

# **Advocacy Strategy**

## **for**

# **Safer school**

**Duration: July 2013 to December 2015**

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## 1. Background

### 1.1 Introduction

Indus consortium (IC) with the collaboration of Oxfam Novib is implementing a “safer school” project in Muzaffargarh, Layyah, Rajanpur, Thatta and Badin districts of Punjab and Sindh provinces. The recent humanitarian emergencies suggest the government schools in safer areas (not prone to hazards and humanitarian crises) are declared and utilized as camp sites for internally displaced population (IDPs). The schools in the disaster prone areas are neither disaster resistant nor resilient. When emergency occurs, the school buildings and schooling process in both categories are affected.

Under the Project, IC has conducted 02 researches. **First** study has analyzed the multiple hazard risks to the government schools located in hazard prone areas along the river Indus and has identified areas of improvement for the safer schools that are used as camps in the provinces of Sindh and Punjab. The assessment has tried to indicate technical flaws in buildings, the availability of necessary facilities as per the international standards, functioning and role of SMCs, means to protect the school building against future disasters, lacking facilities in safer schools to be utilized as camps and preparedness at the level of safer school for proper management of school as camp.

The purpose of **second** study was to understand whether existing curriculum is disaster sensitive or not? Study reviewed the existing curriculum in Sindh and Punjab’s Primary and Secondary level curriculum,

#### ***What is Advocacy?***

*Advocacy is a set of targeted actions directed at decision makers in support of a specific policy issue. Foremost advocacy is a process, occurring over unspecified amounts of time, sometimes brief and often lengthy.*

*Advocacy includes both single-issue, time limited campaigns as well as ongoing work undertaken around a range of issues. Advocacy activities may be conducted at the national, regional, or local level.*

authorized by Punjab Text Book Board (PTB) and Sindh Textbook Board (STB). Curriculum study mainly reviewed the text books of Class 1 to Class 8. Both the studies has identified several issues and recommended actions.

### 1.2 Advocacy Strategy

On the basis of these reports, Indus Consortium (IC) wants to engage with School Management Committees/SCs, CBOs, and village level networks that take lead to influence the relevant bodies, authorities, departments to realize, accept, and incorporate the guidelines, protocols and standard for safer schools.

The advocacy strategy will be mainly based on the information provided by these two studies. However, there are range of issues identified and actions proposed, during the process of developing advocacy strategy a consultative workshop of three IC partners’ was organized to prioritize the issues on long term and short term basis. This helped to develop focused, time bound and realistic advocacy objectives.

The geographical area under consideration is three disaster prone districts in Southern Punjab along the River Indus and two coastal districts in Sindh. Three districts in Punjab have recently been hardly hit by the floods of River Indus while two coastal districts in Sindh face both River floods as well as prone to cyclone and flood caused by drainage system. Recent experience of addressing the emergency situation after disaster indicates that mainly school and college building have been used as a camp for internally displaced people. According to some revenue laws, during emergency the revenue department announces certain places as camps mainly schools and this has been a historical practice. District

coordination committees prepare and share the list of the building in which during any eventuality camps will be arranged, mainly designed places are schools.

#### ***What is safer school?***

Before describing an advocacy strategy for safer school, it is important to have common understanding of the term for all the stakeholders using this strategy. In this particular context of disaster prone areas following definition is adopted:

*Schools are safe when structures are resilient to disasters mainly flood, neither damaged nor education process disturbed. Also when used for camps have all available camp facilities according to international standards.*

- Schools are used as camps in safer places, however those places lack all basic facilities to be declared as camps

## **2. Blockages**

There are several bottlenecks to address the above problem;

**2.1 Technical blockage:** The low quality construction work and un-availability of building code is the main blockage in making school structures resilience in the wake of disasters. Similarly no considerations have been made while declaring schools as camps where the essential facilities are available or not [space, connectivity, WASH facilities, cooking facilities, privacy etc.]. The continuous use of schools as camps should have led a process within authorities to develop comprehensive SoPs for those schools. Though there are district level contingency plans, but hardly have a provision for school restoration once used as camps. The absence of effective regulatory authority is also an important issue.

**2.2 Institutional blockage:** Multiple institutions are engaged to use schools as camps, construction and repair, while education department is the overall custodian. Education works departments are responsible for construction and repair of schools, while academic responsibility lies with education departments. Finance allocates the resources as per prescribed budget allocation format; this is quite complex institutional arrangement. Once schools are used as camps, facilities are damaged; there is no rapid mechanism to restore the facilities for continuation of academic process.

