may help, where one school is feasible instead of two or more, which were previously running with low enrollments.

Comparative Analysis of the scale of damages:

1.6 Private institutions' buildings damaged by earthquake are excluded from the analysis from here onward. Number of damaged government institutions now reported by Departments of Education of NWFP and AJK has decreased as compared with the numbers reported soon after 8 October 2005. Total number of damaged institutions included in November 15, 2005 report were 6,497 (NWFP: 3,288; AJK: 3,191) and currently reported number is 5,344 (NWFP: 2,766; AJK: 2,578) as given in **Table A**. However, overall cost of reconstruction of government institutions has increased by 29.3% up from Rs 22164 million to Rs 28,668 million (Reference **Table B** and subsequent note). If cost of administrative buildings and 10% escalation cost is included, the cost rises to Rs 31410 million or by 41.7%. This is largely due to the fact that all damaged institutions have been treated as fully damaged for the costing purposes. Cost of one university in NWFP and administrative buildings for NWFP and AJK have now been included in the cost of damages. However, the overall cost will decrease because of lesser cost of reconstruction for partially damaged institutions. At the moment, it is difficult to assess the actual reconstruction needs of partially damaged institutions in the absence of site-by-site survey of needs. **Site-by-site survey of schools and colleges will be pre-requisite for preparation of PC-I and approval of construction schemes,** and is, therefore, immediately required to be started, if not already carried out according to the framework given in **Attachment C**.

Table A: Number of damaged institutions before / after

November 15, 2005 report

Level	NWFP		AJK	
	Nov. 05	Feb. 06	Nov. 05	Feb. 06
Primary	2894	2322	2154	1788
Middle	235	237	565	463
High	121	157	391	265
Higher	19	30	27	25
College	13	13	53	36
Vocational	6	6	0	0
University	0	1	1	1

Private	676	0	334	0
Total	3964	2766	3525	2578
Govt. Only	3288	2766	3191	2578

Table B: Cost of damages before / after November 15, 2005 report

	NWFP			**AJK**			
District	Nov.05	Feb.06*	Change	District	Nov.05	Feb.06	Change
A.Abad	2168	3048		MZD&Neelum	11466	8668	
Batagram	905	1744		Bagh	3871	3808	
Kohistan	686	1081		Poonch	4676	2236	
M.Sehra	3402	5191					
Shangla	884	892					
University	0	2000					
Total	**8045**	**13956**	**73.50%**	**Total**	**20013**	**14712**	**-26.5%**
Govt. only ****	5953	13956	134.40%		16211	14712	-9.2%
Both Areas	28058	28668	**2.20%**				
Govt. only	22164	28668	29.30%				

Note: Cost of University of AJK is included in districts Muzaffarabad and Neelum as per November 15, 2005 report. Only

those costs have been compared, which were included in the November 15, 2005 report.

1.7 There would also be an additional estimated cost for reconstruction of administrative buildings amounting to Rs 500 million. If 10% escalation cost is also allowed over and above the costs for civil works, furniture and equipment, the total cost of reconstruction and rehabilitation inclusive of teacher training and TA will come to Rs 32,238.9 million approximately. Details of these costs are given in **Tables E to G,** Chapter IV.

Brief review of overall and district-wise damages related components:

1.8 It is appropriate to present an overview of the reconstruction work before outlining salient features of the reconstruction strategy and implementation arrangements.

(a) **Infrastructure**: According to **Table E**, Chapter 4, total number of institutions damaged in NWFP and AJK is 5344 with a total cost of Rs 31,410 million. Average number of institutions to be reconstructed per district is 594. The highest number of institutions (1230) is in district Muzaffarabad in AJK followed by 1158 in district Mansehra (NWFP) and district Bagh (775) in AJK. On the average a district has to carry out civil works worth Rs 3151.7 million. If cost of furniture and equipment is included, average funds per district rise to Rs 3490 million. The highest number of new primary and middle schools is also in Mansehra with 304 (out of 909) primary and 12 (out of 42) middle schools

(b) **Teachers' recruitment and training**: More than 850 teachers lost their lives. Governments of NWFP and AJK are already recruiting teachers in the affected districts to replace those teachers. However, as far training of teachers is concerned, it will not be limited to newly recruited teachers only because all teachers are traumatized. They will require counseling, support and confidence building along with skills to deal with such natural disasters in future and its current effects. This will involve training in emergency preparedness and disaster prevention response. New teachers may also require equivalent of, but shorter in duration, induction training and both categories may need on-going professional support as well as coaching in content knowledge. It is estimated that around 29,500 teachers (**Table C**) from primary to college level will need counseling, training and on-going support. Majority of these teachers (58.4%) will be primary and middle school teachers. Conducting teacher training will be the responsibility of the departments of education (DOEs).

Table C: District-wise and level-wise teacher training

NWFP													
District	Tr./ Inst.	Uni Cost	Abbotabad		Batagram		Kohistan		Mansehra		Shangla		Total
			Instit	Cost	Instit	Cost	Instit	Cost	Instit	Cost	Instit	Cost	Cost
Primary	3	0.003	401	3.609	465	4.185	308	2.772	973	8.757	175	1.575	20.898
Middle	7	0.004	54	1.512	31	0.868	42	1.176	92	2.576	18	0.504	6.636
High	20	0.006	44	5.28	21	2.52	7	0.84	72	8.64	13	1.56	18.84
Higher Second	25	0.007	11	1.925	1	0.175	1	0.175	16	2.8	1	0.175	5.25
College	50	0.009	5	2.25	1	0.45	0	0	4	1.8	3	1.35	5.85
Total			515	14.576	519	8.198	358	4.963	1157	24.573	207	5.164	57.474
AJK													
			MZD&Neelum		Bagh		Poonch					Total	Total
			Instit	Cost	Instit	Cost	Instit	Cost				Instit	Cost
Primary	3	0.003	1007	9.063	482	4.338	299	2.691				1788	16.092
Middle	7	0.004	216	6.048	167	4.676	80	2.24				463	12.964
High	20	0.006	124	14.98	92	11.04	49	5.88				265	31.8
Higher Second	25	0.007	10	1.75	6	1.05	9	1.575				25	4..375
College	50	0.009	18	8.1	8	3.6	10	4.5				36	16.2
Total			1375	39.841	755	24.704	447	16.886				2577	81.4

1.9 **Prioritization of Work**: The ERRA's priority No.1 will be to reconstruct and rehabilitate partially and fully damaged buildings of schools, colleges, vocational and technical institutions and universities. Provisions to all the reconstructed institutions will be inclusive of furniture, educational materials, laboratory and workshop equipment on one time basis. This work will be carried out through PERRA, SERRA and District Reconstruction Units established in the most affected nine districts. If priority No.1 is fully met and donors are willing to provide additional funding to governments of NWFP and AJK, the two governments will carry out establishment of new primary schools and up-gradation of institutions from primary to middle, and middle to high level or above, giving priority to girls institutions, wherever such new establishment and up-gradations are feasible according to the criteria prescribed by the respective government. The **second phase** may also include retrofitting of surviving educational buildings. Alternatively, the governments can carry out new establishment and up-gradations of schools in these districts through Annual Development Plans (ADPs). Improving service delivery will be partly covered under priority No.1 (rationalization of school provision, teacher training and student counseling, supply of materials, parents' participation). However, improving service delivery and achieving Millennium Development Goals

(MDGs) and Education for All (EFA) shall continue to be the responsibility of the governments of NWFP and AJK. In view of this strategy, there will be following two phases of reconstruction and rehabilitation work.

Phase – I: Reconstruction and rehabilitation of damaged institutions

Phase – II: Need based establishment of new schools and up-gradations

1.10 Each phase will be further sub-divided into (a) Preparation and Planning phase and (b) implementation phase. Details are discussed in the subsequent chapters.

Chapter II

Component Activities

Vision: Build Back Better and Continuing to Run Educational Institutions Better

2.1 Reconstruction and rehabilitation activities have been planned with a vision of not only building back better but also to continue running educational institutions better once they have been reconstructed. For the education sector in NWFP and AJK, this will mean following certain basic principles including:

2.2 ***Better Social Sector Service Delivery***

Use this special opportunity to reassess and improve Social Sector Service Delivery and rationalize school provision in terms of location, number of facilities and scope of services.

- Ensure equitable provision in gender and geographic terms and level of education
- Make the reconstruction work realistically suit the needs of the areas and avoid wastage of scarce resources
- Map where schools are needed and estimate population of school-age children to decide the appropriate number of schools to be reconstructed in a prioritized way
- Avoid reconstruction of nonfunctional schools
- Government school may not be established if a private or NGO run school is meeting the educational needs of the area
- Consolidate facilities, where one school is feasible instead of two or more, which were previously running with low enrollments
- Consider complimentary service delivery for provision of education, for example by building strategic partnerships with NGOs, private sector, rural support programs, communities and other partners
- Establish new primary and middle schools, especially for girls, in the un-served areas, where schools were needed but not established in the pre-earthquake scenario (establish a girl school in such areas with female teachers, where boys can also be enrolled)

2.3 ***Better Design***:

- Provide seismically safe education facilities and allow selection choice to the donors out of multiple sets of hazard-resistant construction standards and designs for various levels of educational institutions (NESPAK has prepared these designs and are available on the ERRA's Web-site)
- Designs to have adequate provision for physically handicapped children and students
- Construction designs to give due consideration to low maintenance of buildings
- Quality Assurance by strictly following building codes and close monitoring
- Classroom size and design to follow per student space criteria used internationally, allowing proper air circulation, appropriate light and able to cater for interactive learning-teaching pedagogical practices
- Ensure hazard-resistant construction standards for all institutions of the areas that are vulnerable to earthquake and other natural hazards, especially in remaining institutions of the affected districts because parents doubt the condition of these buildings to be unsound. A team of professional engineers constituted by NWFP and AJK to conduct an immediate survey of these buildings, as a first step, to certify if these buildings are safe for use.

2.4 ***Better Norms for provision of facilities***:

- Fully meet requirements of schools / colleges for number of classrooms and other facilities to be provided for each institution according to the current and future enrollment needs keeping in view the population of the area served by the institution and up-grade schools to the next level if feasibility criteria prescribed by the respective government is met
- Provide appropriate water and sanitation facilities to all institutions from primary to college level
- Separate latrines for students and teachers and separate for boys and girls in case of mixed schools
- Double door is provided for each classroom
- Boundary wall for un-interrupted student studies, to avoid trespassing and ensuring safety of the campus

2.5 ***Better classroom support to improve learning achievement level***

- Adequate educational materials, furniture and equipment to each reconstructed institution on completion of building
- Provincial and district governments to ensure allocation of adequate institution based recurrent budgets, particularly at the primary and middle school levels, to facilitate educational institutions to continue to function better than before and plan for going to the best

2.6 ***Better and Improved ownership***:

- Beneficiary, particularly parents and students participation in the reconstruction efforts and management of schools
- Schools' Parents Teachers Associations (PTAs) / School Management Committees (SMCs) to be empowered to utilize reconstruction and recurrent budgets allocated to the school

2.7 Description of main activities under each component

As mentioned in Chapter I, there will be following two phases of building back better:

Phase – I: Reconstruction and rehabilitation of damaged institutions

Phase – II: Need based establishment of new schools and up-gradations

2.7.1 There are three main components of Phase - I:

(a) Civil Works, Equipment and Materials;

(b) Training; and

(c) Technical Assistance.

2.7.2 There will be three main components of phase – II as well in the same priority as they appear as components indicated below:

(a) New schools and up-gradations;

(b) Recurrent Costs; and

(c) Retrofitting of surviving buildings (Apparently standing educational buildings in the affected areas to ensure that they meet hazard-resistant construction standards and building codes).

2.8 Main activities under each component are briefly discussed below:

Phase – I: Reconstruction and rehabilitation of damaged institutions

2.8.1 **Component 1 - Civil Works, Equipment and Materials**:

(a) **Civil Works**: Each educational institution will be provided physical facilities, furniture, materials and equipment according to the current enrollment levels and likely future admissions irrespective of the fact what facilities existed in the pre-earthquake period in that institution. Similarly, in addition to appropriate number of classrooms, an office room, boundary wall, water supply and sanitation facilities, and electricity will be provided to all institutions from primary to college level. Facilities that will vary according to the size and level of the educational institution include: administrative staff office, multi-purpose hall, staff room, storage capacity, head teacher residence, chowkidar (guard) residence, science room / laboratories, and library. Categorization of various levels of institutions and norms used for the costing purposes are given in **Attachment A** to this document. Primary schools have been distributed in six categories (P1 to P6), middle schools (M1, M2), high schools (H1, H2) and higher secondary schools (HS1, HS2) have been placed in two categories each. Enrollment slabs used and category wise number of institutions is given in the following **Table D**:

Primary	Enrollment slab	NWFP	AJK	Total	Facilities to be provided – follow NESPAK designs
P1	Up-to 60	828	1219	2047	2 C. Rooms, Verandah, Office, 3 latrines, Boundary Wall, Furniture and Learning materials
P2	61-100	667	411	1078	3 C. Rooms, Verandah, Office, 4 latrines, Boundary Wall, Furniture and Learning materials
P3	101-150	432	133	565	4 C. Rooms, Verandah, Office, 5 latrines, Boundary Wall, Furniture and Learning materials
P4	151-240	295	23	318	6 C. Rooms, Verandah, Office, Staff room cum store 7 latrines, Boundary Wall, Furniture and Learning materials

P5	241-360	74	2	76	9 C. Rooms, Verandah, Office, Staff room cum store, 10 latrines, Boundary Wall, Head teacher residence & guard's quarter, Furniture and Learning materials
P6	Above 360	26	0	26	12 C. Rooms, Verandah, Office, Staff room cum store 13 latrines, Boundary Wall, Head teacher residence & guard's quarter, Furniture and Learning materials
Total		**2322**	**1788**	**4110**	
Middle					Facilities in addition to primary if primary is attached with middle
M1	Up-to 120	206	384	590	3 C. Rooms, Science room, Verandah, office, staff room, admn. office, 4 latrines, store, Boundary Wall, Furniture, Equipment
M2	Above 120	31	79	110	6 C. Rooms, Science room, Verandah, office, staff room, admn. Office, store, 7 latrines, Boundary Wall, Furniture, Equipment
Total		**237**	**463**	**700**	
High					For grades 6-10
H1	Up-to 200	65	115	180	5 C. Rooms, two labs, library, Hall, Verandah, office, staff room, admn. office, store, 7 latrines, Boundary Wall, Furniture, Equipment
H2	Above 200	92	150	242	10 C. Rooms, three labs, library, Hall, Verandah, office, staff room, store, 12 latrines, Boundary Wall, Furniture, Equipment
Total		**157**	**265**	**422**	

Hi-Secondary					
HS1	Up-to 440	13	19	32	11 C. Rooms, three labs, library, Hall, Verandah, office, staff room, sotre, 13 latrines, Boundary Wall, Furniture, Equipment
HS2	Above 440	17	6	23	19 C. Rooms, three labs, library, Hall, Verandah, office, staff room, sotre, 20 latrines, Boundary Wall, Furniture, Equipment
Total		**30**	**25**	**55**	
G. Total		**2746**	**2541**	**5287**	

2.8.1.1 Simultaneously, educational administration offices will be reconstructed and office vehicles will be replaced at an estimated cost of Rs 500 million both for NWFP and AJK. Detailed estimates will be prepared by the same teams, which will carry out need assessment survey of schools and colleges.

