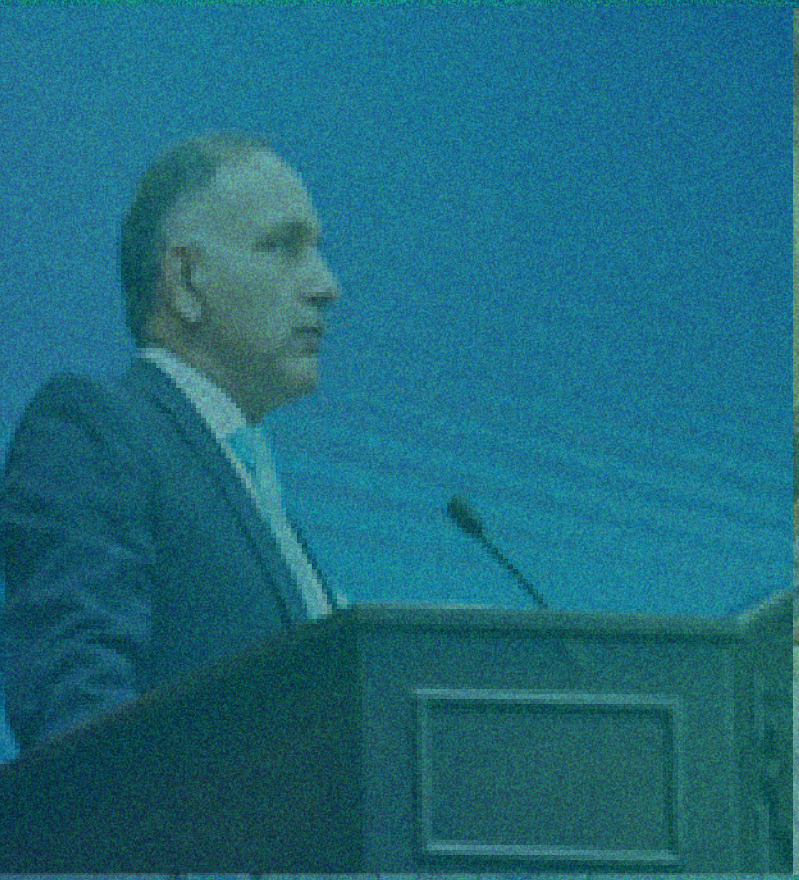
National Disaster Management Authority

Need Assessment Report on “Standardizing Community-Based Disaster Risk Management (CBDRM) Curriculum



National Institute of Disaster Management

List of Abbreviations

AKAH	Aga Khan Agency for Habitat
CBDRM	Community-Based Disaster Risk Management
CDMC	Community Disaster Management Committee
CERT	Community Emergency Response Team
DDMA	District Disaster Management Authority
DDMU	District Disaster Management Unit
DMCF	Disaster Management Coordination Forum
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EWS	Early Warning System
FGD	Focus Group Discussion
GBDMA	Gilgit-Baltistan Disaster Management Authority
GLOF	Glacial Lake Outburst Flood
HVCA	Hazard, Vulnerability, and Capacity Assessment
HVCRA	Hazard, Vulnerability, Capacity, and Risk Assessment
IHVRA	Integrated Hazard, Vulnerability, and Risk Assessment
KII	Key Informant Interview
LNOB	Leave No One Behind
M&E	Monitoring and Evaluation
MHVRA	Multi-Hazard Vulnerability and Risk Assessment
MIS	Management Information System
NA	Needs Assessment
NDMA	National Disaster Management Authority
NDMP	Network of Disaster Management Practitioners

