

ANNEX 9 – EDUCATION

A. Introduction

1. With regard to education the most affected districts in AJK are Muzaffarabad & Neelum, Bagh, and Poonch (Rawala Kot). In NWFP the worst affected districts are Mansehra, Batagram, Kohistan, Abbottabad, and Shangla. The pre-earthquake data in Table 1 puts into perspective the extent of affected areas. The total number of government schools and colleges and private sector institutions in AJK was 7,258. Of the total number of institutions, 3,845 were in the three worst affected districts of AJK; these institutions comprise almost 53% of the province's schools. There were 0.29 million (44% girls) students and 12,971 teachers in these three districts. Similarly, there were 30,951 institutions (including private schools) in NWFP, 7,577 of which were in the province's five most affected districts. The institutions in these five districts were 24.6 % of the total institutions in the province and enrolled 0.7 million students.

Table 1: Pre-quake Total No. of Institutions in AJK & NWFP and No. of Institutions in the Most Affected Districts

Level	AJK			NWFP		
	Total no. of Institutions in AJK	No. of Institutions in 3 affected districts	Institutions in affected districts as %age of total	Total no. of Institutions in NWFP	No. of Institutions in 5 affected districts	Institutions in affected districts as %age of total
School	5,898	3,192	54	25,955	* 6,704	26
<i>o/w primary</i>	4,222			22,024	*	
Colleges	203	89	44	112	16	14
Private	1,157	598*	49	4,884	857	18
Total	7,258	3,879	53	30,951	7,577	24

* Includes 34 colleges.

2. The earthquake has caused extensive destruction to physical infrastructure. Most educational institutions' buildings have either been destroyed or rendered dangerous to use. According to the current estimates, 853 teachers and 18,095 students died.

3. The GoNWFP and GoAJK have carried out preliminary assessments and estimated costs. The World Bank also carried out a rapid assessment. The multi-donor team led by WB-ADB¹ held consultations with government teams at the federal level in NWFP and AJK. The team also visited Muzaffarabad, Garhi Dopatta, Bagh and Rawalakot in AJK and Garhi Habibullah, Balakot, Batagram and educational institutions in Mansehra and Abbottabad districts to solicit views of the district administration, educational administration in the affected districts, the National Commission for Human Development (NCHD), teachers, and people directly affected. The estimates have been refined using unit costs that are being used to construct educational buildings under the annual development plans (ADP) of the governments and unit costs for educational projects being funded by the donors.

¹ Including representatives from UNICEF, the European Commission and USAID.

B. Damage Overview and Recovery Needs**Table 2: Summary of Damage to Educational Institutions, Cost at Book Value**

Institutions	AJK			NWFP		
	Number of Damaged Institutions	Estimated Cost (Rs. Million)	% of Total Cost	Number of Damaged Institutions	Estimated Cost (Rs. Million)	% of Total Cost
Government Primary	2,153	3,064	22	2,734	2,466	39
Government Middle	565	1,341	10	238	354	6
Government High	312	1,473	11	119	358	6
Government Higher Second	27	188	1	17	77	1
Government Intercollege	25	78	1			
Government Colleges & Postgraduate	28	1,260	9	13	157	3
Technical/Vocational				6	178	3
Private	574	2,620	19	857	1,657	26
AJK University	1	1,600	12			
Materials & Furniture		2,036 ²	15		1,013	16
Administration Buildings	N/A	N/A		N/A	N/A	
Total	3,685	13,660	100	3,984	6,260	100

4. Total damage for the fully and partially damaged educational buildings, materials, furniture and equipment is Rs. 19.92 billion (US\$335 million) for both AJK and NWFP. The reconstruction cost requirements for schools from primary to higher secondary level are the highest with 44% for AJK and 52% for NWFP followed by requirements for private sector institutions in NWFP and AJK, respectively, which are about 26% in NWFP and 19% in AJK. The AJK University accounts for 12% of the damage in the province. Around 69 units of the AJK University including its departments, hostels, administration block, Central Library and campus for Faculty of Agriculture, Rawalakot have been destroyed. Education administration buildings have also been damaged.

² Cost of materials, equipment and furniture includes Rs 540 million for AJK University.

