



Funded by
European Union
Civil Protection
and Humanitarian Aid



Learning from Field Based DRR Experiences

Disaster Risk Reduction for Schools and Community Resilience





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Acronyms

C&W	Communication and Works Department
CBDRM	Community Based Disaster Risk Management
CSSF	Comprehensive School Safety Framework
DCTE	Directorate of Curriculum and Teachers Education
DDMU	District Disaster Management Unit
DIPECHO	Disaster Preparedness European Community Humanitarian Office
DRR	Disaster Risk Reduction
ECHO	European Civil Protection and Humanitarian Aid Operations
GBV	Gender Based Violence
ICT	Islamabad Capital Territory
INEE	Interagency Network on Education in Emergencies
E&SED	Ministry of Elementary and Secondary Education
MoU	Memorandum of Understanding
NDMA	National Disaster Management Authority
P&DD	Planning and Development Department
PDMA	Provincial Disaster Management Authority
PITE	Provincial Institute of Teachers Education
PSRA	Private School Regulatory Authority
PSSF	Pakistan School Safety Framework
SBDRM	School Based Disaster Risk Management
SDGs	Sustainable Development Goals
SFDRR	Sendai Framework for Disaster Risk Reduction
SOPs	Standard Operating Procedures
UCs	Union Councils
UNICEF	United Nations International Children's Emergency Fund



Acknowledgement

This publication is a synthesis of lessons learned from the field and the discussions held with the stakeholders of SBDRM and CBDRM projects implemented by partners assisted by ECHO in Khyber Pakhtunkhwa. These discussions culminated at the end-of-project conference held in Islamabad in December 2018.

This publication has been developed with the invaluable inputs from our stakeholders and will serve as a reference for all partners involved for future DRR programming in the region. The success of our projects was largely due to the remarkable insights and commitment of our project participants including senior colleagues from the Government of KP, community leaders, local government Officials, civil society organizations, media and others. It has been our privilege to work closely with all these actors. We acknowledge dedication of our field staff who have devoted countless hours ensuring that our projects fulfil their commitments and reach out to the most vulnerable with the highest quality of support possible. Special thanks are due to the thematic leaders, knowledge managers and partners' country directors who have championed work on disaster risk reduction with full interest and commitment.

We gratefully acknowledge the support of our donors, both public and institutional, who have long supported SBDRM and CBDRM initiatives in Pakistan and contributed to building capacities in this country. We also wish to acknowledge the valuable support of other experts and researchers in DRR who also participated in the learning event and extended their perspective to our analysis. Finally, this publication would not have been possible without the technical expertise and editorial support of a range of individuals duly acknowledged in this report.





Executive Summary

The history of disasters in Pakistan demonstrates that it is among the countries prone to natural as well as man-made disasters, compelling the governments to deliberate on increasing investment in the preparedness of communities, including schools to enhance their capacities to respond to the future disasters effectively. With support from the development and humanitarian sectors, Pakistan has made certain commitments to integrate DRR into long-term development planning such as National Disaster Risk Reduction Policy 2013 and National Disaster Management Plan (2012-2022) that place a lot of emphasis on community-based Disaster Risk Reduction (DRR) and School-Based Disaster Risk Reduction and Management (SBDRR / SBDRM). Moreover, development of Comprehensive School Safety Framework (CSSF) is a vital step taken in ensuring mainstreaming of SBDRM.

European Civil Protection and Humanitarian Aid Operations (ECHO) has supported the government of Khyber Pakhtunkhwa in addressing the impacts of disasters by institutionalizing of DRR in development planning process as well as systems strengthening. With the support of ECHO, the provincial government

and partners have contributed in strengthening the capacity of the communities and government institutions in DRR by reducing the vulnerability of the most affected.

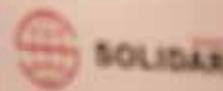
Furthermore, the SBDRM has contributed in reducing vulnerabilities of students and education staff and mainstreaming school-based DRM in urban context for creating safe learning facilities, disaster management and risk reduction education across the province. These models focused on policy-oriented actions on DRR and piloted in targeted UCs and schools together with government line department for replication and scale.

In pursuance to further reinforce DRR/SBDRM capacities in the province, ECHO financed four short duration projects up to maximum two years' duration in KP under the Humanitarian Implementation Plan 2017. Learning from the field experiences of these projects, and interacting with a wide range of stakeholders from policy makers to actual recipients and beneficiaries, some of the following lessons have been drawn for future DRR efforts:

1. There is no way to ensure long-term, sustainable DRR solutions without legalization of SBDRM and preparedness mechanisms and SOPs through an Act of parliament and related policies, strategies and rules. Notifications, frameworks and strategies – even when formulated by government institutions – cannot ensure safer learning facilities in longer future.
2. In future, development organizations need to focus more on policy lobbying and advocacy and not on awareness raising and demonstration. This stage has long passed, and vulnerable communities are seeking concrete measures where they can lead safer lives.
3. There is a need for effective monitoring and tracking system for schools' SBDRM compliance. A checklist needs to be maintained to ensure a consolidated global overview on SBDRM.
4. Investing in disaster preparedness is not a loss – it is an economic gain. There is a need to document more real-life cases from multiple Pakistani contexts to advocate this case.
5. Avoid redundancies of policies where good DRM/DRR measures are available and integrated. These may be improved by being based on evidence – however there is no use to create more policies when the earlier ones are not implemented.
6. Not to forget that there are always gender specific issues in DRR which may need to be tackled carefully by building their own capacity or opening up spaces for accepting measures in cases of emergencies. This is specifically important in Pakistani context where women seeking rescue would seldom accept physical support from stranger men.
7. School safety is everyone's business and therefore one institution (in this case Government Education Department) cannot be asked to take the entire load. There is a whole consortium of actors who need to have specific roles to lend a hand to deal with such a huge sector.
8. DRR mainstreaming will only work with capacity development at various levels, from decision-makers down to a local level. In Pakistani context teachers, prayer leaders, local government representatives, general community members and also children must be included in the process.
9. Bridging the gap between policy and implementation by providing necessary means and resources will ensure DRR mainstreaming. Rather than supply driven models, there is a need to imbed DRR financing in recurring costs within simple available means.
10. Pakistan leads in the region with Pakistan School Safety Framework at national level. It is important to make this framework known to decision-makers and to the masses to create an ownership and appetite for DRR at various levels. Role of media is very important in this regard.



Learning from Field Based DRR Experiences



1. Introduction

Pakistan is among the countries which are prone to natural as well as man-made disasters. Floods, earthquakes and violent weather-related catastrophes rank Pakistan on the 7th at climate risk index and make it the costliest country for response and recovery from disasters¹. This vulnerability of the country has made the government to start focusing towards increasing investment in the preparedness of communities, including schools, to not only enhance their resilience to cope with the future disasters but also to reduce the financial burden on the economy as a result of the damages owing to the lack of preparedness, response capacity and necessary skills among communities in emergency situations.

As a result of the efforts from development and humanitarian sectors, Pakistan has made certain commitments to integrate DRR into long-term development planning. The National Disaster Risk Reduction Policy 2013 and National Disaster Management Plan (2012-2022) including a roadmap for disaster risk reduction are among the most important guiding

documents that place a lot of emphasis on community-based Disaster Risk Reduction (DRR) and School-Based Disaster Risk Reduction and Management (SBDRR /SBDRM). Additionally, in line with its global commitments on Comprehensive School Safety Framework (CSSF), National Disaster Management Authority (NDMA) in partnership with UNICEF created Pakistan School Safety Framework (PSSF), a highly welcome step in ensuring mainstreaming of SBDRM. The main purpose of the PSSF is to provide policy guidance and to set standards for the implementation of comprehensive school safety at national, provincial, district and school levels.