NIDM	National Institute of Disaster Management
NGO	Non-Governmental Organization
PDMAs	Provincial Disaster Management Authorities
PDMP	Provincial Disaster Management Plan
PRCS	Pakistan Red Crescent Society
PRA	Participatory Rural Appraisal
PWDs	Persons with Disabilities
SAR	Search and Rescue
SDMA	State Disaster Management Authority
UCDMC	Urban Community Disaster Management Committee
UCDMP	Urban Community Disaster Management Plan
UCDRMP	Urban Community Disaster Risk Management Plan
VBO	Village-Based Organization
VCDMC	Village and Community Disaster Management Committee
VDMC	Village Disaster Management Committee
VDMP	Village Disaster Management Plan
VDRMP	Village Disaster Risk Management Plan
VCA	Vulnerability and Capacity Assessment

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1. Executive Summary

As part of its effort to revise and standardize the Community-Based Disaster Risk Management (CBDRM) curriculum and manual, the Aga Khan Agency for Habitat-Pakistan (AKAHP), in collaboration with the National Institute of Disaster Management (NIDM) under the National Disaster Management Authority (NDMA), and with technical support from the Network of Disaster Management Practitioners (NDMP), carried out a comprehensive needs assessment survey. This assessment is closely aligned with NDMA's national initiative to harmonize disaster risk management training curricula, providing a foundational reference for ensuring consistency, quality, and relevance across all training programs. The initiative aims to localize and standardize the CBDRM process by integrating emerging risks such as climate change, digital preparedness, anticipatory actions, nature-based solutions, and inclusive approaches. To support this effort, the NDMA has established "National Working Group on Capacity and Curriculum Development" under Disaster Management Coordination Forum (DMCF), tasked with overseeing the standardization of DRM-related curricula for use by all government and non-government stakeholders in conducting unified, high-quality training nationwide.

Under the direct supervision of the National Institute of Disaster Management, the think tank of the National Disaster Management Authority and AKAHP, the assessment team organized one national-level consultation workshop at the NDMA HQ, and conducted five focus group discussions with Provincial and State Level Disaster Management Authorities at Karachi, Peshawar, Lahore, Muzaffarabad, and Gilgit-Baltistan. Additionally, key informant interviews were conducted with government officials and CBDRM experts to gather insights on existing CBDRM curricula and identify new concepts for inclusion in the revised training manual.

In addition to consultations with national and provincial disaster management authorities, the assessment team engaged 97 community stakeholders and 14 representatives from government line departments through a combination of field visits, FGDs, and KIIs. These field-level engagements were conducted in Upper Chitral, Lower Chitral, Ghizer, Gilgit, Peshawar, and Karachi to gather input from Community Emergency Response Teams and Disaster Management Committees operating at the union council and village levels.

While designing the data collection formats, there was utmost efforts to reflect Pakistan's geographic, cultural, and hazard-related diversity, ensuring representation across gender, age, and physical ability.

Notable conclusions entailed that there is an existing understanding of CBDRM as a background, but training material is not up-to-date and unified and, in practice, applied unevenly. Only 41 percent of the participants have used a manual, and it was reported that most of them deemed it too technical, not welcoming enough, and too siloed. Fundamental terminologies and the organization of local level disaster management committees were diverse to different regions which made them difficult to standardized, coordinated, and sustainable. Awareness of how to use advanced tools was also minimal, e.g. digital technologies on early warning systems, digital mapping, and the anticipatory action tools were hardly utilized.

'Need Assessment' has revealed that there were significant weaknesses in terms of technical aspects (e.g., interpretation of early warning, evacuation planning and rescue operation etc.), conceptual aspects (e.g. DRM cycles, knowledge of climate-induced risks), and inclusivity (notably exclusion of women, youth and persons with disabilities particularly). Even though mobile and internet penetrations are high, the nature of the learning materials is textually dominant and unfriendly.

The stakeholders and communities described high involvement in interactive, local, and multimedia-based methods of training like the use of storytelling, role plays, mobile

applications, and engaging in simulation drills as readiness to respond to the disasters. Recommendations were made with the plans to incorporate a digital early warning system, extensive evacuation strategies, urban risk compartments, and rewards to the community emergency response teams.

