

Project Final Report

1st July 2102-30th June-2013

Partners of the Project:



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1. Executive Summary

During first year, after contract signing, project was initiated on grounds with the recruitment of staff, office establishment, inception workshop & partner field visit and advertising the ToRs of risk assessment, curriculum review, training manuals development, advocacy strategy of Indus Consortium and IEC material development. Suitable consultants were selected after formal meetings/interviews and jobs were handed over to all selected consultants. All jobs were completed well in time except the training manuals for teachers and SMCs. IC staff has developed coordination with many local and international NGOs to develop partnership in future. Similarly 16 concept notes and proposals have been submitted to various organizations. Timely funds transfer from Oxfam Novib's side enable IC to work as per implementation plan.

2. Project Progress

2.1 Preliminary Activities

2.1.1 Staff Recruitment

Following staff of Indus Consortium (IC) has been recruited after formal recruitment process during the months of July and August 2012,

- 1- Hussain Jarwar-Project Coordinator, Islamabad Based
- 2- Khalid Saifullah-Fund Raising Officer, Islamabad Based
- 3- Pirbhu Lal-Finance Officer, Badin Based
- 4- Wazir Ahmed-Support Staff, Islamabad Based
- 5- Sajjad Hussain-Support Staff, Badin Based

2.1.2 Office Set Up

Office of Indus Consortium (IC) is established at Islamabad after detailed market survey at following place during the month of October 2012,

H # 989, St # 92, I 8/4, Islamabad

IC office has been established to serve the following purposes,

- Coordination with stake holders at national level
- Building a culture of learning and sharing at IC members level
- Facilitating IC members and local NGOs/CSOs for resources mobilization and coordination

Various equipments, furniture and fixtures have been arranged with the project (Safer Schools) and IC members' support at IC office.

2.1.3 Contract signing with Oxfam Novib

Formal contract of IC with Oxfam Novib was signed for the 1st year of this three years programme during the last week of July 2012 along with the funds transfer to LHDP as lead partner of IC.

2.1.4 Project Inception Workshop

Project Inception Workshop has been arranged at IC office Islamabad during 11-13 October 2012. Participants from all three member organizations including Doaba Foundation, HELP Foundation and LHDP participated in this event. Detailed discussion were carried out on project design, its objectives, outcomes, implementation strategies, coordination with stake holders, contribution towards policies changes and sustainability. Participants developed a detailed implementation plan by the end of workshop. Details report of workshop is attached as Annex 1 with the report.

2.1.5 IC Staff Orientation Visit to IC Members

Staff at Indus Consortium visited HELP Foundation and LHDP during 14-21 October 2012 to have a deeper understanding about the grass root work and issues. During the visit IC staff met with communities and partner' staff and shared their own experiences while working with communities. During the visit, IC team also met with various other NGOs in South Punjab and Sindh. Detailed report of the visit is attached as Annex 2 along with the report.

2.2 Project Progress

Outcome 1: Reduced losses of educational infrastructure, lives and other assets in 200 villages of five disaster prone districts of South Punjab and Sindh by the end of 2015

Activities for Year 1

Activity 1: Situational Analysis/Risk Assessment is developed both in Sindhi and URDU

Terms of the Reference for the assessment has been developed, shared with Oxfam Novib and advertised on various websites and e groups like HRDN.net and Cabnet group. In response to the advertisements, 03 consultants applied for the job and Muhammad Memon and team was selected on the basis of following criteria,

- 1- Relevant experience
- 2- Inclusion of qualified and experienced engineers and community facilitators in team
- 3- Gender balanced team
- 4- Familiar with the project areas as expressed through work experiences
- 5- Financial requirement is within project budget limits
- 6- Team of consultants is familiar with local culture, languages and issues

Formal agreement was signed with the selected consultant and 60 days were assigned to complete the task from the date of signing contract.