(b) **Materials and Equipment**: Provision and use of educational materials is pre-requisite for any type of child-centered / student-centered interactive learning-teaching classroom. The Departments of Education usually have a list of such materials for the purpose. But these lists will have to be updated and improved. Examples of such materials include: work-books, design-books, Teaching Kit, colours, pencils, paper, scissors, rubber, stationary, geo boxes, chalk, dusters etc. at the primary and middle school level, science equipment for grades 6-8, laboratory equipments for teaching of physics, chemistry, biology and other sciences and arts at high school level and above and, similarly, workshop materials for vocational and technical institutions.

The ERRA will provide these materials and equipments on one time basis at completion of building on reconstruction. Thereafter, the regular provision of materials and equipment will be the responsibility of the respective Finance Department of NWFP and AJK and the district

governments in NWFP. Allocations have been made in the cost calculations according to the category of educational institution ranging from Rs 5,000 to 12,000 per class at the primary level to over Rs 1 million for a Higher Secondary School with enrollment above 440 students. For colleges, vocational institutions and a university in NWFP and AJK, the amounts allocated per institution is Rupees 4, 5, 673 and 680 million respectively.

(c) **Furniture**: The standard norm used is that each student and teacher should have appropriate seating facility. Additional furniture will be provided for labs and workshops. Student furniture will be designed carefully. This will be purpose-built furniture, which not only fits in traditional rows-seating but, more importantly, it can be arranged in various ways according to the nature of classroom activity, a lab practical or an outdoor activity. It should be lighter and strong so that smaller children can also move the furniture from one place to another and can easily rearrange the furniture as an activity warrants.

2.8.2 **Component 2 - Training**:

2.8.2.1 Caring for traumatized staff and students shall be among the immediate steps taken. Counseling may be required for most staff and students. The resumption of "routine" school activities will help establish some degree of normalcy to the lives of schoolchildren, teachers and staff. The needs of children in various locations should be addressed through child profiling. The needs of girls and disadvantaged groups may be addressed by deploying female personnel and locating learning spaces close to homes. Teachers would therefore need to be trained for school-based psychosocial support and counseling. Student counseling will be part of the teacher training curriculum because they will provide counseling support to students as they are best placed for this purpose in view of their daily contacts with the students. Teachers training packages will be developed or, preferably, existing packages will be used by provincial and district governments. Several efforts are already underway being managed by international agencies like UNICEF, GTZ and NGOs. As indicated in

aforementioned paragraphs, educational materials and continuing budgets will be provided to educational institutions, therefore, teachers will be trained on how to make best use of these materials, particularly in interactive learning-teaching situation and they will be further trained on designing classroom activities under circumstances such as earthquake. The training should go beyond reacting after damage has been done and rather equipping teachers and students for emergency preparedness and disaster preventive response. Training materials will guide teachers on how to cater for the needs of special children.

2.8.2.2 Master trainers will be trained through Directorate of Curriculum and Teacher Training, Abbottabad in NWFP and Education Extension Center, Muzaffarabad in AJK. These Mater Trainers will train the teachers and students' counseling will be the responsibility of teachers of the respective schools / institutions.

2.8.3 **Component 3 - Technical Assistance**:

Management capacity has been weakened significantly by the earthquake, particularly at the district level and more so in AJK. Capacity is further constrained by the fact that infrastructure of all departments has to be reconstructed simultaneously. Capacity will also be required for teacher training, counseling the traumatize students and staff. Critical shortages of skilled labor in particular and un-skilled labor in general are most likely to be experienced while carrying out huge civil works. Capacity will have to be created for training of needed labor force. To augment capacity, planning for reconstruction should utilize empirical evidence, consultation, community participation, and participatory needs assessments. Thus decentralized implementation arrangements with effective coordination and monitoring and a greater role of the lowest government tiers and credible civil society will be required.

It is essential that existing capacity of the implementing agencies is augmented at all levels to meet the heightened demand of the reconstruction and recovery effort and to ensure that the quality of implementation is maintained. General capacity at the federal, provincial, district and below will be enhanced through various other projects and programs being implemented or to be implemented in the context of reconstruction. A

large network for training of skilled and unskilled labor is being created through reconstruction of housing with the World Bank support. The same network and facilities can be used for training of labor force for education.

In view of the above, Technical Assistance (TA) Requirements included here are specific to the education sector reconstruction needs.

- Development of packaging of schemes, and refining cost estimates for approval at appropriate level – site-by-site survey to see their feasibility in terms of land, and other criteria, consider rationalization of school provision (there are schools with enrollment less than 20, there may be schools close to each other, etc. as discussed in chapter I – see framework for site-by-site survey in **Attachment C**)
- Development and establishment of Planning, Monitoring and Evaluation (PM&E) System and appropriate **communication strategy**
- Capacity building and management strengthening (for planning, construction management, progress monitoring) at district level and enhancing construction capacity – counseling, training in hazard management, safeguards (hazard safety), health care of students and teachers
- Top Supervision Consultant (TSC) Firms (There can be two TSC firms, one for NWFP and other for AJK or there can one each for the nine affected districts.)
- Environmental and safeguard policies' implementation
- Transport to teachers and doctors in rural areas – a short study to have teachers' and doctors' views on cost sharing and logistics

Phase – II: Need based establishment of new schools and up-gradations

2.9.1 **Component (i): New schools and up-gradations**

2.9.1.1 The Department of Schools and Literacy, NWFP has proposed to establish 909 new primary schools and 42 middle schools (**see Table H, Chapter - 4**) in settlements, which do not have schools, especially for girls. There is a demand for up-gradation of schools from middle to high level as well but in case of non-availability of funds this may be considered after new primary and middle schools have been established. As noted above, there is a demand from the parents that standing buildings may also need reconstruction or, at least, it must be ensured that these buildings meet hazard-resistant standards. In view of these

demands, reconstruction and rehabilitation work will be carried out according to the following priorities during phase II:

2.9.1.2 *Priority No. 1*: Establishment and construction of New Schools, especially for girls as indicated in Table H because quite a large number of settlements do not have a girl school in NWFP. This can be achieved through various alternatives including: (a) shifting of a non-feasible / non-functional school (not meeting criteria prescribed by respective government of NWFP and AJK); (b) merging nearby schools and constructing other on a new site; (c) new establishment;

Priority No. 2: Apparently standing educational buildings in the affected areas to ensure that they meet hazard-resistant construction standards and building codes; and

Priority No. 3: Up-gradation of schools from middle to high level

2.9.1.3 *These priorities can also be met using normal Annual Development Program (**ADP**) funds, as ADP share should have been given to these districts in normal course of time or if some donor is willing to finance these initiatives after fully meeting the reconstruction needs.*

2.9.2 **Component (ii) - Recurrent Costs**:

Recurrent costs only include institution based budget for provision of educational materials, perishable science equipment and other materials needed on daily basis for quality teaching and learning. Staff salary, costs of repair and maintenance of buildings, furniture and equipment are assumed to be provided on regular basis as per current norms. ERRA will not provide any funding for this except one time provision of materials and equipment as mentioned earlier. Provision of such budgets will remain the responsibility of Finance Departments of NWFP and AJK and district governments in NWFP.

2.9.3 **Component (iii) Retrofitting of surviving buildings**:

The cost of this component has not been estimated here, because a lot of information will be needed for all the schools and colleges in the nine districts. As per strategy, if additional funding becomes available (preferably grant) from

donors, retrofitting work be executed, otherwise, this important work will be carried out through ADPs in a phased manner.

Chapter III

Reconstruction Strategy and Implementation Arrangements
(Including roles and responsibilities for main activities)

3.1 Critical issues

3.1.1 ***Weak implementation and management capacity***: Management capacity has been weakened significantly by the earthquake, particularly at the district level. To augment capacity, planning for reconstruction should utilize empirical evidence, consultation, community participation, and participatory needs assessments.

3.1.2 ***Lack of transparent implementation arrangements***: Management capacity is weak, and the task at hand is immense. Thus decentralized implementation arrangements with effective coordination and monitoring and a greater role of the lowest government tiers, communities (especially parents) and credible civil society will be required.

3.1.3 ***Coordination complexity***: Horizontal and vertical coordination seems complex. There are coordination issues between the federal, provincial, district level and below. Horizontally, coordination will be required among various line departments of Governments of NWFP and AJK. Similarly, coordination will become more complex because of several of the individuals, NGOs, large bilateral donors wanting their own implementation mechanism in place and reporting, auditing and monitoring requirements. ERRA, together with the governments of NWFP and AJK, will develop a clearly laid down communication and coordination mechanism to address the coordination complexity. See section 3.6.3 for more specific suggestions to address this issue.

3.1.4 ***Affordability of counterpart funding may be an issue***: Multilateral donors like WB and ADB normally require government counterpart funding for their projects. In such a situation of huge reconstruction effort, government may not be able to afford provision of counterpart funding. Donors will be requested to waive such requirements.

3.1.5 ***Transitional access to safe educational services***: The most urgent requirement is to resume classes at all levels. Semi-permanent structures can be used for this purpose. Semi-permanent structures will need to be designed keeping in view their future use. Care will need to be taken to avoid inequities in service provision between affected students and other students, who are not affected but belong to poor families. Moreover, seismically safe education facilities will need to be ensured in the long run.

3.1.6 ***Traumatized students and staff***: Caring for traumatized staff should also be among the immediate steps taken. Counseling may be required for most staff and students. The resumption of "routine" school activities will help establish some degree of normalcy to the lives of schoolchildren, teachers and staff. The needs of children in various locations should be addressed through child profiling. The needs of girls and disadvantaged groups may be addressed by deploying female personnel and locating learning spaces close to homes.

3.2 Guiding principles: Based on the critical issues, and nature of work, the main guiding principles for the reconstruction and rehabilitation strategy will be as under:

- Governments of NWFP and AJK and district governments in NWFP will be overall responsible for smooth implementation of reconstruction and rehabilitation work together with PERRA and DRUs under the overall supervision and coordination of ERRA
- Consultation with all stakeholders during planning, strategy formulation and implementation
- All large and small donors to coordinate with ERRA
- Ensure observance of humanitarian charter of minimum standards for social services, including the right to education and health and respect for the dignity of the population
- Ensure Equity (gender, geographic, and level of education)
- Timely access to safe essential education facilities
- Ownership. The involvement of communities, and especially parents, in reconstruction to create ownership and change the mindset from "Government School" to "Our School". Community Construction, with provision of

technical advice will save costs. This will generate economic activity in the village / area, would generate income sources for both local unskilled and skilled labor, whose sources of livelihood may have been lost or interrupted.

- Provide survivors with income-earning opportunities tied to physical work. The World Bank (2005) found that often it seems to help as much as grief counseling. Participation in post-disaster shelter reconstruction can play a vital role in the personal and collective psychosocial recover process if there is an active role for disaster survivors.
- Focus on Results and Outcomes (through focused monitoring and reporting of results using agreed monitoring instruments)
- Accountability for all, at all levels (through clarity of roles and responsibilities, close monitoring, internal and external auditing, reporting and analysis of reports, third party evaluations)
- Clearly defined, simple to understand and use, Coordination and Communication strategy shared with all and followed
- Professional Engineers to visit each site to determine if structures of the surviving educational buildings are sound for use or would need retrofitting for seismic provisions
- Hazard-resistant construction standards and designs prepared by ERRA to be used by all with a choice for the educational administration of the area, donors and NGOs to choose from a set of alternate designs and detailed drawings (NESPAK has prepared designs and are available on website)
- Building code to be allotted by ERRA nominated agency like NESPAK
- Ensure that site is in the name of school/Department of Education
- Ownership of Educational Institution constructed through sponsorship of donors, NGOs, individuals and organizations shall continue to vest in the respective government

3.3 Reconstruction strategy

- Consultations with all for all the phases of the reconstruction and at all stages to have their views and include in the reconstruction strategy to foster commitment of all to carry out such a gigantic task

3.3.1 **Short term** (May need 3-4 months):

Refining Need Assessment: The government of NWFP and AJK will have to work out details of the needs including civil works, equipment, materials, furniture, and teacher training and counseling. This detailed working will be based on the norms, procedures, criteria, guiding principles, coordination aspects mentioned in this document. All partners will participate including District Governments, donors, NGOs, Private sector, Directorate of Curriculum and Teacher Training in NWFP, Education Extension Center and Engineering Cell in AJK and others. This refining of need assessment will require the following steps among others, which are found essential during detailed planning:

- Site-by-site survey of schools and colleges to develop data basis to prepare inventories of institution wise needs and cost estimates. This should start immediately, if not already started according to the framework indicated in **Attachment C**. **These surveys should be conducted through independent teams to ensure the credibility of information and allocation of appropriate category** P1-P6, M1-M2, HI-H2, HS1-HS2.
- Ensure equity by bridging gender and geographic gaps
- Criteria specifications for rationalized provision of educational institutions
- Packaging of schemes based on economies of scale (U.C. level, tehsil level or district level)
- Development of Various Mechanisms depending upon the extent of involvement of a partner
- Time frame for completing a package of schemes
- Costing of need assessment phase
- Decision making on bidding modes (national / international / community construction)
- Revision of school designs to make them seismic resistant and approval by ERRA including approval of designs to be used by donors in case of donors wishing to manage their reconstruction efforts
- Preparing detailed Matrix of Responsibilities

- Monitoring and Evaluation plan
- Clearly laid down coordination and communication strategy will be required to be in place

It is expected that NWFP and AJK governments may have already commenced work on most of the above mentioned steps.