**2.3 Budgets for maintenance:** Since disasters occur suddenly and could not be linked with normal budget cycle-hence it is essential that adequate operation and maintenance provisions should be made in annual budget plans. Budget documents should be shared with school management committee and they should take lead role in immediate repair if damage caused by the disasters or using school as a camp to restore it for academic process. The adequate allocation and transparent use and participatory monitoring of maintenance work should be made as an essential component.

### **1.3 The problem**

There are several issues and problems which have been identified by the studies above, few important issues are given below:

- Education department is the custodian of schools, while department has no authority over the decision to declare schools as camps
- In current school management, community's involvement has been ensured through school management committees, they are also being kept away to this decision
- School used as camps, in many cases, are damaged and need immediate rehabilitation to continue education process
- Schools in disasters prone areas are not

constructed with the consideration to be resilient to disasters

**2.4 Collective platform and role of SMCs:** There are some existing district coordination forums, mainly chaired by district coordination officer. All government departments are mobilized under these forums to prepare contingency plans mainly before monsoon. However, due to the decline of overall governance and lethargy in department the effective coordination and use of these plans are questionable. These forums are hardly aware and sensitized about safer school concept.

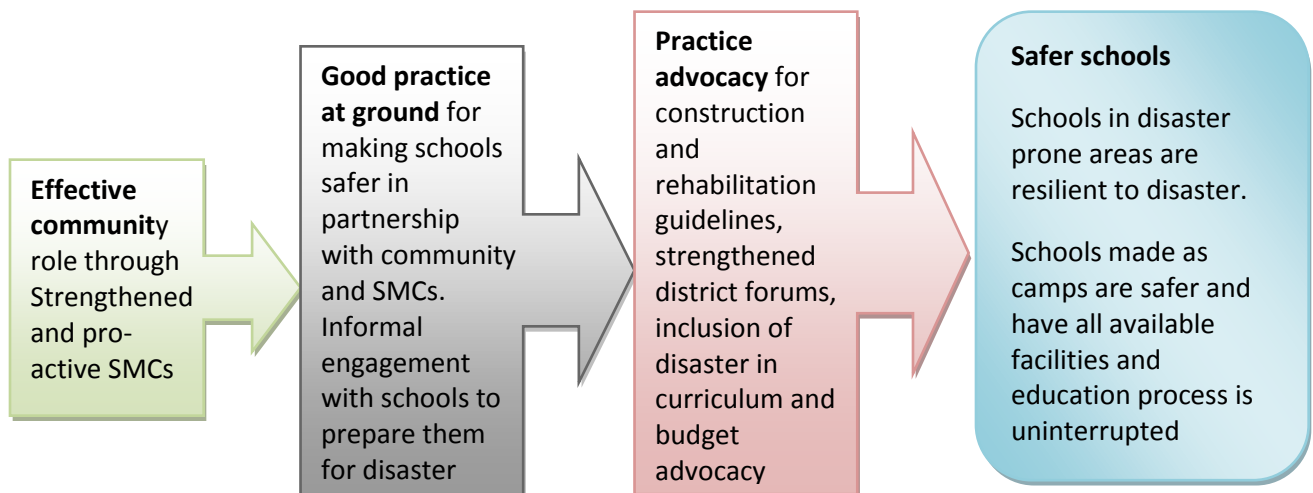
**2.5 Strengthening of SMC:** Though in theory there are school management committees consisting of teachers and community members for effective functioning of schools. However, in many places school management committees are not effective. This is a best available forum to communities with legal backing and could be capitalized on but require extra efforts to effective community participation and leadership role.

**2.6 Curriculum miss DRR information:** Since disaster in Pakistan has been very frequent and those disasters have more impacts on children than other segment of the population. Also children if taught properly could be future leaders to address these challenges. However, current formal curriculum either misses or has very disorganized information in some subjects. Similarly teacher training programmes do not consider this an important subject. Hence teachers do not carry out non-curricular activities to prepare children for any disasters like situation.

**What is strategy?**

Strategy is a planned action to bring desired change, such as achievement of a goal or solution to a problem. In this particular case this advocacy strategy aims to bring changes in policies and practices related to schools in disaster prone areas

### 3 Theory of change



The detailed list of issues is provided in **annex-1**. However, during two day consultation workshop, following objectives was set to realize the changes in both short term and long term to address some of the above blockages.