To tackle such challenges, the report proposes a modular, visually appealing, multilingual, and context-sensitive curriculum that is more compatible with national curricula and international standards, such as the Sendai Framework. The standardization of terminologies, increasing the legitimacy of committees, utilizing digital platforms, and establishing a national coordination and certification system are also highly recommended.

The needs assessment report provides a pathway for formulating a standardized CBDRM training curriculum and manual, with the envisaged goal of creating a living document that is flexible to regional needs while augmenting a cohesive, inclusive, and resilient disaster preparedness approach for the entirety of Pakistan.

2. Introduction

The AKAHP has been collaborating with communities since 1998 by ensuring that communities are ready in case of a disaster. More than 50,000 volunteers have been trained, and 191 CERTs have been developed in urban centers, disasters prone villages and union councils, mountainous regions as well as on coastal belt through the AKAHP. Such teams are professionally prepared and equipped in handling any emergency incident as they act promptly. To remain functional, AKAHP constantly updates its volunteers, develops local trainers, and provides refresher courses.

In collaboration with NIDM, AKAHP will serve as a technical partner to lead a comprehensive needs assessment survey and, based on its findings, will support the revision and enhancement of the CBDRM training curriculum and manual in both English and Urdu. The finalized standardized training manual, once endorsed by the Disaster Management Coordination Forum, will be adopted nationwide to promote consistency, quality, and alignment with national disaster risk reduction priorities.

This initiative reflects the broader objective of institutionalizing community-based disaster risk management practices across all levels, bridging the gap between policy and practice. By incorporating emerging themes such as climate change adaptation, anticipatory actions, digital preparedness, and nature-based solutions, the revised curriculum aims to build the capacity of local stakeholders and frontline responders in a more practical and inclusive manner. The nationwide adoption of this standardized training manual will serve as a key step toward achieving a unified approach to CBDRM training across government and non-government stakeholders.

3. Background of the Study

Over the past two decades, CBDRM projects in Pakistan were important steps in increasing local disaster preparedness to be able to effectively respond to emergencies. Nevertheless, examination of the current technology of CBDRM training manual and practices indicates that a lot of them have become outdated, disjointed, and implemented irregularly in the various regions. Such key points like community mobilization, formation of disaster management committees, risk assessment methodology, and planning of disaster risk reduction are not standardized. There are numerous nomenclatures, which include VCA, HVCA, HVCRA, MHVRA, and IHVRA, with no distinction, or contextual illustration, thus causing confusion during training and application.

In the same way, disaster management planning in documents takes completely different forms with diverse titles (VDMPs, UCDMPs, VDRMPs, UCDRMPs), forms, and contents that have made it difficult to replicate, monitor, or scale-up. The processes of structural and non-structural implementation also tend to differ largely without participation Monitoring and Evaluation (M&E) criteria put in place. Most models overlook the discourse of sustainability of disaster management committees, and many do not integrate gender and inclusion principles effectively, which hamper their efficacy in targeting the marginalized groups.

The gap in the local committee's creation and operation is one of the most evident. The inconsistent selection usually creates structures like VDMCs, VCDMCs, UCDMCs, CDMCs, CERTs, and VBOs and all such may be politically motivated or meet the ulterior project goals. Their functions and duties are hardly coordinated with each other or with ones defined at the national level. Such incoherence erodes accountability and compromises the resilience of the societies they are there to serve in the long term.

Recognizing these systemic challenges, NIDM and AKAHP jointly committed to undertaking a comprehensive revision of the existing CBDRM training manual to promote standardized CBDRM process for implementing CBDRM-related projects and delivering effective training. This is not merely a routine update, but a strategic overhaul aimed at aligning frameworks, promoting inclusivity and climate responsiveness, and standardizing the structures and functions of disaster management committees. The ultimate goal is to develop a nationally relevant, community-endorsed, and forward-looking standardized CBDRM manual that responds to local realities while meeting global standards.