3.3.2 **Medium Term** (May take 6 months – activities under medium term will overlap with short and long term activities)**:**

(a) The reconstruction and reequipping of educational facilities, civil society engagement in reconstruction, and construction of seismically safe facilities will be among the necessary measures to be adopted during the medium term.

(b) Counseling for both students, staff and teacher training

(c) Semi permanent structures will be required at several places where tent schools are not a workable option for a longer period of time due to various reasons. Several donors have shown their willingness to finance this important activity.

(d) Tent schools and schools to be located in semi permanent structures will be facilitated by provision of quality inputs like learning materials, libraries, purpose-built furniture etc.

(e) Training should be started in conjunction with Housing Sector Strategy training plan to produce skilled labor, preparation of community guidelines and their translation in local language, information sharing mechanism. Health Sector may also be par of this training because the intended labor is the same.

3.3 **Long term** (may take 3 years)**:**

a. Overall reconstruction efforts will be supervised by ERRA through DRUs, and RAs. Line departments will focus on service provision with the help of the private sector, communities and NGOs.

b. Establishment of a regulatory body each by NWFP and AJK with enforcement powers will be necessary for setting standards for seismic safety of school buildings, and subsequently to retrofit all facilities

nationwide. These bodies will work under the overall guidance of ERRA's nominated regulatory body at federal level, which is the Implementation Wing of ERRA with technical support from NESPAK

c. Training to produce skilled labor, community guidance, translation of guidelines in local languages, and information sharing mechanism continues

d. Semi-permanent structures are put to use for schools, which got permanent building

3.4 IMPLEMENTATION ARRANGEMENTS PREPARATION PHASE:

Project cycle, implementation arrangements and roles of partners:

3.4.1 **Rationalized provision**: Mapping of schools is essential to decide where schools are needed. Population of school-age children should be used to decide the appropriate number of schools to be reconstructed in a prioritized way. Reconstruction of nonfunctional schools is not advisable. Government school may not be reconstructed if a private or NGO run school is meeting the educational needs of the area and parents are happy to send their children to these schools. Facilities should be consolidated, where one school is feasible instead of two or more, which were previously running with low enrollments. It is pertinent to note here that in the information provided by NWFP and AJK, several schools seem non-feasible as indicated by the following facts:

	AJK	NWFP
Number of boys primary schools with enrollment less than 20 (girls schools ignored):	18	48
Middle schools with zero enrollment:	38	0

The site-by-site survey may find several non-functional schools and more schools with low enrollments, which are being recommended for reconstruction. Similarly, a large number of Mosque Primary Schools are being recommended for reconstruction, which were using mosques as shelter. There are Mosque Primary Schools in urban towns in large numbers (e.g. in Muzaffarabad Municipal Corporation area). Land availability will be an issue for such schools. It needs to

be made sure that such schools had their own buildings in the pre-earthquake period, which were destroyed.

3.4.1.1 Project / package identification will have to be completed after detailed need assessment based on site-by-site surveys as discussed above. Construction design and specifications will be finalized following minimum standards and procedures. Contract management with an appropriate combination of centralized and de-centralized management will be decided. PC-I preparation and approval will be completed. Financial Management System / FMS (accounting, auditing, reporting) will be put in place. Contract supervision, community participation and linking relief, recovery and development / reconstruction work will be streamlined.

3.4.2 Semi permanent structures will be provided where tent schools are not a workable option for a longer period of time due to various reasons. This will be necessary because reconstruction will take a minimum of three years by any optimistic estimates and even if 100% resources are available, at least one third of the institutions will be reconstructed during the third year. These structures will be designed in a manner so that these can be used even after provision of permanent structures. NWFP and AJK governments will specify type of semi-permanent structures.

3.4.3 Tent schools and schools to be located in semi permanent structures will be facilitated by provision of quality inputs like learning materials, libraries, purpose-built furniture etc. These inputs will not go waste because they can be used after provision of permanent structures.

3.5 Strengthening management, implementation, monitoring capacity:

This is already discussed in Chapter II under Component 3, Technical Assistance (TA). All actions listed under short term / Preparation Phase will be implemented.

3.6 IMPLEMENTATION PHASE:

Implementation of strategies listed under medium and long term strategy will take place.

3.6.1 The reconstruction and reequipping of educational facilities, civil society engagement in reconstruction, and construction of seismically safe facilities will be among the necessary measures to be adopted during the medium term. As the construction period is short, several of the steps involved in short term and medium term strategy should be started simultaneously.

3.6.2 NWFP and AJK governments will establish regulatory bodies with enforcement powers for setting standards for seismic safety of school buildings, and subsequently to retrofit all facilities in two areas. These bodies will work under the overall guidance of ERRA's nominated regulatory body at federal level, which is the Implementation Wing of ERRA with technical support from NESPAK

3.6.3 **Coordination and Communication Mechanism**: One of the **Major Challenges**, as indicated in the foregoing sections, is how to make coordination simpler and effective. In view of the horizontal and vertical coordination complexity and keeping in view large variety of stakeholders, ERRA, Governments of NWFP and AJK will have to prepare and share with all a clearly defined, simple to understand and use Coordination and Communication mechanism.

3.6.3.1 Vertically, coordination will be required between the federal, provincial, district level and below. Horizontally, coordination will be needed among various line departments of the Governments of NWFP and AJK. For example, government has to auction the demolition and rubble, and have to get debris removed. Similarly, for alternate site identification, acquisition of land, school location, various government officials and others will need to coordinate. Several government departments will be involved for this major first step to provide clear and appropriate site for reconstruction. Coordination will also be required for training of local labor force. Coordination complexity becomes more confound because of several of the individuals, NGOs, large bilateral donors wanting their own implementation mechanism in place. Apparently, it can be argued that by the donors wanting to use their own mechanisms that they will be thus augmenting the implementing agencies' capacity. This argument is valid to the extent that the

implementing agencies would get relief in terms of process of contract award and, partly for construction supervision. However, most of the skilled and unskilled labor will be local. Therefore, local labor market's capacity will be overstretched. This will create a chain of events. For example, difference in labor wages will generate forces of pull and push. This may prompt corruption, may cause frustration, may slow down the work if labor pulls out from one scheme or one donor to join another and consequently this may cause rise in the overall cost of the project / scheme.

3.6.3.2 Each donor will have their own reporting, procurement, auditing and monitoring requirement. These aspects will need detailed discussion at the provincial level to agree on streamlined common to all procedures. Donors will require to meet with the government officials periodically even if they are implanting the project / schemes themselves.

3.6.3.3 In an effort to make this gigantic and complex operation as simpler as possible, there will be a common mechanism for procurement, Financial Management, auditing, reporting and monitoring requirement. The donors, NGOs, private individuals and others will be fully involved in supervision, monitoring and evaluation. Coordination for several donors and NGOs carrying out training of teachers and student counseling, at least, at DEO/EDO level will be required. Important elements of this mechanism should include:

(a) Identification of communication channels;

(b) Signing of Memorandum of Understanding (MOU) between the government and the donors (EAD/ERRA and Provincial government);

(c) Approval of all designs by ERRA, if donors want to use their own construction designs and specifications for equipment and furniture;

(d) Donors to involve government representative throughout the process (planning, contracting, execution, implementation, monitoring);

(e) Site clearance from the respective DOE;

(f) Common set of monitoring instruments and frequency of reports etc. and sending a copy of report to EMIS/GIS/ provincial / federal data base

3.7 Teacher Training and student counseling: Counseling for both students and staff. and teacher training should be initiated if not already started. If already started, these activities will continue according to phased plan to be prepared by NWFP and AJK with the help of all stakeholders, especially donors. Teacher training materials will be prepared by government nominated agency like Directorate of Curriculum and Teacher Training in NWFP and Education Extension Center in AJK. Donors will be requested for technical and professional help for the purpose.

3.8. **Roles and Responsibilities**: Overall distribution of responsibilities common to all sectors is given in the organizational chart of ERRA common for all sectors. Department of Schools and Literacy, Department of Higher Education in NWFP and Department of Education in AJK, district governments along-with DRUs will have major role in execution of activities in the education sector. Affiliated departments of these line departments will be responsible for special activities including Directorate of Curriculum and Teacher Training in NWF, Education Extension Center in AJK and Education Management Information Systems (EMISs) in the two areas and Engineering Cell in AJK. University of Hazara and AJK administrations will also be involved in the reconstruction of the universities. See Attachment D for identification of specific responsibilities under specific activities.

Chapter IV

PROJECT INPUTS

4.1 *Civil Works, Equipment and Materials*

4.1.1 The largest input is civil works, furniture and equipment. Reconstruction of as large as 5344 education institutions (2,766 in NWFP and 2,578 in AJK) from primary to university level will be carried out over next three years. Total cost of civil works, furniture and equipment is Rs 3i410 million. The largest number of institutions (1230) to be reconstructed is in district Muzaffarabad (AJK) followed by Mansehra (1158) district of NWFP and Bagh (775) in AJK. The least affected numbers (210) to be reconstructed at a total cost of Rs 975.7 million (inclusive of 10% inflation costs) are in district Shangla, NWFP. Estimated cost of furniture, equipment and materials is 9.7% of the total cost of this component. It may be noted here that if in certain cases, land is to be purchased, Governments of NWFP and AJK will meet the cost of land. Therefore, cost of land is not included in these estimates.

4.1.2 In addition to the above, new primary (909) and middle schools (42), mostly for girls, are required to be established in the five most affected districts of NWFP subject to availability of funds.

Details of district-wise institutions affected, with costs, are given in **Table-B** (Chapter - I) and breakdown of new schools to be established is given in **Table-H** below.

TABLE E: Institutions to be reconstructed with cost of construction (Rs in million)

NWFP

District	No	C.Works	Fur&Eqt.	Total
Abotabad	521	2827	206	3033
Batagram	519	1639	97	1736
Kohistan	358	1016	60	1076
Mansehra	1157	4867	299	5166
Shangla	210	832	55	887
Sub-total	2765	11181	717	11898
With 10% added		12299.1	788.7	13087.8
University	1	1327	673	2000
Admn buildings		225	25	250
Total	2766	13851.1	1486.7	**15337.8**

AJK

District	No	C.Works	Fur&Eqt.	Total
MZD& Neelum	1375	5543.6	384	5927.6
Bagh	755	3545.5	237	3782.5
Poonch	447	2065.4	154	2219.4
Sub-total	2577	11154.5	775	11929.5
With 10% added		12269.95	852.5	13122.45
	1	2020	680	2700
		225	25	250
Total	2578	14514.95	1557.5	**16072.45**
G.Total NWFP & AJK	**5344**	**28366.05**	**3044.2**	**31410.25**
Say				**31410**

4.2 *Training*

4.2.1 Training of all teachers and, through them, counseling of students will be the most important input of this operation because no real rehabilitation and reconstruction can take place without the un-traumatized human beings. This training will greatly contribute in confidence rebuilding, which is necessary for any future development in these areas of the country. Level-wise number of teachers to be trained is given in Table-C, Chapter I. A total of around 29,500 teachers at a total cost of Rs 138.9 million at all levels are estimated to be trained. On the average, number of teachers to be trained from each primary school, middle school, high school, higher secondary school and college will be 3, 7, 20, 25 and 50 respectively. AJK University and Hazara University authorities will manage training of their teachers and students counseling with the help of the Higher Education Commission.

TABLE F: Teacher Training

	NWFP				AJK				Totals		
Level	**Instit.**	**Trs**	**U.Cost**	**T.cost**	**Institu.**	**Trs**	**U.Cost**	**T.cost**	**Instit.**	**Trs**	**Cost**
Primary	2322	6966	0.003	20.898	1788	5364	0.003	16.092	4604	12330	36.99
Middle	237	1659	0.004	6.636	463	3241	0.004	12.964	717	4900	19.6
High	157	3140	0.006	18.84	265	5300	0.006	31.8	422	8440	50.64
Higher	30	750	0.007	5.25	25	625	0.007	4.325	57	1375	9.625
College	13	650	0.009	5.85	36	1800	0.009	16.2	49	2450	22.05
Total	**2759**	**13165**		**57.474**	**2577**	**16330**		**81.431**	**5346**	**29495**	**138.905**

4.3 *Technical Assistance (TA)*

4.3.1 TA inputs of 690 person months (PM) will be provided for the following areas:

(a) Packaging of development schemes, site surveys and preparation of PC-Is (200 PM)

(b) Establishment of planning, monitoring and evaluation systems in NWFP and AJK (6 PM)

(c) Capacity building and management strengthening (12 PM)

(d) Top supervision of construction sites at least thrice to each site to ensure quality through third party monitoring (600 PM)

(e) Environmental and safeguard policy observance (12 PM)

4.3.2 Breakdown of person months for NWFP and AJK under each area of TA is given in **Table-G.**

Table G: Technical Assistance

	NWFP			AJK			Totals	
Skills	**P. Months**	**U.Cost**	**TotCost**	**P. Months**	**U.Cost**	**T.Cost**	**P. Months**	**Cost**
Pack Dev	100	0.3	30	100	0.3	30	200	60
PM&E	6	0.5	3	6	0.5	3	12	6
C.B	12	0.5	6	12	0.5	6	24	12
Top Spn	1200	0.3	360	800	0.3	240	2000	600
Environ	12	0.5	6	12	0.5	6	24	12
Total	**1330**		**405**	**930**		**285**	2260	**690**

NOTES:

(1) Pack. Dev: packaging of development schemes, site visits, and PC-I preparation

(2) PM&E: Development of system for planning, monitoring and evaluation

(3) C.B.: Capacity building and management strengthening

(4) Top spn: Top supervision of construction work through third party to address quality and governance issues. Person months are based on number of schemes and visit per scheme.

(5) Environ: Environment protection and safeguards

TABLE H: New Schools in NWFP

	New Primary Schools			***New Middle Schools***		
District	**Number**	**Unit Cost**	**Total Cost**	**Number**	**Unit Cost**	**Total Cost**
Abbotabad	139	2.47	343.33	22	3.49	76.78
Batagram	110	2.47	271.7	3	3.49	10.47
Kohistan	201	2.47	496.47	0	3.49	0
Mansehra	304	2.47	750.88	12	3.49	41.88
Shangla	155	2.47	382.85	5	3.49	17.45
Total	**909**	**2.47**	**2245.2**	**42**	**3.49**	**146.6**

4.4 All new schools will be mostly girls' schools because access of girls to primary schooling is very limited. In up-gradations as well, priority will be given to girls.