## 4 Aim, objectives and Indicators

### 4.1 Overall Aim

***Safer Schools are ensured in five disaster prone districts of Sindh and South Punjab and children's right to education is realized.***

### 4.2 Specific change Objectives

1. *Increased effective response of 200 government schools in emergencies and post emergency for promoting safer schools by 2015.*
2. *By the end of June 2015, DRR information is included in elementary schools and teachers training curriculums in Punjab and Sindh Provinces in more organized manner*
3. *By the end of June 2015, Punjab and Sindh Provinces has improved area specific construction and rehabilitation guidelines for safer schools*

### 4.3 Indicators for change objectives

<b>Objective</b>	<b>Success indicators</b>
<i>Increased effective response of 200 government schools in emergencies and post emergency for promoting safer schools by 2015</i>	SoPs for schools developed and adopted by district disaster coordination committee to apply for 200 schools
	10 schools established or existing schools upgraded as demonstration schools [2 in each district]
	SMCs are capacitated to take lead role during emergency
	Institutional accountability is promoted through tracking and analyzing district budget with special focus to Education budget
	By the end of June 2015, Safer Schools concept is added to the agenda of existing coordination body at District Level
<i>By the end of June 2015, DRR information is included in elementary schools and teachers training curriculums in Punjab and Sindh Provinces in more organized manner</i>	Develop a systematic DRR learning material based on collected existing information
	DRR is incorporated in formal education curriculum in class I- VIII
	By the end of June 2015, SMCs children and teachers of project schools are able to demonstrate the basic skills related to DRR
<i>By the end of June 2015, Punjab and Sindh Provinces has improved area specific construction and rehabilitation guidelines for safer schools</i>	Draft comprehensive construction and rehabilitation guidelines
	Lobby with appropriate authorities to adopt the guidelines
	Support in pilot construct activities according to guidelines

## 5. Stakeholders Analysis

### 5.1 Power analysis

For an advocacy action to be successful, it is essential to understand the power structure in which these decisions are made. The appropriate power analysis will guide the advocacy actions towards right target

and have more chances for success. In the light of above objectives, conclusion of two studies and two day workshop with partner organizations, following targets were identified for advocacy actions **[detail target analysis is provided in annex-II]**

Target/influential	Role
Communities (Parents, SMCs) SC/ PTA/SMCs, CBOs/ CSOs	– SMCs and communities have crucial role to ensure that schools are safer and academic process is not disturbed. Maintenance is done timely
Children and teachers	– Learn and apply basic knowledge about DRR and engage in demonstration actions
Education Department Minister Education/ Secretary	– Can play pro active role for O&M of schools to continue academic process – Can take lead as a custodian of schools for making schools safer
Media	– Could be an ally and sensitize relevant department and communities.
NGOs/ INGOs (UNICEF, PLAN, SCF)	– Could an allies and work together for promoting safer school concept
Teacher Union	– To mobilize teachers and collectively engaging with education department
Notable Persons (Philanthropists, Local Leaders, Writers, Poets)	– Play an important role in community mobilization, managing camps and helping to avoid loss to schools if used as camps.
Donors	– Use their influence to persuade authorities to adopt construction guidelines and SoPs for safer schools
PDMA and DDMA	– Can support in incorporating DRR in school curriculum – Support to strengthen district forum, adopting construction guidelines and SoPs for safer schools
Project Teams	– Pro-actively engage with communities, SMC, district forums and departments
Indus Consortium	– Support partners implementing project on field – Support partners in advocacy efforts and linking them with other groups
Parliamentarians, Standing Committees	– Can support in incorporating DRR in school curriculum – Support to strengthen district forum, adopting construction guidelines and SoPs for safer schools
Provincial Education Works Dept, Building Dept. P & D Department	– These institutions will be prime target to adopt construction and rehabilitation guideline, adopt safer schools SoPs, implement guidelines, allocation adequate financing for maintenance and quickly mobilize maintenance funds
Punjab and Sindh Text Book Boards	– Can be an important target to include DRR related material in curriculum.
District Finance Department	– Allocation and timely release of adequate amount for repair once schools are damaged.