ECHO has supported the government of Khyber Pakhtunkhwa in addressing the impact of disasters by institutionalizing of DRR into development planning process and systems strengthening. With the support of ECHO, the provincial government and partners contributed in strengthening the capacity of the communities and government institutions in DRR by reducing the vulnerability of the most affected. Fur-

¹Global Climate Risk Index 2019 (David Eckstein, Marie-Lena Hutfils and Maik Winges)

Furthermore, the SBDRM has contributed in reducing vulnerabilities of students and education staff and mainstreaming school-based DRM in urban context for creating safe learning facilities, disaster management and risk reduction education across the province. These models focused on policy-oriented actions on DRR and piloted in targeted UCs and schools together with government line department for replication and scale.

In pursuance to further reinforce DRR/SBDRM capacities in the province, ECHO financed four short duration projects up to maximum two years' duration in KP under the Humanitarian Implementation Plan 2017: Institutionalizing SBDRM in urban context of Peshawar city. Led by SOLIDAR Suisse together with HELVETAS Swiss Intercooperation, development and implementation of retrofitting guiding tools for hazard resistant learning spaces in KP by UN HABITAT, Disaster Preparedness and Disaster Risk Reduction by CARE International and HOPE'87 led A Safer Tomorrow – Disaster Preparedness while supporting the emergency standard operating procedures (ESOP) of MoE & SE for roll out of SBDRM across all schools in KP.

This report is based on the discussions held at a learning event organized by these projects as well as on the field experiences gathered by projects' staff, partners, and target communities. The learning event was held at the end of projects' implementation period and was well attended by multiple stakeholders (Annex 1, list of participants; Annex 2, Agenda of the learning event). The main objectives of the learning event included:

- **To share key experiences on DRR in Pakistan by providing a forum for collective sharing of lessons by DRR related actors.**
- **Acquire an overview of what was achieved by partners in CBDRM/ SBDRM projects in Pakistan and possibly the region.**
- **Map national capacities and areas of improvement in view of further opportunities in disaster response, preparedness and risk reduction.**
- **Explain further ways to strengthen partnerships among national/ provincial authorities and humanitarian/ development actors for disaster risk reduction, response and preparedness.**





2. Pakistan School Safety framework

Children experience risks differently from adults. They are the most vulnerable segment of the society and they often have the least voice. In such circumstances school safety becomes an important element of DRR. Pakistan is a signatory of Sendai Framework that calls for gender, age, disability and cultural perspective in all policies and practices, promotion of women and youth leadership. In line with its global commitments, National Disaster Management Authority (NDMA) in partnership with UNICEF created Pakistan School Safety Framework (PSSF). The main purpose of the PSSF is to provide policy guidance and to set a standard for the implementation of comprehensive school safety at national, provincial, district and school level. The Framework targets the four priority areas of the Sendai Framework.

The PSSF comprises minimum school safety standards and comprehensive system for evaluations. The framework has been pilot tested in 2016-17 in

all the four provinces of Pakistan including Azad Jammu and Kashmir engaging 55000 children from the government and private schools, 208 teachers and 30 master trainers and quality supervisors². The pilot project comprised of 4 phases including trainings, PSSF implementation and project evaluations. After the phenomenal success, the project is planned to be scaled up at Islamabad Capital Territory (ICT) level as a model. By 2018 it was rolled out in 500 schools in 2 phases, 250 schools each. The project trained 1500 teachers, and targeted 600,000 children in collaboration with Federal Directorate of Education. The project is currently in its first phase.

Evidence indicates that school related gender-based violence affects millions of children and adolescents worldwide. It is one of the worst manifestations of gender discrimination, violates a wide range of children's rights, and leaves lasting effects on a child's mental health. A gender toolkit based on the gender-based violence, psychosocial support and mental

²'A Safer Tomorrow'; a documentary on Pakistan School Safety Framework

health is also a part of the PSSF. It includes expositional material and globally recognized best practices on combating Gender Based Violence (GBV), bullying, harassment, physical and mental distress, and persecution in and around the schools as well as prevention and responsive interventions that can be integrated in existing school safety procedural documents. Combating GBV will help increase school attendance, enhance children's quality of education and improve learning outcomes.

The PSSF has been approved by the Prime Minister of Pakistan. The National Disaster Management Commission proposed an efficient roll out of the PSSF in schools. Hence discussions are underway to pilot in around 300 schools in KP, FATA and Balochistan. The provincial roll out targets 900 teachers and 400,000 children. Further, the KP Elementary and Secondary Education Department (ESED) has formulated the Standard Operating Procedures (SOPs) for the implementation, roll out and replication of PSSF across all public schools in KP. Training of 110 education managers has been completed and the training of 34000 teachers across 34,000 schools is expected to start in April 2019. One thousand district master trainers will be trained for this purpose.

PSSF is a comprehensive document based on best practices and the only leading framework in South

Asia concerning schools and learning spaces which was also pre-tested before its implementation in Pakistan. It provides a framework for enhancing preparedness in terms of preventing disaster risks and improving resilience in the education sector. It is an excellent contribution towards accelerating implementation of the Sendai Framework at national level. It has successfully carved its niche as one of the most sustainable solutions in the region for gender responsive disaster risk reduction.

Policies and decisions made today will set a course for the years to come and this is a significant step towards safer Pakistan.

PSSF provides an excellent reference to all SBDRM initiatives including those financed by ECHO and implemented by its partners with and without ECHO funds. These initiatives have been financed and implemented since 2010 and therefore there is a symbiotic link between what was done and learnt in the field by various organizations and PSSF, hence built on rich experiences gained in school and child safety in Pakistan. It is the culmination of all the efforts made so far since PSSF as a framework and commitment from Government of Pakistan will give impetus to a shared safer schools' agenda thus creating a better learning environment for children and school communities across Pakistan.



DRR Experience



3. Challenges and opportunities in mainstreaming DRR

a. Policy makers and service providers' perspective

i. Why DRR is important for the government?

From the Government's perspective DRR is important because a huge burden falls on public finances in the aftermath of disasters causing huge economic losses because of lack of early preparedness. Historically, the colossal damages received during the last few mega disasters in the beginning of current century demonstrate that early preparedness has not been high on the agenda of our national and provincial governments. In addition, those poorer communities are on a higher vulnerability index and require more support. Such oversights and inequities result in disaster risks being disproportionately concentrated in poorer communities with weaker outreach, information flow and preparedness capacity. The development perspective includes equity as an important element in effective disaster risk reduction and preparedness for a secure future.

In 2010 alone, over 20 million³ people were affected with large scale displacements as a result of mega floods in Pakistan. Beyond the toll on human lives, the cost of disaster was estimated at more than US\$10 billion⁴ of direct and indirect damage to the social and physical infrastructure, economic sector, governance and environment.