4.5 ***Recurrent Costs***

4.5.1 Recurrent cost is estimated to be Rs 625.5 million from primary to college level. Governments of NWFP and AJK and district governments will be responsible to provide recurrent costs annually on completion of buildings. Universities of AJK and Hazara (Mansehra) will be responsible for its own recurrent costs, which are not included here. Normal salary, repair and maintenance cost are also not included here. Estimates are given in **Table-I**. The highest recurrent cost, understandably, will be required for primary schools followed by middle schools.

TABLE I: Recurrent Costs

	NWFP			AJK			Totals	
Level	No. of Instit.	Cost Per Instit.	T.cost	No. of Instit.	Cost Per Instit.	T.cost	No. of Instit.	Cost
Primary	2322	0.05	116.1	1788	0.05	89.4	4110	205.5
Middle	237	0.08	18.96	463	0.08	37.04	700	56
High	157	0.5	78.5	265	0.5	132.5	422	211
Higher	30	1	30	25	1	25	55	55
College	13	2	26	36	2	72	49	98
Total	2759		269.6	2577		355.94	5336	625.5

AJK and NWFP governments to be the main implementing agencies, will have to prepare their own plans

4.6 Draft Annual Work Plan and Budget

4.6.1 Draft Development Plan is enclosed as **Attachment D**. This describes activities at the macro level. NWFP and AJK will prepare implementation level district-wise detailed plans with full participation of district governments / district authorities and will prepare PC-Is. Detailed year-wise, education level-wise and component-wise summary of costs and physical targets is contained in attached **Table J (a)**. Component-wise summary, and component-wise & year-wise summaries are given in **Table J (b)** and **J (c)** respectively.

4.6.2 One-fourth of the affected buildings are planned to be reconstructed during the Planning Year 1 (PY1) because a substantial planning work will be required to be completed during the first year. Remaining targets have been distributed equally for the two subsequent years.

4.6.3. Total estimated cost of reconstruction (Table **J (b)** is Rs 29356.9 million (US$ 489.3 million) of which Rs 14360.5 million (US$ 239.3 million) or 48.9 % of the total is for NWFP and Rs 14996.45 million (US$ 250 million) or 51.1 % is for AJK. Cost of reconstruction is higher in AJK.

4.6.4 Budget for Planning Year1 (PY1) is Rs 7202 million or 24.5 % of the total and for PY2 and PY3, it is Rs 11077.45 million (37.75 %) and Rs 11077 million (37.75 %) respectively (Reference Table J(c).

4.6.5 If cost of construction of new schools and recurrent cost is also added, the total cost of reconstruction will increase to Rs 30129 million (US$ 502.2 million).

TABLE J: Component, cost and year-wise summary

(a) Year-wise phasing of targets

Year	NWFP	AJK	Total
2006-07	690	642	1332
2007-08	1038	968	2006
2008-09	1038	968	2006
Total	2766	2578	5344

(b) Component – Wise Summary (without 10% added)

Component		NWFP	AJK	Total
CW,Fur.&Eqt.		13898	14630	28528
Training		57.5	81.4	138.9
Tech. Assistance		405.0	285.0	690.0
Total		**14360.5**	**14996.431**	**29356.9**

(c) Component – wise and Year –wise cost Summary (without 10% added)

NWFP					
Component	**Yr.1**	**Yr.2**	**Yr.3**	**Total**	**%of Total**
CW,Fur.Eqt	3415.9	5241	5241	13897.9	96.8
Training	14.2	21.65	21.65	57.5	0.4
T A	101	152	152	405	2.8
Total	**3531.1**	**5414.65**	**5414.65**	**14360.4**	100

AJK					
Component	**Yr.1**	**Yr.2**	**Yr.3**	**Total**	
CW,Fur.Eqt	3581.4	5524.3	5524.3	14630	97.6
Training	19.5	31	31	81.5	0.5
T A	70	107.5	107.5	285	1.9
Total	**3670.9**	**5662.8**	**5662.8**	**14996.5**	100
	Both NWFP and AJK				
Component					
CW,Fur.Eqt	6997.3	10765.3	10765.3	28527.9	97.2
Training	33.7	52.65	52.65	139	0.5
T A	171	259.5	259.5	690	2.3
Total	**7202.0**	**11077.45**	**11077.45**	**29356.9**	100

If 10% escalation cost is added to the civil works, furniture and equipment (except for administration buildings and universities), the total cost of reconstruction will be Rs 32,238.9 million (US$ 537.3 million).

Development Objective, Monitoring Indicators, Monitoring and Evaluation

4.7 Development Objective[3]: Restore equitable access to higher quality education, teacher development, and capacity development of the district education offices for improved service delivery.

4.8 **Outcome Indicator:** Net enrollment and retention, at least, on 80% of the pre-earthquake level.

4.9 **Use of Outcome Information:** Information will be used to modify program strategy, if required, and adjust target and funding accordingly.

[3]The World Bank: Earthquake Emergency Recovery Credit – 4134 – PAK for the Islamic Republic of Pakistan, Annex 7 – Education – Same Development Objective and monitoring indicators have been used as given in the said Annex with some modification.

Intermediate Results

4.10 To (a) build capacity of the district offices; (b) complete repair of partially damaged institutions; (c) reconstruct schools through seismically safe and improved designs of physical learning spaces; and (d) recruit and train teachers in the target areas

4.11 **Results Indicators:** Number of targeted educational institutions fully functional and number of teachers trained.

4.12 **Use of Results Monitoring:** Results monitoring will be used to take corrective measures if reconstruction work falls short of targets.

4.13 Monitoring and Evaluation

4.13.1 The provincial Department of Education (DoE) in NWFP and DoE in AJK will be responsible for overall progress monitoring through Construction units in the districts. Implementation has to take place in districts, therefore, EDOs (Education) in NWFP and District Education Officers (DEOs) in AJK and their staff at district level and below will have a vital role in monitoring the progress of reconstruction activities as per mechanism developed by the DRUs. EMIS in both AJK and NWFP, and GIS in NWFP will be used for maintaining overall database. AJK will need help in upgrading its GIS to bring it on the similar standard as established in NWFP. At the village level, NGOs can help monitor the community construction. Directorate of Teacher Training in NWFP and Director Public Instruction (Elementary Education) in AJK will monitor teacher training. Progress monitoring will include reporting on reconstruction activities, student enrollment and retention, provision of books and materials, teacher recruitment and development. Donors managing their own reconstruction work (in exceptional cases) will involve a representative of the district government throughout the process as well as during monitoring phases. ERRA will carry out impact monitoring as part of overall reconstruction program. Third party validation and impact monitoring will be carried out by selecting an external agency using transparent process.

4.13.2 **One Data Base and Common Monitoring Tools**: Monitoring tools will be developed by the provinces with the participation of all stakeholders including donors. There will be monthly, quarterly and annual reviews. Current data basis

and GIS will need to be upgraded to accommodate monitoring reports of all programs funded by different donors. There has to be one data base for this purpose to have a consolidated status reports at any point in time. Different monitoring tools and varying frequency of progress reports will create confusion. Basic information level, at the minimum, will be the district data base located at an office designated by provinces. The same information and analysis will be available at the provincial level and at the ERRA level. Third Party Monitoring will be the responsibility of ERRA.

4.13.3 The main features of the monitoring and evaluation will consist of the following:

- Parents and NGOs actively involved in monitoring
- Teacher training, and provision of educational materials implemented and supervised by directorates of teacher education
- Top supervision of construction work through ERRA's hired consultants
- Common procurement, accounting, auditing and internal control systems
- All expenditures and relevant reports, in case of donors' own managed reconstruction, to be reported to government implementing agencies/ focal persons
- Establishment of baseline for each district for monitoring targets, results and outcomes

4.14 IMMEDIATE NEXT STEPS

- Survey of damaged schools, colleges, administration buildings
- Packaging of schemes
- Drafting contract documents
- Preparation of building and furniture designs and site plans
- Preparation of list of equipment and materials to be provided
- Hiring of Technical Assistance
- Development of monitoring and evaluation instruments
- Setting up Financial Management System

Annex 1

IMPLEMENTATION GUIDELINES

1. The main activities to be implemented in the education sector in earthquake affected areas of NWFP and AJK are the following:

- Survey of all facilities to determine a list of schools for reconstruction, repair and retrofitting;
- Design and reconstruction of primary, middle, high, higher secondary schools, colleges and universities
- Design and reconstruction of departmental offices/buildings
- Design and reconstruction of vocational schools/colleges
- Provision of equipment and furniture for all institutions

Details of destroyed and damaged education facilities are given in the strategic plan. The relevant Department of Education (at provincial and district level) with relevant stakeholders/ organizations will carry out detailed survey of all educational schemes to prioritize the schemes considering the guiding principles mentioned in the strategic plan. A structural engineering firm will also assess the intact education facilities for seismic safety and accordingly the retrofitting work of these facilities will be included in the plan later on.

Packaging of Schemes

Schemes for primary, middle and high school level will be packaged preferably on geographical basis in such a manner that it encourages construction companies of national and international level to participate in the tendering. Geographical rationalization of education facility will also be considered based on catchment's population, accessibility, and enrolment rates. This will probably need up-gradation of few schools and discontinuation of some non-serving facilities. The concerned government's guidelines on level and spatial coverage would be primarily used as a guideline in rationalizing the facilities.

Prioritization of Schemes & Preparation of Annual Plans

1. The prioritized education schemes will be included in the annual work plan to be prepared by all relevant district education offices. Most of the bigger schemes like degree colleges should be prioritized in the first year, as it will take longer time for reconstruction. While prioritizating, education needs of the affected population and availability of teaching staff shall be treated as important determining factors. The planned phasing for the construction work may change considering agreement with the sponsor agency. All district education offices will prepare their annual work plan and will submit to respective District Reconstruction Unit (DRU) for review and approval by the District Reconstruction Advisory Committee (DRAC). After district approval, the plan will be submitted to PERRA/SERRA for review and consolidation of all district plans before their submission to the Steering Committee at provincial/ state level for approval. Plans approved by the Steering Committee will become the basis for release of funds by ERRA to the respective implementing agency. Annual plan will also explain the strategies for the provision of education services during the 'Transition' phase. Strategies to meet human resource requirements and provision of equipment and teaching materials shall also be included. Communities/ local leadership and partner organizations shall, to the possible extent, be involved in preparation of annual plan of action.

Designing Process

2. For reconstruction work, standard designs have been prepared by NESPAK and the same will be followed. However, site-specific detailed designs will be prepared for each facility. Design companies will be contracted by PERRA/ SERRA through competitive process to prepare detailed designs and cost estimates. If some department/ donor or sponsor agency want to propose new designs then these must be reviewed by NESPAK for seismic safety, quality standards and user friendliness, especially for special groups like disabled children.

Preparation of Scheme PC-I

3. Based on approved plan of action, PC-I will be prepared by the relevant district office with on a simplified standard format developed by ERRA. Please see documentation requirements in Attachment C to this strategy paper. In addition

following three annexes will also be attached: (i) Staffing table (sanctioned posts, posted and plan for meeting HR needs), (ii) List of furniture and materials (standard, available and required with cost estimates), (iii) actual site plan and design of the facility with details of external development (boundary wall, water supply, electricity etc.)

4. The relevant department of education will provide standardized list of furniture and materials for different types of education facilities with standard requirements and estimated costs.

5. PC-I will be checked by the District Reconstruction Unit (DRU) and will be submitted for approval to District Reconstruction Advisory Committee (DRAC). PC-Is of all schemes included in a package would be furnished to PERRA/SERRA for review and approval of Provincial/ State Steering Committee. Packages approved by Steering Committee will be sent to ERRA for the approval of ERRA Board and release of funds.

6. All sponsor projects will also be submitted on the same line for clearance and a copy of MOU between ERRA and sponsor agency must be attached.

Approval of Project

7. Project packages up to Rs. 5 billion (if foreign exchange is not involved) will be approved by the Steering Committees at provincial/ State level. Donor funded projects will be approved as per procedures agreed with a particular donor.

8. Project packages up to Rs. 40 million will be approved by the District Reconstruction Advisory Committee and will be sent to PERRA/ SERRA for endorsement and release of funds by ERRA.

Tendering Process for Reconstruction

8. All schemes/packages shall be advertised for invitation of tenders and competitive process shall be followed for the award of tenders. DRU, for the schemes within the competence of district level, and PERRA/SERRA, for the schemes/packages within their competence, shall issue the invitation of tenders and shall notify a committee for the evaluation of bids. For district level tendering process, EDO/DEO Education shall be the member of the committee and program manager in DRU shall chair the proceedings. For the provincial/state level tendering process, PERRA/SERRA will chair the meeting with

membership from provincial/state education department and provincial/state designated Engineering Department / Engineering Cell. Successful bidder will be selected on the basis of a criteria taking into account experience of the firm, its capacity to deliver work, competence, financial soundness and proposed completion period. If there is no consensus among the members, majority of votes will suffice to make a decision. In case of a tie, matter will be referred to next higher level for decision. Minutes of the process will be prepared and signed by all the members. Procurement rules of ERRA and/or relevant donors will be used as guidelines.

9. Tendering process for reconstruction of education facilities under sponsored projects will be made by the relevant organization as per MOU with ERRA and / or under guidelines agreed with Economic Affair Division. DRU will ensure that minimum standards for reconstruction are met and the reconstruction is as per designs approved by NESPAK. This may also include prior reviews by the concerned donor of tender documents, prior reviews of contracts, periodic progress reporting, etc.

10. Upon notification of the decision of bid evaluation committee, contracts will be awarded to the successful bidder for civil works by Engineering Department / Engineering Cell with copies endorsed to DRU and PERRA/ SERRA.

11. Site identification and handing over of site for reconstruction and retrofitting will be the responsibility of District Education Office. The District Education Office will also be responsible for taking charge of reconstructed/repaired education facilities.

Rate contract for Equipment and Furniture Items

12. As per standard list, packaging and specification prepared by the Department of Education, competitive tendering process for rate contract be initiated by Department of Education in consultation with PERRA/ SERRA. The procurement committee will consist of DG (PERRA/SERRA), and members from Department of Education, Department of Finance and P&D department. Successful bidder will be selected on the basis of a criteria taking into account experience of the firm, its capacity to deliver work, competence, financial soundness and proposed completion period. If there is no consensus among the members, majority of votes will suffice to make a decision. In case of a tie, matter will be referred to Chairman, Steering Committee for decision. Minutes of

the process will be prepared and signed by all the members. Procurement rules of ERRA will be used as guidelines.

