



## **Introduction**

In the context of emerging challenges, obsolete & redundant past practices and cumulative past experiences, Planning Wing of School Education Department took up this arduous task to design a planning manual as a user-friendly reference and learning document for the practitioners/officials at the local/district government level. The manual has been structured in an easy to access manner so that the users may visit the contents as per their specific needs.

The purpose of this manual is to provide much needed hands-on guidance to the officials of District Education Authorities in Punjab on Block Allocations & Programmes in ADP 2019-20. This conscious effort will serve as a blueprint or guiding principle for new planning imperatives initiated through ADP 2019-20 so to diminish any chance of confusion, vis-à-vis specifications/criteria, roles and responsibilities, in the execution of ADP schemes at the local or grass root level.

This manual also provides certain statistics from secondary data sources to accentuate the importance of an evidence-based need assessment and introduction of targeted ADP interventions accordingly rather than addressing the challenges in void. The Concept Notes on each block allocations/programmes of ADP 2019-20 have been provided to underscore the need to understand and follow each and every step involved in the process of execution of the schemes.

## **CALENDAR OF EVENTS**

### **In the 1<sup>st</sup> week of July:**

Release of funds will be ensured to District Education Authorities in Punjab by School Education Department as per sharing formula devised by School Education Department within a week as and when the release of funds is made.

### **In the 2<sup>nd</sup> week of July:**

The schemes will be identified on the basis of database of latest Census of PMIU-PESRP. PMIU-PESRP works in collaboration with School Education Department and regulates a data collection system at district level. Annual School Census is the key component of school monitoring system which is the cornerstone in identification of development schemes. Local Government (District, Tehsil, Union Council or Mouza etc) will use this database in consultation with MPAs & MNAs and other local bodies. This database will serve as a base for criteria setting for various schemes. Local government will not be allowed to deviate from the database.

### **In the 3<sup>rd</sup> week of July:**

Consultation on identified schemes will be undertaken with elected representatives, MPAs, MNAs or others.

### **In the 4<sup>th</sup> week of July:**

Cost estimates and PC-Is will be prepared by the District education authorities (DEAs) or tehsil authorities.

### **In the 1<sup>st</sup> week of August:**

Schemes will be approved through competent forums i.e. district divisions or tehsil authorities whichever applicable.

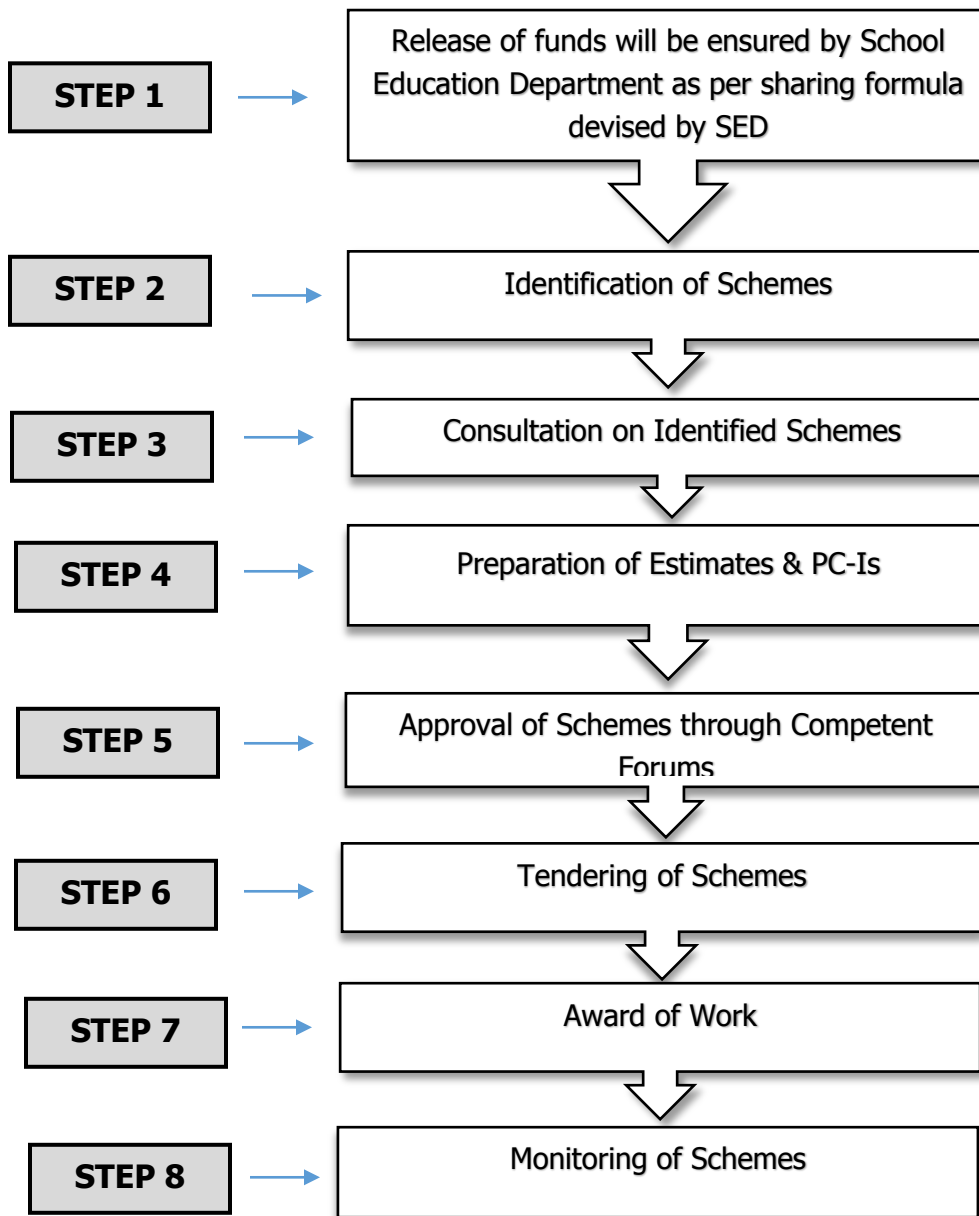
### **In the 2<sup>nd</sup> week of August:**

Schemes will be tendered out through outsourcing model & deposit work as per PLGA 2013 or 2019 whichever applicable.

The work will be awarded in the last week of August.

Schemes will be monitored and evaluated by the district or tehsil authorities. The role of School Education Department in this regard will be as prescribed in rules of business.