Table 3: Summary of Damaged Institutions by District, Rural/Urban and Male / Female Primary through Higher Secondary

District	Rural			Urban				Grand Total
	Boys	Girls	Total	Boys	Girls	Private	Total	
AJK								
<i>a. Fully Damaged</i>								
MZD & Neelum	735	521	1,256	14	25	224	263	1,519
Bagh	388	312	700	3	4	105	112	812
Poonch	237	280	517	11	12	115	138	655
Total	1,360	1,113	2,473	28	41	444	513	2,986
<i>b. Partially Damaged</i>								
MZD & Neelum	104	73	177	2	3	5	10	187
Bagh	45	37	82	-	1	2	3	85
Poonch	109	129	239	5	6	18	29	268
Total	258	239	498	7	10	25	42	540
NWFP								
<i>a. Fully Damaged</i>								
Abbottabad	133	76	209	7	3	76	86	295
Batagram	157	63	220	-	1	47	48	268
Kohistan	103	17	120	-	1	33	34	154
Mansehra	459	262	721	12	10	192	214	935
Shangla	118	45	163	1	0	42	43	206
Total	970	463	1,433	20	15	390	425	1,858
<i>b. Partially Damaged</i>								
Abbottabad	332	190	522	18	8	188	214	736
Batagram	105	42	147	-	1	32	33	180
Kohistan	215	35	250	-	1	69	70	320
Mansehra	306	175	481	8	7	128	143	624
Shangla	142	54	196	1	-	50	51	247
Total	1,100	496	1,596	27	17	467	511	2,107

5. In AJK, out of a total of 3,879 institutions in its three most affected districts, buildings of 3,685 institutions or 95% have either fully or partially been damaged. In NWFP, out of a total of 7,577 institutions in its five most affected Districts, buildings of 3,984 institutions or 53% have been either fully or partially damaged. The largest number of fully or partially damaged institutions is in Mansehra District, NWFP.

6. **Other Observed Impacts. Deaths, injuries, and trauma.** In addition to damage to educational institutions and offices, the education sector has lost people. The dead include students, school teachers, and staff. According to preliminary estimates, about 18,095 students and 853 teachers and staff died in NWFP and AJK. In the case of teachers, they represent not only losses to the teaching force, but also a loss of Government investment in teacher capacity development through teacher training. A substantial number of teachers, school staff, and students alike are likely to suffer from emotional trauma and injuries. Students and teachers may require counseling services. Some students may also have special learning needs that would require new teaching approaches and modifications for handicapped-accessible school design. Teachers would need to be trained for school-based psychosocial support, e.g., counseling.

7. With many schools destroyed or partly damaged and in the absence of suitable alternative spaces, educational activities have been interrupted. There will be less time spent in learning, particularly for students who are preparing for their national examinations at the end of the school year.

C. Reconstruction and Recovery Strategy

8. **The most urgent requirement is to resume classes at all levels.** This would entail the provision of temporary and semi-permanent alternative learning spaces, e.g., tent schools and semi-permanent structures, as well as undertaking repairs in partly damaged schools, provision of learning materials, and training teachers to replace those who have perished. Education administrative structures will need to be revived. These measures in the short term are estimated to cost Rs. 1,240 million. Developing the strategy and the action plan for the recovery and reconstruction will include technical assessments to identify schools to be reconstructed and repaired. Assessments of community education needs and site-specific technology options in the context of the disaster will also need to be undertaken. This activity is estimated to cost Rs.60 million in the short term (Table 4).

Table 4: Short and Long Term Needs

	Short-Term	Medium-to Long-Term w/ Seismic Resist	Total
Schools and Temporary Structures	1,000	23,646	24,646
Materials & Furniture	150	3,051	3,201
Teacher Training	30	60	90
Reconstruction Plan	60	60	120
Administration Buildings	N/A	N/A	
Total	1,240	26,817	28,057

9. **In the medium to long term,** the destroyed schools will need to be rebuilt. This will involve the construction of new schools and classrooms, laboratories, libraries, latrines, water supply, etc. It will also include furnishing them with learning materials, furniture, and equipment. Partly damaged schools will also be repaired. It is estimated that the civil works will cost Rs. 23,646 million and the furnishings about Rs. 3,051 million. Teacher training requirements will not be completed in the short-term and will continue on to the medium term. It is estimated that another Rs. 60 million would be required for in-service training of affected teachers and training of new teachers.

