



HUNDREDS OF
ORIGINAL
PROJECTS FOR
EMPLOYMENT

EDUCATION SECTOR STAKEHOLDER ANALYSIS REPORT

HOPE'87

The report provides an overview of the education sector in Pakistan with the objective to determine how to integrate Disaster Risk Reduction within the existing structure of the Education Department particularly in the provinces KPK & Sindh. The stakeholder analysis will provide a clear picture where their active role can be incorporated through this mutual effort by HOPE'87 & Save the Children.

Table of Contents

1	INTRODUCTION	2
2	OBJECTIVES & SCOPE	6
3	EDUCATION SYSTEM OVERVIEW	8
3.1	PRE-PRIMARY EDUCATION	8
3.2	PRIMARY EDUCATION (CLASSES I-V)	11
3.3	MIDDLE EDUCATION (CLASSES VI-VIII).....	12
3.4	SECONDARY EDUCATION (CLASSES IX-X)	12
3.5	DEENI MADRASSAHS	13
3.5.1	Physical targets (Deeni Madaris)	Fehler! Textmarke nicht definiert.
3.5.2	Literacy rate Pakistan / Khyber Pakhtunkhwa 2001-02, 2008-09 and 2009-10.....	Fehler! Textmarke nicht definiert.
3.6	IMPACTS OF DISASTERS ON EDUCATION	13
4	OVERVIEW: MINISTRY OF ELEMENTARY & SECONDARY EDUCATION	14
4.1	SECRETARIAT	14
4.2	DIRECTORATE E&SE.....	16
4.3	DIRECTORATE OF CURRICULUM AND TEACHER EDUCATION (DCTE)	19
4.4	PROVINCIAL INSTITUTE OF TEACHER EDUCATION (PITE)	26
	<i>PITE's Target: Reaching out to all students through teachers and managers.....</i>	27
	<i>PITE's Mandate/Core Activities:</i>	27
4.5	PROVINCIAL EDUCATION ASSESSMENT CENTRE (PEACE).....	28
4.6	EDUCATION SECTOR REFORM UNIT (ESRU)	FEHLER! TEXTMARKE NICHT DEFINIERT.
4.7	EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)	FEHLER! TEXTMARKE NICHT DEFINIERT.
4.8	PLANNING CELL OF E&S ED.....	FEHLER! TEXTMARKE NICHT DEFINIERT.
4.9	INFORMATION MANAGEMENT UNIT (IMU).....	30
5	KPK EDUCATION POLICY	32
5.1	KPK EDUCATION SECTORAL PLAN 2014-18	32
5.2	THE KPK RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT	36
5.3	KPK EDUCATION REFORM PROGRAM.....	37
5.4	COMPREHENSIVE SCHOOL SAFETY FRAMEWORK	39
5.5	SCHOOL SAFETY ACTION PLAN 2012	41
5.6	DRR STEERING COMMITTEE	42
5.7	TECHNICAL SUB-WORKING GROUPS.....	43
5.8	INTEGRATING DRR IN THE EDUCATION SYSTEM IN SINDH.....	45
6	ANALYSIS & RECOMMENDATION.....	45
7	BIBLIOGRAPHY	47

1 Introduction

In April 2010, the 18th constitutional amendment committed Pakistan to free and compulsory education for all children between the age of five and sixteen. Yet millions are still out of school, and the education system remains alarmingly impoverished. The madrasa (religious school) sector flourishes, with no meaningful efforts made to regulate the seminaries, many of which propagate religious and sectarian hatred. Militant violence and natural disasters have exacerbated the dismal state of education. Earthquakes and floods have destroyed school buildings in Balochistan, Sindh, Khyber Pakhtunkhwa (KPK) and Punjab, disrupting the education of hundreds of thousands of children. Militant jihadi groups have destroyed buildings, closed girls' schools and terrorized parents into keeping daughters at home; their attacks made global headlines with the shooting of schoolgirl and education activist (and Nobel Peace Prize winner) Malala Yousafzai in October 2012 and the attack on an Army Public School in Peshawar where more than 100 school children were shot dead in December 2014.

The public education system needs to foster a tolerant citizenry, capable of competing in the labour market and supportive of democratic norms within the country and peace with the outside world.

The National Education Policy (NEP 2009)¹ refers to the issue of school safety through the inclusion of curriculum. The NEP 2009 clearly emphasizes integrating School Safety and Disaster and Risk Management education in school curricula in all schools in Pakistan in order to provide skills and knowledge to students, teachers and other stakeholders on school safety. It also suggests developing curricula and training materials for teachers and students in collaboration with education partners at district and provincial level. However the policy remains short of mainstreaming DRR in the education sector. The school based disaster risk management needs to be integrated in the education system through DRR policies and school curriculums. DRR agenda will remain inconclusive unless the national education system is made an integral part of it. Efforts are already underway to mainstream SBDRM in education sector in KPK and Sindh. However, the task at hand is to develop the school based DRM approach in line with the departmental working procedures, practices, policies and regulations

¹ National Education Policy 2009, Government of Pakistan

in vogue. DRR curricula also need to be developed in national and regional languages for subsequent mainstreaming.

Disasters slow down and hinder the progress towards the achievements of the Millennium Development Goals (MDGs). Disasters usually hit communities the hardest and negatively affect the children's education and development. In Sindh province, for example, the heavy floods in 2010 resulted in the closing down of many schools that were damaged or destroyed by the masses of water. For those schools that were not closed, children were facing increased risks on their way to school as they had to wade through flood water or take boats. Aspects regarding the risk environment of schools, the quality of education, financing, efficiency, effectiveness and development have to be addressed urgently.

This study has an exclusive focus on understanding the education department structure and workings for the integration of school safety and developing a culture of resilience within the education sector. This stakeholder analysis will help the comprehensive understanding of the education department actors and stakeholders from the provincial down to the school levels. The report provides a review of the education sector in KPK including policies, practices and programs of Ministry of Elementary and Secondary Education (MoE&SE) commonly referred to as Department of Education and different associated departments in order to critically assess and identify gaps to integrate school safety. Based on this study, recommendations to increase effectiveness and integration of DRR in the education system have been made.

Under the umbrella of the DIPECHO 7th Action Plan, HOPE'87 & Save the Children joined hands to work for the integration of Disaster Risk Reduction into the Education Sectoral planning in Pakistan. The stakeholder analysis will be made an integral part of the assessment required for the upcoming ECHO action plan in the field of Disaster Risk Reduction and Disaster Preparedness (DRR/DP). To get an overview of the education system in Pakistan, background information on the relevant socio-economic factors is provided in this introductory chapter;

1.1 Overview: Education sector in Pakistan

Pakistan has some of the worst education indicators globally²:

- Pakistan has the world's second highest number of children out of school, reaching 5.1 million in 2010. This is equivalent to 1 in 12 of the world's out-of-school children.

² EFA-GMR 2012 (Education For All Global Monitoring Report)

- Two-thirds of Pakistan's out of school children are girls, amounting to over 3 million girls out of school.
- From 1999 to 2010, the primary net enrolment ratio rose from 58% to 74%. But the ratio for girls is still 14 percentage points behind the ratio for boys, leaving only eight girls to every ten boys in primary school.
- 49.5 million adults are illiterate, two-thirds are women. This is the third largest number per country globally.
- Projections indicate that the number of illiterate adults will increase to 51 million by 2015.
- The country ranks 113 out of 120 countries in the Education Development Index. Pakistan's spending on education is very low, and has decreased
- Pakistan education inequalities rank amongst the widest in the world

Education is the key to change. It plays a vital role in bringing about social development, economic prosperity and enhancing the individual's potentials. Education introduces and prepares people to cope with the new orders of the modern age. As per the **National Educational Policy** of Pakistan:

“Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional & local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”

One of the main objectives of the Millennium Development Goals (MDGs) is achieving universal primary education and thus increasing the percentage of the literate population. Based on similar goals, the primary objective of the government policy in the last few years has been to improve the level and quality of education in Pakistan.

In view of the devolution of education department from federal to provincial level through 18th amendment to the constitution, the country's federating units, including Azad Jammu and Kashmir signed a joint declaration on education to abide by all the international commitments, including the MDGs. The provincial governments also affirmed their commitments to implement legislation on children's right to free education.

The overall situation of the education system in Pakistan based on key indicators such as enrolment figures, number of institutes and teachers, etc. has shown a slight improvement. The total *number of enrolments* during 2012-13 was estimated at 41.1 million as compared to 40.3 million during the same period last year. This shows an increase of 2.0 percent. It is estimated to have increased to 42.2 million during 2013-14.

The *number of institutes* stood at 240,300 during 2012-13 as compared to 234,500 in the previous period. This shows an increase of 2.5 percent. The number of institutes is estimated to have further increased to 243,800 thousands during 2013-14.

The *number of teachers* during 2012-13 was estimated at 1.55 million as compared to 1.46 million during previous year showing an increase of 6.2 percent. This number of teachers is estimated to increase further to 1.62 million during the year 2013-14.

Provincial level:

Balochistan has the weakest development indicators in Pakistan despite rich economic potential. The province lags behind the rest of the country in economic growth, labor productivity, health, education development and other social indicators. Its poverty level is higher than the national average. There are 22,000 settlements in the province but only 10,000 of these have schools available. The province has the highest average commute time to schools for rural areas in the country. One in 5 children has to travel more than 30 minutes (as against less than 1 in 10 for Punjab and KPK) and one in 10 more than 1 hour to school. The second main problem is the 'bottleneck' at the middle level. The ratio is almost 1/11 i.e. 1 middle school for 11 primary schools.

Punjab is the major manpower contributor of the country having the largest pool of professionals and highly skilled manpower. The literacy rate of the province (of people aged 10 years and above) is 60% (male 70% and female 51%). Education is a vital prerequisite for all development initiatives. In Punjab, more than 90% of households have public schools within a radius of 2km (including 91% in rural areas and 96% in urban areas). Households in the lowest quintile are less likely to have government schools nearby (boys 83%, girls 78%) and profoundly less private schools (boys 37%, girls 36%). The Gender Parity Index (GPI) showing rates obtained from net enrolment for primary school is 0.98, indicating that more boys attend primary school than girls. The estimations have also encompassed the case of non-teaching staff, which is currently 4.5:1. It means that currently for every 4.5 teachers there is one person

available as non-teaching staff. These ratios have been calculated for schools only, and do not include the staff working at district and provincial levels.

Education standards in **Khyber Pakhtunkhwa** (KPK) have improved markedly in recent years, with literacy increasing from 37% in 1998 to 53% in 2011. However, literacy is still well below the national average of 58%. Low literacy reflects the challenges of providing high quality schooling in the difficult terrain and complex social traditions of Khyber Pakhtunkhwa. The Gross Enrolment Rate in primary education in Khyber Pakhtunkhwa is currently about 85%, compared with 91% for Pakistan as a whole. Although this rate has improved drastically from a level of 70% in 1998, the rate of improvement has lagged behind that of Pakistan as a whole, especially in the last few years. Around half of KPK's 26.6 million population is illiterate. Among the 9-39 years age group, about 7 million people are illiterate and less than 30% of females in this age group are literate. Of the almost three million children not enrolled in basic education nearly two million are girls.

Sindh has 49,605 educational institutions from primary till higher secondary level. The share of various sectors is as follows: primary: 90.8%; Middle: 5.4%; Secondary: 3.3% and higher secondary 0.5%. There are 4.5 million children at these various levels with the largest bulk (62%) attending on primary level. There is a huge decline in the middle sector enrolment compared to primary level and if the transition gets improved serious efforts would be needed to provide physical space and teachers for increased enrolment. Across all the levels, the student teacher ratio stands at 1:30; the student to school ratio stands at 1:147 and student to classroom ratio stands at 1:44.

2 Objectives & Scope of study

The assessment methodology was designed jointly by HOPE'87 and Save the Children. The TORs for the stakeholder analysis and the education sector planning assessment set out the following objectives:

1. A short summary of key education information easily available for the province, broken down as much as possible at sub-national level including numbers of schools, teachers, education staff etc. This could include sources from the Ministry of Education, UNESCO and others.