4. Scope of the Study

The scope of this initiative extends across the rural and urban areas of Pakistan with a view to establishing a standardized, but flexible CBDRM training manual to be used throughout the country. Taking into consideration the geographical, cultural and hazard profiles of the country, the new version of the training manual will include modules and strategies that will be universal in their architecture, but attentive to the local contexts. The formation of disaster management committees, disaster preparedness planning, and guidelines to adopt during the disaster will however have a structural consistency in all contexts. The training manual will, however, enable implementation according to actual risks on the ground as instances of mountainous terrain, the coastal belts and urban informal settlements. The revised manual is conceived as an elastic platform that brings good influence on balance disaster risk reduction training considering that it still has a unified national standard by integrating the voices of distant valleys of Chitral and Ghizer to mega cities like Karachi.

5. Objectives of the Study

The Needs Assessment (NA) was undertaken to provide a solid evidence base for the revamp of the CBDRM training curriculum/manual in Pakistan. The specific objectives of the NA were:

- To determine deficiencies, or duplicates in the currently existing CBDRM training manuals and other related training practices.
- To determine the coherence and the appropriateness of the existing practices related to community mobilization, disaster management committee establishment, risk analyses, disaster risk reduction planning at the rural as well as urban settings.

- To check the aspect of inclusion, gender sensitivity, and access in the available training tools and modes of content delivery.
- To capture the learning preferences, content accessibility challenges, and delivery formats best suited to different community groups, including marginalized populations.
- To study structure, selection process and functional sustainability of local-level disaster management commissions and its compatibility with institutional network.
- To seek stakeholder feedback within communities, master trainers, AKAHP core personnel at regional levels, and representatives of governments on the main thematic languages to be included or enhanced- that is, anticipatory action; digital preparedness; participatory GIS; psychosocial support; climate resilience; and inclusion.
- To guide the redesign of a standardized, inclusive and context-sensitive CBDRM training manual that could be adapted to the contexts across Pakistan and into a context of disaster risk reduction and resilience.

6. Geographical Coverage

The process began with a National-Level Consultation Workshop held at the NDMA in Islamabad. This was followed by a series of Provincial-Level FGDs organized in coordination with the respective PDMAs of Sindh, Punjab, Balochistan, and Khyber Pakhtunkhwa. Additionally, two State-Level FGDs were conducted in collaboration with the SDMA of Azad Jammu and Kashmir and the GBDMA in Gilgit-Baltistan. These FGDs brought together representatives from key government departments, civil society organizations, and humanitarian partners to gather their insights and ensure an inclusive consultation process.

Beyond provincial-level engagement, the team also conducted District-Level FGDs with local government and non-government officials in selected districts, including Peshawar, Karachi, Lower Chitral, Upper Chitral, and Gilgit. These discussions helped identify ground-level implementation gaps, training needs, and challenges in disaster risk management and community preparedness.