Floods, earthquakes and violent weather-related catastrophes rank Pakistan on the 7th rung at climate risk index⁵ and make it the costliest country for response and recovery from disasters. Under such circumstances, the case to invest in DRR related activities whether community or school based is imperative for the government so as to not only reduce the impact of future disasters on human lives but also to reduce the financial burden on the economy as a result

³Economic losses from disasters: National Briefing/ Pakistan <http://www.lead.org.pk/lead/attachments/briefings/LPNB3.pdf>

⁴Economic losses from disasters: National Briefing/ Pakistan <http://www.lead.org.pk/lead/attachments/briefings/LPNB3.pdf>

⁵Global Climate Risk Index 2019 (David Eckstein, Marie-Lena Hutfils and Maik Winges)

of the damage owing to the lack of preparedness and response skills among communities in emergency situations.

Years of efforts from national and international development organizations, and public institutions including NDMA and PDMA, the trend is changing towards early preparedness along with special preference for poorer and more vulnerable segments. Making investments in prevention and preparedness, including through participatory simulation and civil defense exercises, is a necessary component of systematic efforts to increase resilience to disaster.



ii. Measures taken for mainstreaming SBDRM - the case of KP Government

Khyber Pakhtunkhwa is predominantly a mountainous region with 60% geographical area covered by mountains (Hindukush-Himalayas ranges) and is home to several water bodies, glacial reserves and rivers streams making the province rich in water resources. At the same time, the location and features of the province make it vulnerable to natural disasters such as floods, glacial outbursts, earthquake, landslides etc. The total population of the province is 30.53⁶million with 7.1 million⁷ under the age of eighteen.

A number of vital steps have been taken by ESED for mainstreaming SBDRM with support from ECHO partners during 2017-18:

- The SBDRM steering committee has been reconstituted at the provincial level and is reinforced with new ToRs (Annex 3) demonstrating strong will and commitment of the department to main-

stream DRR into the systems. The committee has already started functioning and has taken important decisions for mainstreaming DRR in the education sector.

- The ESED has notified that the Parent-Teachers Councils will also serve as School Disaster Management Committees with assigned roles. This is a key institutional step towards DRR mainstreaming into the education system. These committees are taking this initiative further at schools' level. The development of content related to school safety for grades 1-4 with the help of teachers and technical experts has been a great achievement of the education department. This aims to foster better understanding among children and the teachers about the immediate environment in which they and their families live and would help to reduce the risk faced by the community. The content is soon to be incorporated into the text books.
- Supplementary reading material on disaster risk reduction has also been developed for school children in the form of attractive story books and self-explanatory posters.
- Realising the importance of quality and disaster resilient school infrastructure, the education department decided to hire a construction firm for future constructions and rehabilitation work in the schools. This will hopefully ensure that the buildings are disaster resilient and also accessible for the students with special needs.
- With regards to seismic vulnerability, structure of the schools are being revised. Around 100 types of structures for primary schools have been prepared (soon to be implemented) dividing whole KP into five zones.
- Establishment of Private School Regulatory Authority (PSRA) by the Government of KP in February 2018 is a welcome step in regulating private schools. This is also a key step in creating an opportunity to address DRR in highly ignored private schools' sector. Initially it was a challenge to engage with private schools due to numerous private schools' associations which did not help in fixing responsibility for leading DRR mainstreaming. Following steps have already been taken by PSRA for addressing immediate SBDRM needs during the first year of its emergence.

⁶2017 Census of Pakistan

⁷Education Fact Sheet: Khyber PakhtunKhwa: <https://www.humqadam.pk/fact-sheets/kp/>

- PSRA pre-assessed the facilities of all the private schools and developed a registration form for all the schools to apply for fresh registration. This form is available on PSRA website (<https://psra.gkp.pk/>) and is mandatory for all the schools. This form includes DRR checklist which was included with the help of Helvetas / Solidar project support for private schools. This will be helpful on two accounts:
- The PSRA will acquire information about available infrastructure and non-infrastructural measures in private schools to assess gaps in making these facilities safer for the children.
- The private schools will have the obligation to ensure minimum safety measures in schools, which previously used to be ignored, in choosing buildings for schools. So far, 5000 forms out of 20,000 have been collected. After assessment of the forms, PSRA will be in a position to see what measures these schools need to take, and how PSRA is required to support the private schools.



iii. Open issues at policy and decision-making level

Mainstreaming DRR into the government's processes and sustainability needs proper legislation. No doubt that policy notifications, letters, instructions to the staff, establishment of relevant committees etc. have been ensured with the help of ECHO partners for ensuring DRR mainstreaming; without legislation these may not prove effective for long. Legislative change is only possible through effective lobbying with the relevant stakeholders. For example, most of the new schools' buildings are being constructed without disaster risk screening and assessment due to absence of such policies.

The SoPs for constructing schools need to include safety of such facilities and made mandatory through

legislation.

Integration of Disaster Risk Reduction in the school curricula would foster better understanding among children and the teachers about the immediate environment in which they and their families live and would help to reduce the risk faced by the community.

The department of Education has allocated a resource of 29 million to build missing facilities in many schools. This resource may also be useful in addressing the missing basic DRR facilities in the schools including provision of first-aid boxes. A trained and sensitized PTC/SMC on DRR will play a vital role in preparing DRR sensitive assessment of missing facilities in schools. This indeed would be a basic step in mainstreaming DRR in schools.

The ESED department also needs to ensure that menstrual hygiene management needs of female students are also ensured while designing WASH facilities in the schools.

All infrastructure SOPs or standard designs need to be sensitive to gender needs and to the needs of people with disabilities.

The measures taken by PSRA are commendable. However, the private schools need to internalize, and this is where communication strategy of PSRA counts, that the purpose is to ensure that the schools take minimum measures as per their capacity and the gaps which are beyond their control are gradually planned and implemented through additional means by the schools as well as authorities since safer children is the objective and responsibility of the State.



iv. Key lessons

The government, namely the ESED, is committed to ensure disaster preparedness in schools as demonstrated by a number of steps taken thus far by ESED including PSRA. However there is a need for active lobbying for legislation to formally implement PSSF and place legal responsibilities on the relevant institutions so that the steps taken are long-lasting.

The district authorities lack funds specified for managing disasters that could be released immediately at the time of emergency. In addition to that, coordination among all the departments also needs to be strengthened for timely and effective response and to reduce the impact of the disaster.

The school curricula lack awareness raising material on school safety. In order to ensure safety of the students, it is required to include awareness raising material into the school curriculum ensuring mainstreaming of DRR into schools. The DRR mainstreaming in grades 6th to 9th in subjects English and Health & Physical Education is a welcome start that needs to be further expanded to other subjects.

The PDMA's capacity to conduct hazard mapping of the schools is limited, also it is not directly their role so cannot include it into their planning. The education

sector is massive. This cannot be done by one actor alone. The responsibility needs to be distributed among various tiers. PDMA however can guide the principals about the process as to how to conduct such an assessment.

The donor community still invests in rescue and relief when a disaster strikes. The communities including schools damaged in 2005 earthquake are still not prepared to cope with future disasters. Therefore, there is a need for donors' sensitization to invest more on preparedness than on response, relief, rescue and reconstruction of the damaged school infrastructure.



b. Development perspective

i. What were the issues the projects tried to address?

The lack of safer school environment put the children amongst the most disadvantaged age groups amongst the vulnerable – at the highest risks. The lack of, poor quality and disconnected risk reduction and resilience education for children misses out an important opportunity for awareness raising. The projects endeavor to provide safer and better prepared learning environments; increased number and effectiveness of trained teachers; strengthened capacity of government staff, especially education managers; provincial and district education departments prepared for education continuity with contingency plans in place; and proven models for systemic uptake of best practices with methods validated to support the sustainability and expansion of these models beyond the project.