13. Procurement for donor sponsored projects will be made by the relevant organization as per MOU with ERRA and / or under guidelines agreed with Economic Affair Division. DRU will ensure that minimum specifications of the equipment/ furniture, notified by the Department of Education are met. This may include prior reviews by donor of the specifications, periodic progress reporting, etc.

14. Based on approved scheme PC-I, implementing agency may be authorized to issue purchase order to the supplier under intimation to DRU or PERRA/ SERRA, as the case may be, or may send request to PERRA/ SERRA to place purchase order. Funds will be provided to the relevant implementing agency/ unit for payment to the firm as per contract and after completion of codal formalities.

Flow of Funds

15. Funds for the schemes/packages approved by ERRA shall be transferred to PERRA/SERRA who shall onward transfer the funds to DRU for the tenders executed at the district level. Funds for the tenders accepted at the provincial/state level shall be retained by PERRA/SERRA and shall be released to concerned executing agency on submission of certified bills of the contractor.

Payments to Contractors

16. After completion of civil work or as per agreement, the contractor will submit bills to the designated Engineering Department / Engineering Cell. After verification by the Engineering Department / Engineering Cell and cleared by the top supervision consultants, bills will be sent to DRU or PERRA/ SERRA for payment. Payment can either be direct to the contractor or through the executing agency.

17. For equipment, furniture and other supplies, the contractor will submit bill to District Education office or Department of Education, as the case may be. After verification, bill will be sent to PERRA/ SERRA for payment through District Education Office/Department of Education.

Projects related to Services

18. Projects related to education services (teacher training, capacity building etc.) will be developed by concerned District Education Office or Department of Education or partner organization and will be checked by the concerned district and/or provincial/state reconstruction agency and accordingly will be approved and forwarded to ERRA for endorsement and release of funds.

Conflict Resolution

19. Conflict may arise between different stakeholders during implementation. At district level, District Reconstruction Advisory Committee will be the authority to resolve issue, whereas at provincial/ state level, the Provincial/ State Steering Committee will be the authority. ERRA would be the final authority to resolve conflicting issues.

Monitoring and Evaluation

20. ERRA will set the standards for monitoring requirements for all levels. DRU and PERRA will undertake routine monitoring in collaboration with Department of Education. M&E Wing of ERRA will also conduct external monitoring covering quality and timeliness aspects. ERRA will also engage external structural engineering firm's services / top supervision consultants to monitor progress and implementation of standards. Also please see section on monitoring and evaluation in the main strategy paper.

ATTACHMENT - A

Basis of estimates for Reconstruction and Rehabilitation of buildings

P = Primary Schools

P1: *Construction of Primary School building with 2 rooms for enrollment up-to 60 students (B. Wall, Latrines, verandah, water supply) on 2 kanals of land*

1. Two (2) rooms; size 24ft.*18ft. (13" width of wall) = (24*18)*2	=	864.00 sft.
2. Verandah; size 48*6	=	288.00 sft
3. Office; size 14*12	=	168.00 sft.
4. Total covered area	=	1320.00 sft.
5. Plinth area rate =	=	Rs 1000 /sft.
6. Cost of main building including internal Elect. + Internal W.S.	=	Rs 1,320,000
7. Add 5 % for seismic resistance	=	Rs 66,000
8. Add 5 % for leveling and dressing of site	=	Rs 66,000
9. Boundary Wall	=	350 running ft.
10. Cost of B. Wall 8 ft. high @ 500/running ft.	=	Rs 175,000
11. Three latrines (one for teachers + 2 for students); size 6*6 sft.;		
Total covered area: 108 @ Rs 700/sft.	=	Rs 75,600
12. External Water supply and Electrification	=	Rs 100,000
13. Total cost of building (6,7,8,10,11,12)	=	Rs 1,802,600
		(Say Rs 1.81 million)
Furniture for 60 children and 2 teachers@1,200/person	=	Rs 74,400
Learning materials and equipment[4]	=	Rs 25,000

[4] There have to be a list for this purpose. Examples include: Teaching Kit, colours, pencils, paper, scissors, rubber, stationary, geo boxes, chalk, dusters etc.

P2: *Construction of Primary School building with 3 rooms for enrollment from 61-100 students (B. Wall, Latrines, verandah, water supply) on 2 kanals of land*

1. Three (3) rooms; size 24ft.*18ft. (13" width of wall) = (24*18)*3	=	1296.00 sft.
2. Verandah; size 48*6	=	288.00 sft
3. Office; size 14*12	=	168.00 sft.
4. Total covered area	=	1752.00 sft.
5. Plinth area rate =	=	Rs 1000 /sft.
6. Cost of main building including internal Elect. + Internal W.S.	=	Rs 1,752,000
7. Add 5 % for seismic resistance	=	Rs 87,600
8. Add 5 % for leveling and dressing of site	=	Rs 87,600
9. Boundary Wall	=	350 running ft.
10. Cost of B. Wall 8 ft. high @ 500/running ft.	=	Rs 175,000
11. Four latrines (one for teachers + 3 for students); size 6*6 sft.;		
Total covered area: 144 @ Rs 700/sft.	=	Rs 100,800
12. External Water supply and Electrification	=	Rs 100,000
13. Total cost of building (6,7,8,10,11,12)	=	Rs 2,303,000
		(Say Rs 2.31 million)
Furniture for 100 children and 3 teachers@1,200/person	=	Rs 123,600
Learning materials and equipment	=	Rs 30,000

P3: *Construction of Primary School building with 4 rooms for enrollment from 101-150 students (B. Wall, Latrines, verandah, water supply) on 2 kanals of land*

1. Four (4) rooms; size 24ft.*18ft. (13" width of wall) = (24*18)*4	=	1728.00 sft.
2. Verandah; size 48*6	=	288.00 sft
3. Office; size 14*12	=	168.00 sft.
4. Total covered area	=	2184.00 sft.
5. Plinth area rate =	=	Rs 1000 /sft.
6. Cost of main building including internal Elect. + Internal W.S.	=	Rs 2,184,000
7. Add 5 % for seismic resistance	=	Rs 109,200

8. Add 5 % for leveling and dressing of site	=	Rs 109,200
9. Boundary Wall	=	350 running ft.
10. Cost of B. Wall 8 ft. high @ 500/running ft.	=	Rs 175,000
11. Five latrines (one for teachers + 4 for students); size 6*6 sft.;		
Total covered area: 180 @ Rs 700/sft.	=	Rs 126,000
12. External Water supply and Electrification	=	Rs 100,000
13. Total cost of building (6,7,8,10,11,12)	=	Rs 2,803,400
		(Say Rs 2.81 million)

Furniture for 100 children and 4 teachers@1,200/person	=	Rs 124,800
Learning materials and equipment	=	Rs 40,000

P4: *Construction of Primary School building with 6 rooms for enrollment from 151-240 students (B. Wall, Latrines, verandah, water supply) on 4 kanals of land*

1. Six (6) rooms; size 24ft.*18ft. (13" width of wall) = (24*18)*6	=	2592.00 sft.
2. Verandah; size 48*6*2	=	576.00 sft
3. Office and staff room cum store; size 14*12 and 18*12	=	384.00 sft.
4. Total covered area	=	3552.00 sft.
5. Plinth area rate =	=	Rs 1000 /sft.
6. Cost of main building including internal Elect. + Internal W.S.	=	Rs 3,552,000
7. Add 5 % for seismic resistance	=	Rs 177,600
8. Add 5 % for leveling and dressing of site	=	Rs 177,600
9. Boundary Wall	=	500 running ft.
10. Cost of B. Wall 8 ft. high @ 500/running ft.	=	Rs 250,000
11. Seven (7) latrines (one for teachers + 6 for students); size 6*6sft.		
Total covered area: 252 @ Rs 700/sft.	=	Rs 176,400
12. External Water supply and Electrification	=	Rs 100,000
13. Total cost of building (6,7,8,10,11,12)	=	Rs 4,433,600
		(Say Rs 4.44 million)

Furniture for 100 children and 6 teachers@1,200/person	=	Rs 127,200
Learning materials and equipment	=	Rs 50,000

P5: *Construction of Primary School building with 9 rooms for enrollment from 241-360 students (B. Wall, Latrines, verandah, water supply) on 4 kanals of land*

1. Nine (9) rooms; size 24ft.*18ft. (13" width of wall) = (24*18)*9	=	3888.00 sft.
2. Verandah; size 48*6*3 + 24*6	=	1008.00 sft
3. Office and staff room cum store; size 14*12 and 18*12	=	384.00 sft.
4. Total covered area	=	5280.00 sft.
5. Plinth area rate =	=	Rs 1000 /sft.
6. Cost of main building including internal Elect. + Internal W.S.	=	Rs 5,280,000
7. Add 5 % for seismic resistance	=	Rs 264,000
8. Add 5 % for leveling and dressing of site	=	Rs 264,000
9. Boundary Wall	=	500 running ft.
10. Cost of B. Wall 8 ft. high @ 500/running ft.	=	Rs 250,000
11. Ten (10) latrines (one for teachers + 9 for students); size 6*6sft.		
Total covered area: 360 @ Rs 700/sft.	=	Rs 252,000
12. External Water supply and Electrification	=	Rs 100,000
13. Head Teacher Residence; size: Rooms 2(14*12) + Living Area (16*14) + Kitchen (10*8) + Baths 2(6*6) = 800 sft (Say) Chowkidar quarter; Size: Rooms 2(14*12) + Kitchen (10*8) + Bath (6*6) = 500 sft. (Say); Total 1300 sft. @ Rs 1000 / sft. + Seismic (5%)	=	Rs 1,365,000
14. Total cost of building (6,7,8,10,11,12,13)	=	Rs 7,775,000 (Say Rs 7.8 million)
Furniture for 100 children and 9 teachers@1,200/person	=	Rs 130,800
Learning materials and equipment	=	Rs 60,000

P6: *Construction of Primary School building with 12 rooms for enrollment from more than 360 students (B. Wall, Latrines, verandah, water supply) on 4 kanals of land*

1. Twelve (12) rooms; size 24ft.*18ft. (13" width of wall) = (24*18)*12	=	5184.00 sft.
2. Verandah; size 48*6*4 + 24*6	=	1296.00 sft
3. Office and staff room cum store; size 14*12 and 18*12	=	384.00 sft.
4. Total covered area	=	6864.00 sft.
5. Plinth area rate =	=	Rs 1000 /sft.
6. Cost of main building including internal Elect. + Internal W.S.	=	Rs 6,864,000
7. Add 5 % for seismic resistance	=	Rs 343,200
8. Add 5 % for leveling and dressing of site	=	Rs 343,200
9. Boundary Wall	=	600 running ft.
10. Cost of B. Wall 8 ft. high @ 500/running ft.	=	Rs 300,000
11. Thirteen (13) latrines (one for teachers + for 12 students); Size 6*6 sft.; Total covered area: 468 @ Rs 700/sft.	=	Rs 327,600
12. External Water supply and Electrification	=	Rs 100,000
13. Head Teacher Residence; size: Rooms 2(14*12) + Living Area (16*14) + Kitchen (10*8) + Baths 2(6*6) = 800 sft (Say) Chowkidar quarter; Size: Rooms 2(14*12) + Kitchen (10*8) + Bath (6*6) = 500 sft. (Say); Total 1300 sft. @ Rs 1000 / sft. + Seismic (5%)	=	Rs 1,365,000
14. Total cost of building (6,7,8,10,11,12,13)	=	Rs 9,643,000 (Say Rs 9.7 million)
Furniture for 100 children and 12 teachers@1,200/person	=	Rs 134,400
Learning materials and equipment	=	Rs 70,000

M = Middle Schools

M 1: *Construction of Middle School building with 3 rooms for enrollment up-to120 students (Office, Store, B. Wall, Latrines, Verandah, Water Supply) on 4 kanals of land*

1. Three (3) rooms; size 24ft.*18ft. (13" width of wall) = (24*18)*3	=	1296.00 sft.
2. Verandah; size 48*6	=	288.00 sft
3. Office; size 14*12	=	168.00 sft.
4. Science Room; size 30*20	=	600.00 sft
5. Total covered area	=	2352.00 sft.
6. Plinth area rate =	=	Rs 1000 /sft.
7. Cost of main building including internal Elect. + Internal W.S.	=	Rs 2,352,000
8. Add 5 % for seismic resistance	=	Rs 117,600
9. Add 5 % for leveling and dressing of site	=	Rs 117,600
10. Boundary Wall	=	600 running ft.
11. Cost of B. Wall 8 ft. high @ 500/running ft.	=	Rs 300,000
12. Four latrines (one for teachers + 3 for students); size 6*6 sft.; Total covered area: 144 @ Rs 700/sft.	=	Rs 100,800
13. External Water supply and Electrification	=	Rs 100,000
14. Total cost of building (7,8,9,11,12,13)	=	Rs 3,088,000 (Say Rs 3.1 million)
Furniture for 120 children and 10 teachers (say for 150 seats including desks/tables@ 2,500/person	=	Rs 375,000
Equipment including science equipment for 150 students @ Rs 700/student	=	Rs 105,000

M 2: *Construction of Middle School building with 6 rooms for enrollment more than 120 students (Office, Store, B. Wall, Latrines, Verandah, Water Supply) on 4 kanals of land*

1. Six (6) rooms; size 24ft.*18ft. (13" width of wall) = (24*18)*6	=	2592.00 sft.
2. Verandah; size 48*6*2	=	576.00 sft
3. Office and staff room cum store; size 14*12 and 18*12	=	384.00 sft.

4. Science Room; size 30*20	=	600.00 sft
5. Total covered area	=	4152.00 sft.
6. Plinth area rate =	=	Rs 1000 /sft.
7. Cost of main building including internal Elect. + Internal W.S.	=	Rs 4,152,000
8. Add 5 % for seismic resistance	=	Rs 207,600
9. Add 5 % for leveling and dressing of site	=	Rs 207,600
10. Boundary Wall	=	600 running ft.
11. Cost of B. Wall 8 ft. high @ 500/running ft.	=	Rs 300,000
12. seven (7) latrines (one for teachers + 6 for students); size 6*6 sft.		
Total covered area: 252 @ Rs 700/sft.	=	Rs 176,400
13. External Water supply and Electrification	=	Rs 100,000
14. Total cost of building (7,8,9,11,12,13)	=	Rs 5,143,600
		(Say Rs 5.2 million)
Furniture for more than 120 children and 10 teachers, say for 200		
seats including desks/tables@ 2,500/person	=	Rs 500,000
Equipment including science equipment for 250 student		
@ Rs 700/student	=	Rs 175,000

H = High Schools

H 1: *Construction of High School building with 5 rooms for enrollment up-to 200 students (Office, Store, B. Wall, Latrines, Verandah, Water Supply, Lab, Library, Hall) on 6 kanals of land*

1. Five (5) rooms; size 24ft.*18ft.(13" width of wall): (24*18)*5	=	2160 sft.
2. Verandah; size 48*6*2	=	576 sft.
3. Head-teacher's off. with verandah (Ver);		
Size: 18*12 + 18*6	=	324 sft.
4. Staff room with Ver.; Size: 30*20 + 30*6	=	780 sft.
5. Admn. office with Ver.; Size: 14*12 + 14*6	=	252 sft.
6. Store; Size: 16*10	=	160 sft.
7. Two Labs; Size 2(30*20) + 80*6	=	1680 sft.
8. Library with Ver.; Size 40*25 + 2(40+25)*6	=	1780 sft.