**PROCESS OF DEVELOPMENT PLANNING & FORMULATION OF ANNUAL DEVELOPMENT PROGRAMME:**



## **ANALYSIS OF THE SCHOOL EDUCATION SECTOR IN PUNJAB**

A sound development programme should be based on a thorough analysis of the sector, therefore, some secondary data sources have been consulted to pin point key challenges which can be addressed through the development programmes in ADP 2019-20. The data sources involve reports of PERI, 2018, Alif Ailan, 2018 and MICS, 2017-18.

Key findings of Punjab Economic Research Institute (PERI) report are stated hereunder<sup>1</sup>:

- The school-age children in Punjab are 28.366 million or 28.4 percent of total population.
- Out of these 20.825 million or 74.3 percent were in school while the rest 7.541 million or 26.6 percent were out-of-school.
- From the out-of-school children, 4.477 million or 59.4 percent never attended school in the past and 3.064 million or 40.6 percent attended school in the past but dropped out.
- From the in-school children, 8.475 million or 40.7 percent are those who are attending school but not at the right-age.
- By sex, 23.7 percent of boys and 29.3 percent of girls are out-of-school. However, more girls than boys go to school at the right-age.
- Further, 6.7 percent of the in-school children are at risk of dropping out-of-school and 45 percent from the out-of-school population never attended school again.
- One major improvement is the large decrease in the out-of-school children to 26.6 percent in 2014 from 31.0 percent in 2008, a decrease of 4.4 percent.
- Further, to bring all out-of-school children back to school, the Government of Punjab needs a big push in its commitment and efforts.

The challenges identified by Alif Ailan's report, 2018, in school education sector are<sup>2</sup> :

- **School Facilities and Infrastructure:**

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<sup>1</sup> What Restricts Children's Educational Attainment in Punjab: A Framework of Analysis by PERI, 2018

<sup>2</sup> Alif Ailaan 2018. 2013-2018 Five Years of Education Reforms in the Punjab. Wins, Losses and challenges for 2018-2023. Islamabad: Alif Ailaan. 50 pp

The Primary & Middle school infrastructure index ranked all districts in the country based on cumulative scores on availability of satisfactory building, drinking water, electricity, boundary walls and toilets in schools. D.G Khan, Bahawalnagar, R.Y Khan etc. come at the lowest level for Primary level whereas D.G Khan, Nankana & Rawalpindi etc. rank the lowest for Middle level.

- **Retention and Primary to above Primary mobility:**

District Education Ranking (DER), 2017 included an index on the beyond primary readiness score of each district. Showing imbalance between primary and above primary schools available to students as well as the infrastructural health of middle schools in each district (Muzaffargarh, D.G Khan & Rajanpur require more attention).

- **Learning Outcomes**

Punjab Examination Commission (PEC) results and survey data shows a moderate level of improvement in learning outcomes since 2013. PEC scores in mathematics and science for grade 8 students show insignificant improvements (one and two points only, respectively) in student performance in three rounds of testing, since 2015.

- **Persisting Gender Gap**

Variation exists in terms of gender gap, female enrolment is the lowest in Khushab, Rajanpur, and Dera Ghazi Khan.

- **Enrolment**

Intra-district variation in terms of enrolment in Private and Public School exists. In Layyah, only 34% of all children attend private schools, whereas in Lahore, less than 34% attend government schools.

The MICS Report doesn't show encouraging statistics such as the following<sup>3</sup>:

### **1. Primary School Attendance & OOSC in Punjab:**

Table.1 provides the percentage of children of primary school age 6-11 years who are attending primary or secondary school<sup>4</sup>, and those who are out of school. Similarly, the

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<sup>3</sup> Multiple Cluster Survey 2017-18 (Provincial Report Vol-I)

lower secondary school adjusted net attendance ratio is presented in table 2. For children age 12-14 years.

<b>Male (Percentage of Children)</b>		<b>Female (Percentage of Children)</b>		<b>Total (Percentage of Children)</b>	
Net Attendance Ratio (Adjusted)	Out of School	Net Attendance Ratio (Adjusted)	Out of School	Net Attendance Ratio (Adjusted)	Out of School
65.8	11.1	65.1	14.8	65.4	12.9

Table 1.

**Table 2. Lower Secondary School Attendance**

<b>Male (Percentage of Children)</b>		<b>Female (Percentage of Children)</b>		<b>Total (Percentage of Children)</b>	
Net Attendance Ratio (Adjusted)	Out of School	Net Attendance Ratio (Adjusted)	Out of School	Net Attendance Ratio (Adjusted)	Out of School
35.9	17.2	37.6	23.0	36.7	20.0

**Table 3. Gender Parity Indices in Punjab:**

Table.3 focusses on the ratio of girls to boys attending primary & secondary education. These ratios are better known as the Gender parity Index (GPI). The ratios included here are obtained from adjusted net attendance ratios rather than gross attendance ratios. The later provide an erroneous description of the GPI mainly because, in most cases, the majority of over-age children attending primary education tend to be boys.

<b>Primary School</b>			
<b>Net Attendance Ratio (NAR),Girls</b>	<b>Net Attendance Ratio (NAR),Boys</b>	<b>Net Attendance Ratio (Adjusted) Total</b>	<b>GPI for Primary School adjusted NAR</b>
65.1	65.8	65.4	0.99

<sup>4</sup> Ratios presented in this table are “adjusted” since they include not only primary school attendance, but also secondary school attendance in the numerator.

<b>Lower Secondary School</b>			
<b>Net Attendance Ratio (NAR),Girls</b>	<b>Net Attendance Ratio (NAR),Boys</b>	<b>Net Attendance Ratio (Adjusted) Total</b>	<b>GPI for Primary School adjusted NAR</b>
37.6	385.9	36.7	1.05

<b>Upper Secondary School</b>			
<b>Net Attendance Ratio (NAR),Girls</b>	<b>Net Attendance Ratio (NAR),Boys</b>	<b>Net Attendance Ratio (Adjusted) Total</b>	<b>GPI for Primary School adjusted NAR</b>
30.0	27.8	28.9	1.08

Some of the key challenges emerging from the analysis presented above are:

- Very high number of Out of School Children (OOSC)
- Low Retention
- Accessibility issues
- Gender Disparity
- Low Student Attendance
- Missing overarching infrastructural /physical facilities

### **Major NEW Block Allocations/ Programmes proposed in ADP 2019-20:**

The above mentioned challenges require targeted interventions in the Annual Development Plan 2019-20. However it is felt that some amount of flexibility is essential in navigating through various options in terms of allocation of resources. It is felt that a “programme” approach rather than a “scheme” approach would yield the greatest dividends. Thus the following Block Allocations / Programmes, keeping in mind PMIU’s census data for 2018-19 are proposed.