Table 5: Needs by District (Rs. Million)

Needs	Replacement w/o Seismic Resist	w/ Seismic Resist
AJK		
MZD & Neelum	10,404	11,466
Bagh	3,507	3,871
Poonch	4,176	4,676
Total	18,807	20,012
NWFP		
Abbottabad	1,848	2,168
Batagram	806	905
Kohistan	594	686
Mansehra	3,023	3,402
Shangla	773	884
Total	7,044	8,045

D. Reconstruction and Recovery Strategy

10. The federal and provincial governments are in the process of formulating their reconstruction strategies. Tent schools in tent villages have already begun. Simultaneously, a village-by-village and facility-by-facility survey is being carried out. Salient features of the strategy include repairing partially damaged buildings first; housing more than one school with low enrollment in one building; not constructing the buildings of schools that were non-functional prior to the earthquake; psychosocial recovery, training of master trainers to train teachers (NWFP has already trained two batches of teachers with UNESCO's help), vaccination of children in tents and in schools, providing hygiene conditions in tent schools and institutions to be started in other facilities. The Government has released Rs. 50 million each to AJK and NWFP for immediate relief, which also includes restarting of schools/colleges.

11. The Government is planning for “tent schools” and the provision of “school-in-a-box” kits, with the support of donor agencies and NGOs. Books are available in NWFP, but will have to be procured in AJK. The Government has also announced the recruitment of teachers from affected areas on contract basis, which will generate employment. The decision to continue schooling during the winter season will be decided on by GoAJK and GoNWFP as local conditions allow. All the signs indicate that, particularly in the camps, children located there need something to do, and thus do not need an incentive to attend school.

12. ***Issues for recovery and reconstruction.*** Planning for reconstruction should use empirical evidence and involve consultation, community participation, and participatory needs assessments. The needs of children in various locations should be addressed through child profiling. Girls and disadvantaged groups' needs may be addressed by deploying female personnel, locating learning spaces close to homes, and providing transportation, among others. Care will need to be taken to avoid inequities in service provision between affected areas and other poor families.

13. The reconstruction strategy should provide a basis for improved access to higher quality education through improved design of physical learning spaces, social and physical access, teacher development, and capacity development of the district education offices for improved service delivery. Reconstruction should adhere to building codes and compliance should be closely and regularly monitored, particularly as these are public buildings regularly occupied by many people. The education departments at provincial and district levels will need to play a leading role in the planning and implementation of recovery and reconstruction of the education system. Given the large scale of the upcoming recovery and reconstruction work, current capacities of District Governments and other stakeholders, e.g., NGOs and the private sector, are already overstretched, and efforts to increase their capacity will be essential to ensure swift implementation.

Immediate to Short term Reconstruction

14. The immediate need is to restart classes. The educational administrative structures need to be revived, especially in AJK. If tent schools are to be set up or some other alternate arrangements are to be made, heating system will also be an immediate requirement for which stove and gas heaters will be required. Repair of buildings with lesser damage and removal of rubble can commence immediately. Students, where possible, can be accommodated in nearby institutions. The resumption of “routine” school activities will help establish some degree of normalcy to the lives of schoolchildren and school teachers and staff.

15. As the reconstruction plan of the education and training sector is developed, some policy decisions will need to be taken, including:

- mapping where schools are needed and construction of schools where needed;
- reconstruction or consolidation of schools; and
- use of temporary or semi-permanent structures.

15. In the most heavily affected areas, the surviving population of school-age children should be estimated to help in the decision for the appropriate number of schools to be reconstructed. Schools to be reconstructed will need to be prioritized, particularly in the face of limited implementation capacity at various levels of the Government.

Medium to Long term Reconstruction

16. In the medium term, it is recommended that counseling for both students and staff be continued. Reconstruction and repair of schools in prioritized affected areas would be initiated and continue. Reconstruction that involves making schools earthquake-resistant would increase the estimated civil works, materials and furniture cost to Rs. 20,012 million in AJK and Rs. 8,045 million in NWFP, totaling Rs. 28.1 billion (US\$472 million), inclusive of teacher training and reconstruction planning.

17. Implementation will meet capacity constraints at all levels. The involvement of NGOs and communities in civil works should be considered, particularly in primary schools. This will not only increase the community's "ownership" of the school, but also provides jobs to community members whose sources of livelihood may now be missing or have been interrupted.