2. Information on numbers of children out of school and commenting on possibilities for reaching them and schools in urban and rural settings.
3. Reflecting on reports on the impacts of disasters on education in Pakistan.
4. Identifying advocacy platforms and networks for school safety in Pakistan.
5. What are the key national and provincial policies and programmes of the Education Department and the priorities within those? Is school safety or disaster risk reduction referenced? Are there any entry points to be considered? When are these documents up for renewal? What are the recommendations on how to influence?
6. An organogram of the Education Department, including its constituent sub-departments.
7. Commentary on the connections between the Education Department and sub-national education authorities at province, district and local level. What is the general structure and reporting lines? What are the main functions, roles and responsibilities of these sub-national offices? How do policies translate to sub-national level?
8. Is the Comprehensive School Safety Framework (CSSF) a realistic and relevant framework that can be achieved in Pakistan in a five-year timeframe? What aspects are achievable and realistic in Sindh?
9. Are there any existing connection points or institutional linkages between the Education Department and NDMA? Are there any potential connection points that should be considered?
10. List of any organisations or groups who are already working with the Education Department on these or other issues.
11. Are there any lessons that should be learnt on successful partnering with the Education Department or their key departments?

3 Education System Overview

3.1 Number of schools in KPK³:

The total number of schools in KPK is 39,742 of which 28,319 (71%) are government schools and 6,743 (17%) are non-government schools (including private schools) and 4,680 (12%) are Deeni Madaris.

3.1.1 Number of government schools in KPK

The total number of schools in KPK is 28,319. Out of these 27,892 are functional and 387 (367 primary and 20 Secondary) are non-functional / temporary closed and 40 are newly constructed.

Out of the functional 27,892, there are 22,892 primary schools (14,670 boys' schools (65%) + 8,222 girls' (35%)) and 5,000 secondary schools (3,132 boys' (63%) + 1,868 girls' (37%)). 40 schools (31 Primary, 9 Middle Schools) are newly constructed but not yet functional.

Out of the 22,892 functional Primary Level Schools, 20,304 are Government Primary Schools, 2,305 are Mosque/Maktab Schools, 253 are Community Primary Schools, and 30 are JICA Primary Model Schools. Functional Primary Schools by location are: 1,230 in urban and 21,662 in rural areas.

At secondary level out of the total 5,000 functional schools, there are 2,612 (1,540 Male (59%) + 1,072 Female (41%)) Middle, 2,027 (1,351 Male (67%) + 676 Female (33%)) High and 361 (241 Male (67%) + 120 Female (33%)) Higher Secondary Schools.

Out of the total 387 non-functional/temporary closed schools, there are 367 (144 Male + 223 Female) Primary Schools and 20 (6 Male + 14 Female) Secondary Schools.

3.1.2 Number of non- government schools in KPK

There are 6,743 Non-Government Schools in Khyber Pakhtunkhwa, out of which 449 are boys' schools, 283 are girls' and 6,011 are Co-Education Schools. By level there are 1,981 Primary, 2,316 Middle, 1,805 High and 641 Higher Secondary Schools / Inter Colleges and most of them have primary and middle section also.

³ Annual School Census ACS 2013 – 14 KPK

3.1.3 Number of Deeni Madaris in KPK

There are 4,680 Deeni Madaris in Khyber Pakhtunkhwa, out of which 3,795 (81%) are for boys and 885 (19%) are for girls.

3.2 Enrollment of children in schools, KPK

The total number of children enrolled in all schools including Government, non-Government (including private) and Deeni Madaris is 5,986,681 of which 3,663,201 (66%) are boys and 2,323,671 (38%) are girls.

3.2.1 Enrollment in Government Schools, KPK

The overall enrollment in Government Schools is 4.16 million with 3.01 million children (69%) enrolled in Primary school and 1.15 million (27%) are enrolled in Middle and Secondary Schools. Further breakup of enrollment in Middle and Secondary Schools by level is: Middle 21%, High 58% while Higher Secondary is 22%.

Distribution of enrollment by stage in government schools is:

Stages	Enrollment (in millions)	Percentage
Primary (Kachi to Class-5)	3.0136	72%
Middle (Class-6 to Class-8)	0.7810	19%
High (Class-9 to Class-10)	0.3234	8%
Higher Secondary (Class-11 to Class-12)	0.0445	1%
Total	4.1625	100%

Apart from the above, there are 294,196 (181,893 Boys (65%) + 112,303 Girls (35%)) un-admitted students in Government Primary Schools.

3.2.2 Enrollment in non-Government schools KPK⁴

Total enrolment in Non-Govt. Schools is 1,608,838 out of which 1,110,007 are boys and 498,831 are girls students. Out of the above, the number of students in Primary Schools is 172,218, 420,596 are attending Middle Schools, 678,426 are attending High Schools and the number of students in Higher Secondary Schools is 337,597.

⁴ ASC Report 2012-13 with estimation of 6.5% per year

3.2.3 Enrollment in Deeni Madaris

The total enrolment in deeni madaris is 215,578 of which 180,366 (84%) are boys and 35,212 (16%) are girls. (Source: ASC Report 2013-14)

3.3 Schools without facilities in KPK⁵

Out of the total functional Government Schools, 24% schools lack a boundary wall, 34% are without water supply, 46% are without electricity and 22% are without toilets facilities.

3.4 Number of teachers in KPK

The total number of working teachers in KPK is 218,565 of which 118,754 (54%) are working in Government schools, 85,325 (39%) are working in non-Government (including private) schools and 14,486 teachers (7%) are working in Deeni Madaris.

3.4.1 Number of teachers in Government schools⁶

The total number of sanctioned posts of teachers in Government Schools is 140,539 (90,218 Male + 50,321 Female) in which 78,199 (49,096 Male + 29,103 Female) are in Government Primary, 21,492 (12,714 Male + 8,778 Female) are in Government Middle, 30,085 (20,966 Male + 9,119 Female) are in Government High and 10,763 (7,442 Male + 3,321 Female) are in Government Higher Secondary Schools.

The total number of working teachers in Government Schools is 118,754 (77,715 Male + 41,039 Female) in which 71,378 (45,366 Male + 26,012 Female) are in Government Primary, 14,081 (8,698 Male + 5,383 Female) are in Government Middle, 24,529 (17,469 Male + 7,060 Female) are in Government High and 8,766 (6,182 Male + 2,584 Female) are in Government Higher Secondary Schools.

3.4.2 Number of teachers in non – Government schools

The number of teachers in Non-Government schools is 85,325, out of which male teachers are 40,859 (48%) and female teachers are 44,466 (52%). Out of the above 9,928 teachers are working in Primary level Schools, 24,030 in Middle level Schools, 33,864 in High level Schools and 17,503 in Higher Secondary level Schools.

3.4.3 Number of teacher in Deeni Madaris

The number of teachers in Deeni Madaris is 14,486 of which male teachers are 11,789 (81%)

⁵ ASC 2013 – 2014 KPK

⁶ ASC 2012 – 2013 KPK

and Female teachers are 2,697 (19%).

3.5 Pre-Primary Education

Pre-Primary education is the basic step for Early Childhood Education (ECE). Prep or Katchi class is meant for children between 3 to 4 years of age. At national level, a decline of 2.4 percent was observed in Pre-Primary enrolment as it dropped to 9.28 million in 2012-13 as compared to 9.51 million in 2011-12. However, it is estimated to increase by 2.0 percent i.e. from 9.28 million to 9.47 million during 2013-14. (Source: Ministry of Professional & Technical Training, AEPAM, Islamabad)

Early childhood education is the formal teaching and care of young children by people other than their family or in settings outside of their home. 'Early childhood' is usually defined as before the age of normal schooling - five years in most of the countries. In KP the age for admission in school is 5 years and the class in which the child is admitted is called katchi class. As ECE is prior to katchi class, the age for ECE in Pakistan is 3 to 5 years of age.

A child's needs at this period are different from those of older schoolchildren, because early childhood sees the greatest growth and development, when the brain develops most rapidly. It is a period when walking, talking, self-esteem, vision of the world and moral foundations are established.

3.6 Primary Education (Classes I-V)

At national level, a total of 158.6 thousands Primary Schools with 427.7 thousand teachers were available and functional in 2012-13. An increase of 0.5 percent in primary enrolment is witnessed as it increased to 18.8 million in 2012-13 against 18.7 million in 2011-12. However, it is estimated to remain stable with 18.8 million in 2013-14. (Source: Pakistan Social and Living Standards Measurement Survey, 2012-13).

There were 24,719 primary educational institutions in Khyber Pakhtunkhwa in 2009-10. 22,398 (90.6%) were provincial government institutions, 2,321 (9%) non-provincial government institutions (including private sector). Current enrolments demonstrate the main provider of education is still the public education system and thereby a considerable responsibility rests on government shoulders to carry forward the mission of providing education for all. In 2009-10, 1.853 million children of primary level were enrolled in public sector schools, and 0.993 million children in private sector schools. The overall Apparent Intake Rate of Age 5+ is 84% in 2010-11 and will have to be boosted over the next few years to enroll the approximately 284,334 children aged 5+ who are currently not entering the Katchi class, and up to 269,537 children annually who will join the 5-year-old age group by 2015. The transition from primary schools is

another concern. The age of entry into middle school, 11+, is one which in many countries is seen as still being primary school level, and is considered too young for children to be leaving school. However, the capacity for absorbing increased transition from primary to middle school level is inadequate. There are only 1,642 female and 2,957 male middle & secondary schools, compared with the 7,838 girls' primary schools and 14,770 male (ESP E&SED 2009-10).

3.7 Middle Education (Classes VI-VIII)

During the academic year, a total of 42.1 thousand middle schools with 362.6 thousand teachers were functional in the whole country. At national level, an increase of 3.3 percent in middle school enrolment is observed as it increased to 6.2 million in 2012-13 against 6.0 million in 2011-12. It is estimated to increase by 3.2 percent i.e. from 6.2 million to 6.4 million during 2013-14. (Source: Pakistan Economic Survey, 2013-14)

Though in the National Education Policy middle schools and the middle part of high schools are parts of elementary education, the actual primary and middle schools exist practically independently and have not been seen as one unit. There are 4,504 (1,680 Male (37%), 1,043 female (23%)) and 1,781 co-education (39%) Middle Schools in Khyber Pakhtunkhwa. Out of the total Government Middle Schools, 765 schools (271 girls' schools) are without electricity, 336 schools (64 girls' schools) are without latrine facilities, 544 schools (72 Girls' schools) are without a boundary wall and 645 schools (210 girls' schools) are without proper water supply.

3.8 Secondary Education (Classes IX-X)

During the academic year, a total of 29.8 thousand secondary schools with 489.6 thousand teachers were functional in the whole country. At national level, an increase of 7.4 percent in secondary enrolment is estimated as it increased to 2.9 million in 2012-13 against 2.7 million in 2011-12. However, it is estimated to increase by 3.4 percent i.e. from 2.9 million to 3.0 million during 2013-14.

There are 3,785 secondary schools (3,161 high schools and 624 higher secondary schools) in Khyber Pakhtunkhwa. Out of these 3,161, 1,983 are public while 1,802 are private institutions. In gender-wise break up, 1,673 are boys' schools (44.2%) while 699 (18.47%) are girls' school and 1,190 are co-education schools. Location-wise 951 are in urban and 2814 are in rural areas. Out of the total Government Secondary Schools (Middle, High, Higher Secondary), 688 boys' schools (23%) and 314 girls' schools (19%) are without electricity, 396 boys' (13%) and 78 girls' (5%) schools are without latrine facilities, 754 boys' (25%) and 85 girls' (5%) schools lack boundary walls and 636 boys' (21%) and 253 girls' (15%) schools are without proper water

Supply. (Source: EMIS E&SED 2009-10)

3.9 Deeni Madaris

The Madaris not only contribute to the enhancement of the literacy rate but also produce ulama and scholars in their respective fields, yet there is a general feeling that the students of madaris lack understanding of English & Mathematics. With a view to impart basic primary education the leaders of the Madaris will be encouraged to open primary schools in the premises of their Madaris. The teachers will be appointed by the leaders (the mohatamim) whereas the expense on account of pay of the teachers and classrooms, as well as consumables/textbooks will be provided by the project. In the initial stage 2,000 schools (1,400 male & 600 female) will be opened in the madaris as follows:

3.10 IMPACTS OF DISASTERS ON EDUCATION

The Pakistan Flood 2010 statistics show flood impact profiles in Sindh record 1,910,439 damaged houses across Pakistan. A further breakdown shows the affected population for Sindh (7 million) and KPK (3.8 Million). The National Disaster Management Authority (NDMA) document for the Early Recovery Report shows that there were 407 severely damaged schools in KPK, including 79 girls' schools that were provided with Temporary Learning Centres (TLC). Over 414,689 children (including 172,322 girls) were supported in some 5,000 TLCs. 2,974 schools (including 964 girls' schools) were repaired to ensure access to quality education for 428,832 children (including 152,778 girls) in Khyber Pakhtunkhwa (KP), Baluchistan, Sindh and Punjab⁷.