1. Construction of Additional Classrooms in Schools having highest enrolment in DG Khan in Community Development Programme.
2. Punjab Action for Reading Habits, Access & Oversight (PARHAO).
3. Infrastructure for Early Childhood Education (IECE)
4. Establishment of IT Labs in Secondary Schools in Punjab.
5. Establishment of IT Labs in Elementary Schools in Punjab.
6. Construction of Additional Classrooms in Schools in Punjab.
7. Provision of Missing Facilities in Schools:
  - i. Boundary wall
  - ii. Drinking Water
  - iii. Electricity
  - iv. Toilet Blocks
  - v. Playgrounds
  - vi. Libraries
  - vii. Science Labs
  - viii. Student Furniture
8. Reconstruction of Dangerous School Buildings in Punjab (Tameer Programme)
9. Construction of Shelter-less Schools in Punjab.
10. Upgradation of Schools (Elementary, High & Higher) in Punjab.
11. Rehabilitation of Flood Affected & Vulnerable Schools.
12. Provision of Clean & Safe water Facility in Schools in Punjab.

**Likely Outcomes of Block Allocations/Programmes introduced through ADP 2019-20:**

On the basis of available database, School Education Department has identified following prioritized targets, goals and their likely outcomes to achieve during FY 2019-20 and even further.

<b>SR. NO.</b>	<b>INPUT</b>	<b>OUTPUT (Approx. Requirement as per CENSUS, 2018-19)</b>	<b>LIKELY OUTCOME</b>
<b>1</b>	Provision of Missing Facilities (Electricity, Drinking Water, Toilet, Boundary Wall)	2,722	1. Improved School Environment. 2. Improved Access. 3. Ownership of Community.
<b>2</b>	Infrastructure for Early Childhood Education (IECE )	10,403	1. Reduction in Dropout Rate. 2. Improved Enrolment. 3. Improved Environment of Schooling.
<b>3</b>	Up-gradation of Schools.	28,378	1. Improved Access 2. Fulfilment of Constitutional Obligation in Article 25-A. 3. Fulfillment of National & International Commitments/SDGs. 4. Gender Parity at all Levels.
<b>4</b>	Establishment of IT LABs (Elementary)	6,961	1. Improved base for Science, Technology, Engineering and Mathematics (STEM). 2. Productive workforce for society & industry. 3. Improved Research & Development at schools. 4. Quality Learning. 5. Competitiveness at school Level. 6. Quality Education.
<b>5</b>	Establishment of IT LABs (Secondary)	358	-do-
<b>6</b>	Play Ground	20,744	1. Healthier bodies lead to healthier minds. 2. Enhancement of environment of tolerance, healthy competition and good citizenship.

			3. Improved participation in co-curricular activities.
<b>7</b>	Construction of Additional Classrooms.	145,810	1. Improved Access. 2. Improved Retention. 3. Elimination of Overcrowding. 4. Improved Student to Teacher Ratio. 5. Enhancement of Capacity of Schools to enroll more Children.
<b>8</b>	Provision of Furniture for students.	2,464,948	1. Improved School Environment. 2. Improved safety.
<b>9</b>	Re-Construction of Dangerous Building.	2,477	1. Improved Access. 2. Improved Retention. 3. To address Disaster Risk Reduction (DRR) at schools and society at large. 4. Improvement in enrolment.
<b>10</b>	Re-Construction of Shelter-less Schools.	158	-do-
<b>11</b>	Schools Library	1,578	1. Improved Research & Development at schools. 2. Quality Learning. 3. Competitiveness at School Level. 4. Quality Education.
<b>12</b>	Schools Science Labs	12,187	1. Improved base for Science, Technology, Engineering and Mathematics (STEM). 2. Productive workforce for society & industry.
<b>13</b>	Provision of Additional Classrooms in D.G Khan	21,275	1. Eliminate Overcrowding. 2. Improved student to teacher ratio.
<b>14</b>	Provision of Clean, Safe Drinking Water	36,321	1. Improved health & hygiene conditions. 2. Improved access to clean water at school
<b>15</b>	Provision of funds to flood affected/vulnerable districts	463	1. Disaster risk reduction 2. Safety of life

### Tentative Per Unit Cost:

Tentative per unit cost (incl. SNE) is given hereunder. However, Districts may exercise the exact unit cost as per existing rates. Moreover, standards and designs will be followed as prescribed by Provincial governments & Local bodies.

(Rs in Million)

Sr No.	Major Component	Sub Component	Category	Unit Cost
1.	Upgradation of Schools	Primary to Middle	Male/female	10.000
		Middle to High	Male/female	13.000
2.	Establishment of IT LABs	Schools without IT Lab	H.Sec, High	2.000
			Middle	0.800
3.	Provision of Furniture	Students without Furniture	H.Sec, High, Middle, Primary	0.006
4.	Schools Science LABs (Establishment/Upgradation)	Establishment	H.Sec.	5.000
		Upgradation	H.Sec.	2.000
5.	Provision of Missing Facilities	Without Electricity	H.Sec, High, Middle, Primary	0.250
		Without Drinking Water	H.Sec, High, Middle, Primary	0.250
		Without Toilet	H.Sec, High, Middle, Primary	0.150
		Without Boundary Wall	H.Sec, High, Middle, Primary	2.000
6.	Re-Construction of Dangerous Building	Partially Dangerous	H.Sec, High, Middle, Primary	3.000
		Fully Dangerous Schools	H.Sec.	15.000
			High	13.000
			Middle	10.000
			Primary	7.000
7.	Re-Construction of Shelterless Schools	Shelterless Schools	H.Sec, High, Middle, Primary	9.000
8.	Provision of Additional Classrooms	Additional Classrooms	H.Sec, High, Middle, Primary	1.300

9.	Schools Library (Establishment/Upgradation)	Schools without Library	H.Sec, High	3.000
		Schools with Library	H.Sec, High	1.000
10.	Play Ground (Establishment/Upgradation)	Schools without Play Ground	H.Sec, High	3.000
			Middle, Primary	2.000
		Schools with Play Ground	H.Sec, High	1.000
			Middle, Primary	0.750
11.	ECE Infrastructural Facilities in Primary Schools	-	Primary	0.300