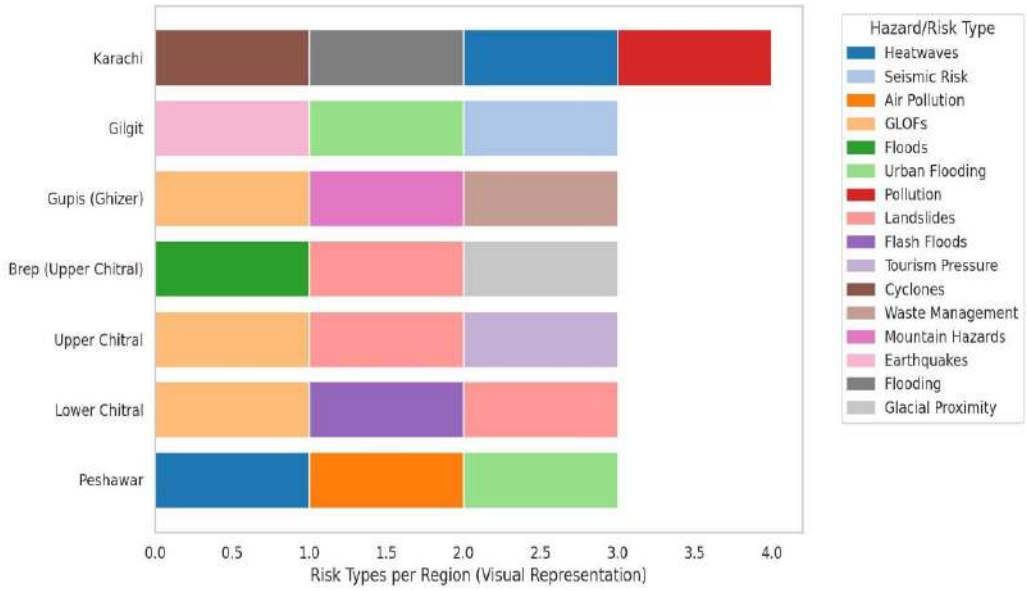

Figure 1: Multi-Hazards Exposure Across Target Regions for the CBDRM Revamping

To ensure the training curriculum and manual are grounded in practical realities, the team further engaged with community-level stakeholders, including Master Trainers, Community Emergency Response Team members, and local volunteers. These FGDs were held in both rural and urban contexts, including Garam Chashma in Lower Chitral, Brep in Upper Chitral, Gupis in Ghizer, as well as selected neighborhoods in Peshawar and Karachi.

The targeted districts and communities were carefully selected based on their exposure to a range of hazards and the severe impacts of climate change (Figure 1). The objective was to capture diverse community perspectives and ensure that the CBDRM curriculum is responsive to the specific needs, risks, and capacities of different regions, reflecting Pakistan's diverse geographic and socio-economic contexts. The goal was to capture diverse community perspectives and tailor the CBDRM curriculum to reflect local needs, risks, and capacities across Pakistan's varied geographic and socio-economic settings.