Natural disasters often destroy schools, damage education facilities and displace or kill large numbers of students and teachers. For instance, during the earthquake in Northern Pakistan in 2005, around 7,669 public school buildings were destroyed while inflicting a loss of more than US\$ 335 million. Reports further confirm the death of 18,095 school children and about 860 teaching and non-teaching staff present in the schools⁸. The "Super Floods" of 2010 caused severe damage to more than 10,000 schools across Pakistan in turn impacting the education of 3.5 million children. Similarly, the 2011 flooding in South Sindh also caused severe damage to approximately 60% of public schools resulting in a drastic decline in attendance rates of children between the age of 5 and 17, particularly among girls. These facts clearly indicate the persistent vulnerability to the recurring disasters and lack of investments in preparedness planning posing

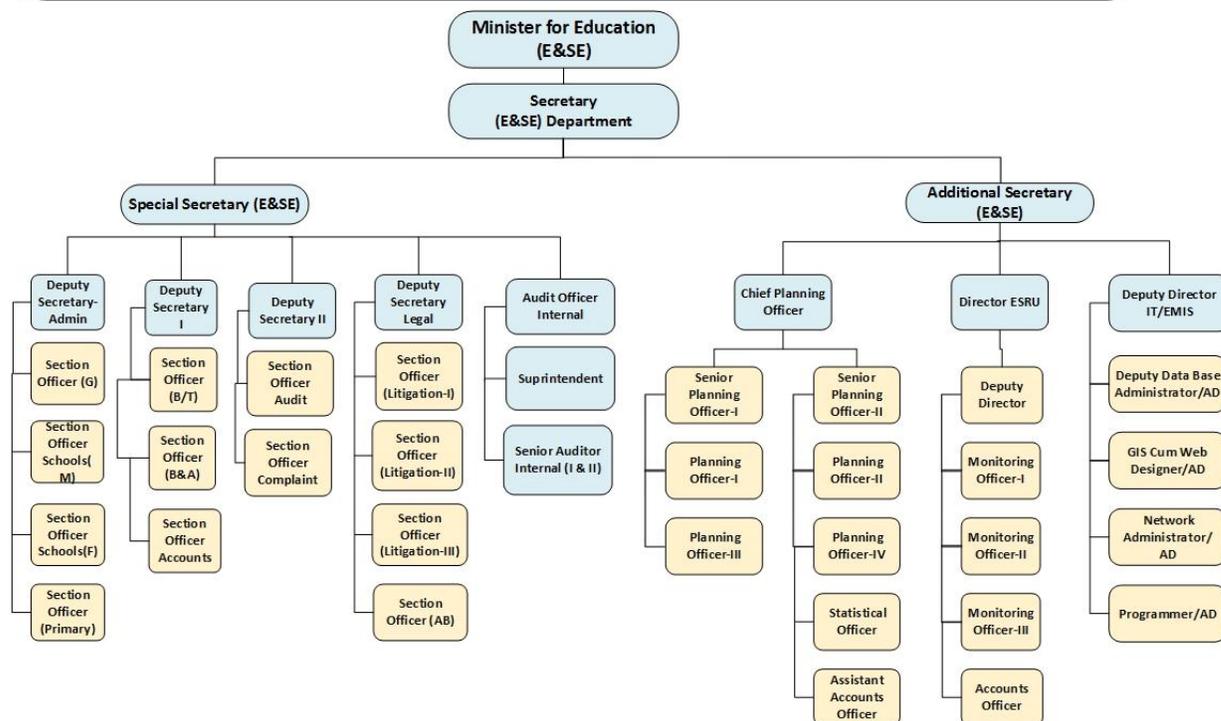
⁷ http://www.ndma.gov.pk/Documents/flood_2010/ER/Early%20Recovery%20Report%20-%20Flood%202010.pdf
Pakistan Flood disasters 2010 Early Recovery Report-

⁸ PDNA, World Bank and Asian Development Bank post earthquake 2005

a threat to the lives and rights of children.

4 Overview: Ministry of Elementary & Secondary Education (Commonly referred to as the Education Department KPK)

Organizational Structure of Elementary & Secondary Education Department Khyber Pakhtunkhwa



4.1 Secretariat of E&SE

The Elementary and Secondary Education Department is the biggest of all departments of Khyber Pakhtunkhwa. It has about 168,000 employees which are about 55% of the total employees of Khyber Pakhtunkhwa. 3.9 million students are learning in more than 28,000 government institutions having more than 119,000 teachers.

The mission of the department is:

“Developing human resources in Pakistan as a pre-requisite for global peace, progress and prosperity”

“The National Education System to meet the basic learning needs of our society emphasizing basic literacy and life skills, increase access to and completion of quality education, address gender, geographical and structural disparities, and enhance the efficiency of education governance.”

The vision for the education sector is as follows:

Complementing this Mission, the vision for the education sector is as follows:

Provide quality education enabling all citizens to reach their maximum potential;

Produce responsible and skilled citizens;

Integrate Pakistan into the global framework of human centred economic development.

The National Education System should be meaningful and relevant in order to alleviate poverty and sustain growth through the provision of quality education for all Pakistanis, without any discrimination, thus facilitating the creation of a knowledge-based society. (Pakistan Development Forum).

The mission and vision are consistent with the EFA and MDG goals and the objectives of the National Education Policy, Education Sector Reforms (ESR) and Provincial Reforms Programme (PRP).

The main functions of the secretariat E&SE are:

- Formulation of policies, strategies and regulations for Schools Education & Literacy.
- Preparation of Annual Developmental Program (ADP) for Elementary and Secondary Education Sector.
- Processing of developmental projects.
- Monitoring and review of developmental Projects and schemes in coordination with concerned Directorates/PIUs.
- Improvement of Literacy and quality/standard at Primary and secondary education level.
- Financial Management (Recurring/non-recurring Budgets) and auditing of the Provincial Level releases to Schools & Literacy Department including PAC/DAC.
- Education Management Information System and Geographic Information System
- Regulation, Registration and Supervision of Private Teacher Training Institutions through BISEs.
- Preparation of draft Acts/Ordinances as per need for the approval of provincial assembly/ Chief Executive of the Province.
- Attending to the questions/queries of the Provincial/National Assemblies and Senate pertaining to Schools & Literacy sector in the province.
- Dealing the matters of BISEs & Public Schools in Khyber Pakhtunkhwa.
- Inter District posting/transfers of Officers of Provincial cadre (BPS-17 and above) in Schools on recommendations of the Directorates of Elementary and Secondary Education Department
- Processing of Selection grade, Move-over, Pension, GP fund final payment and Promotion cases for approval of the competent forum at Provincial Level in accordance with the existing approved Policy.
- Coordination with the Federal Government and Donors.
- Inter Provincial admissions in teachers training institutes on reciprocal basis.
- Performance evaluation reports of Provincial cadre Officers (ACRs).
- Processing the cases of short and long-term foreign visits/training and award of Scholarships for approval of the competent forum.
- Any other task assigned by the government.

4.2 Directorate E&SE

The Directorate of Elementary & Secondary Education department is mainly responsible for the following three functions:

- Financial Management functions
 - Budgets (Both Provincial & District).
 - Accounts.
 - Audit of accounts.
 - Internal Audit.
 - External Audit.
 - Audit of foreign aided projects.
- Human Resource Development functions.
 - Recruitment (Provincial cadre posts)
 - Personnel database.
 - Posting, Transfer, promotion & grant of leave.
 - In-service training.
 - Performance evaluation.
 - Preparation of Seniority List (Provincial cadre posts)
- Planning & Development Functions.
 - Preparation of Provincial Development plan (5/10 years).
 - Consolidation of district development plans.
 - Preparation of concept paper/feasibility reports for projects.
 - Preparation, monitoring and coordination of foreign aided projects.
 - Preparation & processing of of PC-1 for approval of DDWP/ ECNEC
- Literacy & Non-formal Education.
- Physical Education (scouts- Girls guide- Tournaments)

4.2.1 Functions and powers of District Education Officer (DEO)

- To ensure that the business of the group of offices under his administrative control is carried out in accordance with law and the rules and the human and material resources placed at his disposal are optimally utilized to improve governance.
- To co-ordinate and supervise the activities of the offices and ensure efficient service delivery by the functionaries under his administrative control.
- To supply information to the Monitoring Committees of the Zilla Council and Union Councils.
- To take appropriate corrective actions based on the information received from Monitoring Committees.
- To enforce relevant Federal and Provincial laws and rules, including tax laws, according to the directions of the Government.
- To prepare development plans and propose budgetary allocations for their execution.
- Implement approved plans and policies.

- Authorize disbursement of performance bonuses to the employees.
- Prepare proposals for expenditures necessary for the proper conduct of programs, projects, services, and other activities.
- Propose relevant bye laws on service delivery to the District Coordination Officer.
- Act as Departmental Accounting Officer for his respective group of offices and be responsible to the District Accounts Committee of the Zilla Council.

4.2.2 Role of DEO E&SE under devolved system

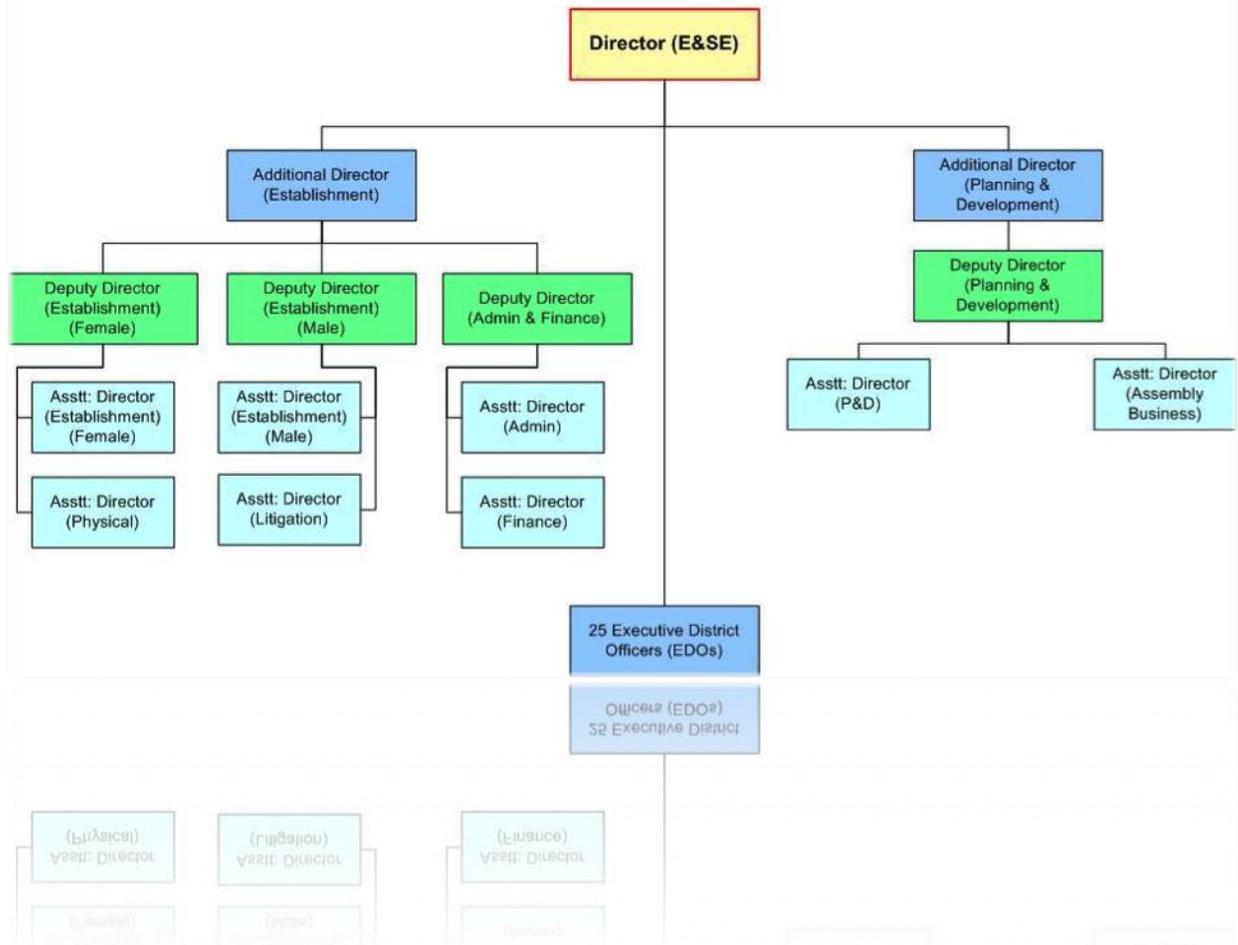
- Appointment/Posting and transfer of teachers from BPS 1-10 in the concerned districts.
- Preparation of PC-I Forms of Developmental Schemes approved by DDC & DDWP.
- Spending of Developmental and recurrent budgets of the District Elementary & Secondary Education Department.
- Supervision of Schools in his district.
- Monitoring of Developmental Schemes
- Preparation of monthly & quarterly reviews.
- Horizontal & Vertical Coordination.