## 6. Conceptual model for advocacy strategy



The picture above describes a conceptual model for developing an advocacy strategy with eight important steps. This cyclical process starts with the identification of a development issue or problem, in-depth analysis of the issue to understand blockages. In the light of analysis describe clear change objectives in both short term and long term. Change objectives should be specific, achievable and measurable.

Once the changes are identified, the next step is to understand the political context in which decisions are made. Who has the power and influence to remove the blockages and support to achieve the desired changes? The clear identification of target will help in selecting the right advocacy approaches and developing partnerships.

The important element then is to put the concrete plans with clear actions, roles and responsibilities and resources to achieve the outcomes. There should also have a component of monitoring and evaluation of advocacy efforts at the end of agreed timeframe.

## 7. Clear and common messages

Advocacy actions during the period of this strategy will happen at different places by different people. Hence it is essential that the core messages are agreed and adopted at higher level and communicated to all who are engaged to bring consistency. The messages are simple summary of the changes which have been identified in short term and long term objectives. The messages could not be communicated in abstract objectives languages but simple, bit more details with compelling argument in favor of the position and designed in nutshell.

There could be different messages for different audiences. The above analysis of the issue and stakeholders analysis provides sufficient material to design the core messages for different audiences. Following are few tailor made messages:

Audience	Message [example]
Education department	Experience of recent disasters shows that schools are being used as camps. This is also a historical trend. If this is a policy then those schools need to have all camp facilities available and department along with community should make sure that academic process is not disturbed and facilities are not damaged. Education department is custodian of schools and should take lead responsibility for developing construction and rehabilitation guidelines to make future school resilient of disasters. Department should also develop and adopt SoPs for making school safer.
Finance department	Recent experience of disasters shows that schools that came under flood or cyclone are badly damaged and need immediate rehabilitation to continue the academic process. Also it is reported that schools used as camps were badly damaged and require substantial maintenance. Finance department should work closely with education department to allocate adequate funds for maintenance.
Members of parliament	It becomes ultimate responsibility of elected representatives to support communities during disaster as well as ensure that all the public facilities including schools are safe and academic process is not disturbed. The construction quality of schools in disaster prone areas is not up to the mark and there are no construction guidelines available. Also schools are being used camps but departments have no SoPs developed to manage the camps properly. You can support in developing both construction guidelines and SoPs for managing camps. You can also support in proposing adequate finance for maintenance of schools and monitor the use of funds.
Public works/education works department	It is the prime responsibility of the departments to construct disaster resilient structure in disaster prone areas and have contingency plans to immediately move and repair the damage to continue academic process. Hence you should develop and adopt construction guidelines and SoPs for using schools as camps so these are not damaged and have all the required facilities. Department should also work closely with communities and SMCs to ensure quality construction and avoid future damages.
Media	Thousands of school children lose their school days as schools used as camps during flood and cyclone. Once camps were ended the schools were put in a condition in which teachers and student were unable to immediately start the education process. This compromises the future of thousands of children. In any future eventuality schools in disaster prone areas are in very dangerous conditions and might collapse and put children's lives under high risk. Damaged schools have not been properly repaired. Concerned departments should take care of this situation.
SMC/community	Schools are public property and used by community members and their children for academic purpose but also used as a camps once there is a disaster. If the school is damaged community as a whole suffers because their children cannot attend the school. This has a high future cost. Role of communities in school management has been ensured through school management committees. The future damage could be controlled if communities and SMCs play a pro-active role and collectively engage with all relevant departments to ensure the safety of schools in disaster prone areas as well as in the areas where schools are used as camps.

## 8. Key Advocacy Approaches

Depending on the local context, capacity and motivation- different organization choose different approaches to advocacy. Following is an inter-related continuum and few approaches:

**Mobilizing the community groups:** This is an important advocacy approach to start working with communities, school committees, teachers and children. It is essential because citizens' need to know their rights and responsibilities in the light of safer school concept. Mobilizing and organizing communities is a basic tool for community empowerment, where they can be equipped with basic information. The organized and mobilized communities then can engage meaningfully with different stakeholders to achieve the expected outcomes.

The collective community forum could also be used to create mass awareness among community groups for their responsibilities and strengthening the role of SMCs with expanded cooperation and support. The partner organizations engaged in this process have good understanding of community mobilizations tools which include arranging community meetings, distribution of printed material, interactive theatre, children's performance and other folk traditions.