9. Hall; Size With Ver.; Size: 80*40 + 2(80+40)*6	=	4640 sft.
10. Total covered area	=	12,352 sft.
11. Plinth area rate	=	Rs 1,100 /sft.
12. Cost of main building including internal Elect. + Internal W.S.	=	Rs 13,587,200
13. Add 5 % for seismic resistance	=	Rs 679,360
14. Add 2 % for leveling and dressing of site	=	Rs 271,744
15. Boundary Wall	=	800 running ft.
16. Cost of B. Wall @ Rs 500 / running ft.	=	Rs 400,000
17. Seven (7) latrines (one for head teacher, one for staff and 5 for students; Size: 6*6, total area 6*6*7 = 252 @ Rs 700/sft	=	Rs 176,400
18. External Water supply and Electrification	=	Rs 150,000
19. Total cost of building (12,13,14,16,17,18)	=	Rs15,264,704
		(Say Rs 15.3 million)

Furniture for 200 students and 25 teachers (225*2000) = Rs 450,000

Equipment including science equipment (200*1000) = Rs 200,000

H 2: *Construction of High School building with 10 rooms for enrollment more than 200 students (Office, Store, B. Wall, Latrines, Verandah, Water Supply, Lab, Library, Hall) on 6 kanals of land*

1. Ten (10) rooms; size 24ft.*18ft.(13" width of wall): (24*18)*10	=	4320 sft.
2. Verandah; size 48*6*4	=	1152 sft.
3. Head-teacher's off. with verandah (Ver); size: 18*12 + 18*6	=	324 sft.
4. Staff room with Ver.; Size: 30*20 + 30*6	=	780 sft.
5. Admn. office with Ver.; Size: 14*12 + 14*6	=	252 sft.
6. Store; Size: 16*10*2 (2 stores)	=	320 sft.
7. Three Labs; Size 3(30*20) + 120*6	=	2520 sft.
8. Library with Ver.; Size 40*25 + 2(40+25)*6	=	1780 sft.
9. Hall; Size With Ver.; Size: 80*40 + 2(80+40)*6	=	4640 sft.

10. Total covered area	= 16,088 sft.
11. Plinth area rate	=Rs 1,100 /sft.
12.Cost of main building including internal Elect. + Internal W.S.	= Rs 17,696,800
13. Add 5 % for seismic resistance	= Rs 884,840
14. Add 2 % for leveling and dressing of site	= Rs 353,936
15. Boundary Wall	= 800 running ft.
16. Cost of B. Wall @ Rs 500 / running ft.	= Rs 400,000
17. Twelve (12) latrines (one for head teacher, one for staff and ten for students; Size: 6*6, total area 6*6*12 = 432 @ Rs 700/sft.	= Rs 302,400
18. External Water supply and Electrification	= Rs 150,000
19. Total cost of building (12,13,14,16,17,18)	= Rs19,787,976
	(Say Rs 19.8 million)

Furniture for 400 students and 25 teachers (425*2000)	= Rs 850,000
Equipment including science equipment (400*1000)	= Rs 400,000

HS: Higher Secondary Schools

HS 1: *Construction of High School building with 11 rooms for enrollment up-to 440 students (Office, Store, B. Wall, Latrines, Verandah, Water Supply, 3 Labs, Library, Hall) on 10 kanals of land*

1. Eleven (11) rooms, 24ft.*18ft.(13" width of wall): (24*18)*11	= 4752 sft.
2. Verandah; size 48*6*4	= 1152 sft.
3. Head-teacher's off. with verandah (Ver); size: 18*12 + 18*6	= 324 sft.
4. Staff room with Ver.; Size: 30*20 + 30*6	= 780 sft.
5. Admn. office with Ver.; Size: 14*12 + 14*6	= 252 sft.
6. Store; Size: 16*10*2 (2 stores)	= 160 sft.
7. Three Labs; Size 3(30*20) + 120*6	= 2520 sft.
8. Library with Ver.; Size 40*25 + 2(40+25)*6	= 1780 sft.
9. Hall; Size With Ver.; Size: 80*40 + 2(80+40)*6	= 4640 sft.
10. Total covered area	= 16,520 sft.
11. Plinth area rate	= Rs 1,200 /sft.

12. Cost of main building including internal Elect. + Internal W.S.= Rs 19,824,000
13. Add 5 % for seismic resistance = Rs 991,200
14. Add 2 % for leveling and dressing of site = Rs 396,480
15. Boundary Wall = 800 running ft.
16. Cost of B. Wall @ Rs 500 / running ft. = Rs 400,000
17. Thirteen (13) latrines (one for head teacher, one for staff and eleven for students; Size: 6*6, total area 6*6*13 = 468 @ Rs 700/sft. = Rs 327,600
18. External Water supply and Electrification = Rs 150,000
19. Total cost of building (12,13,14,16,17,18) = Rs22,089,080
(Say Rs 22.1 million)

Furniture for 440 students and 30 teachers (470*2000) = Rs 940,000
Equipment including science equipment (440*1500) = Rs 660,000

HS 2: *Construction of High School building with 19 rooms for enrollment more than 440 students (Office, Store, B. Wall, Latrines, Verandah, Water Supply, 3 Labs, Library, Hall) on 10 kanals of land*

1. Nineteen (19) rooms size 24ft.*18ft.(13" width of wall): (24*18)*19 = 8208 sft.
2. Verandah; size 48*6*5 = 1440 sft.
3. Head-teacher's off. with verandah (Ver); size: 18*12 + 18*6 = 324 sft.
4. Staff room with Ver.; Size: 30*20 + 30*6 = 780 sft.
5. Admn. office with Ver.; Size: 14*12 + 14*6 = 252 sft.
6. Store; Size: 16*10*2 (2 stores) = 320 sft.
7. Three Labs; Size 3(30*20) + 120*6 = 2520 sft.
8. Library with Ver.; Size 40*25 + 2(40+25)*6 = 1780 sft.
9. Hall; Size With Ver.; Size: 80*40 + 2(80+40)*6 = 4640 sft.
10. Total covered area =20,264 sft.
11. Plinth area rate = Rs 1,2 00 /sft.
12. Cost of main building including internal Elect. + Internal W.S. = Rs24,316,800
13. Add 5 % for seismic resistance = Rs 1,215,840

14. Add 2 % for leveling and dressing of site = Rs 486,336

15. Boundary Wall = 800 running ft.

16. Cost of B. Wall @ Rs 500 / running ft. = Rs 400,000

17. Twenty (20) latrines (one for head teacher, one for staff and 18 for students; Size: 6*6, total area 6*6*20 = 720 @ Rs 700/sft. = Rs 504,000

18. External Water supply and Electrification = Rs 150,000

19. Total cost of building (12,13,14,16,17,18) = Rs27,072,976

(Say Rs 27.1 million)

Furniture for 700 students and 35 teachers (735*2000) = Rs 1,470,000

Equipment including science equipment (700*1500) = Rs 1,050,000

ATTACHMENT B

Specific Documentation and Information to be Attached with the PC-I for Approval of Packages of Schemes

***Notes**: (1) Some of the information being asked through this attachment may be a duplication with the PC-I columns, but presentation of the information at one place is necessary for fast track approval of the projects / sub-projects of a district*

(2) Required information may look lengthy but several of the approvals and preparations will be one time approvals / preparations. Examples include (a) bidding documents; (b) school designs; (c) furniture designs; (d) donor agreement; (e) handing over / taking over requirements; (f) Finance Department's commitment for allocation of recurrent costs; and (g) nomination of teacher training agencies and materials development.

Name of school / college

Level: Primary / middle / high / higher secondary / Intermediate college / Degree college / post-graduate college

Condition: (a) Partially Damaged; (b) Fully damaged; (c) New school. In case of packaging institution, attach list of institutions included in the package indicating all relevant information against each institution

Criteria, feasibility and rationalized provision:

- Area served with population (give names of villages / settlements)
- No other government, community, NGO, private school / college serving the population
- If another school is being recommended, give full justification
- Attach Union Council map and village map to show distances from other primary, middle, high and higher secondary school including private and NGO schools

Category:

P1 to P6 (Primary), M1 and M2 (Middle); H1 and H2 (High); HS1 and HS2 (higher Secondary) (based on Number of students)

School / college Functioning (Current arrangements)

- Availability of tent school and indicate whether this tent will suitably serve school needs, including weather proofing till a permanent building is constructed.
- If present arrangements of running the institution in tent are not appropriate, suggest type of alternate arrangements (semi-permanent) but ensure that proposed alternate arrangements will not go waste after permanent building is constructed
- Indicate use of semi-permanent structures after completion of permanent building

Criteria used for provision and rationalization of school provision

- Mapping (attached GIS map of the area to indicate that no duplication is being made);
- Follow categories for scope of services;
- Ensure girl school;
- Non-functional / non-feasible school (which does not fulfill criteria)
- Merger of schools with low enrollments

Construction and supervision

- Indicating packages of needs and rationale for packaging
- National / International bidding
- Construction Agency (contractor) if already selected
- Agency responsible for bidding
- Plan for hiring construction agency / agencies with responsibilities
- Agency responsible for regular construction supervision
- Community construction as an option for reconstruction of community schools
- Agency responsible for monitoring or give plan with time lines to select agency
- Top supervision by third agency to ensure quality, indicate the name if already selected or give plan with time lines to select agency

Donor's own management of the Reconstruction and Rehabilitation Work

- Agreement / permission of the ERRA for donor's own management
- Government agency participation in the supervision and monitoring of construction work and procurement of furniture, equipment etc. at all stages of project execution. Indicate specific section of the provincial and district department of education and school / college management
- Handing over / Taking over arrangements to be agreed upfront to avoid later delays for want of requirements for handing over / taking over

Overall Monitoring, Financial Management and evaluation

- Indicate that cost of third party evaluation is included
- Indicate Financial Management Responsibilities (accounts keeping, internal audits, external audits)
- Monitoring indicators being used at out-put and outcome level

Construction Designs and cost estimates

- Attach design being used (Standard designs approved by ERRA's Planning and Technical Wing or Implementation Wing / Special design being used by donor and approved by ERRA / any other (please specify)
- Indicate ERRA's approval (attach a copy of the approval) – ERRA's approval and consent of the concerned government (NWFP or AJK, as the case may be) is pre-requisite for use of a design
- Building Code allocated and conformity of the design with the building code
- Cost estimates based on the site specific design and specifications

Land Availability and school location

- Measurement of the land
- Site map for each institution
- Certificate that site is suitable for construction
- Indicate if site is to be relocated
- Evidence that site acquisition process has been completed (in case it is needed)

- Evidence from the Revenue Record that land is in the name of the school / concerned Department of Education both in case of original location as well as shifted site
- Certificate that land is not disputed
- Construct building at a central location easily accessible by all children

Teachers, training and counseling

- Number of teachers and proposal for additional teachers, if warranted by enrollment
- The posts have been sanctioned by FD and budget released with authority to recruit teachers;
- Evidence that already sanctioned but vacant positions of the teachers have been filled and school has started functioning
- Institution responsible for Teacher Education and Training and student Counseling
- Number of teachers to be trained
- Institution responsible for development materials
- Indicate the plan and stage of preparedness for counseling and training

Procurements other than civil works

- Mode of furniture, equipment, materials' procurement (International bidding / national bidding / National shopping / combination of two or more)
- Attach procurement plan with responsibilities
- Agency responsible for procurement
- Agency responsible for distribution
- Furniture design being used
- Specifications and list of equipments (including that of laboratories) and materials

Management of primary / middle / high / higher secondary school

- Management of the institution (government / community / NGO / Private (government funding of private provision) – an indication of improved service delivery;
- Functional Parents Teachers Association (PTA) and role of PTA

- Plan to make the PTAs functional if not already functional to ensure community participation in the management of institution

Recurrent Costs

- Give details of recurrent costs including salary, educational materials, chemicals, raw materials for workshops, repair and maintenance and others
- Attach evidence that respective Finance Department has either sanctioned or has given written commitment to annually allocate recurrent costs

Attachment C

Framework for Site-by-site Survey

- Population of area being served by school / college
- Current enrollment and likely future enrollment
- Identify category as per prescribed norms (P1, P2, …, P6; M1, M2; H1, H2; HS1, HS2)
- Gender and geographic equity (suggest school for girls if no school exists)
- Follow criteria prescribed by respective Planning and Development Departments and Departments of Education
- Propose to up-grade schools to the next level if feasibility criteria prescribed by the respective government is met
- Make the reconstruction work realistically suite the needs of the areas and avoid wastage of scarce resources
- Map where schools are needed and estimate population of school-age children to decide the appropriate number of schools to be reconstructed in a prioritized way
- Establish new primary and middle schools, especially for girls, in the un-served areas, where schools were needed but not established in the pre-earthquake scenario (establish a girl school in such areas with female teachers, where boys can also be enrolled)
- Avoid reconstruction of nonfunctional schools
- Government school may not be established if a private or NGO run school is meeting the educational needs of the area
- Consolidate facilities, where one school is feasible instead of two or more, which were previously running with low enrollments
- Consider complimentary service delivery for provision of education, for example by building strategic partnerships with NGOs, private sector, rural support programs, communities and other partners
- Ensure hazard-resistant construction standards for all institutions of the areas that are vulnerable to earthquake and other natural hazards, especially in remaining

institutions of the affected districts because parents doubt the condition of these buildings to be unsound

- Provide appropriate water and sanitation facilities to all institutions from primary to college level
- Separate latrines for students and teachers and separate for boys and girls in case of mixed schools
- Boundary wall for un-interrupted student studies, to avoid trespassing and ensuring safety of the campus

Better classroom support to improve learning achievement level

- Adequate educational materials, furniture and equipment to each reconstructed institution on completion of building
- Provincial and district governments to ensure allocation of adequate institution based recurrent budgets, particularly at the primary and middle school levels, to facilitate educational institutions to continue to function better than before and plan for going to the best

Better and Improved ownership:

- See if PTAs / SMCs are willing to construct primary / middle schools up-to 6-classroom schools
- Beneficiary, particularly parents and students participation in the reconstruction efforts and management of schools
- Schools' Parents Teachers Associations (PTAs) / School Management Committees (SMCs) to be empowered to utilize reconstruction and recurrent budgets allocated to the school

Survey of administrative buildings

The same teams will also carry out need assessment of reconstructing damaged offices and vehicles.