4.2.3 Functions of District /Tehsil offices

- Personnel Management
 - Appointments/ Transfers & promotion (Distt Cadre)
 - Preparation of Seniority list.
 - Maintenance of Personal files & Service books.
 - Grant of leave.
 - Performance Evaluation Reports (District cadre)
 - Enquiries & Departmental actions.
 - Pension cases. Court cases.
 - President/ PM/Governor/ CM's directives.
 - Preparation of Seniority Lists
 - Promotion, Move-over, Selection Grades cases
 - Transfers within districts.
 - Grant of Leave
 - Performance Evaluation/ACRs
 - Honoraria/ Advance increments/Overtime allowances
 - Pension cases
 - Directives of Governor/ PM/CM and Complaints
 - Monitoring & inspection of Schools
 - Check on absenteeism of teachers.
- Financial Management
 - Preparation of Budget for respective districts.
 - Drawing & Disbursing function.

- Monthly/ quarterly & annual expenditure/ reconciliation reports.
 - Sanctioning all sort of financial claims and other account matters
 - Internal Audit of accounts.
 - Purchases & Procurement.
 - Planning and Development.
 - Proposals for establishment of new schools
 - Feasibility Report
 - Preparation of PC I, PC III, PC IV, PC V, Proformas for projects/schemes in the districts.
 - Up-gradation of Schools to the next higher level.
 - Additional class rooms and boundary walls
 - Purchases of land for play grounds.
 - Repairs and maintenance of schools etc.
 - Directives of Governor, PM, CM, President
 - Preparation of Long Term Plans
 - Data collection, EMIS etc.
 - Inspection and progress of constructional work.
 - Taking over of buildings and issuing Completion Certificate
 - Auction of Govt. Buildings / Building material etc.
 - School Supervision and Inspection
 - Supervise the inspection activities and check inspection reports.
 - Visit to Schools and provision of professional guidance to teachers.
 - Assessment of student's achievement.
 - Assessment of school requirements.
 - Check Teachers attendance.
-

Directorate of E&SE, Khyber Pakhtunkhwa



4.3 Planning Cell of E&S ED

Vision and Planning of Elementary & Secondary Education Department

- Education is first priority
- Focus on girls Education
- Education centered development
- Public sector is the main arena
- Enhancement of Education Sector A.D.P.

Roles & Responsibilities of Planning Cell

Preparation of Annual Development Programme in line with ESP

Proposals for establishment of new schools

Foreign Aided Projects

Emergency Response & preparedness

Model Schools & Cadet Colleges

Feasibility Report

Preparation of PC I, PC III, PC IV, PC V, Proformas for projects/schemes in the districts.

Processing Up-gradation of Schools to the next higher level.

Additional class rooms and Provision of basic facilities (B/Ws, W/S, G/L & Electrification)

Purchase of land for Schools & play grounds.

Repairs and maintenance of schools etc.

Directives of Governor, PM, CM, President

Preparation of Long Term Plans

Data collection, EMIS etc.

Inspection and progress of constructional work.

4.4 Education Management Information System (EMIS)

EMIS stands for “Education Management Information System”. In a very simple and straightforward way it may be understood as “An Information System for Managers of the Education System”. It was initiated under the USAID funded Management Unit for Study and Training (MUST) Project in late 1980’s. It was properly established in 1990-91 in Directorate of Primary Education to cover Primary Level Schools only and expanded to cover Secondary Schools also in 2002 after the merger of Primary & Secondary Education under the control of Director E&SE. It was restructured in 2006 under the direct control of Secretary E&SE.

Up till now, 21 Annual Statistical Reports of Government Schools, 03 Statistical Reports of Private Schools and one Statistical Report of Deeni Madaris have been published.

EMIS is a Tool for:

Data collection

Storage

Integration

Analysis

Dissemination

Specifically designed for use by planners and administrators to plan and administer education system more efficiently and effectively.

EMIS is an integrated human and computer based process for providing all the information needed to support all the activities of the education department including management, planning and decision making.

EMIS is a Management Support Service and, it supports different users of education statistics

The main purposes of the EMIS

- Providing information to all users to enable these users to conduct their different tasks more efficiently
- Enabling decision-makers to take better decisions and justifying them, based on concrete information
- Enabling planning and policy development to address objectively identified issues, set quantified

- targets, and realistically estimate the resources required for implementing plans and policies
- Contributing to improving the efficiency of day-to-day operations of the education system by providing relevant and reliable information
 - Support efficient monitoring of attainment of the stated education goals, by providing complete, reliable and timely data.
 - Support planning, decision making, supervision and management.
 - Facilitate the efficient direction of resources to the needy areas and eliminate/minimize wastage.
 - Accurate and reliable information
 - Diagnosis of weaknesses and strengths
 - Identification and Selection of priorities areas
 - Resource allocation

Role of EMIS

- Informing decision-makers
- Provide analysed data relevant to the decision-making responsibilities of managers
- Inform the managers about the problematic areas in education system
- Provide information for managers to monitor progress towards achieving the educational goals/objectives and targets
- Providing planning information:
 - Identifying issues to be addressed by planners
 - Supporting policy planning
 - Providing general planning information
 - Monitoring and evaluation information
- Identify existing problems, for example
 - Repetition
 - Dropout
 - Girls' Education,
 - Gender Disparity
- Predict future problems based on projections of present tendencies, e.g.
 - Shortage of Classrooms,
 - Shortage of Teachers
- Providing (numeric) information pertaining to the provision of education to decision makers, planners and other internal or external users
- Alerting managers and planners to existing or anticipated (projected) problems visible from the EMIS data
- Providing monitoring information
- Providing information for speeches, press releases and similar purposes to managers
- Supporting planning with data and projections

Efficiency of EMIS depends on

- Timely and Reliable Production of Data and Information
- Data Integration and Data Sharing among Departments
- Effective Use of Data and Information for Educational Policy Decisions

EMIS and Planning

1. Planning is another Management Support Service closely linked to the EMIS
2. Planning is – next to management – the most important user of EMIS information
3. Exaggerating a bit:
 - If Planning is done, ignoring available relevant EMIS information, the planning becomes doubtful
 - If the EMIS information does not serve the needs of Planning, the EMIS is irrelevant
4. Ideally EMIS and Planning are closely cooperating Management Support Services

Specific roles and activities of the district EMIS

Some examples:

1. Collecting, verifying and processing data provided by schools, ensuring
 1. Completeness of the data:
 2. All schools submit their questionnaires,
 3. All questions are completed in all questionnaires,
 4. No data have been omitted, e.g. all pupils are included, each teacher's data has been recorded, etc.
2. Correctness of the data:
 1. The data are correct in all respects
2. Entering the data on computer, ensuring
 1. Completeness: all data are entered
 2. Correctness: the data are entered correctly
 3. Verifying the completeness and correctness of the data
 4. Ensuring the timeliness of the data collection and processing

Fulfilling the role of the EMIS in the context of the district

1. Providing information to district managers and planners
2. Supporting managers and planners in setting priorities
3. Supporting management in calculating the needs for resources and providing data for the equitable distribution of resources
4. Providing data and information for the daily operations of the district office

Examples of planning and management information the EMIS should provide

1. Pupil : teacher ratio

The number of pupils in a school, district, etc. divided by the number of teachers in that school, district, etc. *(A measure of the supply of teachers)*

1. Progression (or pupil flow) rates

Promotion, repetition and school leaving (dropout) rates.

1. Intake and enrolment ratios

Proportion of the school entry age population enrolling in the first grade school *(the choice of enrolling in Kachi or Pakki must be taken into account)* and Proportion of the school-age population enrolled in school

1. Enrolment projections

Enrolments expected in the future according to previous trends – essential information for estimating future needs in respect of schools, teachers, materials, etc.

1. Identification of specific needs

2. Specific schools with insufficient numbers of classrooms; individual schools with too few or too many teachers, etc. – *This need exists on the district level, not on the provincial level*

What is not the role of the EMIS?

The utilisation of EMIS staff for duties beyond their role can have a negative impact on the EMIS.

Typical “problem areas” are:

1. Excessive participation in meetings and taskforces resulting from the EMIS’ good knowledge of the statistics and the education system in general
2. Gap-filling: When the EMIS is not seen as a priority, staff is often assigned other duties
3. IT support: Due to their above-average competencies in IT, EMIS staff is often called upon to assist with IT problems and to provide software support

4.5 Education Sector Reform Unit (ESRU)

The Education Sector Reforms Unit (ESRU), Khyber Pakhtunkhwa was established in 2007 to plan, coordinate, monitor and implement the Reforms Programme of Elementary & Secondary Education Department Khyber Pakhtunkhwa. Over a very brief period of time, it assumed a very important role in the overall Reform Process of the Elementary & Secondary Education Department. The Unit was established as a project in March, 2007 for a period of 3 years. However, keeping in view the importance of the Unit, it was converted to current side by the Provincial Govt. w.e.f 1st July, 2010.

The main purpose of the Unit was to plan, coordinate, monitor and evaluate the ongoing reforms activities/programs agreed with the DPC and future reforms activities/programs.

Functions of ESRU

- Reforms in Policy Development, Planning Coordination, Monitoring and Evaluation of various programs under implementation in the Elementary & Secondary Education Department.
- Monitor implementation of Education Sector Reforms in Khyber Pakhtunkhwa.
- Effective monitoring of distribution of free textbooks, the stipend program for girls, teacher's attendance and reforms under implementation.
- Monitoring of Training and re-organization of PTCs.
- Ensure monitoring of PTCs funds.
- To ensure that the development funds placed at the disposal of the PTCs for provision of missing facilities and construction of classroom are being effectively utilized.
- Collection and Analysis of Data from Education Management Information System (EMIS) for Planning, Monitoring & Evaluation purpose.
- Reforms in Boards.
- Reforms in Training Institutions.