## CONCEPT NOTES ON PROPOSED PROGRAMMES

<b>1.</b>	<b>CONSTRUCTION OF ADDITIONAL CLASSROOMS IN SCHOOLS HAVING HIGHEST ENROLLMENT IN DG KHAN IN COMMUNITY DEVELOPMENT PROGRAMME (CDP)</b>	
<b>1.1</b>	<b>Challenges</b>	Overcrowding
		Increasing enrolment
<b>1.2</b>	<b>Justification</b>	In order to avoid overcrowding in classrooms, the provision of additional classrooms has been planned through ADP 2019-20. Improved infrastructure will create an incentive for parents to enroll their children in a safe and healthy learning environment. Additional classrooms will also resolve the issue of multi-grade teaching.
<b>1.3</b>	<b>Project Duration</b>	3 Years
<b>1.4</b>	<b>Allocation in ADP 2019-20</b>	Rs.250.00 Million
<b>1.5</b>	<b>Sponsoring Agency</b>	School Education Department
<b>1.6</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>1.7</b>	<b>Location</b>	Four (04) districts in D.G Khan Division i.e. D.G Khan, Layyah, Muzaffargarh & Rajanpur. Moreover, Additional classrooms will be provided to the schools where no up-gradation, re-construction of dangerous building programs is being implemented.

<b>1.8</b>	<b>No.of Additional Classrooms Required</b>	As per the latest Census, 2018-19, approximately 21,275 classrooms are required to be constructed in D.G Khan division of Punjab.
<b>1.9</b>	<b>Criteria for identification</b>	<p><b>For Primary &lt; 6 CRs</b> One classroom for each grade to meet minimum 6 classrooms criteria <b>&amp; if <math>\geq 6</math> CRs @ 1:50</b> Then Additional classrooms will be required as per Student to Classroom Ratio</p> <p><b>For Middle &lt; 9 CRs</b> One classroom for each grade to meet minimum 9 classrooms criteria. <b>And if <math>\geq 9</math> CRs @ 1:50</b> Then additional classrooms will be required as per Student to Classroom Ratio</p> <p><b>For High &lt; 11 CRs</b> One classroom for each grade to meet minimum 11 classrooms criteria <b>&amp; if <math>\geq 11</math> CRs @ 1:50</b> then additional classrooms will be required as per Student to Classroom Ratio</p> <p><b>For Higher Secondary &lt; 13 CRs</b> One classroom for each grade to meet minimum 13 classrooms criteria <b>&amp; if <math>\geq 13</math> @ 1:50</b> Then additional classrooms will be required as per Student to Classroom Ratio</p>
<b>1.10</b>	<b>Specifications</b>	The additional classrooms will be constructed as per C&W's specifications i.e. 28' X 18' with 8' wide veranda. For details, layout plan for classrooms is annexed.
<b>1.11</b>	<b>Monitoring &amp; Evaluation</b>	Tehsil or District Authorities.

<b>2.</b>	<b>CONSTRUCTION OF ADDITIONAL CLASSROOMS IN SCHOOLS IN PUNJAB</b>	
<b>2.1</b>	<b>Challenges</b>	Overcrowding Increasing enrolment
<b>2.2</b>	<b>Justification</b>	In order to avoid overcrowding in classrooms, the provision of additional classrooms has been planned through ADP 2019-20. Improved infrastructure will create an incentive for parents to enroll their children in a safe and healthy learning environment. Additional classrooms will also resolve the issue of multi-grade teaching.
<b>2.3</b>	<b>Project Duration</b>	3 Years
<b>2.4</b>	<b>Allocation in ADP 2019-20</b>	Rs.100.00 Million
<b>2.5</b>	<b>Sponsoring Agency</b>	School Education Department
<b>2.6</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>2.7</b>	<b>Location</b>	In all 36 districts except for Four (04) districts in D.G Khan Division i.e. D.G Khan, Layyah, Muzaffargarh & Rajanpur. Moreover, Additional classrooms will be provided to the schools where no up-gradation, re-construction of dangerous building programs is being implemented.
<b>2.8</b>	<b>No.of Additional Classrooms Required</b>	As per the latest Census, 2018-19, approximately 124,535 classrooms are required to be constructed in rest of the Punjab other than D.G Khan division.
<b>2.9</b>	<b>Criteria for identification</b>	Same as given in section 1.9.

<b>2.10</b>	<b>Specifications</b>	The additional classrooms will be constructed as per C&W's specifications i.e. 28' X 18' with 8' veranda. For details, layout plan for classrooms is annexed.
<b>2.11</b>	<b>Monitoring &amp; Evaluation</b>	Tehsil or District Authorities.

<b>3.</b>	<b>ESTABLISHMENT OF IT LABS IN HIGH &amp; HIGHER SECONDARY SCHOOLS IN PUNJAB</b>	
<b>3.1</b>	<b>Challenges</b>	Provision of quality education to children of the most deprived and marginalized segments of society with equitable access to learning and promotion of STEM are prime policy interventions of Punjab Government in the Education Sector. Establishment of I.T. Labs in school will further these s goals.
<b>3.2</b>	<b>Justification</b>	The overwhelming revolution in Information Technology (ICT) and its impact on society has been experienced in every sphere all over the world. This initiative will keep our young generation abreast of rapidly changing technological innovations.
<b>3.3</b>	<b>Project Duration</b>	2 Years Tendering = 3 months Procurement = 3 months Implementation & Support= 18 months
<b>3.4</b>	<b>Allocation in ADP 2019-20</b>	Allocation in ADP 2019-20 amounts to Rs.300.00 million.
<b>3.5</b>	<b>Sponsoring Agency</b>	School Education Department
<b>3.6</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government. However, the procurement will be made by PITB.
<b>3.7</b>	<b>Location</b>	The project will be implemented in High/Higher Public Schools in Punjab.