**Building partnership:** Changes in policies and practices are time and resource intense. Hence individual organizations may not be able to pursue difficult long term changes unless they develop alliances and build partnerships to collectively pursue such aims. Partnerships are formed by groups of individuals that join together aiming to accomplish a common purpose. In theory it looks very simple but in practical terms building strong partnerships is a real challenge. However, it could be addressed by defining core partnership principles at very outset revolving around 5 C's coexistence, communication, cooperation, coordination and collaboration.

### ***Policy Advocacy***

*The type of advocacy in which actions are directed to propose new policies, change in existing policies, laws, implementation mechanism, changes in programmatic direction or operation which can also include the resource allocation and use.*

### ***Advocacy Continuum***

**Cooperation-education-persuasion-litigation-contestation**

***In the case of this work, following approach is proposed:***

**Inform-propose-mobilize-capacity-partnerships**

Working in partnership enlarges the support base, amplifies existing resources, enhance credibility and influence of advocacy efforts, builds mix set of resources required to fulfill multiple tasks and helps in building networking.

The common issues come in the way of building effective partnerships could be compromise on position, larger organizations having more influence; individual members may not get credit of their contribution and sometimes appropriate branding.

**Involving leaders:** In this particular context leaders are those who are extremely influential in facilitating changes described above such as changing and adopting construction guidelines, SoPs for safer schools and incorporating DRR in formal curriculum. These could be two types of people; policy makers those who make DRR and education policies and decision maker those who implement such policies. This could be a challenging task to engage

directly with leaders, however in case of such difficulty a secondary target could be reached to influence leaders such as elected representatives, media etc.

## 9. Advocacy Action

The detailed action plan have been developed for both long term and short term change objectives. However, here only few key action are defined for general understanding

**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.

### *Practice Advocacy*

*The type of advocacy in which successful models are developed and demonstrated. On the basis of successful demonstrations advocacy actions are aimed to pursue respective authorities for adopting and scaling up those successes.*

**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.

## 10. Risk analysis and mitigation strategy

There could be many risks associated to this project. Risks could be either internal related to strategic, operational, program, financial, which can be mitigated through alternate plans and regular situation analysis. Operation risks include non compliance with the partner organization systems (finance, communications, HR, PM&E, etc), staff security & protection and staff turnover. Financial risks include non compliance with accounts & financial standards and guidelines, improper utilization of funds etc. Program related risks include non achievement of targets and plans criticism from donors.

External risk may include - political instability, break down in law & order situation, economic instability, reduction in development expenditure by the government, major earthquakes, floods, drought, tsunami, change in donor priorities / funding environment. It is difficult to completely tackle these external risks but some alternate plans must be in place to reduce the impact of these risks. Detailed risk management plan with likelihood of occurrence of these risks and plan of action to handle these risks are given below:

No.	Description of Risk	Likelihood	Actions
<b>1. Internal Risks</b>			
1.1	Staff do not fully internalize the project	Unlikely to occur but high impact	<ul style="list-style-type: none"> <li>– Roll out of the project with field staff</li> <li>– Quarterly review with the head of the partner organization</li> </ul>
1.2	Non-compliance of systems	Unlikely to occur but high impact	<ul style="list-style-type: none"> <li>– It is assumed that all partners have admin, finance and HR policies and system</li> <li>– A 2 page brief will be developed for internal circulation about this project</li> </ul>
1.3	Staff Security & Protection	Likely to occur and high impact	<ul style="list-style-type: none"> <li>– Monitor security situation in the operational areas</li> <li>– Staff Training on security issues</li> </ul>
1.4	Improper utilization of funds and non-compliance with audit observations	Unlikely to occur but high impact	<ul style="list-style-type: none"> <li>– Furnish quarterly financial reporting and identify variance if any and regular monitoring visits</li> <li>– Six monthly partners monitoring visits by finance staff</li> </ul>
1.5	Non achievement of targets and plans	Unlikely to occur but high impact	<ul style="list-style-type: none"> <li>– Review objectives and indicators on yearly basis</li> <li>– Put robust monitoring mechanism in place</li> </ul>
<b>2. External Risks</b>			
2.1	Political Instability, law & order situation in Pakistan and change in Govt. systems and policies may impact sectors and approach	Likely to occur and high impact	<ul style="list-style-type: none"> <li>– Re-alignment of plans, activities and outputs</li> <li>– Increase level of connectivity at district level government departments</li> <li>– Develop contingency plans</li> </ul>
2.2	Major earthquake, floods, drought, tsunami and cyclones	Likely to occur and high impact	<ul style="list-style-type: none"> <li>– Assumed that all partners are well trained to handle emergency and have plans ready</li> </ul>
2.3	Change in donor priorities / funding environment	Unlikely to occur but high impact	<ul style="list-style-type: none"> <li>– Develop alternate funding plan</li> <li>– Start searching funding from more than one donor</li> </ul>