Activities of ESRU

Despite meager resources ESRU has carried out a number of diversified activities in a short period of 3-year. The details of activities/assignments carried out by ESRU are given below:

- Processing cases of stipends to girl students from class 6th to 10th in Khyber Pakhtunkhwa
- Provision of free textbooks to all students from class katchi to 12th in all government schools
- Education Sector Plan (2008-09 to 2014-15)
- Capacity Development Strategy
- Election of PTCs' and reforming the PTC guide in the Province
- Third Party Validation of Parent Teachers Councils (PTCs)
- Donor Coordination
- Working on the EU assisted Khyber Pakhtunkhwa Education Sector Programme (2009/10 to 2012/13).
- Working with DFID on the Education Sector Reform Programme 2011-12 to 2015-16
- Establishment of coordination wing in ESRU
- Field Visits of Schools throughout the Province for monitoring purposes
- Monthly Progress Review Meetings with EDOs (E&SE)
- Coordinating with EDLINKS & USAID for Rehabilitation/recovery of 150 Govt High/Higher Secondary Schools in Malakand Division

- Steering the KPK education sector reforms program
- Public Private Partnership in Education
- Conditional Grants for Districts (OBB)
- Enrolment campaign
- Miscellaneous Assignments

4.6 Directorate of Curriculum and Teacher Education (DCTE)

The task of the DCTE is achieving excellence in elementary and secondary teacher education by producing professional, sound and value oriented teachers for quality education in the province and undertake all academic, teacher education, curriculum development and research assignments with the aim to meet the highest national and international standards.

Brief history of (DCTE):

- ✓ 1956: Bureau of Education at federal level was established
- ✓ 1964: Education Extension Centre was established in Abbottabad
- ✓ 1970: Bureau of Curriculum Development established in Peshawar
- ✓ 1974: Bureau of Curriculum development was shifted to Abbottabad.
- ✓ 1983: Status Revised to: Bureau of Curriculum Development and Education Extension Services, N-W.F.P, Abbottabad.
- ✓ 2001: Status Revised: Directorate of Curriculum and Teacher Education, Khyber Pakhtunkhwa, Abbottabad.

Extension arms of DCTE:

- Regional Institutes for Teacher Education (RITEs)
- Government College for Physical Education (GCPE) Karak
- Government Agro Technical Teacher Training Centre (GATTTTC) Peshawar
- Office of the Departmental Examinations

Following is some of the basic expertise that the DCTE was able to integrate within the framework of its house since its establishment:

Programs of DCTE (Pre service Teacher Education)

Associate Degree in Education (ADE) Program (12+2) Leading to B.Ed Honours.

Certificate in Drawing Master (12+1)

Junior Diploma in Physical Education (12+1)

Diploma in Education (12+1.1/2)

In-Service Teacher Education (Major areas)

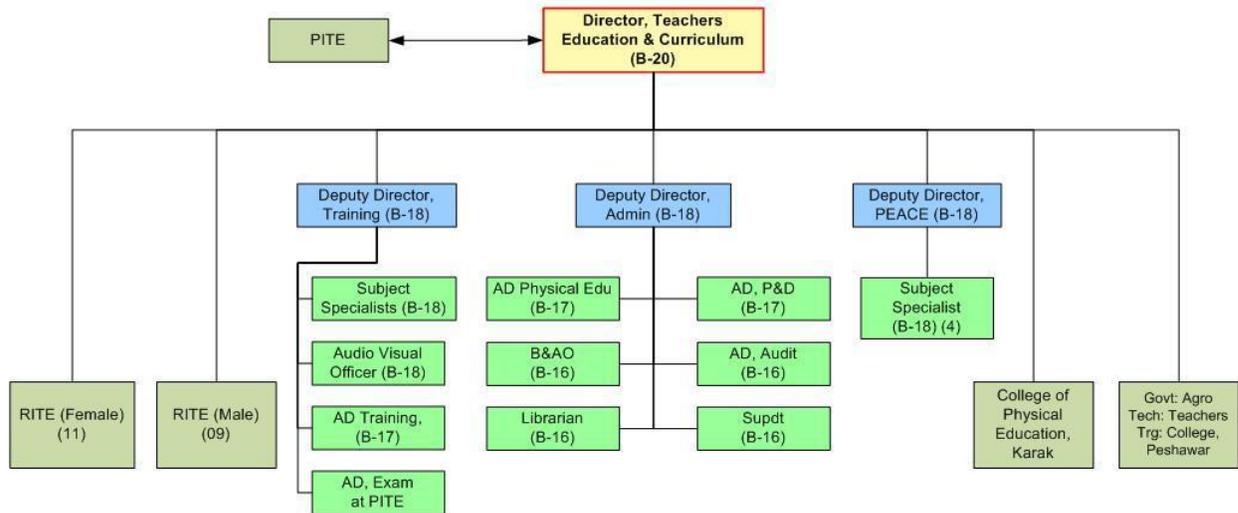
Pedagogical skills

Subject matter updating as per revision of national curriculum

Class room management.

Needs based / Social issues / New concepts such as psychosocial, population education, environmental issues, HIV & AIDS prevention education, Human rights, drug prevention / rehabilitation education etc.

Directorate of Curriculum & Teacher Education (DCTE)



4.6.1 Regional Institutes for Teacher Education (RITE):

The functions of RITEs are:

- Plan, arrange, impart & assess pre-service teacher education programmes.
- Act as a centre for in-service teacher training.

4.7 Provincial Institute of Teacher Education (PITE)

In 1992, the Government of Pakistan recognized that the quality of education could not be advanced unless the teachers are equipped (with necessary knowledge and skills) motivated and accorded with appropriate professional recognition. (Source: National Education Policy – NEP 1992). Keeping in view the relatively low literacy rate and poor quality of education the Government of Pakistan launched a Teacher Training Project (TTP) with the financial assistance of the Asian Development Bank (ADB) in 1993. The project covered all four provinces of Pakistan. The project was initially designed for a period of five years (1993-97). Provincial Institute for Teacher Education (PITE) Peshawar had been established under the teacher training Project in 1997, which presently works as an attached unit of E&SE Department Khyber Pakhtunkhwa.

PITE's vision is to bring about quantitative and qualitative improvement in education in Pakistan in general and Khyber Pakhtunkhwa in particular through the creation and provision of continuous professional development opportunities and services for teachers and education managers.

PITE's mission is to develop our educational institutes for our children by transforming teachers and education manager into forward looking change agents through consistent, innovative and strategic training interventions.

PITE's objectives are to:

- ❖ Train teachers in innovative institutional strategies
- ❖ Train teachers/managers in educational planning and management
- ❖ Train teachers/managers in instructional assessment and evaluation
- ❖ Develop contextualized instructional material

PITE's Target: **Reaching out to all students through teachers and managers**

PITE's Mandate/Core Activities:

- Conduct and test innovative Pre-Service & In-Service teacher training programs
- Training of Master Trainers.
- Monitor and assess teachers training programs.
- Design and conduct research in teacher education, evaluation and assessment
- Develop training materials, etc.
- Serve as a Provincial Resource Center in education trainings.
- Coordinate educational training programs in Khyber Pakhtunkhwa.
- Organize and Conduct educational workshops/seminars as and when required by the Department.
- Supervise & facilitate bridging Courses for teachers to equate Diploma in Education/ADE.
- Design and maintain Teacher Education Management Information System (TEMIS)

Target Population for Trainings (Teachers)

Primary School Teachers

Middle School Teachers

Secondary School Teachers

Subject Specialists

Community School Teachers

Feeder Schools Teachers

Accelerated Learning Program Teachers

Target Population for Trainings (Managers)

Head Designates of Primary Schools

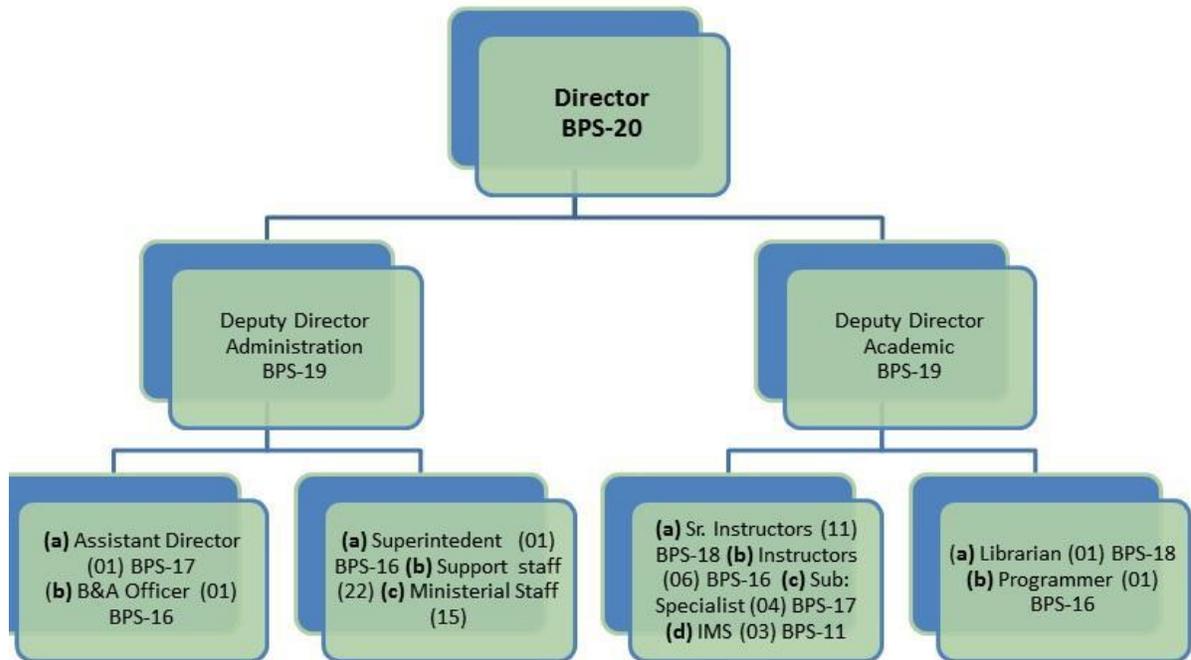
Head Teachers of Middle Schools

Headmasters/Headmistress of High Schools

Principals of Higher Secondary Schools

Education Managers (DEOs, Dy. DEOs, ASDEOs, ADOs heads/Principals of RITEs)

Provincial Institute for Teacher Education (PITE)



4.8 Provincial Education Assessment Centre (PEACE)

The Provincial Education Assessment Centre (PEACE) was established in June 2002 at the Directorate of Curriculum & Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad under the Education Sector Reforms specific priority within the overall plan that was to “*build assessment capacity at the school, district and provincial level to better measure learning outcomes and improve the quality and effectiveness of program interventions.*” PEACE has successfully conducted four cycles of assessment (2005 to 2008) in the Province in collaboration with the National Education Assessment System (NEAS), Ministry of Education, Islamabad. Since July 1, 2007 PEACE has been working as a permanent institution.

PEACE’s Vision: Improving Quality Education of Student's Learning through Assessment in the Province

PEACE’s Mission: To Conduct Valid and Reliable Assessments determining how well Students’ Performance is

Objectives:

1. To establish a baseline of student achievements through periodic assessments for obtaining monitoring indicators;
2. To develop institutional capacity for Test Development, Test Administration, Statistical Analysis and Report Writing,
3. To institutionalise a monitoring system which permits and encourages continuing educational improvement at Elementary and Secondary Level;
4. To analyse students performance with reference to variation in instructional context, students background and other factors affecting students achievement, in order to identify the effectiveness of educational inputs and interventions;
5. To identify strong and weak areas of student learning with reference to the curriculum.
6. To assess performance of the teachers and educational institutions by relating it to the learning achievements of students.
7. To provide feedback to policy makers and frontline implementers to enable them to develop effective strategies and action plans for improving the quality of education.
8. To inform parents, community members and other stakeholders about the quality of education.