Wider transformative impacts may include: monitor

and evaluate progress of initiatives that reduce disaster and security risks, increase availability of and access to hazard-related evidence (such as multi-hazard early warning systems data and disaster risk information), promote risk reduction and resilience in the education sector with clear focus, in major international agreements (SDG and Sendai Framework for DRR), strengthen coordination and networks for resilience, from local to provincial, national and regional levels, strengthen education governance and local participation in order to prevent and reduce hazard exposure and vulnerability to all hazards and risks, and to increase preparedness for response and recovery.

The core of school-based disaster risk management (SBDRM) efforts is to recognize children's right to survival and protection, as well as their right to educational continuity and participation. The approach

is intended to be inclusive, participatory, and evidence-based. All children are being helped to participate in all aspects of Comprehensive School Safety. This allows them to be better protected and for their energy, knowledge, and ideas to help shape long-term sustainability.

Urban floods, earthquakes, cyclones and man-made disasters have badly affected urban areas of Peshawar city in the past few years. The hazards faced in the urban centers in Peshawar are diverse and exacerbating, increasing people's vulnerability leading to loss of life and damage to infrastructure. Lack of preparedness and response skills are also to be blamed for huge destruction as a result of these disasters. Hence the urban dimension was also addressed through the projects implemented in the field so that the DRR models are capable of addressing diverse needs of disaster preparedness in all the contexts. Annex 1 presents project synopsis from different partners to give an idea of projects' focus in the field leading to recommendations and lessons for reinforcing SBDRM in Pakistan.



ii. Solutions the projects tried to offer - major outputs, achievements

In order to address key issues relevant in DRR, the projects with funding support from ECHO focused at strengthening the capacity of 3 disaster-hit Union Councils (for CBDRM led by CARE) and build the capacity of schools and government institutions in Peshawar and Swat Districts in the Khyber Pakhtunkhwa Province to respond to and cope with future disasters. Moreover, the projects also built capacities of the provincial ESED in institutionalizing and mainstreaming school-based DRM in urban and rural contexts for creating safe learning facilities, disaster management and education on risk reduction across the province.

At national level, partners provided technical support to National Disaster Management Authority (NDMA) while developing “Pakistan School Safety Framework (PSSF), which is also based on CSSF. PSSF has been tested, piloted and finalized by NDMA and already approved by the Prime Minister of Pakistan, making it a national level policy document.

Partners worked with NDMA on developing “Education Sector Contingency Planning Guidelines (ES-CPG) and contextualization of Interagency Network on Education in Emergencies (INEE) guidelines and minimum standards for Pakistan; through consultations with relevant stakeholders.

At provincial level, under the PSSF, the projects provided safer school environment for teachers and students through better prepared learning environments, school disaster management, risk reduction and resilience education for students and teachers. Through school safety the projects journey over 4 ECHO projects and also worked with Elementary and Secondary Education Department (E&SED), Khyber Pakhtunkhwa (KP) to institutionalize School Safety into their systems and procedures.



iii. What factors supported this success?

- The approval of the PSSF by the Prime Minister of Pakistan at the National Disaster Commission meeting provided the policy level support for implementation, roll-out and replication.
- Sustained leadership of NDMA lead to accelerating the momentum of change. Moreover, strong coordination structure is another element of success.
- The CBDRM Model was very effective in creating a pool of trained people. The communities were

trained through Government Master Trainers and replicated those trainings in managing emergency situations (e.g. dengue outbreak).

- The SBDRM Model was very effective for creating a pool of trained people. The school teachers/communities were trained through Government Master Trainers – Provincial Institute of Teachers Education (PITE) and cascaded those trainings from district to school levels in a cost-effective model.
- Provincial Steering Committee formed at PDMA was effective in providing technical support and facilitation in project implementation
- ECHO Partners Technical Working Group was very effective in providing technical inputs and feedback on project activities.
- All the CBDRM project activities were executed through PDMA which created ownership, effectiveness & sustainability.
- All the SBDRM project activities were executed through ESED in close collaboration with PDMA which created ownership, effectiveness & sustainability. Helvetas went a step further to bring their project under the umbrella of Planning and Development Department through an MoU and with Additional Chief Secretary as chairperson of the steering committee the major decisions for future uptake on SBDRM could be easily taken and financed.
- All the SBDRM project activities focused on the specific risks and vulnerabilities faced by the girl students, female teachers and staff as well in both urban and rural contexts in gender sensitive environments and specific tools.
- Creation of PSRA was a welcome contextual change which made institutionalizing SBDRM possible and practical. PSRA benefited from existing learnings in the field of SBDRM in public schools.
- CARE was successful in ensuring participation of women in its project activities by forming separate disaster management committees for females and males. Helvetas and Solidar on the other hand piloted urban dimension in SBDRM, and with public and private schools.

i. Key lessons

- In a study conducted by CARE International Pakistan on high rise buildings in Peshawar, it was learnt that none of the buildings were found to

comply with the building regulations. Moreover, the system lacks a mechanism to monitor implementation of existing policies and following proper building codes.

- Working in a formal partnership with the Planning and Development department and the Education department was a big opportunity for effective mainstreaming of DRR in schools, as reported by Helvetas /Solidar. Things at times took longer, but decisions made are long lasting.
- Initially it was a challenge to engage with private schools due to none of the private schools' associations taking responsibility for all other schools. Fortunately, establishment of Private School Regulatory Authority PSRA in February 2018 changed the landscape and created an opportunity to address DRR in highly ignored and much challenging sector of private schools due to a huge diversity in type, capacity and scales.
- Decisions pertaining to safe schools will only last with proper legislation. For this, effective lobbying and coordination among different departments to work in synergy, are crucial and much in demand as proposed by projects' stakeholders.
- Most of the projects comprised soft components and capacity building; the community are usually interested in concrete products. However, the partners still received a high level of interest from target groups and project partners (especially the government).
- Future projects need to connect with women in communities. Knowledge and information gathered from women and girls needs to be assimilated especially so as to handle the issues related to their safety and disaster risk reduction.



c. Children's perspective

At the learning event organized by ECHO partners, in one of the sessions school children were invited as panelists which gave them an opportunity to express what they have learnt from the Safe School project in their schools and how they implemented various interventions. Students informed the participants about their exposure to disasters before and after the interventions.

Eman Khan, 10, shared that the safety trainings taught her how to respond when a disaster occurs. She narrated a real time incident that she dealt with, after being trained and how she saved the life of her friend who caught fire from a bonfire during a picnic, "My friend started to run when she caught fire. I immediately shouted at her to roll over, roll over and roll over again and again on the ground. When she did that, the fire extinguished within moments", an excited Eman narrated.

The students expressed their awareness of the importance of school safety as well as the safety of their community, which gives them a sense of responsibility while integrating school and community together. They are serving as the ambassadors of change through spreading messages learnt in the school to

friends, family and community at large.

The students also said that they learnt school mapping from the trainings and that now they know how to evacuate the school at the time of a disaster, what route to follow and where to assemble.

Hira said, "DRR training conducted in my school gave me confidence to respond to the disaster as I am prepared to respond effectively now".

Farhan Khan, student of class 8th narrated his experiences regarding school and home safety and how he spread the messages to his cousins and other friends in his community.