ATTACHMENT D

DEVELOPMENT PLAN

No.	Activity	Action required	Responsibility	Consultation/ coordination with	Basic/ decision level/ approval / monitoring / on-going level action	Time required to complete action	Remarks
PLANNING PHASE (3-4 months)							
1	Site-by-site survey (schools, colleges, training colleges, administrative buildings damaged) [5]	Conduct survey through tehsil level team of engineers hired on contract basis	PERRA, District Governments, DRUs and provincial/ State government	Teams to coordinate with field officials of the DOE	Basic requirement	2-3 months	Final approval by ERRA
2	Packaging of needs (Construction, furniture, equipment); and training	Package schemes at U.C., tehsil or district level or donor based	PERRA, District Governments, DRUs and provincial/ State government	Do	Do	Concurrent action	Final approval by ERRA
3	Preparation of list of equipment and materials to be provided to schools, and labs with specification and quantity	Prepare lists	Departments of Education in NWFP and AJK and district Governments	PERRA	Do	Concurrent action	Final approval by ERRA
4	Preparation of 4-5 building designs for each level	Design preparation	NESPAK	Education team in ERRA and DOEs	Do	2 weeks / concurrent action	Final approval by ERRA

[5] See Attachment C for survey framework and also see Attachment-A and documentation requirement identified in Attachment-B, and for certification that buildings that were not damaged are safe for student use, or identify retrofitting needs.

5	Preparation of furniture designs	Design preparation	NESPAK	Education team in ERRA and DOEs	Do	Concurrent action	Final approval by ERRA
6	Approval of design if donor is managing construction directly by the designated agency / official of ERRA	Donor to send a request ERRA to approve	Concerned donor	DOEs	Approval	Turn around time one week	Do
7	Donor's own management for reconstruction: (a) Request to ERRA along with design, if intended to be used; (b) No objection by ERRA; (c) agreement / MOU; (d) site / sites clearance by DOE; (e) involvement of government representative in implementation and monitoring; (f) copy of report to EMIS/GIS/ provincial / federal data base	Donor to send a request ERRA to approve MOU to be signed between EAD and donor	Concerned donor and ERRA and EAD	Concerned government of NWFP / AJK and district Governments	Approval	Turn around time one week for approval by ERRA; signing of MOU as per EAD norms; sharing of monitoring reports on monthly basis	
8	ERRA managing reconstruction, send six monthly reports to all donors	Six monthly reports	ERRA (Education Team) / PERRA / DRUs	Provincial / State governments; PERRA; District Governments; DRUs	Basic requirement on on-gong basis	First week of January and July	

9	Decision on mode of bidding (national, international, community construction in case of primary and middle schools up-to 6 rooms and allied facilities)	Mode of bidding	PERRA and DRUs	ERRA	Decision level action	2 -3 months using reports of the survey teams / concurrently on receipt of reports	Final approval by ERRA
10	Agreeing on process for involvement of PTAs / SMCs	Community construction	PERRA and DRUs	District Governments and ERRA	Decision level action	One week based on survey teams' reports	Final approval by ERRA
11	Drafting contract documents and approval of draft documents	Drafting	PERRA and DRUs	District Governments and ERRA	Basic requirement	One week / concurrent with other activities	Final approval by ERRA
12	Invitation of bids	Invite bids	PERRA and DRUs	Departments of education and construction agencies / Engineering Cell	Basic requirement	30 days notice	ERRA to be kept informed
13	Selection of contractors Contract negotiation	Select contractors & negotiate	PERRA and DRUs	Construction agencies / Engineering Cell	Decision level action	2 weeks	Final approval by ERRA
14	Award of contract	Award contract	PERRA and DRUs	Award on approval of ERRA	Decision level action	2 weeks	ERRA is informed after contract signing
15	Teacher training and counseling: (a) Identification of materials / development	Materials development and selection of Lead Trainers	Directorate of Teacher Training in NWFP and Education	District Governments and Donors working in	Basic requirement for teacher training and student counseling	4 -6 weeks	Current materials, if available,

	of materials / combination of the two; (b) printing of materials; (c) selection of Lead Trainers		Extension Center in AJK	various areas			should be used to save time
16	Child profiling to address the needs of children in various locations	Prepare children's profiles	Teachers in the supervision of educational supervisors	District Governments and Teachers' supervisors	Basic requirement for student counseling	2 weeks on start of academic session	
17	Development of monitoring and evaluation instruments	Instrument development	District Governments and DRUs	EMIS /GIS	Basic requirement for progress monitoring	4 weeks	Final approval by ERRA
18	Hiring of Technical Assistance	Invitation of bids, completing selection and signing of agreements	PERRA	DOEs and DRUs	Approval	2 months	Final approval by ERRA
19	Capacity building of the district management	Provision of offices, vehicles, training, staffing, budget	ERRA / PERRA	DOEs, District Governments and DRUs	Basic requirements for capacity building and approval level for staffing and budgets	2-3 months, concurrent with other major steps listed above	
20	Streamline communication and coordination channels	Prepare Coordination and Communication strategy	ERRA / PERRA	DOEs, District Governments and DRUs	Basic requirement	2 months, concurrent with other actions	
21	Monitoring starts with monitoring of activities of preparation phase	Monthly and quarterly reports	DRUs; PERRA; and ERRA	District Governments and donors, NGOs, PTAs / SMCs	On-going	On-going	
22	Provide shelter to	Provide Semi-	Governments of	Donors,	Basic requirement	2-3 months	

	schools planned to be constructed during the third year of the reconstruction	permanent structures	NWFP and AJK	District Governments and ERRA	to save students from severe cold		
23	Setting up Financial Management System	Setting up accounting, auditing, expenditure tracking and monitoring system	ERRA, PERRA, DRUs	Provincial / State Government; Donors; and District Governments	Basic requirement to ensure transparency and address corruption		
IMPLEMENTATTION PHASE (3 years)							
24	Capacity building continues	Provision of offices, vehicles, staffing, budget is completed and training continues	ERRA / PERRA	DOEs, District Governments and DRUs	Basic requirements for capacity building and effective implementation	3 months	
25	Monitoring and evaluation	Monthly, quarterly and annual reports	DRUs; PERRA; Teacher training institutions and ERRA	EMISs; district governments and donors	On-going	On-going	
26	Allocation of buildings codes	Allocation of building codes	ERRA	DRUs and PERRA request for codes	Basic requirement	Turn around time of one week at the maximum	
27	Verification that site is in the name of the school / college / Department of Education	Mutate land in the name of DOE if not already done	District government and DOEs	Communities	Basic requirement	2 weeks	
28	Construction starts and is completed	Handing over of clear sites to the contractors	DRUs and district governments or concerned authority (e.g. V.C. of a	DOEs' field officials, donors, NGOs, communities	On-going	Construction completion time as agreed with the contractor on award of contract	

			University/ rep.)				
29	Teacher training and counseling (a) training of Master Trainers; (b) training and counseling of teachers and students; (c) on-going support to teachers	Prepare and implement a schedule of training and counseling	Directorate of Curriculum and Teacher Training in NWFP and Education Extension Center in AJK	DOEs' field officials, donors, NGOs, teachers	Basic requirement for improved student learning	2 years	Keep ERRA, PERRA and DRUs informed
30	Identification of sites for new schools using criteria	Explore funding, prepare a plan for establishment of new schools and execute plan if funding is available	DOEs and District Governments	ERRA, DONORS, NGOs and EAD	Demand of the communities for increasing access to school education	3 years	
31	Identification of schools for up-gradation using criteria defined by the Departments of Education and the Planning and Development Departments	Explore funding, prepare a plan for up-gradations and execute plan if funding is available	DOEs and District Governments	ERRA, DONORS, NGOs and EAD	Demand of the communities for increasing access to school education	3 years	
32	Quality of construction work is ensured	Top supervision of construction work by at least 3-4 visits to each site at critical stages in construction	Responsibility for selection: As for other TA indicated at item No. 18 and responsibility for top sup. = Selected contractors	DRUs and District Governments will monitor the supervision work	Basic on-going requirement for ensuring quality of construction	3 years	
33	Improved governance	Third Party	ERRA	PERRA,	Basic and on-	At the end of	

	and transparency	Monitoring on annual basis		DRUs, donors and NGOs	going requirement for improved governance	each financial year and report to be shared with all stakeholders within 3 months of the close of the FY.	
34	Setting standards for all future construction	Establishment of permanent Regulatory Bodies at NWFP, AJK and federal level	Federal Government; ERRA; Governments of NWFP and AJK	All departments and ministries	Basic requirement for ensuring adherence to hazard resistance building standards and following building codes	2 years start during 2nd year of implementati-on after gaining experience of problems and issues that may come up.	

SPECIAL ANNEX

Implementation Details for ready reference (Read with Attachments B, C and D)

1. **Guiding principles**: The main guiding principles for the reconstruction and rehabilitation strategy will be as under:

- Governments of NWFP and AJK and district governments in NWFP will be overall responsible for smooth implementation of reconstruction and rehabilitation work together with PERRA and DRUs under the overall supervision and coordination of ERRA
- Consultation with all stakeholders during planning, strategy formulation and implementation
- All large and small donors to coordinate with ERRA
- Ensure observance of humanitarian charter of minimum standards for social services, including the right to education and health and respect for the dignity of the population
- Ensure Equity (gender, geographic, and level of education)
- Timely access to safe essential education facilities
- Ownership. The involvement of communities, and especially parents, in reconstruction to create ownership and change the mindset from "Government School" to "Our School". **Community Construction**, with provision of technical advice will save costs. This will generate economic activity in the village / area, would generate income sources for both local unskilled and skilled labor, whose sources of livelihood may have been lost or interrupted.
- Provide survivors with income-earning opportunities tied to physical work. The World Bank (2005) found that often it seems to help as much as grief counseling. Participation in post-disaster shelter reconstruction can play a vital role in the personal and collective psychosocial recover process if there is an active role for disaster survivors.
- Focus on Results and Outcomes (through focused monitoring and reporting of results using agreed monitoring instruments)

- Accountability for all, at all levels (through clarity of roles and responsibilities, close monitoring, internal and external auditing, reporting and analysis of reports, third party evaluations)
- Clearly defined, simple to understand and use, Coordination and Communication strategy shared with all and followed
- Professional Engineers to visit each site to determine if structures of the surviving educational buildings are sound for use or would need retrofitting for seismic provisions
- Hazard-resistant construction standards and designs prepared by ERRA to be used by all with a choice for the educational administration of the area, donors and NGOs to choose from a set of alternate designs and detailed drawings (NESPAK has prepared designs and are available on website)
- Building code to be allotted by ERRA nominated agency like NESPAK
- Ensure that site is in the name of school/Department of Education
- Ownership of Educational Institution constructed through sponsorship of donors, NGOs, individuals and organizations shall continue to vest in the respective government

2. **Reconstruction strategy**

- Consultations with all for all the phases of the reconstruction and at all stages to have their views and include in the reconstruction strategy to foster commitment of all to carry out such a gigantic task

2.1 **Short term** (May need 3-4 months):

Refining Need Assessment: The government of NWFP and AJK will have to work out details of the needs including civil works, equipment, materials, furniture, and teacher training and counseling. This detailed working will be based on the norms, procedures, criteria, guiding principles, coordination aspects mentioned in this document. All partners will participate including District Governments, donors, NGOs, Private sector, Directorate of Curriculum and Teacher Training in NWFP, Education Extension Center and Engineering Cell in AJK and others. This refining of need assessment will require the following steps among others, which are found essential during detailed planning:

- Site-by-site survey of schools and colleges to develop data basis to prepare inventories of institution wise needs and cost estimates. This should start immediately, if not already started according to the framework indicated in **Attachment C**. **These surveys should be conducted through independent teams to ensure the credibility of information and allocation of appropriate category** P1-P6, M1-M2, HI-H2, HS1-HS2. The following table defines categories of schools and provision of facilities to each category. School Designs prepared by NESPAK and cleared by NESPAK will be used. The typical designs are available on the ERRA's Web-site. Building codes will also be assigned by NESPAK.

Table: Categorization of schools

Primary	**Enrollment slab**	**Facilities to be provided**
P1	Up-to 60	2 C. Rooms, Verandah, Office, 3 latrines, Boundary Wall, Furniture and Learning materials
P2	61-100	3 C. Rooms, Verandah, Office, 4 latrines, Boundary Wall, Furniture and Learning materials
P3	101-150	4 C. Rooms, Verandah, Office, 5 latrines, Boundary Wall, Furniture and Learning materials
P4	151-240	6 C. Rooms, Verandah, Office, Staff room cum store 7 latrines, Boundary Wall, Furniture and Learning materials
P5	241-360	9 C. Rooms, Verandah, Office, Staff room cum store, 10 latrines, Boundary Wall, Head teacher residence & guard's quarter, Furniture and Learning materials
P6	Above 360	12 C. Rooms, Verandah, Office, Staff room cum store 13 latrines, Boundary Wall, Head teacher residence & guard's quarter, Furniture and Learning materials

Middle		Facilities in addition to primary if primary is attached with middle
M1	Up-to 120	3 C. Rooms, Science room, Verandah, office, staff room, admn. office, 4 latrines, store, Boundary Wall, Furniture, Equipment
M2	Above 120	6 C. Rooms, Science room, Verandah, office, staff room, admn. Office, store, 7 latrines, Boundary Wall, Furniture, Equipment
High		For grades 6-10
H1	Up-to 200	5 C. Rooms, two labs, library, Hall, Verandah, office, staff room, admn. office, store, 7 latrines, Boundary Wall, Furniture, Equipment
H2	Above 200	10 C. Rooms, three labs, library, Hall, Verandah, office, staff room, store, 12 latrines, Boundary Wall, Furniture, Equipment
Hi. Second		
HS1	Up-to 440	11 C. Rooms, three labs, library, Hall, Verandah, office, staff room, sotre, 13 latrines, Boundary Wall, Furniture, Equipment
HS2	Above 440	19 C. Rooms, three labs, library, Hall, Verandah, office, staff room, sotre, 20 latrines, Boundary Wall, Furniture, Equipment

- Ensure equity by bridging gender and geographic gaps
- Criteria specifications for rationalized provision of educational institutions
- Packaging of schemes based on economies of scale (U.C. level, tehsil level or district level)
- Development of Various Mechanisms depending upon the extent of involvement of a partner
- Time frame for completing a package of schemes
- Costing of need assessment phase
- Decision making on bidding modes (national / international / community construction)
- Revision of school designs to make them seismic resistant and approval by ERRA including approval of designs to be used by donors in case of donors wishing to manage their reconstruction efforts
- Preparing detailed Matrix of Responsibilities

- Monitoring and Evaluation plan
- Clearly laid down coordination and communication strategy will be required to be in place

It is expected that NWFP and AJK governments may have already commenced work on most of the above mentioned steps.