## 11. Monitoring, Evaluation and Learning

Accomplishments of the objectives and milestones described in the strategy will be measured with objectively verifiable indicators [these will be adopted from action plans and regular monitoring will be

looking to the completion of activities]. IC consortium will support in carry out monitoring and evaluation activities at three levels: output, process and outcome. Output and process monitoring will be carried out by partner organization; and outcome monitoring will be a joint initiative of IC and partners organization, if required external consultant can also be hired. Outcome monitoring will be carried out after the deadline of milestones and project end evaluation studies will be conducted to measure the achievement of change objectives. Detailed monitoring framework is given below:

<b>M &amp; E; Mechanisms</b>	<b>Purpose</b>	<b>How to do</b>	<b>Frequency and responsibility</b>	<b>output</b>
Quarterly report	<ul style="list-style-type: none"> <li>– Monitor quality of process &amp; progress against activities</li> <li>– Feed into quarterly report</li> </ul>	<ul style="list-style-type: none"> <li>– Field visit</li> <li>– Debriefing with staff</li> </ul>	Quarterly. Done by M & E staff of partner organization	<ul style="list-style-type: none"> <li>– Crisp 6-8 page report with critical analysis of the progress against activities</li> </ul>
Six monthly report	<ul style="list-style-type: none"> <li>– Monitor progress against activities and milestones</li> <li>– Feed to project teams changes to be made</li> </ul>	<ul style="list-style-type: none"> <li>– Compilation of partner report</li> <li>– Quality check through field</li> </ul>	Six monthly by IC staff	<ul style="list-style-type: none"> <li>– 10 page report with critical analysis of overall progress and challenges.</li> <li>– May be shared with donor if required.</li> </ul>
Annual review and report	<ul style="list-style-type: none"> <li>– Measure progress against outcome</li> <li>– Feed into annual report</li> </ul>	<ul style="list-style-type: none"> <li>– Meeting with project staff</li> <li>– Field visit</li> </ul>	– Annually, IC along with head of partner organization	<ul style="list-style-type: none"> <li>– Crisp monitoring report</li> <li>– Programme effectiveness at district levels</li> <li>– Identification of gaps and measures for improvement</li> </ul>
Mid-term review	<ul style="list-style-type: none"> <li>– Measure progress against change objectives</li> <li>– Compile lesson learnt</li> </ul>	<ul style="list-style-type: none"> <li>– Review of documents</li> <li>– Field visit</li> <li>– Meeting with communities, SMCs and govt. officials</li> <li>– Meeting with project staff</li> </ul>	– In end of 2014. Can be done by IC, if required external consultant for few days	<ul style="list-style-type: none"> <li>– 8-10 page review report with in-depth assessment of strategy objectives and indicators</li> <li>– Clear recommendations for changes in milestones, activities, resources, monitoring methods, organizational capacity etc. for the remaining period</li> </ul>
End evaluation	<ul style="list-style-type: none"> <li>– To assess overall impact in relation to goal, objectives</li> <li>– Compile lesson learnt</li> </ul>	<ul style="list-style-type: none"> <li>– Review documents</li> <li>– Field visit</li> <li>– Meetings with communities, SMCs, govt. officials.</li> </ul>	– IC staff along with external consultant within three months of the closure of project	<ul style="list-style-type: none"> <li>– 10-15 pages evaluation report with critical account of progress against strategy.</li> <li>– Highlight key learning</li> <li>– Propose future areas of work</li> <li>– Recommend potential arenas of improvements</li> </ul>
Lesson learning workshop	<ul style="list-style-type: none"> <li>– Internal sharing of the learning</li> <li>– Develop external dissemination plan</li> </ul>	<ul style="list-style-type: none"> <li>– Organizing one joint workshop</li> <li>– Power point presentation and discussion</li> </ul>	– IC along with external consultant who engaged in evaluation	<ul style="list-style-type: none"> <li>– Internalizing the learning by the staff of all partner organization</li> <li>– Incorporating learning in case second phase of project is initiated</li> </ul>