<b>3.8</b>	<b>No. of IT Labs Required</b>	Approximately, the requirement of 358 IT labs in High & Higher Secondary schools in Punjab has been reported by PMIU-PESRP as per Census 2018-19.
<b>3.9</b>	<b>Equipment</b>	<ul style="list-style-type: none"> <li>▪ 1 – Content Server</li> <li>▪ 16- Computer Systems</li> <li>▪ 1 - Smart/Interactive Board</li> <li>▪ 1 – Scanner</li> <li>▪ 1 – Laser Printer</li> <li>▪ 1 – UPS</li> <li>▪ Networking Equipment</li> </ul>
<b>3.10</b>	<b>Specifications</b>	Refer to <b>Annex-A</b> for specifications.
<b>3.11</b>	<b>Monitoring &amp; Evaluation</b>	Tehsil or District Authorities to encourage the spirit of devolution.

<b>4.</b>	<b>ESTABLISHMENT OF IT LABS IN ELEMENTARY SCHOOLS IN PUNJAB</b>	
<b>4.1</b>	<b>Challenges</b>	Provision of quality education to children of the most deprived and marginalized segments of society with equitable access to learning and promotion of STEM are prime policy interventions of Punjab Government in the Education Sector. Establishment of I.T. Labs in schools at Elementary level will help foster the said goals. The use of ICT has made the world economies interdependent and competitive, therefore, IT labs in schools is the right of all children living in this digitized era.
<b>4.2</b>	<b>Justification</b>	<p>Fundamentally, it's a central tool that supports teaching and learning at all stages of education and across all areas of the curriculum. We live in a world consumed by technology: a world that provides incredible opportunities for young students who are just setting out on their educational journey and as such IT isn't just an essential component to the overall operation of the school, it can also help to improve achievement levels, inspire creative thinking and encourage the development of skills that will prove invaluable in the real world.</p> <p>Following are the reasons as to why establishment of IT labs in elementary schools is important:</p> <ul style="list-style-type: none"> <li>• It extends the learning experience and expands the learning horizon.</li> <li>• It is equally important for teachers not only for their continuous professional development but it may also serve as a means to integrate their teaching processes.</li> <li>• It also enriches the curriculum as students may be exposed to a whole host of information which might help them in conceptual clarity.</li> </ul>

<b>4.3</b>	<b>Project Duration</b>	2 Years Tendering = 3 months Procurement = 3 months Implementation & Support= 18 months
<b>4.4</b>	<b>Allocation in ADP 2019-20</b>	Allocation in ADP 2019-20 amounts to Rs.200.00 million.
<b>4.5</b>	<b>Sponsoring Agency</b>	School Education Department
<b>4.6</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government. However, the procurement will be made by PITB.
<b>4.7</b>	<b>Location</b>	The project will be implemented in Elementary Schools in Punjab.
<b>4.8</b>	<b>No. of IT Labs Required</b>	Approximately the requirement of 6,961 IT labs in Elementary schools in Punjab have been reported by PMIU-PESRP as per Census 2018-19.
<b>4.9</b>	<b>Equipment</b>	<ul style="list-style-type: none"> <li>▪ 5 -Computer Systems</li> <li>▪ 1 – Laser Printer</li> <li>▪ 1-UPS</li> <li>▪ 1-Scanner</li> </ul>
<b>4.10</b>	<b>Specifications</b>	Refer to <b>Annex-A</b> for specifications.
<b>4.11</b>	<b>Monitoring &amp; Evaluation</b>	Tehsil or District Authorities or any other designated personnel within or outside School Education Department.

<b>5.</b>	<b>Punjab Action for Reading Habits, Access &amp; Oversight (PARHAO).</b>	
<b>5.1</b>	<b>Challenges</b>	<p>The shortage and small number of good Libraries has hampered the growth of one of the main sources of learning and development of reading habits, which equally provides the students, teachers and general public with the learning and instructional resources for continued mental discipline, development and academic excellence. The libraries foster life-long learning and a love for reading among people through exposing them to different educational and socio-cultural philosophies, environments, theories and ideas.</p> <p>It augments change which is not forced or imposed but helps it emerge from within. Libraries are vital to bring about positive and desired changes in dispositions, behaviors, performance, skills and other traits in students and teachers and all other regular users of the libraries.</p> <p>The libraries, irrespective of their location in schools or at any public place, serve as an effective tool to create among the users, habits of creative, innovative and analytical thinking and reflection on issues of their interest.</p> <p>The libraries address the needs of all users on equitable basis, regardless of their status, position and differences, through information and enlightenment. It capacitates the readers according to their interests and needs. It offers professional resources for teachers to update and keep them abreast with global trends on one hand and a variety of instructional and supplementary material for students on the other for their overall educational excellence.</p>

<b>5.2</b>	<b>Justification</b>	National Education Policy has recommended to make use of libraries as a tool to develop understanding, cooperation and harmony among public in general and students in particular and to further improve the quality of textbooks and learning materials. It is evident from general observation of our schools that the library facilities are very rudimentary and poor. Provision of such facilities will help implement this objective of the National Education Policy.
<b>5.3</b>	<b>Scope</b>	To provide libraries with adequate reading materials/resources and physical infrastructure to develop a supportive environment, enabling all readers and the community to make affective and efficient use of the library for their intellectual growth, life-long learning so as to be responsible and productive citizens.
<b>5.4</b>	<b>Project Duration</b>	02 Years Tendering = 6 months Procurement of books & other items = 6 months Implementation & Support= 12 months
<b>5.5</b>	<b>Allocation in ADP 2019-20</b>	Rs.100.00 Million
<b>5.6</b>	<b>Sponsoring Agency</b>	School Education Department
<b>5.7</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>5.8</b>	<b>Location</b>	Libraries will be established in High & Higher Secondary schools in Punjab.
<b>5.9</b>	<b>No.of Libraries required</b>	As per Census 2018-19, approximately 1,578 libraries are required in high & Higher secondary schools in Punjab.
<b>5.10</b>	<b>Criteria for selection of books</b>	It will involve teachers, students and relevant stakeholders in the selection of books by holding workshops to make recommendations for selection of books. The project would end up selecting 40% foreign books (an appropriate number/percentage of which will be got translated by the

		<p>project in Urdu) and 60% local books, the criteria will be set and used throughout the process of selecting and finalizing the books.</p> <p>The selection of foreign books will be made by a committee of senior professionals and educationists selected from the steering committee of the project. The donor agency will facilitate their visit to the country concerned and make arrangements with selected publishers for selection of books.</p>
<b>5.11</b>	<b>Tentative Model</b>	Approximate requirement for establishment of a New Library in High/Higher Secondary Schools of Punjab is at <b>Annex-B</b> .
<b>5.12</b>	<b>Criteria to select &amp; procure other items</b>	The criteria to select and procure other items for libraries will be decided keeping in view the existing facilities, infrastructure and number of students in schools in consultation with experts and approval of the competent authority. The procurements will also be made considering rules of the Punjab Government and directions of the agency providing financial support.
<b>5.13</b>	<b>Monitoring &amp; Evaluation</b>	A comprehensive coordination and monitoring mechanism will be developed with an aim to execute the programme effectively and make sure that the intended results are achieved and sustained beyond its set time period. The mechanism will entail a coordinated effort amongst different departments/ sections within or outside the School Education Department and regular monitoring of the facilities and their usage will be carried out by the designated personnel of the provincial and district education managers.