The children also gave suggestions how DRR can be further mainstreamed into the schools and community. One of the students said that media could play an important role in disseminating the interesting messages related to school safety and educating those who don't go to schools but are indirectly involved. Another student indicated the need to involve parents more in DRR discussions so that homes are as safe as schools.



d. Community perspective

The hazards faced in the urban centers such as in Peshawar (particularly) are diverse and exacerbate each other increasing people's vulnerability. The line departments are aware of the disaster management system, the addressed policy and planning aspects for effective disaster management. This includes setting up early warning systems and providing trainings to the local communities on mitigation of the impacts of urban floods and then the response measures.

In the communities' view the local government institutions are gaining increasing capacities because now they can integrate DRR into planning processes following the risk assessments at the local level, under the mentoring and coaching from the trained master trainers of government departments (for training of

Disaster Management Committees on risk assessment and CBDRM Planning). The respective provincial and district departments ensured participation of these committees in district planning process.

The community also needs to be focused while spreading the message of DRR in schools so that the message is complemented with what is being taught at schools. Parent teachers committee is a connection between the school and the community.

Awareness raising component needs to be focused for those in our society who do not join schools. Committees should be formed in the community with equal participation from male and female members.



Learning from Field Based DRR Experiences



An ounce of prevention is worth a pound of cure - Benjamin Franklin

18th December

4. Takeaways for future DRR programming

Legalization of SBDRM mechanisms and SOPS is essential

Decisions pertaining to safe schools will only last with proper legislation through an ACT of parliament, necessary policies and rules. For this, effective lobbying and coordination among different departments to work in synergy are crucial and is much in demand as proposed by projects' stakeholders. A way forward is to ensure sustainability through legislation and through linking resources with the work of national stakeholders (such as NDMA) and provincial stakeholders (such as PDMA, Ministry of Elementary and Secondary Education (MoE & SE), PSRA, Planning and Development Department (P & DD) etc.). Legislation and policy making are two driving forces where the future projects need to focus more to ensure a legal binding for the schools to comply with Pakistan School Safety Framework and implement school safety procedures on a regular basis.

A greater need for policy lobbying and advocacy

When linked with the legislation, instead of only focusing on awareness raising and demonstrating DRR practices, the future development and humanitarian projects need to focus more towards advocacy related activities in order to bring changes in the pol-

icies. Civil society organizations such as HOPE'87, HELVETAS, Solidar and CARE may best perform this role in partnership with the Government departments. Such an advocacy effort will work from within, in close collaboration between public-civil society rather than from outside creating poles like civil society against government. Reminders from civil society may help keep revision of frame-conditions on the agenda.

Effective monitoring and tracking system for schools' SBDRM compliance

KP government should have a monitoring mechanism within the government for monitoring of the schools. Moreover, future budgeting of the schools may be linked with the risks and limitations identified and consequently addressing these limitations require extra money. This will provide incentive to the schools to take it very seriously and work in that direction. The Planning and Development departments in the provinces may be brought into the loop for financing.

Maintain a checklist to ensure a consolidated global overview on SBDRM

Linked with the above, NDMA's model of school safety contains a complete set of indicators and a check-

list that the committee uses. The upcoming projects may support the department in creating a database containing that checklist which will serve as a policy making and decision-making tool in the future.

Investing in disaster preparedness is not a loss – it's an economic gain

Disaster preparedness has an economic case. More of such case studies need to be documented for creating an appetite for linking budget with planning and development for safer schools and community related sustainable work through legislation. Ideally, slowly mainstreaming DRR will not remain an additional financial burden. It will be possible within the recurring budgets. Financial experts need to be brought on board to prepare scenarios with existing examples to further promote good practices.

Avoid redundancies of policies

The future projects should focus on educating people to use and implement the existing policies where available (e.g. building codes) rather than creating new ones. Moreover, there should be a mechanism developed to monitor implementation of existing policies, and that proper building codes are followed.

Gender specific issues

The future projects need to connect more systematically with women, the elderly and people with disabilities; also how can we take advantage from the knowledge/information from women and girls to handle specific issues related to their safety and to minimize disaster risks. This is especially important in Pakistan's context where women easily compromise their security due to their training to remain sensitive to their culture and due to shame.

School safety is everyone's business

Taking on board and sensitizing highest level of policy makers including Higher Education Commission / Departments may be an opportunity in the future projects. This will level the ground ultimately leading towards legislation and policy making to not only provide a safe learning environment to the students but also to equip them enough to be able to respond to the disasters effectively. Projects like Safe Schools should be replicated in other disaster-prone areas of Pakistan as well. The DRR decisions taken by government were welcome but need to be tested in more districts.

Capacity development at various levels

Capacity building component of the school teachers, administration staff and others at local level (e.g. members of village councils, prayer leaders imams) should also be focused and deliberated upon as to how it will be rolled out at the community level. Multi-hazard approach needs to be considered while designing future projects.

Bridging the gap between policy and implementation Linked also with capacity development at various levels, the future project should focus on bridging the gap between policies and implementation, infrastructural and non-infrastructural changes regarding retrofitting, repairing, and strengthening of existing school buildings to meet the international standards of disaster resilience. Financing of DRR needs to be established and simplified by adding resources in recurring costs.

Making the 'Pakistan School Safety Framework' known

Pakistan School Safety Framework is an instrument in shaping policy and implementation. A guidebook based on the framework that may be adopted at various levels in provinces as well as at the federation level to make its way towards legislation smoothly as the framework carries the strength with all legal backups and protection. This way it will find its way in the legislation and policy domain. In addition, it is important that the framework becomes known among common masses from where demand may be generated for concrete measures for safer learning facilities. Pakistan may be presented as a case study in the region due to its efforts and achievements to mainstream DRR into schools in the form of Pakistan School Safety Framework.

Role of Media

Media (electronic, social, print) could play an important role in disseminating the interesting messages related to school safety and educating those who do not go to schools but are indirectly involved.

“Our parents need to be involved in sensitization processes on DRR so that our homes are as safe as our schools”.

Annexes

1- Project synopsis

a. Development and Implementation of Retrofitting Guiding Tools for Hazard Resistant Learning Spaces in Khyber Pakhtunkhwa (KP)

The project on “Development and implementation of retrofitting guiding tools for hazard resistant learning spaces in Khyber Pakhtunkhwa” was conceived on realization of the need that neither the education policy nor KP Education sector Plan 2010 addresses the importance of assessing the stability of the existing school building infrastructure. This was considered imperative because of the fact that Pakistan is beset with a plethora of natural and other disasters. The school buildings and education institutions do not comply with the building resistance standards. The school infrastructure is destroyed as a result of calamity leading to schools becoming non-functional until rehabilitation efforts are undertaken. Once, the preventive measures are developed and implemented the school buildings can serve as temporary relief centres for the affected population.

The specific objective of the project is to strengthen the capacity of government institutions and schools in KPK for addressing disaster risks in an institutionalized and sustainable manner through consolidation of inclusive CBDRM and SBDRM methodologies. The project will contribute towards demonstrating integrated risk reduction model for creating resilient infrastructure through the window of safe schools and also to create a learning space for policy makers and professionals at sub-national level on building resilient communities and cities.

Need assessments were conducted prior to the project preparation with respective stakeholders including Provincial Disaster Management Authority and District Disaster Management Authority and possible project partners. UN Habitat focused on infrastructural and non-infrastructural changes regarding retro-

fitting, repairing, and strengthening of existing school buildings to meet the international standards of disaster resilience.