## Annex-I: List of issues identified by two studies

### Study-I: Situation Analysis/Risk Assessment- Government Schools in Hazard-prone Areas

Core issue	Sub-issues
<b>Technical</b>	<p><b>New construction</b></p> <ul style="list-style-type: none"> <li>- Developing and implementation of technical building code for multiple hazards for all types of disasters in construction of new school building [<u>location</u> should be main consideration and <u>quality work</u>]. <i>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</i></li> <li>- 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]</li> <li>- Connectivity [road but also other communication means available]</li> </ul> <p><b>Existing school infrastructure</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Sustainability, accessibility and quality of <u>WASH facilities</u> keeping gender sensitiveness.</li> <li>- 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]</li> <li>- 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]</li> </ul>
<b>Accountability participation and Transparency</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Establish and officially notify <u>district safer schools stakeholders’ forum</u> with the responsibility to monitor and engage in construction and maintenance. 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.</li> <li>- Stakeholders forum periodically visit the sites, especially the safer school sites before disaster occurs to verify the facilities/arrangement</li> </ul>

Core issue	Sub-issues
	<ul style="list-style-type: none"> <li>- <u>Budgets</u> and other relevant information is shared with communities</li> <li>- 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</li> </ul>
<b>Inter-departmental coordination and institutional aspect</b>	<ul style="list-style-type: none"> <li>- The education department should develop a mechanism to monitor the school buildings during emergencies.</li> <li>- 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</li> <li>- Proposing similar regulatory mechanism in Punjab</li> <li>- 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 &amp; M.</li> <li>- Budgets [mainly when PC-1's are made] inadequate amount is earmarked for O &amp; M. This is an essential component and be given due importance in yearly allocation along with new schemes.</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>- Adequate allocation to be made for the schools in disaster prone areas for developing preparedness plans</li> <li>- Sufficient funds are allocated for O &amp; M, capacity building, coordination and community participation activities</li> <li>- Fund should be utilized through district multi-stakeholders' forum to ensure accountability</li> </ul>

### Study-II: Mainstreaming DRR in School Curriculum

Core issue	Sub-issues
<b>Including DRR in formal school curriculum</b>	<ul style="list-style-type: none"> <li>• Adding DRR as a formal subject or chapter in existing science/geography subjects curriculum [infusionist' permeation]</li> <li>• Adding DRR an essential part of teacher training course like PTC [teacher training colleges]</li> <li>• Recommending to add lesson 'qudarti afaat' (natural disasters), in the textbooks in Sindh on the lines of Punjab</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.]</li> <li>• Supplementary material to be printed in the beginning and end of the textbooks also sounds quite relevant and workable.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Capacity &amp; 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]</li> <li>• Long term investment in behavior change [children need to learn basic skill to deal with DRR]</li> </ul>
<b>Making DRR essential part of extra-curricular activities</b>	<ul style="list-style-type: none"> <li>• Drills and exercises are also important to generate willingness and interest among children, parents and teachers</li> <li>• Informal classes and material on disaster till it included in formal curriculum in collaboration with district education department</li> </ul>

## Annex-II Stakeholders analysis-Sindh

Target/ influential	What do they know about the issue?	What is their attitude towards the issue?	What do they really care about?	Who has influence over them?	What influence or power do they have over the issue?
Communities (Parents, SMCs)	Disasters related facts, losses, communities feelings	They need mobilization, facilitation	Children and their education Reduction in losses	Social collateral	Being major affectees, their voices are more sound
Children	Schools and Education losses, Separation from friends	Capacity Building to take lead the change process	Education Friends	Parents Teachers	Convey messages
Teachers	Disaster related losses of schools/education	Increased work load, schools rehabilitation and curriculum coverage	Learning process should be more easy Increased enrollment	SMCs Education Department	Can support village communities and Can convey messages to Edu. Department
Education Department (District) Can play pro- active role for O&M	Very less	Less decision making at their side	Increased enrollment Sustained infrastructure Less political interference	Parliament- arians Senior education secretariat Education Policies	Implement policies effectively Convey issues to policy makers Influence policy making
Media	Disaster losses	Swingers	Breaking News	Corporate sectors, donors, parliament- arian	Influence policy makers Dissemination of information
NGOs/ working on Edu, DRR and Rights)	Disasters related facts, losses, communities feelings	Already working on similar domains	Reduced losses and sufferings of communities	Donors, Govtts, Communities	Can lobby with decision makers
Teacher Union	Very less	Swingers	Teachers Interests	Teachers community	Can lobby with decision makers
Notable Persons (Welfare Workers, Philanthropists, Local Leaders, Writers, Poets)	Disaster losses, facts Government policies Communities opinions	They want to resolve the issues of communities	Reduced losses of communities due to disasters	Local communities	Lobbying with decision makers Information sharing Situational analysis Neutral opinion
Building Contractors	Disaster losses	They need more business	More business	Government policies	Communities can talk