<b>6.</b>	<b>Infrastructure for Early Childhood Education (IECE)</b>	
<b>6.1</b>	<b>Challenges</b>	<p>Standalone incorporation of ECE in curriculum may not yield desired results without provision of adequate facilities in the form of ECE Infrastructure.</p> <p>Spacious and conducive environment for children to interact and play alone and in groups is the need of the hour. The condition of ECE facilities in public schools are found to be bleak; congested school environment has led to lack of interest and demotivation at the end of parents/teachers.</p>
<b>6.2</b>	<b>Justification</b>	<p>A child's early cognitive development, including language and communication skills, should be nurtured before the age of five. In this age, a child learns to speak, interact and understand the outer world. The provision of Early Childhood Education (ECE) within conducive environment to children below the age of five builds a solid foundation for children to cope with the demands of formal education.</p>
<b>6.3</b>	<b>Scope</b>	<p>To provide Infrastructure for Early Childhood Education having a complete standardized kit for children to play and learn. This program will help children enhance their attention, motivation and interest for learning and education, especially in the marginalized areas.</p>
<b>6.4</b>	<b>Project Duration</b>	<p>02 Years</p> <p>Tendering = 6 months Procurement = 6 months Implementation &amp; Support= 12 months</p>
<b>6.5</b>	<b>Allocation in</b>	Rs.100.00 Million

	<b>ADP 2019-20</b>	
<b>6.6</b>	<b>Sponsoring Agency</b>	School Education Department
<b>6.7</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>6.8</b>	<b>Location</b>	In all Primary schools in Punjab.
<b>6.9</b>	<b>No. of ECE facilities required</b>	As per Census 2018-19, approximately 51,476 Primary schools in Punjab require ECE facilities.
<b>6.10</b>	<b>Criteria to select &amp; procure other items</b>	The criteria to select and procure other items for ECE rooms will be decided keeping in view the existing facilities, infrastructure and number of students in schools in consultation with experts and approval of the competent authority. The procurements will also be made considering rules of the Punjab Government and Directions of the agency providing financial support.
<b>6.11</b>	<b>Monitoring &amp; Evaluation</b>	A comprehensive coordination and monitoring mechanism will be developed with an aim to execute the programme effectively and make sure that the intended results are achieved and sustained beyond its set time period. The mechanism will entail a coordinated effort amongst different departments/ sections within or outside the School Education Department and regular monitoring of the facilities and their usage will be carried out by the designated personnel by the provincial and district education managers.



<b>7.</b>	<b>Provision of Missing Facilities in Schools:</b>	
<b>7.1</b>	<b>Challenges</b>	School Education Department has continuously been providing missing facilities to the schools where existing facilities require repair and maintenance like Boundary Wall, Drinking Water, and Toilets etc. With increasing enrolment, the requirement for facilities has also risen. Therefore, provision of a conducive environment having adequate facilities is deemed important to keep pace with international best practices.
<b>7.2</b>	<b>Justification</b>	Up-gradation of primary & Middle schools and provision of additional classrooms necessitate the provision of quality furniture and other facilities ensuring the safety/comfort of students.  Physical activity is as important as mental activity. Participation in extracurricular activities may have positive effects on overall health of students. Therefore, playgrounds are planned to be established and upgraded where required. For better learning and conceptual understanding science labs are deemed important in high and higher secondary schools. This will facilitate scientific experimentation for the students and will develop interest for scientific research. Science labs for physics, chemistry and biology will be established and rehabilitated where required in high and higher secondary schools.
<b>7.3</b>	<b>Scope</b>	Provision of overarching facilities such as Boundary wall, Toilet blocks, Drinking water, Electricity, Furniture, Play Grounds, Science Labs & Libraries etc.
<b>7.4</b>	<b>Project Duration</b>	60 months
<b>7.5</b>	<b>Specifications</b>	The specifications for science labs (Physics, Chemistry & Biology) is at <b>Annex-C</b> . The tentative model of Libraries is

		already given at <b>Annex-B</b> .
<b>7.6</b>	<b>Allocation in ADP 2019-20</b>	Rs.750.00 Million
<b>7.7</b>	<b>Sponsoring Agency</b>	School Education Department
<b>7.8</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>7.9</b>	<b>Location</b>	All schools in Punjab requiring such facilities.
<b>7.10</b>	<b>Monitoring &amp; Evaluation</b>	The mechanism will be based on a coordinated effort amongst different departments/ sections within or outside the School Education Department and regular monitoring of the facilities and their usage will be carried out by the designated personnel by the provincial, district & tehsil authorities.

<b>8.</b>	<b>Up-gradation of Schools (Primary, Elementary &amp; High) in Punjab</b>	
<b>8.1</b>	<b>Challenges</b>	The existing schools must be up-graded to next level of schooling in order to address challenges such as accessibility, high attrition/dropout rate at primary level
<b>8.2</b>	<b>Justification</b>	Article 25-A of the constitution of Islamic Republic of Pakistan 1973, holds the State of Pakistan responsible for provision of free and compulsory education to all children ,from the age group of five to sixteen years. This programme places paramount importance to this constitutional provision along with other multiple interventions, which will be undertaken to impart quality education to the children at their doorstep. Consequent to the obligation of compulsory education and retention of school children, it has been planned to upgrade existing Primary and Elementary Schools.
<b>8.3</b>	<b>Project Duration</b>	Implementation & Support= 12 months
<b>8.4</b>	<b>Allocation in ADP 2019-20</b>	Allocation in ADP 2019-20 amounts to Rs.750.00 million.
<b>8.5</b>	<b>Sponsoring Agency</b>	School Education Department
<b>8.6</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>8.7</b>	<b>Location</b>	The project will be implemented in existing elementary, High & Higher Secondary Schools in Punjab.
<b>8.8</b>	<b>Criteria</b>	The criteria for up-gradation is at <b>Annex-D</b> .