Scope:

1. How well the curricula are being translated into knowledge and skills among students.
2. Subject, geographic and gender – related areas of inequity in student's performance
3. Finding out the principal determinants of student performance including teacher, head teacher student & parents' background and other casual variables.
4. How resource allocation (fiscal, material and human) might be redirected to improve students' performance.
5. How to assist teachers to use data in improving students' performance.
6. How to create sustainable capacity to conduct quality surveys of student learning and to apply findings in policy formation

Achievements:

1. PEACE has completed Four Cycles of Sample Based Provincial Assessment Studies for Grade-IV & Grade-VIII.
2. First Assessment Cycle was completed in 2005 and its findings were disseminated in the 1st Stakeholders Conference in November 2006.
3. After the 2nd & 3rd Cycle of Assessment (2006 & 2007) the findings have been disseminated in the 2nd Stakeholders Conference on January 29, 2007

4. The findings of the 4th Assessment Study (2008) were disseminated in March 2009 in the 3rd Stakeholder Conference.
5. PEACE has conducted a Sample-Based Assessment study assisted by UNICEF in 06 districts of the province
6. PEACE has built capacities of 2,000 working teachers in Test Development in four subjects (Urdu, Maths, Science and Social studies in different districts of the province).
7. Under Multi Integrated Teacher Supervision and In-Service Training System (MITS & ITS) PEACE has developed an Item Bank for Classroom Continuous System (CAA) in the Subjects of Maths, Urdu and English for Grade I to V and Science for Grade III to V.
8. Orientation training to 6,995 Head teachers, 309 ADOs, 2,059 Mentors through 24 Lead Master Trainers on the use of Item Bank in 06 districts (Nowshera, Mardan, Swabi, Haripur, Abbottabad and Mansehra)
9. Analyzed Question Papers of core subjects of SSC (A) 2008 from all 08 Boards of the Khyber Pakhtunkhwa.
10. Conducted an Impact Study of LFA Program to measure the effectiveness of its Literacy Center's Graduates Achievements by using the data of 240 respondents
11. Conducted an Impact Study on CIDA Interventions for the Improvement of Teacher Education in Khyber Pakhtunkhwa.

4.9 Independent Management Unit (IMU)

The Elementary and Secondary Education department introduced GPRS/GSM based biometrics attendance monitoring system in the KPK education department. This initiative is the first of its kind among education departments in the country. This system is supported by a virtual private network (VPN) and can be monitored through a mobile sim/computer from anywhere around the globe. The initiative is part of the incumbent government reforms agenda in the education sector, which will be rolled out to all directorate, DEOs down to the school level. By introducing this system a change in the school management and service delivery is expected to take place.

The system operational since April 2014 has been supported by DFID. A total of 475 monitors have been hired for the monitoring of some 28,000 schools.

The key objectives of the IMU are as follows:

- Provide the elementary and secondary education department and its development partners with viable means of ensuring that education sector reforms are efficiently developed and effectively implemented.

- Support the establishment of performance monitoring mechanisms.
- Deliver objective information on a monthly, quarterly and annual basis to donors, civil society, parents and other stakeholders for reviewing the performance of government and its officials.
- Increase public awareness of the status of school facilities and infrastructure and the level of education service delivery in the province, district and the school level.
- Provide access to information on key indicators to increase social accountability
- Increase social accountability to improve governance, service delivery outcomes, planning and resource allocations to the sector.

Specific tasks relating to Independent Monitoring Unit:

- The IMU is responsible for ensuring that data for all key performance indicators are collected regularly on monthly basis and uploaded using Smartphone.
- Once collected data will be analyzed for the purpose of performance evaluation.
- Next, the data is presented, in an agreed format, to all relevant offices of the education department.
- The IMU will be responsible for ensuring accuracy and timely provision of data. It will also be required to randomly select a sample of schools to visit across various Districts in order to ensure accuracy of data. It will develop reports on remedial measures for data inconsistency, etc.

Specific tasks relating to District Monitoring Unit (DMU) are:

- The District Monitoring Officer (DMO) at district level will be responsible to manage and supervise the entire operation of data collection at the school level. The DMO will also liaise with the provincial government and perform other necessary functions as and when required by the department.
- 475 Monitors have been recruited to collect school level data on a monthly basis. The numbers of Monitors for each district depends upon the number of schools in a given district. One Monitor visits 60 schools on average in a month.
- The main responsibility of the Monitors is to visit approximately three to four schools, during school hours, unannounced and collect information. Information is fed to a predesigned Smartphone application documenting all the key variables of the school and updated directly to the database. Once the information is fed, both, the head teacher and the Monitor will sign to attest that the information collected is correct.

- It will be ensured that each school in the district will be visited at least once during a month and by a different monitor the following month to ensure transparency in the data collection process.

5 KPK Education Policy

5.1 National Education Policy 2009 (adopted by KPK in 2011)

The first Education Conference was held in 1947. It laid the foundations followed by a series of educational polices, the last one being “The National Education Policy 2009”.

None of the National Education Policy (NEP) was fully implemented which can be attributed to a lack of ownership and political commitment, non-allocation of required resources and lack of capacity building to monitor and implement.

Besides, the Education Policies were not translated into a Strategic Planning and Action Plan. While Higher Education has been retained at federal level, the Elementary and Secondary Education (E&SE) has been deprived of federal patronage. Pakistan is signatory to UN Conventions, the World Conference on Education for All, Dakar Declaration and MDGs.

The Government of Pakistan, with a view to reaffirm its commitment to the cause of education, in the meeting of all the Chief Ministers and Federal Government in September 2011, has signed a Joint Declaration on education to meet international commitments.

The National Educational Policy (NEP) 2009, subject to a constitutional amendment, shall continue to be jointly owned by the Federation and the Provinces.

The National Education Policy 2009 gives an overall assessment of the situation and sets the broader objectives towards the achievement of desired goals.

A critical analysis of past educational policies reveals that the goals were only partially achieved. Again ambitious targets were set for, yet another, educational policy. The main reasons for non-achievement of goals may be attributed to a lack of political ownership, continuity and allocation of resources. All the National Education Policies were framed at federal level, and purportedly, in consultation with the provinces. Education is a provincial subject, especially education on elementary level. Provinces could not, due to scarcity of resources and lack of political will, make budgetary provisions as per actual requirements.

To translate the policy guidelines of the National Education Policy into action, with a clear road map, strategic planning is required. The National Education Policy has many options but under Strategic Planning we may opt for viable options.

Even a Sector Plan is not enough unless an Action Plan is developed at provincial level.

The implementation framework of the National Education Policy 2009 recognizes the centrality of the provinces in implementation of the policy measures.

5.2 KPK Education Sectoral Plan (KESP) 2010-15

The Government of Khyber Pakhtunkhwa, Elementary & Secondary Education Department, Education

Sector Plan (ESP) is the result of a collaborative and sustained effort of the following involving various phases from conceptualization and inceptive development in 2006, approval in 2009 and the first update/revision in April 2012.

The Education Sector Plan is a medium-term development plan to develop the education sector in Khyber Pakhtunkhwa, increase the stock of human capital and encourage progress, peace and prosperity across the province.

The principal objectives of the ESP are to provide guidelines for the preparation of short term plans (Annual Work Plan) and to serve as a monitoring and evaluation tool to assess progress against the targets set in accordance with the Millennium Development Goals (MDGs) and Education For All (EFA), to which Pakistan is a signatory.

The main focus of the Government of Khyber Pakhtunkhwa is to develop a workable Action Plan based on main aspects of Comprehensive Development Strategy (CDS).

The goals set in the ESP are to achieve Universal Primary Education (UPE) by 2015 through ensuring that all boys and girls complete the full course of primary education; promote gender equality, achieve quality basic education for all (EFA goal); achieve 50% improvement in the levels of adult literacy, especially for women (EFA goal); introduce government-financed private school subsidizing for areas with low female enrolments; and reduce rural and urban disparities in education.

Demand side barriers such as poverty, social and conflict have been discussed along with peculiar supply side barriers like physical access, flexibility and response to demand.

These barriers, besides others, exist to some extent though their relative importance varies. The ESP outlines a number of strategies designed to address and tide over the constraints.

While the objectives outline the physical targets, with provision of required human and capital resources, this extension will not be at the cost of quality which is the main issue in public sector. Quality challenges range from teachers' availability to methodology, curriculum, scarcity of resources, lack of community participation in school management and poor physical learning environment.

The ESP outlines a number of mutually-reinforcing strategies to tackle the issue of quality mainly based on the principles outlined in the Capacity Development Strategy.

Issues of poor governance can have a profound impact on all aspects of education. The strategies outlined in the ESP such as increased involvement of the community, teachers and parents in school management and decentralization of the education sector aim to address this problem through increased transparency and accountability. Khyber Pakhtunkhwa has experienced cyclic waves of law and order during the last three decades. For this reasons risk management has been made part of governance, and it is.

The Eighteenth Amendment in the Constitution of the Islamic Republic of Pakistan represents one of the most important political, legal and institutional reforms ever undertaken in the country. The implications of these reforms are broad-based and shift the balance of political and administrative powers from the Federal to the Provincial governments, particularly in the area of service delivery to the citizens. At the same time devolution also create more responsibilities and legal obligations for the provinces and that too without federal financial support.

The strategy to gradually separate the management cadre from the teaching cadre will strengthen the monitoring and supervisory mechanism. Currently pilots are being carried out to improve the supervision through adequate training of the Head and Cluster Head Teachers. The role of PTC has been enhanced and its power of disbursement of funds increased from 0.25 million to 1.000 million. The ESP envisages a much more robust role for the PTCs and communities in enhancing the governance of the system with a view to enhancing citizen voice in the process and improving the quality of education service delivery as a result.

ESP will be followed by separate District Strategic Plan (DSP) for all the districts. The aim is, while adhering to broader parameters outlined in the ESP, the District Strategic Plan would ensure more focused approach. It will also facilitate periodic i.e. reviews and the consequent course-correction.

Education sector Road Map is an approach with focus on current situation and develop a strategy for future. It gives us an opportunity to evaluate the situation to understand the challenges we face at departmental level and progress we are making, through regular stocktaking with leadership.

Main priority areas of ESP would be:

1. Universal Primary Education.
2. Consolidation, including quality and
3. Removal of gender disparities.

To address these three issues E&SE Department has identified key priority areas which are access without discrimination, completion of education and improve quality of education in schools through community participation, creating conducive learning environment, improve quality of teachers and upgrading schools.

The Road Map further emphasizes that six areas of action are required at provincial level.

- I. Financial resources.
- II. Monitoring, accountability and data transparency especially on gender divide.
- III. Support, selection and gender-focus of EODs.

IV. Text books, teachers guidance and training.

V. Elementary Education Foundation initiatives to improve female access.

VI. Critical supporting actions that are communicate reform to the system and public, enforce objective criteria for hiring and transferring of teachers, empower PTCs by developing stronger links to districts, enforce corporal punishment bans and develop transport solution in rural areas.

The Education Sector Road Map has been presented by the DFID to Chief Minister, Khyber Pakhtunkhwa and Chief Minister principally agreed to the plan.

The Sector Plan signifies the initial steps towards a comprehensive long-term approach to improve the service delivery. The Sector Plan represents the future course of policy and actions of the government of Khyber Pakhtunkhwa up to 2015-16. It is an indigenous and conscious effort of the Elementary and Secondary Education Department to set a course to manage the education reforms agenda effectively with a systematic and coordinated approach.

It symbolizes the first step in overcoming the, hitherto, piecemeal approach of non-coordinated government and bilateral cooperation interventions. The Sector Plan approach will entail critical review, adjustments and gradual 'mainstreaming' of on-going programmes and projects into one coherent long-term approach.

The present plan will be further developed in the next stage within an operational framework to serve as the basis of annual development and recurrent budgeting and review. To ensure that investments are planned, and managed, in a systematic and sustained manner consistent with the long-term goals and objectives. The Sector Plan will be systematically translated into prioritized activities and timelines in the form of Annual Work Plans.

The Sector Plan will form the basis of:

1. Communication to ensure that all stakeholders and partners have equal information and understanding
2. The annual budget, to ensure a regular recurrent budget which sustains investments, and a development budget which follows agreed plans and priorities.
3. Plans for consolidating and upgrading existing educational facilities, institutions and efforts to meet the modern world challenges in education.

It is a working document and the basis for annual budgeting and review and donor coordination. The plan will be further developed on the basis of yearly updates and reviews by the E&SE Department to ensure relevancy, ownership and sustainability. Capacities of all relevant staff will be built according to the approved Capacity Development Plan which seeks to provide the necessary capacities for a successful implementation of the sector plan.