Private Sector (companies, manufacturers of edu related products etc)	Less familiar with issue more about their visibility	Swingers	Visibility	Govt. CSR laws Media Civil society	Can share resources
Progressive Political Forces	Familiar with general disaster losses	People oriented	Peoples' attention Vote bank	People	Influence government dept & policy makers
Donors	Disaster losses, facts Government policies Communities opinions	Already working on similar domains	Reduced losses and sufferings of communities	Govts. Communities	Can lobby with decision makers
PDMA	Very less	Less decision making at their side	Sustained infrastructure	District Administration  Associated Policies	Implement policies effectively Convey issues to policy makers Influence policy making
Local Influential (Clerics, Madrassa)	Very less	Negative, They are concerned about girls education and increased enrollment in schools	Their own business	Local communities in some cases	They can propagate wrongly
Project Teams	Less understanding	Supportive	Communities interests	Organizational policies, vision	Share information with stake holders
Indus Consortium	Moderate understanding	Ready to work	Communities interests	Organizational policies, vision	Coordination with stake holders
Parliamentarians, Standing Committees	Less understanding	Responsive depends upon clarity/discussion	Govt policies People's interests	Citizens	Can change policies
Provincial Edu Dept, Edu Works Dept, Building Dept. Other Departments	Very less	Safer schools are not on priority Politically influenced	Increased enrollment Sustained infrastructure Less political interference	Parliamentarians  Education Policies	Can change policies

### Stakeholders' analysis-Punjab

Target/ influential	What do they know about the issue?	What is their attitude towards the issue?	What do they really care about?	Who has influence over them?	What influence or power do they have over the issue?
Punjab Text Book Boards	Good Understanding and Comprehensive	Low- due to the existing burden of work, less willing to cooperate	Casual, willing to listen but not ready to accept/ implement	Minister Education / Secretary Education	Technically sound and have maximum influence on the issue
Minister Education/ Secretary Education	Have competencies but casual understanding on issue	Low – they have to think over the issue and have to work from grass root level	Casual, willing to listen but not ready to accept/ implement	Local communities, Media, CSOs and Parliamentarians	Power to draft and to present to the cabinet for further process
Works & Services + P & D Deptt.	Good Understanding and Comprehensive details	Rigid	Careless or no interest on the subject	Policy Makers/Mini sters	Power for planning and budget allocation
District Education Deptt.	Practical and sound understanding	High- Flexible, ready to acknowledge ideas and suggestion	Willing to work and cooperate	Secretary Edu. + DCO + Public	Power to implementation + Present to the Department
SC/ PTA/ SMCs, CBOs/ CSOs	Good Understanding subject to the individual areas	High – willing to support and take lead on the issue	Willing to work and cooperate	Teachers Associations Community	Power to Implementation at local level + Monitoring and Accountability
DDMA/ PDMA,	Good Understanding	High – supportive attitude and technical help	Encourage to work and support at various level	Provincial and District Govt.	Supportive role in implementation and guiding role
INGOs (UNICEF, PLAN, SCF)	Good Understanding	High – supportive attitude and technical help	Encourage to work at various level	Donors, Consortiums , networks.	Supportive role in implementation and guiding role
District Finance Department	Good Understanding and have Comprehensive details	Rigid	Careless or no interest on the subject	P & D + Ministry of Finance	Power for and budget allocation
Media (Print, Electronic, Social)	Fair Understanding	Low attitude	Supportive subject to their interest	Press Club, Channels, Public , PEMRA, PID	Information dissemination at mass level
Parliamentarians	casual understanding on issue	Medium – Positive to work on the issue subject to the public voice	willing to listen, but randomly ready to accept/ implement	Local communities, Media and CSOs	Power to present to the cabinet for further process