<b>8.9</b>	<b>Monitoring &amp; Evaluation</b>	Tehsil or District Authorities or any other personnel deployed from within or outside School Education Department.
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<b>9.</b>	<b>Reconstruction of Dangerous School Buildings in Punjab</b>	
<b>9.1</b>	<b>Challenges</b>	Undertaking reconstruction of critically dangerous schools/ repair of all the dangerous school buildings in the Punjab Province is essential to ensure safety of children, teachers and allied staff.
<b>9.2</b>	<b>Justification</b>	To ensure the provision of adequate infrastructure facilities that support a conducive learning environment. One of high priority programmes of Government of the Punjab is reconstructing dilapidated school buildings to promote a safe learning environment for students, teachers and school staff against natural and man-made disasters. The status of buildings and the physical space available in schools is not ideal.
<b>9.3</b>	<b>Project Duration</b>	Implementation & Support= 12 months
<b>9.4</b>	<b>Allocation in ADP 2019-20</b>	Allocation in ADP 2019-20 amounts to Rs.750.00 million.
<b>9.5</b>	<b>Sponsoring Agency</b>	School Education Department
<b>9.6</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>9.7</b>	<b>Location</b>	The project will be implemented in all schools where reconstruction of dilapidated buildings is required.
<b>9.8</b>	<b>Monitoring &amp; Evaluation</b>	Tehsil or District Authorities or any other personnel deployed from within or outside School Education Department.

<b>10.</b>	<b>Construction of Shelter-less Schools in Punjab (A ROOF FOR EVERY SCHOOL (ARES))</b>	
<b>10.1</b>	<b>Challenges</b>	Shelter-less Schools pose a health hazard for students besides providing an environment that is not conducive to learning. Punjab Government is fully aware of the fact that Education is the foundation for every child's development and supports achievements of school reforms, Road Map targets of 100% enrollment, 100% retention of students and quality education. To achieve these targets, Government of Punjab has made various commitments and taken a number of measures to provide quality educational institutes/schools throughout the province. As per data, provided by PMIU on the basis of Census 2018-19, 158 schools are Shelter-less that immediately require building/shelter infrastructure.
<b>10.2</b>	<b>Justification</b>	Under this initiative, schools will be provided new building/classrooms with associated facilities to cater to the growing needs of schools and to retain students.
<b>10.3</b>	<b>Project Duration</b>	Implementation & Support= 12 months
<b>10.4</b>	<b>Allocation in ADP 2019-20</b>	Allocation in ADP 2019-20 amounts to Rs.200.00 million.
<b>10.5</b>	<b>Sponsoring Agency</b>	School Education Department
<b>10.6</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>10.7</b>	<b>Location</b>	The project will be implemented in all shelter less schools in Punjab. Approximately 158 (reported).

<b>10.8</b>	<b>Monitoring &amp; Evaluation</b>	Tehsil or District Authorities or any other personnel deployed from within or outside School Education Department.
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<b>11.</b>	<b>Provision of Clean &amp; Safe water Facility in Schools in Punjab.</b>	
<b>11.1</b>	<b>Challenges</b>	Unsafe drinking water can lead to several diseases such as diarrhea, typhoid, malaria, intestinal worms and hepatitis. Drinking water, if found contaminated with arsenic and bacteria, becomes lethal and hazardous for human consumption.
<b>11.2</b>	<b>Justification</b>	In order to protect children from diseases and other harmful bacteria, installation of water purification /filtration plants are mandatory to be installed so that children can have healthy, safe and clean water for consumption.
<b>11.3</b>	<b>Project Duration</b>	Implementation & Support= 12 months
<b>11.4</b>	<b>Allocation in ADP 2019-20</b>	Allocation in ADP 2019-20 amounts to Rs.10.00 million.
<b>11.5</b>	<b>Sponsoring Agency</b>	School Education Department
<b>11.6</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>11.7</b>	<b>Location &amp; Scope</b>	Safe clean drinking water facility/ RO Plants will be provided in all Primary Schools wherever water is found contaminated. School administration will be bound to conduct water testing by any certified laboratory.
<b>11.8</b>	<b>Monitoring &amp; Evaluation</b>	Tehsil or District Authorities or any other personnel deployed from within or outside School Education Department.

<b>12.</b>	<b>Rehabilitation of Flood Affected &amp; Vulnerable Schools.</b>	
<b>12.1</b>	<b>Challenges</b>	Since its inception, Pakistan has been periodically hit by floods due to improper risk management mechanism and poor ex-ante flood preparedness. Punjab has been amongst the worst hit province where floods in years 2010& 2013, not only affected crops but houses, schools and associated infrastructure.
<b>12.2</b>	<b>Justification</b>	This project will retrofit vulnerable schools in Punjab to help the target communities ward off damage associated with floods, seismic jerks, torrential rains and other catastrophes. The Project will also uplift target community/school children by retrofitting the hazard prone schools which might be affected by floods in future so that they may continue to function and impart education to the children without fear of being hurt. However, the local administration as implementing partner may play a major role in identification of these vulnerable districts and carrying out activities during implementation stage. Therefore, a survey has been conducted through DEAs to verify flood prone areas.
<b>12.3</b>	<b>Project Objectives</b>	<p>The project will contribute to the economic and social retrieval of vulnerable/seismic zone areas in Punjab Province through retrofitting of school infrastructure which might get damaged and weakened during the floods/seismic waves in future. The project will not only retrofit flood/ seismic vulnerable school buildings in Punjab but also support ex-ante disaster risk management activities. Vulnerable infrastructure in the flood/seismic prone areas shall be upgraded to incorporate considerations for resilience to mitigate the potential impact of future flood and other catastrophic events.</p> <p><b>15.</b> The project is multi-dimensional and is targeted to achieve following distinct outputs/outcomes for the School Education sector involved:</p> <p><b>Output 1:</b> Retrofitting of flood/seismic prone schools in 18</p>