The Education Sector Plan, 2010-11 to 2015-2016, is a strategic tool for promoting development in the education sector, specifically in the Elementary & Secondary Education. It is intended to serve as the basis of the costing is 2007-08 EMIS data, therefore, the plan period is from that academic/financial year.

Priorities and Strategies

The components of KESP are:

- (i) Increasing Equitable Access to Early Childhood Education, Primary, Middle/Elementary and Secondary education;
- (ii) Improving the Curriculum and Learning Outcomes;
- (iii) Improving Teacher Quality;
- (iv) Strengthening Governance and Service Delivery;
- (v) Improving Resource Allocation;
- (vi) Adult Literacy and Non-formal Basic Education; and
- (vii) Cross-cutting areas (ICT, Education in Emergencies, Gender Equity, Social Cohesion and Public-Private Partnerships for Education).

The KESP contains detailed activities for each sub-sector, including but not limited to the net requirements for teachers, infrastructure, equipment and facilities, together with the envisaged role of institutional donors and private sector partners. The Plan focuses on improving Educational Governance through a number of key actions (training and professional development, establishing a cadre for Education professionals, office space and equipment/logistics, oversight and monitoring, research and development), since more effective governance is a critical precursor to improved service delivery.

To increase equitable access to schooling and reduce dropout rates, KESP proposes that primary schools be expanded to include middle schools. This will reduce the distances that students have to travel to get to school and strengthen student retention in an equitable fashion, whilst reducing unit costs. Early Childhood Education will be expanded substantially, particularly among vulnerable populations. This is expected to increase the initial access of all groups to primary schooling and increase the likelihood that children will persist in schooling for a longer period of time, and with greater achievement. Cost savings will be identified.

5.3 The KPK Right of Children to Free and Compulsory Education Act

In April 2010, the 18th constitutional amendment committed Pakistan to free and compulsory education for all children between the age of five and sixteen. KPK is now the only province where legislation on free, compulsory education though reportedly drafted by the provincial government, has yet to be presented to the legislature. The Awami National Party (ANP)-led government had introduced a degree of local context in the curriculum, including a textbook chapter on Pashtun secular nationalist leaders. "We didn't mean to

obliterate other content but felt it was essential for children to familiarize themselves with their own history as well”, said senior ANP member and former provincial Education Minister Sardar Hussain Babak.

In 2012, the ANP-led KPK government passed the Khyber Pakhtunkhwa Promotion of Regional Languages Authority Act, for the promotion of regional languages, including by “recommend[ing] to government a curriculum and syllabus for the gradual teaching of the regional languages spoken in the province”. The government made Pashto a compulsory subject in public and private primary schools in majority-Pashto speaking districts.

In 2013, the KPK government swapped hands as the ANP were voted out in favour of Pakistan Tehreek-e-Insaf (PTI). In early 2014, the new administration announced the introduction of English for instruction from class one. The change is meant to be incremental, starting with only two subjects in 2014 and continuing as children move to higher classes. The government says it has prepared new textbooks and plans to train 350 teachers, who will in turn train 23,000. The updated social science textbook for fourth grade not only teaches about Pashtun nationalists, but also introduces other KPK historical figures and ANP political opponents.

The Right to Free and Compulsory Education Bill for Khyber Pakhtunkhwa is being drafted by the Provincial Government. The government representatives assured various times that this Bill shall be soon tabled in the provincial assembly for the ratification and formulation of “Rule of Business”. The implementation of this Act will make all five to sixteen year old children residing in the Khyber Pakhtunkhwa province eligible for free and compulsory education by law.

5.4 KPK Education Reform Program

Realizing the importance of teacher education in providing quality education for children and youth, the Government of Khyber Pakhtunkhwa has developed the Teacher Education Strategy (TES) 2013-2018, in order to revamp the whole teacher education system. The Department of Elementary and Secondary Education constituted a taskforce for the TE 2013-2018, comprising of key education officials including the Additional Secretary of Education, the Director of Directorate of Curriculum and Teacher Education, Director of Provincial Institute for Teacher Education, Director of Education Sector Reform Unit and the Chief Planning Officer of Education. The TES 2013-2018 has been created through a collaborative and consultative process. The strategic plan builds upon an analysis of the current situation of education in Khyber Pakhtunkhwa, it identifies challenges and opportunities within teacher education and provides a clear and feasible action plan for meeting reform priorities. The TES 2013-2018 will serve as a planning and change management tool for the implementation of the new Associate Degree in Education (ADE) and Bachelor of Education-Honors (B.Ed. Hons.) programs, amend teacher recruitment and service rules, strengthen continuous professional development opportunities and improve the teacher management system. In addition, the Khyber Pakhtunkhwa strategic planning taskforce identified the following key policy reforms aimed at enhancing both pre-service and in-service teacher education.

Policy Reforms

Reform 01: Upgrade Teachers' Pre-service Professional Qualifications

In order to continue providing quality education for students, it is imperative to review the existing teacher preparation programs. As current teaching pedagogies are outdated, are unable to meet the national standards and are devoid of coping with the needs of today's students, there is an urgent need to improve the teaching practices of current and future teachers.

Reform 02: Upgrade Teachers' In-service Professional Qualifications

It is vital to provide professional development and degree-upgrading programs for practicing teachers who hold a Primary Teaching Certificate (PTC), Certificate in Teaching (CT), or Diploma in Education (DIE) so that they improve their skills and stay apace with educational advancements.

Reform 03: Restructure Institutions and Make Quality Improvements in Teacher Education Institutions and the Apex Institute

To support students in the new ADE and B.Ed. (Hons.) programs, it is necessary to equip the TEIs with essential learning resources, especially in light of the National Professional Standards of Teaching and also to upgrade the current teaching and learning facilities

Reform 04: Plan for Enhancing Existing Capacity to Meet Teacher Demand

To address teacher shortage and demand for additional teachers in the future there is need to conduct a quantitative projection to predict population growth and school pupil enrolment.

Reform 05: Ensure the Induction of Graduates Meeting the Minimum Standards of the New TE Qualifications

In order to ascertain that qualified teachers are deployed to schools after graduation, it is necessary to ensure that the revised teacher recruitment rules are in place.

Reform 06: Establish a Quality Assurance Coordination System and Mechanism

As all Regional Institutes for Teacher Education (RITEs) have introduced the ADE program and will be implementing the B.Ed. (Hons.) program, they will need on-going academic support.

Reform 07: Restructure Teacher Educator Service Rules

There is no separate cadre for teacher educators and they can be transferred or replaced at any time. Thus, it is imperative to analyze current recruitment rules and the feasibility of establishing a separate cadre of teacher educators based on the degree programs.

Reform 08: Allocate Additional Development Funds to TEIs and the Apex Institution

In order to continue improving its institutions in the coming years, TEIs and apex institution will require a development budget.

Reform 09: Implement Continuous Professional Development Programs (CPDPs) for Teacher Educators and Managers

Quality teachers are as essential for quality education, as quality teacher educators. CPDPs for teacher educators would comprise of in-house training, peer-to-peer learning, outsourced training, free access to ICT and global online learning opportunities.

Reform 10: Establish a Provincial Institution for Implementing a Teacher Licensing and Certification System

A number of institutions award teacher education certificates and degrees, so it is vital to ensure quality across the board by introducing and enforcing teacher educations standards

5.5 Comprehensive School Safety Framework

The past decade has brought children's advocates together:

- To promote disaster risk reduction (Hyogo Framework for Action 2005-2015) throughout the education sector along with education for sustainable development (International Decade for Education for Sustainable Development)
- To assure universal access to quality basic education (Millenium Development Goals, Education for All, Global Partnership for Education, Education First).
- To incorporate risk reduction into Millenium Development Goals for education.

At the core of these child-centered, child-participatory, and evidence-based efforts are the recognition of children's rights to survival and protection as well as to education and participation.

The purpose of the framework for Comprehensive School Safety is to bring these efforts into a clear and unified focus in order for education sector partners to work more effectively, as well as to link with similar efforts in all other sectors.

The goals of comprehensive school safety are:

- To protect learners and education workers from death, injury, and harm in schools
- To plan for educational continuity in the face of expected hazards
- To safeguard education sector investments
- To strengthen climate-smart disaster resilience through education

Comprehensive school safety is addressed by education policy and practices aligned with disaster management at national, regional, district and local school site levels. It rests on three pillars:

1. Safe Learning Facilities
2. School Disaster Management
3. Risk Reduction and Resilience Education

Multi-hazard risk assessment is the foundation for planning for Comprehensive School Safety. Ideally, this should be part of Educational Management Information Systems at national, subnational and local levels. It is part of a broader analysis of education sector policy and management in order to provide the evidence base for planning and action.

Strategic Goals for the Education Sector (under CSSF):

1. Integrate disaster risk reduction into sustainable development policies and practices in the education sector.
2. Develop and strengthen institutions, mechanisms and capacities to build resilience to hazards in the education sector at national, sub-national and local levels.
3. Systematically incorporate risk reduction approaches into the implementation of emergency preparedness, response and recovery programmes in the education sector.

In achieving comprehensive school safety and requiring international leadership for development of normative standards and practices. The following needs and priorities focused on the education sector have been identified from research and advocacy efforts, as of 2013.

Global Leadership

- Identify and coordinate visible global leadership for each of the three pillars of comprehensive school safety.
- Align and integrate Comprehensive School Safety messaging with Global Campaign for Education, EFA, Global Partnership for Education, Education First, UNGEI, and the INEE Minimum Standards.
- Align and integrate Comprehensive School Safety messages with post-2015 Millennium Development Goals, Sustainable Development Goals and Hyogo Framework for Action 2.
- Develop support for regional collaboration for advocacy and standards (eg. through ASEAN, SAARC, ECOWAS, SEAMEO, OAS, RCRCY in LAC, and others)
- Establish research priorities and research-practice linkages.
- Incorporate disaster risk reduction into key enabling documents for both development and humanitarian assistance.

Safe Learning Facilities

- Develop due diligence procedures for governments, donors, non-governmental and community construction of school and early childhood development centers to assure that 'every new school is a safe school'.
- Conduct an international audit of new school construction in response to universal education
- Develop cost-efficient guidance for prioritization of school facilities for technical on-site assessment and establishment of retrofit and replacement schedule.
- Encourage national governments to assess the safety of school facilities and implement an action plan to make every school a safe school within a specified time period.
- Develop guidance for non-structural and infrastructure safety measures for schools

School Disaster Management

- Develop guidance for education authorities on policies and practices of school-based disaster risk reduction and preparedness, standard operating procedures, and disaster drills.
- Develop guidance on disaster risk reduction and preparedness for family, home-based, congregate child-care providers and parents.
- Develop discussion and guidance for planned and limited use of schools as temporary post-disaster shelters, while protecting educational continuity.
- Develop corresponding monitoring and evaluation tools for accountability.

Risk Reduction and Resilience Education

- Promote national and local adaptation of consensus-based and actionable key messages for household and community risk reduction impedes shared understanding and measurable progress.
- Develop model for comprehensive "scope and sequence" for knowledge, skills and competencies in disaster risk reduction.
- Further develop knowledge management tools to share information and educational materials along with user ratings.
- Develop knowledge management tools to permit sharing, re-use, adaptation and impact testing of educational materials.
- Develop educational materials incorporated to meet differential needs of children of different ages, gender and disabilities. protecting educational continuity.
- Develop corresponding monitoring and evaluation tools for accountability.

5.6 School Safety Action Plan 2012

The National Disaster Management Authority and UNESCO jointly assisted the KP Government in the development of a Plan of Action for safe schools and educational buildings in KP through a wider stakeholder consultative process. The stakeholders were briefed on issues covering concepts of safety of

schools and educational institutions, as well as presented with relevant information and data on specific disasters related to KP and how these disasters could possibly impact children and school safety. Extracting broad parameters of school safety and disaster risk reduction from the Hyogo Framework for Action (HFA), school safety, requires a system based approach of analyzing and responding to school safety issue on a life-cycle application. Therefore, six key inter-linked elements of school safety that encompass safe schools were utilized in developing a comprehensive school safety plan for KP. The six key school safety elements areas are;

1. Policy and Institutional Mechanisms for Promoting School Safety,
2. Technical Aspects of Seismically Safer Schools,
3. Systems/Skills/Resources-Capacity Development Requirements for Safer Construction,
4. Integrating Disaster Risk Reduction Information in Formal/Informal Education
5. Community Preparedness for Disaster Prevention and Response, and,
6. Public-Private Partnerships for Safe Schools.