Below are the key recommendations of this assessment,

Core issue	Sub-issues
Technical	New construction - Developing and implementation of technical building code for multiple hazards for all types of disasters in construction of new school building

Core issue	Sub-issues
	<p><u>[location should be main consideration and quality work]. No general building code has been developed and enforced in Pakistan as the SBC-07 is specific for earthquake resilience aspects of buildings and does not provide standards for other natural and human-induced hazards</u></p> <ul style="list-style-type: none"> - Since schools have always been used as a camp during emergencies- Space and availability of facilities required during emergency situation is an important issues [store, camp management, trained volunteers etc] - Connectivity [road but also other communication means available] <p>Existing school infrastructure</p> <ul style="list-style-type: none"> - A district level <u>action plan</u> available with strong provision both technical and financial for <u>retrofitting</u> in any eventuality of disaster [Raising ground level with earth-filling, raising the main gate, strengthening boundary walls, proper drainage mechanism. Better to have this plan at each school or U/C level. - Sustainability, accessibility and quality of <u>WASH facilities</u> keeping gender sensitiveness. - The government schools [which are safer] to be utilized as camps should be mentioned in the DDMA disaster/flood contingency plans and officially notified [these schools must have preparedness plan and trained volunteers] - An agreed checklist and SoPs of all necessary requirement for emergency response available in safer schools [space, safety, food, WASH, health, privacy and connectivity with road and other communication means]
<p>Accountability participation and Transparency</p>	<ul style="list-style-type: none"> - Strengthening of SMCs as the citizens’ representative bodies. They should make government departments accountable for construction, maintenance, trained in school management skills, DRR, DRM and develop a team of volunteers. - Establish and officially notify <u>district safer schools stakeholders’ forum</u> with the responsibility to monitor and engage in construction and maintenance.

Core issue	Sub-issues
	<p>The ToRs of the forum should include site selection [keeping all the social, geological and environmental aspects], develop technical criteria, availability of facilities, connectivity, community participation, trainings etc.</p> <ul style="list-style-type: none"> - Stakeholders forum periodically visit the sites, especially the safer school sites before disaster occurs to verify the facilities/arrangement - <u>Budgets</u> and other relevant information is shared with communities - Behavior change communication focused on both communities and government departments for changing their perception and knowledge and behavior towards safer schools and role of multiple stakeholders
Inter-departmental coordination and institutional aspect	<ul style="list-style-type: none"> - The education department should develop a mechanism to monitor the school buildings during emergencies. - Engaging Sindh building control Authority as a regulatory body to verify both repair or affected schools as well as construction of new schools in entire province rather only Karachi - Proposing similar regulatory mechanism in Punjab - At district level an inter-departmental coordination body should be notified including all relevant agencies to coordinate before construction to ensure quality work and following of SoPs and be responsible for O & M. - Budgets [mainly when PC-1's are made] inadequate amount is earmarked for O & M. This is an essential component and be given due importance in yearly allocation along with new schemes.
Finance	<ul style="list-style-type: none"> - Adequate allocation to be made for the schools in disaster prone areas for developing preparedness plans - Sufficient funds are allocated for O & M, capacity building, coordination and community participation activities - Fund should be utilized through district multi-stakeholders' forum to ensure accountability

Final report is attached with report as **Annex 3**.

Activity 2: Advocacy Strategy is developed in 02 languages URDU and Sindhi

Similar process as mentioned in activity 1 is adapted for the selection of consultant. Dr. Fateh Murree was selected for this job. Following are the key actions suggested in this document,

Lobbying: In this project lobbying will be an important action. Lobbying is a process in which organization working for the change objectives defined above directly engages and influences

decision-makers, such as education department, district coordination bodies, parliament members/committees, district finance department, text book boards, PDMA/DDMAs.

Capacity building: This is very commonly used term and action. However in the context of this strategy capacity building means engaging with both communities and decision makers to increase their knowledge and skills about the issue. The community will use this knowledge to further interact with policy-maker, while the engagement with policy makers and key department is essential to bridge the knowledge and skills gap. Capacity building can also include actions such as building trust, developing systems and structures to respond the particular demands. Attending and strengthening district forums could also be an important action under capacity building.