		<p>districts of Punjab mentioned earlier, will be ensured. Moreover, during the retrofitting of flood/ other hazard prone schools, if needed, makeshift/ temporary structures will be provided where necessary so that children can continue their education until retrofitting of the buildings are completed without any hindrance.</p> <p><b>Output 2:</b> Retrofitting of hazard prone/vulnerable Girls' schools in Punjab will help girls continue their education and fulfil their potential to the fullest without facing any difficulty.</p> <p><b>Output 3:</b> Strengthening disaster risk management through:</p> <ol style="list-style-type: none"> <li>1. Enhancement of resilience and development of human and institutional capacity and strengthening of the interface with the districts (downward) and other mandated institutions/entities(horizontal and upwards) that have a key role in flood management; and,</li> <li>2. Multi-hazard risk assessment data and system development; and</li> <li>3. Effective project management.</li> </ol> <p><b>Output4:</b> Assist &amp; Strengthen District Administration in effective project management and evaluation through the provision of technical, financial and human resource support during project implementation.</p> <p><b>Output 5:</b> Improved regional capacity and preparedness for emergency response.</p>
<b>12.4</b>	<b>Project Benefits</b>	<p>This project will yield multitude of benefits such as:</p> <p>The retrofitting includes improving infrastructure of the school building to protect human and material assets against any hazard or loss. Similarly, school improvement plan includes Disaster Risk Reduction Trainings, formation of School Management Committees and Student Representative Councils for improved governance and accountability as part of ex-ante disaster response. All such efforts will warrant education/ learning of the local community as well as society at large. Within project</p>



		<p>context the restoration, retrofitting, capacity building and disaster resilience shall impart financial safety (indirectly) for population residing in flood prone areas with far-reaching economic dividends for the province, Thereby, contributing significantly to national economy that suffers enormously due to recurring flooding.</p> <p>Other associated benefits include improved structural and nonstructural resilience technical skills of personnel at concerned departments and working to improve the early warning system. Pakistan is a developing country and most of the floods-affected population is poor. The project will indirectly address the issues of poverty, vulnerabilities and will create distributional effects.</p> <p>While costs of the project are directly observable, the benefits are difficult to estimate as there will be multi-dimensional and multiplier effects. The project will result in improved infrastructure, reduced income inequality, resilient infrastructure, skilled human resource to better manage the disasters, reduced risk of deaths and injuries in the future, improved early warning system and fiscal resilience.</p>
<b>12.5</b>	<b>Project Duration</b>	Implementation & Support= 12 months
<b>12.6</b>	<b>Allocation in ADP 2019-20</b>	Allocation in ADP 2019-20 amounts to Rs.200.00 million.
<b>12.7</b>	<b>Sponsoring Agency</b>	School Education Department
<b>12.8</b>	<b>Executing Agency</b>	District Education Authority of concerned district or any other devolved model (in future) of District Government.
<b>12.9</b>	<b>Location</b>	<p>A total of 10 districts in Punjab have been identified/reported where schools are found to be in floods /seismic prone areas (<b>Annex-E</b>). The impacts are found to be concentrated in districts of southern region. The flood prone/vulnerable districts are as follows:</p> <ol style="list-style-type: none"> <li>1. Muzaffargarh,</li> <li>2. Attock,</li> <li>3. Gujrat,</li> </ol>

		<ol style="list-style-type: none"> <li>4. M.B Din</li> <li>5. Layyah</li> <li>6. Jhang</li> <li>7. Hafizabad</li> <li>8. Rajanpur</li> <li>9. Khanewal</li> <li>10. Chiniot</li> </ol> <p>Schools in abovementioned districts are reported to be seriously prone to hazards, therefore, to avoid any future losses to infrastructure an emergency retrofitting of schools is needed. Government of the Punjab, thereof, is committed to retrofit those vulnerable areas by providing conducive and safe environments/ physical infrastructure to the children. Moreover, the flood vulnerable districts have been brought to the fore in order to prepare the local community against any disastrous repercussions/ catastrophes.</p> <p>.</p>
<b>12.10</b>	<b>Monitoring &amp; Evaluation</b>	Tehsil or District Authorities or any other personnel deployed from within or outside School Education Department.

# **ANNEXES**

## Annex-B

<b>Approximate Requirement for Establishment of a New Library in High/Higher Secondary Schools of Punjab</b>									
<b>Sr · N o</b>	<b>Component s</b>	<b>Where Enrollment 500-700 and Above 50-70 student at a time in Library</b>				<b>Where Enrollment 700-800 and Above 70-80 student at a time in Library</b>			
		<b>Size specificatio n</b>	<b>No of Ite ms</b>	<b>Per unit Cost</b>	<b>Total Cost</b>	<b>Size specification</b>	<b>No of Ite ms</b>	<b>Per unit Cost</b>	<b>Total Cost</b>
1	Library Room/Hall	750 Sq.(ft) 27X27	1	30,00000	30,00000	900 sq(ft) 30X30	1	40,0000 0	40,00000
2	Racks(6-7 Shelves per Rack	Height: 5'-9" Width: 8'	10	20,000	2,00000	Height: 5'-9" Width: 8'	15	20,000	3,00000
3	Books	3 per student 700*3	210 0	400	840,000	3 per student 800*3	2400	400	960,000
4	Tables	One round table for 8 student	8	25000	2,00000	One round table for 8 student	10	25000	250,000
5	Chairs	One chair for each student	70	12000	840000	One chair for each student	80	12000	960,000
6	Computers		10 set	60,000	6,00000		15 set	60,000	9,00000
7	Server Installation +UPS backup		1	24,50000	24,50000		1	24,5000 0	24,50000
<b>Total</b>					<b>8,130,000</b>				<b>9,820,000</b>

**ANNEX-E**

Sr.No	District	Flood Affected		Vulnerable	
		No.of Schools	RCE in Million	No.of Schools	RCE in Million
1	Attock	27	18.75	1	0.50
2	Bhakkar	2	4.63	0	-
3	Bahawalpur	2	5.25	0	-
4	D.G Khan	11	19.71	0	-
5	Hafizabad	103	553.50	20	3.54
6	Layyah	12	50.05	2	0.80
7	Sahiwal	6	21.49	0	-
8	Rajanpur	12	13.22	3	1.25
9	Mianwali	17	31.22	0	-
10	Gujrat	3	5.41	3	1.10
11	Gujranwala	33	107.86	0	-
12	Muzaffargarh	14	50.20	1	-
13	M.B Din	12	58.11	4	1.35
14	Multan	8	31.11	0	-
15	Jhang	94	256.87	3	1.12
16	Narowal	3	32.16	0	-
17	Chiniot	103	404.98	5	1.34
18	Khanewal	1	6.48	27	-
	<b>Total</b>	<b>463</b>	<b>1,671.00</b>	<b>69</b>	<b>11.00</b>