The comprehensive school safety plan of action for the province thus developed through stakeholder consultation and commitment. The plan contains two sets of distinguishing actions - priority actions and strategic actions. Priority Actions could be initiated and completed in a relatively short time frame, say within one to one and-a-half years. Strategic Actions are a composite listing of those actions that will lead towards meeting the national and international obligation for safe schools and safe children, in a longer time frame of three to four years.

5.7 DRR Mainstreaming in E&SE Department KPK

A DRR working group was formed on 28th October, 2012 as elaborated in the School Safety Action Plan 2012. However, the group remained inactive for a whole year.

Through the efforts of HOPE'87, an INGO working on school safety issues, the departmental working group was reactivated reconstituted. The working group was also re-designated as a Departmental DRR Steering Committee on 28th October, 2013 (As per the rules of business Steering Committee's decisions are binding whereas working groups can make recommendations only).

The high powered departmental DRR Steering Committee involves the heads of all the relevant branches of education departments (Elementary & Secondary education - E&SE) and headed by the additional secretary of the education ministry of E&SE. This committee has been notified by the competent authority that is secretary E&SE KPK vide NO.CPO/PO-II/E&SE/1-1/Misc.NGO/HOPE'87/2013 dated 10.12.2013. The composition of the committee is as follows:

1. Additional Secretary E&SE Department – Chair
2. Director Elementary & Secondary Education – Member
3. Director DCTE (Directorate of Curriculum & teachers Education) – Member
4. Director PITE (Provincial Institute of Teacher Education) – Member
5. Deputy Director ESRU (Education Sector Reform unit) – Member

6. Chief Planning Officer E&SE Department – Member
7. Senior Planning Officer -II – Member

Following are the TORs of the DRR Steering Committee:

- 1) Mainstreaming of DRR (structural & non-structural) into academic institutions such as including DRR into curricula and integration into educational development policies.
- 2) Training of master trainers (provincial & regional (district level), education manager's trainers and school teachers etc. on DRR curricular and/or co-curricular activities along with DRR sensitive school improvement planning.
- 3) Standardization of model and tools for School based Disaster preparedness (school safety plans, co-curricular activities, time allocation for disaster preparedness activities in school calendar, revision of SOPs etc. and field testing.
- 4) Creating a culture of safety in the province through providing knowledge and education, advocacy, adherence to provincial, national & international frameworks on hazard identification, preparedness, mitigation and prevention.
- 5) Advocacy for greater investment i.e. allocation of funds in disaster risk reduction and adaptation to climate change/variability.
- 6) Mainstreaming of DRR into education for promoting DRR knowledge & information with a view to arriving at informed and time-bound decisions for DRR conscious development in the province.
This will include:
 - a) Raise awareness on DRR mainstreaming at departmental level.
 - b) Prepare sector specific DRR strategy and framework.
 - c) Conduct capacity building on DRR mainstreaming.
 - d) Ensure integration of DRR in development projects.
 - e) Suggest ways for mainstreaming in already completed projects.

5.8 Technical sub-working groups

The Steering Committee for DRR mainstreaming in the Elementary & Secondary Education Department of KPK has established the following working groups for effective working on school safety:

1. Policy & Reforms Measures (PRM) Working Group:

- a. The Working group will be responsible for;
 - i. Identification of gaps in existing practices for DRR mainstreaming
 - ii. Suggest policy measures for effective DRR mainstreaming
 - iii. Design reform actions and strategies to ensure field implementation.
 - iv. Ensure compliance to international, national and provincial DRR frameworks

- b. The Education Sector Reform Unit (ESRU) is the contact office and will be coordinating the meetings and reporting to the E&S Education Steering Committee for DRR Mainstreaming.
- c. Representative from Planning Section, ESRU, PITE, DCTE and Director Schools are the members.

2. Curriculum Review & Development (CRD) Working Group:

- a. The working group is responsible for;
 - i. Review of existing DRR curriculum and its teaching
 - ii. Designing and pre-testing DRR curriculum and support materials.
- b. The Directorate for Curriculum and Teacher Education (DCTE) is the contact office and coordinates the meetings and reports to the Steering Committee for DRR Mainstreaming.
- c. Representative from Planning Section, ESRU, PITE, DCTE and Director Schools are the members.

3. Training & Capacity Building (TCB) Working Group

- a. The working group will be responsible for;
 - i. Conducting DRR Training Needs Assessment.
 - ii. Designing and implement training courses on DRR curriculum teaching.
 - iii. Designing and implement training courses on DRR Co-curricular activities at school.
 - iv. Designing and implement training courses on School Safety Planning.
 - v. Designing and pre-testing DRR curriculum and support materials.
- b. The Provincial Institute of Teacher Education (PITE) is the contact office and coordinates the meetings and reports to the Steering Committee for DRR Mainstreaming.
- c. Representative from Planning Section, ESRU, PITE, DCTE and Director Schools will be the members.

4. Review & Standardization of Tools (RST) Working Group

- a. The working group will be responsible for
 - i. Developing Standard Operational Procedures (SOPs) for school safety planning, mock drills, evacuation planning, practices, extra and co-curricular DRR activities etc.
 - ii. Standardized school safety plan format, structure of School Based Disaster Management and Emergency Response Teams and their roles.
 - iii. Revise, contextualize and adopt the standardized tools after the field testing.

- b. The Provincial Education Assessment Center (PEACE) at DCTE is the contact office and coordinates the meetings and reports to the Steering Committee for DRR Mainstreaming.
- c. Representative from Planning Section, ESRU, PITE, DCTE and Director Schools will be the members.

5. Monitoring, Evaluation, Accountability & Learning (MEAL) Working Group

- a. The working group will be responsible for
 - i. Monitor and ensure policy, planning and financial allocation support for the DRR initiatives identified in the School Improvement Plans (SIPs).
 - ii. Providing the field observations and recommendations on the tools and field-testing of the School Based Disaster Preparedness.
- b. The Chief Planning Officer's office is the contact office and coordinates the meetings and reports to the Steering Committee for DRR Mainstreaming.
- c. Representative from PEACE (Provincial Education Assessment Centre), Planning Section, ESRU, PITE, DCTE and Director Schools will be the members.

6 Analysis & Recommendation

An appropriate department led approach shall be followed for this integration of development planning processes in the country, particularly in the provinces Khyber Pakhtunkhwa (KPK) and Sindh. At national provincial, district & local level, a systemic approach shall be followed instead of an implementing approach. This will help to establish coordinated efforts between the NGO sector and specific departments within the Education Ministry of Pakistan.

Some of the key recommendations are:

1. Loss of knowledge and information, inherent to the cascade training approach should be reduced to minimum by laying emphasis on simplistic tools and procedures
2. Education managers especially at the districts need to be trained and capacitated for the planning and execution of school safety activities
3. Tools for education managers trainings need to be developed
4. Training of the education managers should be the first activity at any district during roll-out / scale-up

5. Department led real time monitoring system for school safety activities needs to be designed and implemented. Opportunities for integration of school safety indicators in IMU database should be explored
6. Awareness raising for PTC members on the roles and responsibilities for the SDMC and spending for DRR initiatives
7. Tools for PTC members awareness raising need to be designed and developed (PTC guidebook revision)
8. Linkages between the SDMCs and the VDMCs (where available) need to be tested
9. Linkages between the district DRM plans of education department and DDMA need to be established and documented
10. Departmental DRR steering committee at the province need to be further capacitated
11. Mainstreaming of DRR in education sectors and school safety should be included in the role, responsibility and mandate of one of the sub-departments. ESRU is the most suitable sub-department to be assigned this additional responsibility and the ESRU also functions as the secretariat of the DRR steering committee
12. An officer not below the rank of Deputy Director at ESRU should be designated as the focal person for DRR mainstreaming and school safety
13. At national level the CSO platforms and forums should be engaged for endorsing and adopting the common model approaches
14. At national level the MoFE&PT should be engaged for the endorsement of the comprehensive school safety framework

7 Bibliography

- Alif Ailaan. *25 million broken promises: the crisis of Pakistan's out-of-school children, Islamabad, 2014*
- ASER Pakistan, *Annual Status of Education Report, 2013*
- ASER Pakistan, *Annual Status of Education Report, 2014*
- Cabinet Secretariat (cabinet division), Government of Pakistan, *Rules of Business 1973 (as Amended on 16th August 2012)*
- Disaster Emergency Committee, *Disaster Risk Reduction in Pakistan: The contribution of DEC member agencies, 2010-2012*
- Education & Literacy Department, Government of Sindh, *Sindh Education Sector Plan, 2014-18.*
- Elementary & Secondary Education Department, Government of KPK, *Annual Statistical Report 2012-13, Government of Schools, 2013*
- Elementary & Secondary Education Department, Government of KPK, *Annual Statistical Report 2013-14, Government Schools, 2014*
- Elementary & Secondary Education Department, Government of KPK, *Annual Statistics Report of Non Governmental Schools 2013*
- Elementary & Secondary Education Department, Government of KPK, *Education Sector Plan, 2012*
- Elementary & Secondary Education Department, Government of KPK, *KPK Teacher Education Strategy, 2014-2018*
- FAO and UNESCO, *Education for Rural Development: towards new policy responses 2003*
- Focus Humanitarian and Plan International, *Safer Schools in Layyah, Ghotki, Badin and Sanghar: Hazard, Vulnerability and Capacity Assessment, July 2014*
- Government of KPK and UNESCO, *School safety action plan 2012*
- International crisis group, *Asia Report N°237, Pakistan: No end to humanitarian crises, 2012*
- International crisis group, *Asia Report N°257, Education Reform in Pakistan 23 June 2014,*
- International institute of education planning (IIEP) Paris and UNESCO, *Guidebook for planning education in emergencies and reconstruction, 2006*
- International Journal of Advanced Research (2013), Volume 1, Issue 3, 329-344, *Flood disaster and its impacts on child education in Sindh, 2013.*
- KPK (previously N.W.F.P), *Manual of Secretariat Instructions KPK, 1989*
- Ministry of Education, Government of Pakistan, *National Education Policy, 2009.*
- Ministry of Education, Training and Standards in Higher Education, Government of Pakistan, *National Plan of Action 2013-16*
- One UN DRM Programme, *An Analysis of the Impact of the Floods On MDGs in Pakistan, 2011*

- Pakistan Economic Survey, Chapter 10: Education, 2013-14
- Pakistan Economic Survey, Chapter 2: Education, 2012-13
- Planning and Development Department, Govt. of Khyber Pakhtunkhwa, *Annual Development Plan ADP 2013-14*,
- Rural Development Policy Institute (RDPI), *School Safety Audit Report, Islamabad, 2014*
- Save the Children, *Education Strategy for 2012 Khyber IDP Emergency Response, Pakistan 2012*
- Sindh-EMIS Reform Support Unit Department of Education & Literacy Government Of Sindh, *Comparative Report on Educational Indicators, 2011*
- UNESCO, *Comprehensive School Safety, 2013*
- UNESCO, Education for all Global Monitoring report, *Education in Pakistan, 2012.*
- UNESCO, Education for all Global Monitoring report, *Education in Pakistan, 2013.*
- UNESCO, *Education policy Analysis Report of Khyber Pakhtunkhwa, 2012.*
- UNESCO, *Education policy Analysis Report of Sindh, 2011.*
- UNESCO, *Policy Analysis of Education in Baluchistan, 2011.*
- UNESCO, *Policy Analysis of Education in Punjab, 2011.*
- UNESCO – Pakistan Association for Continuing and Adult Education (PACADE), *Featuring Disaster Risk Management in Pakistan, Issue No. 6 2014.*
- UNICEF, *Disaster Risk Reduction & Education, 2011.*