Technical vulnerability assessments was carried out for 36 schools (6 schools of each 6 typologies) in Peshawar and Swat, involving relevant authorities (MoE, Communication and Works Department (C&W), PDMA, DDMA, and others) followed by development of a prioritization scheme of schools to be retrofitted-endorsed by these authorities. 12 schools were selected for retrofitting (at least 1 classroom in each school) to serve as models which can be replicated. The lessons learnt during the process is being documented to feed into the retrofitting, repair, and strengthening guidelines that will be developed as a manual for the relevant authorities to use.

UN Habitat focused on bridging the gap between policies and implementation. Moreover, advocacy with the education department and other relevant authorities was carried out to ensure sustainability for this project as these authorities are influential while the ADP and ADB are being formulated, hence advocacy for introduction of policies and capacity building initiatives where the current structures, and not just the ones damaged by disasters, are periodically technically assessed to make them disaster resilient. This is one of the primary focus of this intervention.

b. Disaster Preparedness and Disaster Risk Reduction

The project area is vulnerable to urban floods and earthquakes with increasing intensity in the past few years. Alarming increase in urban flooding is primarily due to almost completely clogged sewerage and

drainage systems owing to poor solid waste management. Heavy encroachments, poor land use management and unplanned settlements have also led to worsening of the situation.

The communities where the project was implemented were surveyed before project implementation and it was found that most of the people did not know any key precautionary steps to protect their lives in case of a disaster. The communities generally considered their own homes to be unsafe and were not aware of government rules related to safe house construction. Most in the community also did not believe that vulnerable groups with special needs are properly understood and their needs incorporated into planning and response. A lack of concrete early warning systems (EWS) was also observed by community members.

The Community Based Disaster Risk Management (CBDRM) approach was originally developed by CARE with financial support from ECHO in 2014-2017. It was used in the current project as a cascading approach (two way) whereby it involved experts from provincial government departments who then trained individuals at district, union council and community level. Planning was done at a community level as well as district which created ownership among the community.

Project objectives

- Improved delivery of urban disaster risk governance by provincial, city, town and neighborhood councils, Provincial and District Government Departments in Peshawar promoting risk sensitive development.
- Improved coordination for effective implementation of Disaster Risk Reduction Plans and Disaster Preparedness Plan

c. **Safe Schools: Institutionalizing School Based Disaster Risks Management in Urban Context of KP (Peshawar city). 2017-2018**

This project aims to take reduced vulnerabilities of 35,000 students and staff of 75 urban schools in Peshawar city for improving KP's action-oriented policy environment on DRR, prevention and preparedness and by strengthening preparedness and response capacities of schools.

In Pakistan a tendency and capacity of response is more prevalent than early preparedness to disasters. Fortunately, due to the efforts of NDMA Government of Pakistan, PDMA in the provinces and several donor-financed interventions together with the public and civil society actors, this trend is changing towards early preparedness than response. Pakistan School Safety Framework launched by NDMA in October 2017 has further firmed this commitment and gives a strong reference pillar for future actions on school based DRR.

Massive efforts have reportedly gone into institutionalizing School Based Disaster Risk Management (SBDRM) and to strengthen disaster preparedness for schools and secure children for some years mainly with ECHO financed initiatives. The Education department KP is still struggling with basics such as funding and defining responsibilities, yet the process has been rolled out. The efforts so far seem rural-centric; specific risks and complex multi-actor situation in urban contexts have not yet been taken into account.

Taking stock of the latest progress, this project aims at validating SBDRM model for its relevance to urban context and advocate for its application, financial security and integration in policy commitment by supporting through various training workshops, schools risk assessment and making the school DRR committees functional through proper trainings. The core of the project is to make use of existing mechanism created within the government (e.g. DRR steering committee, working groups, tools regarding risk analysis, School Improvement Plan (SIP) /School Disaster Management Plan (SDMP) etc. taking along all the relevant actors in a well-coordinated manner in a learning process.

To give traction to mainstreaming SBDRM, we will conduct 75 DRR sensitive SIPs in Peshawar district, of which 25 will be conducted for private schools, largely ignored in DRR. This is because under-resourced private schools are usually ignored and are highly vulnerable and may receive larger damage due to hardly any accountability. An impression that private schools can cater for their needs themselves has to change and a differential treatment be avoided when it comes to saving lives. We have physical presence in Peshawar and access to decision makers.

We have also prior experience working in non-formal education sector in collaboration with Education department and National Education Foundation who are stakeholders in this project.

HELVETAS Swiss Intercooperation is already implementing: Water for Livelihoods project (SDC), strengthening Climate Change Centre at University of Agriculture (SDC), Building Back Better (Swiss Solidarity), Nutrition in Mountain Agro-eco-systems (GPFS), Water Productivity in Rice (GPFS), Market & Employment for Peace and Stability (Dutch). The first three programs have DRR as an integrated component. BBB also works closely with district Education department and schools to ensure DRR and WASH preparedness / sensitization.

Specific objective of the project and activities:

Build capacities of the provincial Education department in institutionalizing and mainstreaming school-based DRM in urban context for creating safe learning facilities, disaster management and risk reduction education across the province.

This project is NOT about

- Providing equipment in schools for DRR
- Changing school curricula
- Conducting surveys
- Or adding new responsibility on education / school staff.

This project is about DRR sensitization in education sector across all actors and ensuring that the available mechanisms function. We also count on (so far) high support from KP government available to HELVETAS and therefore the success of this brief project will be high with an earlier example of partnership. We will also collaborate with other actors engaged in school safety and DRR such as UNESCO and Swiss Solidar in Pakistan.

HELVETAS Swiss Intercooperation (IC) is consistently working on climate change theme and related DRR, particularly focusing on flood prone areas in KP (including former FATA) and most vulnerable rural communities. HELVETAS' country strategy gives a high priority to strengthening institutions and service providers for effective results in adaptation to climate change including food security, water and

DRR. Since its establishment, HELVETAS has been supporting integrated approaches to maximize the potential of the rural communities, particularly those affected by resource scarcity and natural atrocities by enhancing potential from available land and water.

For any development programme operating in such fragile area, integration of disaster preparedness and emergency response are necessary competences to secure long-term results. Intermittently during regular years, HELVETAS has been a regular partner of the government supporting CBDRM activities (structural and non-structural) in close collaboration with the District Disaster Management Unit (DDMUs) and district authorities. Based on all the prior experiences and the fact that Pakistan receives frequent emergencies, Pakistan is among the priority countries for HELVETAS in order to build up emergency response capacities. In 2015, HELVETAS launched a specific capacity building program for its team on DRR accompanied by an international advisor. DRR and risk screening is a compulsory transversal cross cutting theme for all its projects. The added value of HELVETAS is a strong thematic focus on DRR and climate change; its presence in Peshawar since 1996; close interaction and rapport with relevant provincial government departments.

d. A Safer Tomorrow – Disaster Preparedness in Pakistan

Institutionalization of DRR within the existing structure of Elementary & Secondary Education Department (E&SED) is moving forward in a purposeful way through consistent technical and financial support (with funding from ECHO, Austrian Development Cooperation and HOPE'87) through the four Disaster Preparedness European Community Humanitarian Officer (DIPECHO) and DP/DRR funding cycles spread over eight years. Some of the key highlights are:

At National Level:

1. HOPE'87 along with other ECHO partners has been able to develop a consensus around a common School Based Disaster Risk Management (SBDRM) model, which is "Comprehensive School Safety Framework (CSSF).
2. At national level, HOPE'87 provided technical support to National Disaster Management Author-

ity (NDMA) while developing “Pakistan School Safety Framework (PSSF).