Public campaigning: Campaigning broadly means to engage with public at large and mobilize them for the specific cause. This also increases the visibility of the organization or issue for which campaign has been initiated. Example of campaigns could be registration of votes, signature campaign to garner support for violence against women, an education campaign. Campaign could also involve actions such as public marches, awareness days and text messaging, TV or radio advertisement.

Media work: In recent years' media has been playing very important role in dissemination of information, sensitization of public on different issues, raising awareness and building the opinion. An organized and systematic media work to promote safer school concept will be an important advocacy action. Media work could include engaging with local print media to publish stories, finding opportunities to influence electronic media. Also social media could be used as an important tool such as face book and twitter.

Detailed document of advocacy strategy is attached as **Annex 4** with this report.

Outcome 2: 200 Local communities particularly the children are performing active role in DRR activities in five disaster prone districts of South Punjab and Sindh by the end of 2015

Activities for Year 1

Activity 1: Existing DRR information in the curriculum has been identified through 01 report developed both in Sindhi and URDU

ToRs of the assignment were developed by IC team and shared with Oxfam Novib and IC members. After incorporating the detailed feedback, these ToRs were advertised on various recruitment websites and e-groups. 06 consultants including both individuals and firms applied for the consultancy. Mr. Amjad Nazeer and team was selected by committee on following criteria,

- Relevant experience of research in the fields of education and DRR
- Gender balanced team
- Financial budget requirement is within available budget
- Familiar with the project areas as expressed through work experiences
- Team of consultants is familiar with local culture, languages and issues

Agreement was signed with the consultant and first draft was shared with IC with in assigned time. After detailed feedback from IC and ON, final document of this assignment is attached with report as **Annex 5**. However key findings of this review are mentioned below,

Core issue	Sub-issues
Including DRR in formal school curriculum	<ul style="list-style-type: none"> • Adding DRR as a formal subject or chapter in existing science/geography subjects curriculum [infusionist' permeation] • Adding DRR an essential part of teacher training course like PTC [teacher training colleges] • Recommending to add lesson 'qudarti afaat' (natural disasters), in the textbooks in Sindh on the lines of Punjab
	<ul style="list-style-type: none"> • Child-led disaster risk response (CLDRR) and child rights during emergencies should be essential component of all DRR response practices [handbooks, SoPs of departments etc.] • Supplementary material to be printed in the beginning and end of the textbooks also sounds quite relevant and workable.
Communication	<ul style="list-style-type: none"> • Capacity & awareness among teachers [how to engage children, key messages in relation to DRR, skills in conducting extra curriculum activities, how to coordinate with community/parents] • Long term investment in behavior change [children need to learn basic skill to deal with DRR]
Making DRR essential part of extra-curricular activities	<ul style="list-style-type: none"> • Drills and exercises are also important to generate willingness and interest among children, parents and teachers • Informal classes and material on disaster till it included in formal curriculum in collaboration with district education department

Activity 2: 01 Teachers Training Manual is prepared both in URDU and Sindhi.

Similar process was adapted for this assignment as mentioned in activity 1. HnH consultants were selected for this job based on their relevant experiences and skills. This activity will be completed after project life due to back and forth communication around feedback on the drafts manual between IC and ON. Training manual are attached with report as **Annex 6.**

Activity 3: 01 School Council Training Manual is prepared on the basis of their role mentioned in relevant SC Policy and Education Policy 2009.

After adapting similar process, HnH consultants were also selected for this job. Draft training manual is attached with report as **Annex 7.**

Outcome 3: District Governments are sensitized to the need and implementation of disaster preparedness and management strategies in five disaster prone districts of South Punjab and Sindh by the end of 2015

Activity for Year 1

Activity 1: 210 disaster prone and shelter schools as per secondary data identified

Indus Consortium has identified a list of 210 disaster prone and shelter schools as per following breakdown,

Disaster prone schools: 200
Shelter schools: 10

Criteria for the selection of disaster prone school,

- Schools should exist in disaster prone village of south Punjab and south Sindh
- Schools should include both girls and boys schools up to elementary level
- Schools should be working with sufficient strength of students
- Preferably school should exist in already intervened villages of IC partners mainly the worked with during the Plan funded CCDRR project
- Schools affected from 2010-11 floods

Criteria for the selection of shelter school,

- School should be declared as relief camp in District Flood Fighting Plan or District Disaster Management Plan
- School should exist in IC intervened areas
- School should have been used as relief camp during 2010-11 disaster response

List of 210 schools in 05 project districts is attached with report as **Annex 8**.