2.2 **Medium Term** (May take 6 months – activities under medium term will overlap with short and long term activities)**:**

a. The reconstruction and reequipping of educational facilities, civil society engagement in reconstruction, and construction of seismically safe facilities will be among the necessary measures to be adopted during the medium term.

b. Counseling for both students, staff and teacher training

c. Semi permanent structures will be required at several places where tent schools are not a workable option for a longer period of time due to various reasons. Several donors have shown their willingness to finance this important activity.

d. Tent schools and schools to be located in semi permanent structures will be facilitated by provision of quality inputs like learning materials, libraries, purpose-built furniture etc.

e. Training should be started in conjunction with Housing Sector Strategy training plan to produce skilled labor, preparation of community guidelines and their translation in local language, information sharing mechanism. Health Sector may also be par of this training because the intended labor is the same.

2.3 **Long term** (may take 3 years)**:**

a. Overall reconstruction efforts will be supervised by ERRA through DRUs, and RAs. Line departments will focus on service provision with the help of the private sector, communities and NGOs.

b. Establishment of a regulatory body each by NWFP and AJK with enforcement powers will be necessary for setting standards for seismic safety of school buildings, and subsequently to retrofit all facilities nationwide. These bodies will work under the overall guidance of ERRA's nominated regulatory body at federal level, which is the Implementation Wing of ERRA with technical support from NESPAK

c. Training to produce skilled labor, community guidance, translation of guidelines in local languages, and information sharing mechanism continues

d. Semi-permanent structures are put to use for schools, which got permanent building

3. **PREPARATION PHASE**:

Project cycle, implementation arrangements and roles of partners:

3.1 **Rationalized provision**: Mapping of schools is essential to decide where schools are needed. Population of school-age children should be used to decide the appropriate number of schools to be reconstructed in a prioritized way. Reconstruction of nonfunctional schools is not advisable. Government school may not be reconstructed if a private or NGO run school is meeting the educational needs of the area and parents are happy to send their children to these schools. Facilities should be consolidated, where one school is feasible instead of two or more, which were previously running with low enrollments. It is pertinent to note here that in the information provided by NWFP and AJK, several schools seem non-feasible as indicated by the following facts:

	AJK	NWFP
Number of boys primary schools with enrollment less than 20 (girls schools ignored):	18	48
Middle schools with zero enrollment:	38	0

The **site-by-site survey** may find several non-functional schools and more schools with low enrollments, which are being recommended for reconstruction. Similarly, a large number of Mosque Primary Schools are being recommended for reconstruction, which were using mosques as shelter. There are Mosque Primary Schools in urban towns in large numbers (e.g. in Muzaffarabad Municipal Corporation area). Land availability will be an issue for such schools. It needs to be made sure that such schools had their own buildings in the pre-earthquake period, which were destroyed.

3.1.1 **Project / package identification** will have to be completed after detailed need assessment based on site-by-site surveys as discussed above. Construction design and specifications will be finalized following minimum standards and procedures. Contract management with an appropriate combination of centralized and de-centralized management will be decided. PC-I preparation and approval will be completed. Financial Management System / FMS (accounting, auditing, reporting) will be put in place. Contract supervision, community participation and linking relief, recovery and development / reconstruction work will be streamlined.

3.2 **Semi permanent structures** will be provided where tent schools are not a workable option for a longer period of time due to various reasons. This will be necessary because reconstruction will take a minimum of three years by any optimistic estimates and even if 100% resources are available, at least one third of the institutions will be reconstructed during the third year. These structures will be designed in a manner so that these can be used even after provision of permanent structures. NWFP and AJK governments will specify type of semi-permanent structures.

3.3 Tent schools and schools to be located in semi permanent structures will be facilitated by provision of quality inputs like learning materials, libraries, purpose-built furniture etc. These inputs will not go waste because they can be used after provision of permanent structures.

4. **Strengthening management, implementation, monitoring capacity**:

Management capacity has been weakened significantly by the earthquake, particularly at the district level and more so in AJK. Capacity is further constrained by the fact that infrastructure of all departments has to be reconstructed simultaneously. Capacity will also be required for teacher training, counseling the traumatize students and staff. Critical shortages of skilled labor in particular and un-skilled labor in general are most likely to be experienced while carrying out huge civil works. Capacity will have to be created for training of needed labor force. To augment capacity, planning for reconstruction should utilize empirical evidence, consultation, community participation, and participatory needs assessments. Thus decentralized implementation arrangements with effective coordination and monitoring and a greater role of the lowest government tiers and credible civil society will be required.

It is essential that existing capacity of the implementing agencies is augmented at all levels to meet the heightened demand of the reconstruction and recovery effort and to ensure that the quality of implementation is maintained. General capacity at the federal, provincial, district and below will be enhanced through various other projects and programs being implemented or to be implemented in the context of reconstruction. A large network for training of skilled and unskilled labor is being created through reconstruction of housing with the World Bank support. The same network and facilities can be used for training of labor force for education.

In view of the above, Technical Assistance (TA) Requirements included here are specific to the education sector reconstruction needs. The PERRA and SERRA should hire TA on urgent basis.

- Development of packaging of schemes, and refining cost estimates for approval at appropriate level – site-by-site survey to see their feasibility in terms of land, and other criteria, consider rationalization of school provision (there are schools with enrollment less than 20, there may be schools close to each other, etc. as discussed in chapter I – see framework for site-by-site survey in **Attachment C**)
- Development and establishment of Planning, Monitoring and Evaluation (PM&E) System and appropriate **communication strategy**

- Capacity building and management strengthening (for planning, construction management, progress monitoring) at district level and enhancing construction capacity – counseling, training in hazard management, safeguards (hazard safety), health care of students and teachers
- Top Supervision Consultant (TSC) Firms (There can be two TSC firms, one for NWFP and other for AJK or there can one each for the nine affected districts.)
- Environmental and safeguard policies' implementation
- Transport to teachers and doctors in rural areas – a short study to have teachers' and doctors' views on cost sharing and logistics

5. **IMPLEMENTATION PHASE**:

Implementation of strategies listed under medium and long term strategy will take place.

5.1 The reconstruction and reequipping of educational facilities, civil society engagement in reconstruction, and construction of seismically safe facilities will be among the necessary measures to be adopted during the medium term. As the construction period is short, several of the steps involved in short term and medium term strategy should be started simultaneously.

5.2 NWFP and AJK governments will establish regulatory bodies with enforcement powers for setting standards for seismic safety of school buildings, and subsequently to retrofit all facilities in two areas. These bodies will work under the overall guidance of ERRA's nominated regulatory body at federal level, which is the Implementation Wing of ERRA with technical support from NESPAK

5.3 **Coordination and Communication Mechanism**: One of the **Major Challenges** is how to make coordination simpler and effective. In view of the horizontal and vertical coordination complexity and keeping in view large variety of stakeholders, ERRA, Governments of NWFP and AJK will have to prepare and share with all a clearly defined, simple to understand and use Coordination and Communication mechanism.

5.3.1 Vertically, coordination will be required between the federal, provincial, district level and below. Horizontally, coordination will be needed among various line departments of the Governments of NWFP and

AJK. For example, government has to auction the demolition and rubble, and have to get debris removed. Similarly, for alternate site identification, acquisition of land, school location, various government officials and others will need to coordinate. Several government departments will be involved for this major first step to provide clear and appropriate site for reconstruction. Coordination will also be required for training of local labor force. Coordination complexity becomes more confound because of several of the individuals, NGOs, large bilateral donors wanting their own implementation mechanism in place. Apparently, it can be argued that by the donors wanting to use their own mechanisms that they will be thus augmenting the implementing agencies' capacity. This argument is valid to the extent that the implementing agencies would get relief in terms of process of contract award and, partly for construction supervision. However, most of the skilled and unskilled labor will be local. Therefore, local labor market's capacity will be overstretched. This will create a chain of events. For example, difference in labor wages will generate forces of pull and push. This may prompt corruption, may cause frustration, may slow down the work if labor pulls out from one scheme or one donor to join another and consequently this may cause rise in the overall cost of the project / scheme.

5.3.2 Each donor will have their own reporting, procurement, auditing and monitoring requirement. These aspects will need detailed discussion at the provincial level to agree on streamlined common to all procedures. Donors will require to meet with the government officials periodically even if they are implanting the project / schemes themselves.

5.3.3 In an effort to make this gigantic and complex operation as simpler as possible, there will be a common mechanism for procurement, Financial Management, auditing, reporting and monitoring requirement. The donors, NGOs, private individuals and others will be fully involved in supervision, monitoring and evaluation. Coordination for several donors and NGOs carrying out training of teachers and student counseling, at

least, at DEO/EDO level will be required. Important elements of this mechanism should include:

(a) Identification of communication channels;

(b) Signing of Memorandum of Understanding (MOU) between the government and the donors (EAD/ERRA and Provincial government);

(c) Approval of all designs by ERRA, if donors want to use their own construction designs and specifications for equipment and furniture;

(d) Donors to involve government representative throughout the process (planning, contracting, execution, implementation, monitoring);

(e) Site clearance from the respective DOE;

(f) Common set of monitoring instruments and frequency of reports etc. and sending a copy of report to EMIS/GIS/ provincial / federal data base

6. **Teacher Training and student counseling**: Counseling for both students and staff. and teacher training should be initiated if not already started. If already started, these activities will continue according to phased plan to be prepared by NWFP and AJK with the help of all stakeholders, especially donors. Teacher training materials will be prepared by government nominated agency like Directorate of Curriculum and Teacher Training in NWFP and Education Extension Center in AJK. Donors will be requested for technical and professional help for the purpose.

Roles and Responsibilities

7. Overall distribution of responsibilities common to all sectors is given in the organizational chart of ERRA common for all sectors. Department of Schools and Literacy, Department of Higher Education in NWFP and Department of Education in AJK, district governments along-with DRUs will have major role in execution of activities in the education sector. Affiliated departments of these line departments will be responsible for special activities including Directorate of Curriculum and Teacher Training in NWF, Education Extension Center in AJK and Education Management

Information Systems (EMISs) in the two areas and Engineering Cell in AJK. University of Hazara and AJK administrations will also be involved in the reconstruction of the universities. See Attachment D for identification of specific responsibilities under specific activities.

Development Objective, Monitoring Indicators, Monitoring and Evaluation

8. **Development Objective[6]:** Restore equitable access to higher quality education, teacher development, and capacity development of the district education offices for improved service delivery.

9. **Outcome Indicator:** Net enrollment and retention, at least, on 80% of the pre-earthquake level.

10. **Use of Outcome Information:** Information will be used to modify program strategy, if required, and adjust target and funding accordingly.

Intermediate Results

11. To (a) build capacity of the district offices; (b) complete repair of partially damaged institutions; (c) reconstruct schools through seismically safe and improved designs of physical learning spaces; and (d) recruit and train teachers in the target areas

12. **Results Indicators:** Number of targeted educational institutions fully functional and number of teachers trained.

13. **Use of Results Monitoring:** Results monitoring will be used to take corrective measures if reconstruction work falls short of targets.

14. **Monitoring and Evaluation**

14.1 The provincial Department of Education (DoE) in NWFP and DoE in AJK will be responsible for overall progress monitoring through Construction units in the districts. Implementation has to take place in districts, therefore, EDOs (Education) in NWFP and District Education Officers (DEOs) in AJK and their staff at district level and below will have a vital role in monitoring the progress of reconstruction activities as per mechanism developed by the DRUs. EMIS in both AJK and NWFP, and GIS in NWFP will be used for maintaining overall database.

[6]The World Bank: Earthquake Emergency Recovery Credit – 4134 – PAK for the Islamic Republic of Pakistan, Annex 7 – Education – Same Development Objective and monitoring indicators have been used as given in the said Annex with some modification.

AJK will need help in upgrading its GIS to bring it on the similar standard as established in NWFP. At the village level, NGOs can help monitor the community construction. Directorate of Teacher Training in NWFP and Director Public Instruction (Elementary Education) in AJK will monitor teacher training. Progress monitoring will include reporting on reconstruction activities, student enrollment and retention, provision of books and materials, teacher recruitment and development. Donors managing their own reconstruction work (in exceptional cases) will involve a representative of the district government throughout the process as well as during monitoring phases. ERRA will carry out impact monitoring as part of overall reconstruction program. Third party validation and impact monitoring will be carried out by selecting an external agency using transparent process.

14.2 **One Data Base and Common Monitoring Tools**: Monitoring tools will be developed by the provinces with the participation of all stakeholders including donors. There will be monthly, quarterly and annual reviews. Current data basis and GIS will need to be upgraded to accommodate monitoring reports of all programs funded by different donors. There has to be one data base for this purpose to have a consolidated status reports at any point in time. Different monitoring tools and varying frequency of progress reports will create confusion. Basic information level, at the minimum, will be the district data base located at an office designated by provinces. The same information and analysis will be available at the provincial level and at the ERRA level. Third Party Monitoring will be the responsibility of ERRA.

14.3 The main features of the monitoring and evaluation will consist of the following:

- Parents and NGOs actively involved in monitoring
- Teacher training, and provision of educational materials implemented and supervised by directorates of teacher education
- Top supervision of construction work through ERRA's hired consultants
- Common procurement, accounting, auditing and internal control systems

- All expenditures and relevant reports, in case of donors' own managed reconstruction, to be reported to government implementing agencies/ focal persons
- Establishment of baseline for each district for monitoring targets, results and outcomes