3. HOPE'87 is working with NDMA on developing “Education Sector Contingency Planning Guidelines (ESCPG) and contextualization of INEE guidelines and minimum standards for Pakistan.

At Provincial Level – Khyber Pakhtunkhwa (KP):

At provincial level, under the PSSF, the action focuses on Pillar 2 and 3, to provide safer school environment for teachers and students through better prepared learning environment, school disaster management, risk reduction and resilience education for students and teachers.

4. HOPE'87 has worked with Elementary and Secondary Education Department (E&SED), Khyber Pakhtunkhwa (KP) to institutionalize School Safety into their systems and procedures. The following milestones have been achieved:

- 4.1 Activation and re-structuring of DRR Steering Committee at E&SED; inclusion of senior most officials from seven directorates.
- 4.2 Agreement on Cascade DRR training model; training Master Trainers at Provincial Institute of Teacher Training (PITE).
- 4.3 Master trainers and teacher trainer manuals developed and owned by PITE and Directorate of Curriculum and Teachers Education.
- 4.4 A cadre of 23 Provincial Master Trainers on SBDRM is now available at apex teachers' training institute of the province (PITE).
- 4.5 PITE experts have trained 110 District Master Trainers in 5 districts namely, Chitral, Malakand, Nowshera, Peshawar and Swat and 4,100 teachers in 5 districts namely Swat, Malakand, Nowshera, Peshawar, Chitral.
- 4.6 5-day Education manager training manuals developed and owned by DCTE and PITE trained 89 Education managers trained in 5 districts namely Chitral, Nowshera, Malakand, Peshawar and Swat.

- 4.7 Working with DCTE, DRR related themes and topics have been added into textbooks; English grade 6, 7 & 9 and Health & Physical Education grades 6, 7, 8.

- 4.8 DRR Curriculum document (scope, sequencing and SLOs with value and skills) is developed and approved/notified by DCTE.

- 4.9 **A Safer Tomorrow – Supplementary Reader on disaster preparedness** document is developed and approved/notified by DCTE.

- 4.10 To ensure compliance and to inculcate the culture of school safety to the lowest level that is school, HOPE'87 has closely worked with education dept to add DRR related indicators.

- 4.11 HOPE'87 has also helped E&SED to develop and print a ‘Standard Operating Procedure’ booklet, containing guidelines against possible disaster and how to prepare and act, before, during and after. This booklet has been distributed in all the schools across KP (over 28,000 schools).

- 4.12 Disaster Risk Management Plan templates have been developed for all three tiers of education governance namely province, district and schools. The DRR templates are the tools to secure funding for different DRR activities at all levels. These templates have been approved as standard documents for planning by the department.

- 4.13 Education department with support from PITE conducted District DRM Plan workshops in 5 districts (Chitral, Malakand, Nowshera, Peshawar and Swat) in which key officials (ED Managers, Trained Teachers, and PITE Staff) developed District Education Sector Disaster Management Plans (DESD-MP) of respective districts. The plan has been shared with all directorates.

- 4.14 Furthermore, strategic decision of utilization of PTC fund for purchasing of DRR kits has been taken. Most importantly PTC funds have been increased as well.

4.15 Education department taking the lead has developed a comprehensive strategy in the shape of “Emergency Standard Operating Procedures (ESOPs)” to operationalize the PSSF. The budget for the implementation of ESOP to the tune of PKR 25 million has been allocated. Implementation has been started in 5 districts.

4.16 HOPE'87 and Education department identified the key main points of ESOPs document and developed a separate document named as “**School Safety Protocols – Tool box of response actions**” (shorter version of ESOP document).



2- Conference programme

Time	Activity
10:15	Tea / coffee Registration and seating
10:30	Welcome remarks Mr. Bernard Jaspers- Fajjer Head of Office Pakistan, ECHO Islamabad
10:45	Setting the stage Pakistan School Safety Framework Ms. Tania Humayun – Programme Manager Gender and Child Cell - NDMA
11:00	Opening panel: Challenges and opportunities in mainstreaming DRR – Policy perspective <ol style="list-style-type: none"> 1. Mr. Abdul Basit – Additional Secretary (Development) – E&SE 2. Mr. Hafiz Ibrahim – Director E&SE 3. Mr. Gohar Ali Khan – Director DCTE 4. Mr. Syed Zafar Ali Shah – Managing Director PSRA 5. Mr. Hakim Ullah Khan – Director PITE 6. Mr. Idress Azam – Chief Planning Officer III – E&SE 7. Mr. Hidayat Ullah Khan – Senior Planning Officer III – E&SE 8. Mr. Tajdar Khan – Assistant Director (DRM) PDMA
11:45	Opening remarks - Chairperson of the inaugural session Ms. Raheela Saad Member, National Disaster Management Authority (NDMA)
12:00	ECHO Partners' panel Challenges and opportunities in mainstreaming DRR – development perspective <ol style="list-style-type: none"> 1. Ayesha Kariapper – Country Director Care International in Pakistan (CIP) 2. Dr. Arjumand Nizami – Country Director Helvetas Swiss Intercooperation 3. Jawed Ali Khan – Country Director UN Habitat 4. Qazi Saqib Basir – Country Director Solidar Suisse Switzerland 5. Shoaib Haider – Country Director HOPE 87
12:45	Plenary – Collection of ideas and further additions from policy and development practitioners
13:15	Lunch
14:00	Closing Panel Me, my School and my Home – Children's perspective A session with selected school children (girls and boys)
14:45	Plenary – Collection of ideas and further additions from parents and teachers
15:15	Summing up the day
15:30	Closing remarks – Chief guest Dr. Muhammad Ajmal, Secretary, Elementary and Secondary Education department Government of Khyber Pakhtunkhwa

3- List of participants

Sr.	Name	Designation	Department/ Organization
1	Mr. Abdul Basit	Additional Secretary	Secretariat ESED
2	Mr. Abdullah	Chairman Parents Teachers Council (PTC)	GHS Jogiwara
3	Mr. Ahmed Abbas	Director Operations	Hope 87
4	Mr. Akhlaq Ahmad	Monitoring officer	ESED
5	Mr. Amin	Student, GGPS Dauran Pur	Public Schools
6	Mr. Amir Muhammad	Head Teacher, GHS Jogi Wara	Public Schools
7	Mr. Ammad Khan	Planning officer	Secretariat ESED
8	Mr. Asad Ali	Training Consultant	Care
9	Ms. Asma	Student, GGHS Pakha Gulam	Public Schools
10	Mr. Atiq Ahmad	Finance Officer	Helvetas
11	Mr. Aurangzeb	Assistant Director/ School Safety Focal Point	Directorate ESED
12	Ms. Ayesha	Disaster Management Committee member	Community
13	Ms. Ayesha Kariapper	Country Director	Care
14	Mr. Basharat Hussain		UN-Habitat
15	Mr. Bashir	Disaster Management Committee member	
16	Mr. Bernard Jaspers	Head of Office Pakistan	ECHO
17	Mr. Bilal Qureshi	Programme Officer	Swiss Embassy
18	Mr. Bismillah Jan	ADEO	District ESED
19	Ms. Bushra	ADEO	ESED
20	Dr. Arjumand Nizami	Country Director	Helvetas
21	Dr. Rana Gul	ASDEO	District ESED
22	Ms. Faiqa Naseem	Head Teacher, GGHS Pakha Ghulam	Public Schools
23	Ms. Faiqa Aziz	Environment Consultant	UN-Habitat
24	Mr. Farhad	Planning Officer I	Secretariat ESED
25	Ms. Farzana Ara	Social Organizer	SSP Team
26	Mr. Fawad Ali Shah	Education Chief Special	UNICEF
27	Mr. Fazal Ullah	Principal Hira Public School/ PSRA Member	Private Schools
28	Mr. Fazle Mola	Head Teacher, GMS Khuda Dad	Public Schools
29	Ms. Firasat	SDEO (Female)	District ESED
30	Ms. Firasat Hadi	Principal , GGHS Naqi	Public Schools
31	Ms. Fozia Zaib	Head Teacher, GGPS Doran Pur	Public Schools
32	Mr. Ghulam Saeed		
33	Mr. Gohar Ali Khan	Director	DCTE
34	Ms. Gul Naz Attique	Finance Manager	Solidar
35	Mr. Habib Ullah	ADEO P&D (Female)	District ESED