Activity 2: 10 pamphlets/brochures is developed (IEC material)

CHRS-Consultants were selected after adapting detailed process for this purpose. Key messages related to schools safety were published on posters, pamphlets and banners. Developed IEC material is attached with report as **Annex 9**.

3. Developing Support Environment

3.1 Office establishment at Islamabad level enables IC staff to deliver, coordinate and participate in various learning events at Islamabad level.

- ✓ IC staff participated in various coordination meetings at following plate forms,
 - Pakistan Coalition for Education
 - Sindh Graduate Society Islamabad
 - NDMA
 - Shirkat Gah
- ✓ Following trainings are arranged at IC office Islamabad with the support of IC staff
 - “Safer Schools” Project Inception Workshop for IC members’ staff
 - Resource Mobilization for like minded NGOs of South Punjab
 - WASH and Livelihood connection for Doaba Staff
 - HAP and SPHERE standards for LHDP Staff
 - “Medicinal Plants” Project Inception Workshop for Doaba Staff
 - Budget tracking training for Doaba staff

3.2 Following concept notes and proposals on behalf of IC have been submitted during the reporting period,

Sr #	Theme of CN/Proposal	Submitted to	Submitted for
1	DRR Governance	Commonwealth Foundation	HF
2	Media & Communication	Oxfam Novib	Various Partners
3	Sustainable Livelihoods	Miserior	DF
4	Sustainable Livelihoods	Miserior	LHDP
5	Local Governance	Oxfam Novib for European Commission	DF, HF
6	ICT	Oxfam Novib	ON
7	Advocacy for Non formal economy	Oxfam Novib for Rootwork Foundation	DF, HF, LHDP
8	SRHR	Oxfam Novib	DF, HF, LHDP
9	Sustainable Livelihoods	World Hungerhilfe	HF
10	Safer Schools (Y 2)	Oxfam Novib	DF, HF, LHDP
11	Climate Change Adaptation	Oxfam Novib	DF, HF, LHDP
12	Mangroves/Climate Change	Mangroves for All	LHDP
13	Education	DFID	DF, HF, LHDP
14	Sustainable Livelihoods	Miserior	DF
15	Food Security	Oxfam Novib	ON and Partners

3.3 Extended Support to Local NGOs in South Punjab

Staff at IC also supported 02 local NGOs in developing their organization profiles, administrative and financial systems based on their own experiences and lessons learnt. This will increase the influence of IC geographically during its expansion in future.

4. Institutional Strengthening

“Safer Schools” project has also a strong contribution towards institutional strengthening of Indus Consortium and its partners. Due to the project, IC members are in the process of reviewing and upgrading their financial and administrative manuals. Previously these manuals were developed with the support of Oxfam in 2005-06. At now, strength of staff, number of programmes, projects and partners has been increased many times than before so there is strong need to revise and update the operational manuals.

After a detailed formal process at IC level, DevCon Consultants Islamabad has been selected for the purpose. DevCon has develop HR manual for IC for the rest of 02 manuals on finance and administration, IC has obtained the services of a chartered accountant firm from Lahore. This activity has added value to the impacts of IC’ members work both at grass root and partners level. HR manual has been finalized while other 02 manuals (Finance and Administration) are on final stages and will be completed in next month.

5. Challenges

Following challenges were faced by IC team,

- Finding a relevant and competent consultant as per nature of job was very difficult. IC staff has to advertise some ToRs many times on various sources to find relevant consultants resulting in wastage of time. Similarly IC has to go for talent hunt process for advocacy strategy development.
- In few cases, delayed feedback from Oxfam Novib cause holdup in meeting the timelines as per agreements with consultants.

6. Financial Report

Financial report is attached with this report as **Annex 10**.