36	Mr. Hafiz Ibrahim	Director	Directorate ESED
37	Mr. Hashmat Ali	Senior Planning Officer	Secretariat ESED
38	Mr. Hidayat Ullah	Acting Managing Director	PSRA
39	Mr. Hidayat Ullah Wazir	Senior Planning Officer	Secretariat ESED
40	Ms.Hifsa Gul	SDEO (Female)	District ESED
41	Mr. Idress Azam	Chief Planning Officer	Secretariat ESED
42	Mr. Iftikhar Hussain	Advisor	SSP Team
43	Mr. Imran Kazim	Planning Officer III	Secretariat ESED
44	Mr. Inayat ur Rehman	Medical & safety	Rescue 1122
45	Mr. Iqbal Karim		ECHO
46	Mr. Irshad Karim	SDEO (Male)	District ESED
47	Mr. Jalal		CARE
48	Mr. Javed Ali Khan	Programme Manager	UN Habitat
49	Mr. Jehanzaib Khan	ASDEO Circle Office Chugarpura	District ESED
50	Mr. Jehanzaib Khan	District Master Trainer, GMA Asad Anwar Colony	Public Schools
51	Mr. Jiddi Khan	DEO (Male)	District ESED
52	Mr. Kaleem Ullah khan	Planning officer	ESED
53	Ms. Kalsoom Jamil	ASDEO TOWN III	District ESED
54	Mr. Khair Ul Bashar	Teacher New Islamia Public High School	Private Schools
55	Mr. Khalil Ur Rehman	Fire & Safety Instructor	Rescue 1122
56	Mr. Khurshid Ahmad	Director	HETTA
57	Mr. Sharif Khan Khattak	Additional Director PITE Peshawar	PITE Peshawar
58	Ms. Mahrukh	Student, GGHS Naqi	Public Schools
59	Mr. Mashhood		Community
60	Mr. Masood Qadir	Nazim NC & President DMC	Community
61	Mr. Mian Abdul Qadir	Director PDMA	PDMA, KP
62	Mr. Mohammad Riaz		PCP
63	Mr. Mohammad Shahid	Head Teacher, GPS Dalazak	Public Schools
64	Mr. Mubashar Iqbal	Admin and Finance Manager	Helvetas
65	Mr. Muhammad Ali	Student Hira Public High	Private Schools
66	Mr. Muhammad Junaid	Agriculture Officer	Agriculture
67	Mr. Muhammad Mujtaba Israr	Student New Islamia Public High School	Private Schools
68	Mr. Muhammad Nisar	Student, GHS, Jogiwara	Public Schools
69	Mr. Muhammad Riaz	Admin Manager	Helvetas
71	Mr. Muhammad Riaz	Project Manager	SSP Team
72	Mr. Muhammad Uzair	Student, GPS Dalazak	Public Schools
73	Mr. Muhammad Younas	Student Hira Public High	Private Schools
74	Mr. Mushtaq Ahmad	Principal Royal International High School	Private Schools
75	Mr. Nadeem Shahzad	Civil Defence Officer	Civil Defence
76	Ms. Nagina	PET, GGMS Sarbuland Pura	Public Schools
77	Ms. Nazish Aziz	District Master Trainer, GGMS Qayum Abad	Public Schools
78	Ms. Nizakat	SDEO Female Primary	District ESED
79	Mr. Noor Alam Khan Wazir	Deputy Director/ Focal Person DRR	PSRA
80	Ms. Noseeka Malik	Program Coordinator	Care

81	Ms. Nuzhat Hashmi		
82	Mr. Qazi Saqib Bashir	Country Director	Solidar
83	Mr. Rahat Rizwan		Care
84	Mr. Rana Azam	Principal Oxford Public School	Private Schools
85	Ms. Raheela Saad	Member (Admin and Finance)	NDMA
86	Ms. Rifat Bano	ASDEO City Circle	District ESED
87	Mr. Rizwan Ullah	Deputy Director (MIS/ M&E)	PSRA
88	MS. Rukhsana Ayyub	ACD	Care
89	Ms. Sabina	Teacher GGPS Dauran Pur	Public Schools
90	Ms. Sadaf Tahir	National Programme Officer	Helvetas
91	Ms. Sahibzada Abdul Waheed	Project Manager	Care
92	Ms. Shahaida Arif	Workshop Facilitator	
93	Mr.Saif urn Rehman	District Master Trainer, GPS Touda Khazana	Public Schools
94	Mr. Saif Ur Rehman Bhatti	Financial Controller	Helvetas
95	Mr. Sajjad Akhtar	Deputy District Education Officer	ESED
96	Ms. Sakhawat		
97	Ms. Salmana Zaman	SS Science	TBB
98	Ms. Sameena Ghani	DEO (Female)	District ESED
99	Ms. Shabnam Zeb	SST	GGHS Tarnab Farm
100	Ms. Shakeela		
101	Mr. Sharif Khan Khattak	Deputy Director Training	PITE
102	Mr. Shoaib Haider	Country Director	Hope 87
103	Mr. Suleman	Student, GMS Khodadad	Public Schools
104	Mr. Syed Adnan Ahmed	PO II	Secretariat ESED
105	Mr. Syed Fahad	Social Organizer	SSP Team
106	Mr. Syed Israr Ali	Senior Program Manager	Hope 87
107	Mr. Taj Mohammad Khan	M/E officer	EDSED
108	Mr. Tajdar Khan	AD DRM	PDMA
109	Ms. Taniya Humayun	Project Manager (Gender Child Cell)	NDMA
110	Mr. Tariq Mohammad	Admin and logistic	HOPE 87
111	Ms. Umm e Laila	School Safety Coordinator	Directorate ESED
112	Mr. Waseem Jan	Admin and Finance Manager	Helvetas
113	Mr. Yasir Khan	MEAL Officer	Solidar
114	Mr. Yasir Khan	Training In charge	Rescue 1122
115	Mr. Younus Israr	Teacher	Hira Public School
116	Mr. Zahid Rehman	Field Coordinator	Helvetas
117	Mr. Zulfiqar Khan	Additional Director	DCTE
118	Mr. Zulfiqar Ul Mulk	Deputy Director	Directorate ESED