7. Methodology Adopted

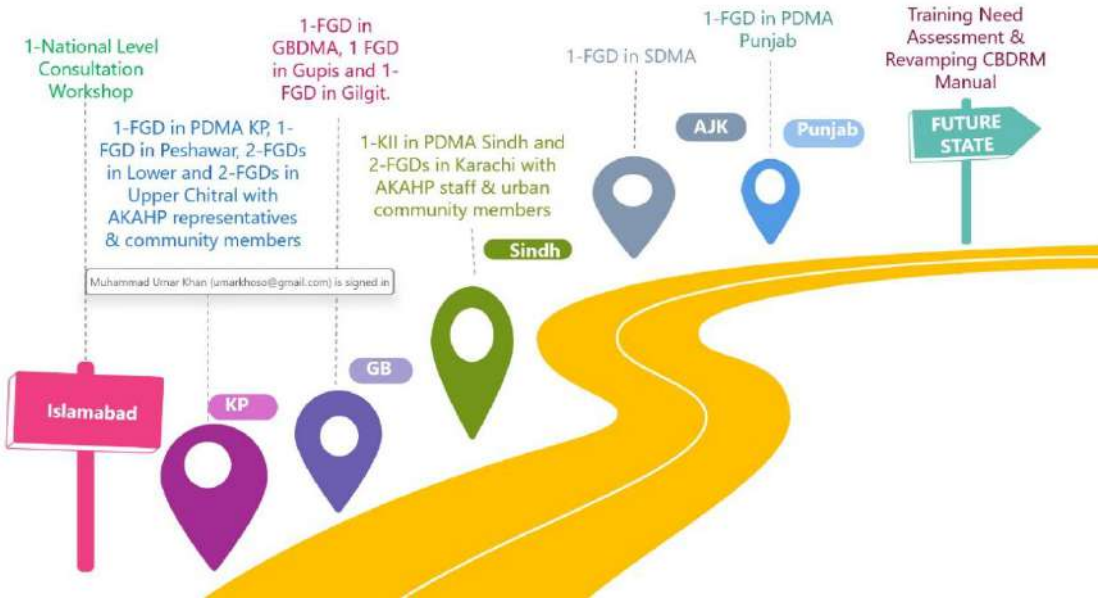

Figure 2: Roadmap for Revamping of the CBDRM Training Manual

As part of the initiative to revamp existing Community-Based Disaster Risk Management training materials, the team conducted an extensive field-based needs assessment from May to June 2025 (Figure 2). The methodology was designed to be inclusive, participatory, and reflective of the diverse disaster risk landscapes across Pakistan. This comprehensive approach combined desk reviews, a national consultation workshop, Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), and direct field observations. A wide range of stakeholders were engaged, including representatives from NIDM, federal government departments, Provincial/State/GB Disaster Management Authorities (P/S/GBDMAs), provincial and non-governmental organizations, selected DDMAs, relevant district departments, community-level master trainers, members of community emergency response teams, local disaster management committees, and community volunteers.

7.1. Tools Used (Consultation Workshop, FGDs, KIIs, and Field Observations)

The assessment team used a mixed method to make sure that a context-sensitive and strong idea of community requirement and the expectation of the institutions can be achieved, and that too by employing a structured and pre-tested tool, which is presented in Annexures at the end of this report. These devices were developed in a particular way to attract as much experience as possible that would help to analyze current CBDRM activities, as well as how much the present training manuals are being applied. The project was also focused on defining major gaps and obstacles encountered during the delivery of training in various contexts and collecting recommendations on how these should be integrated into the new version of the CBDRM training manual.

Moreover, the instruments aimed at discussing the opinions of the participants about the training and learning process, and much focus was paid to inclusiveness and accessibility. There has been a special focus on the area of gender and inclusion dynamics to make sure that the updated manual takes the needs of the marginalized groups and their voices into consideration. The evaluation has also explored the new areas of priorities in community-based disaster risk reduction, like the increased pertinence of anticipatory action, the necessity of a digital preparedness methodology, and the consideration of psychosocial support mechanisms.

During the fieldwork, 97 people were involved in FGDs conducted with the representatives of different institutions in different regions. KIIs were conducted with important government players, in addition to direct field observations, which provided important context, as well as served to back up the findings of the interviews.

7.2. Sample Size and Demographics

The assessment team conducted wide fieldwork in Pakistan in strategically chosen areas as part of the Needs Assessment that was meant to provide information in the revision of the CBDRM training manual. The process of field visits was phasing and addressed the leading geographic, climatic, and social-political environments. The selection of these sites was based on taking detailed accounts of the community experiences and institutional practices that would relate to the emergency preparation and response.

The number of people the team utilized as part of FGDs amounts to 97 people. The respondents were the sample of the community and consisted of 68 males and 29 females, thus, depicting the gender nature of the community involvement into disaster risk management and presenting the conclusion of the necessity of the establishment of better female representation in the disaster risk management efforts. The sampling of the participants was strategically chosen in rural settings, urban settings, as well as in diverse physiographic areas to acquire adequate comprehension of the training requirements and local reality.

The sample enclosed a vast scope of stakeholders, who are volunteers of the community being participants of CBDRM initiatives, master trainers, members of local agencies like VDMCs, VBOs, and CERTs, and the representatives of Civil Defence, Pakistan Red Crescent Society (PRCS), Rescue 1122, and the local government institution. Also, youth members who had a new interest in disaster risk reduction and resilience-building processes were invited to the panel to provide new views and potential outlooks.

An important dimension of the data collected relates to physical ability. The overwhelming majority of respondents (96.9%) reported having no physical impairment, indicating a largely able-bodied group. However, a small proportion reported specific impairments, including eyesight-related issues (2.1%) and hip-related impairments (1.0%) (Figure 3). While these figures suggest that impairments were not widespread among the sample, the presence of

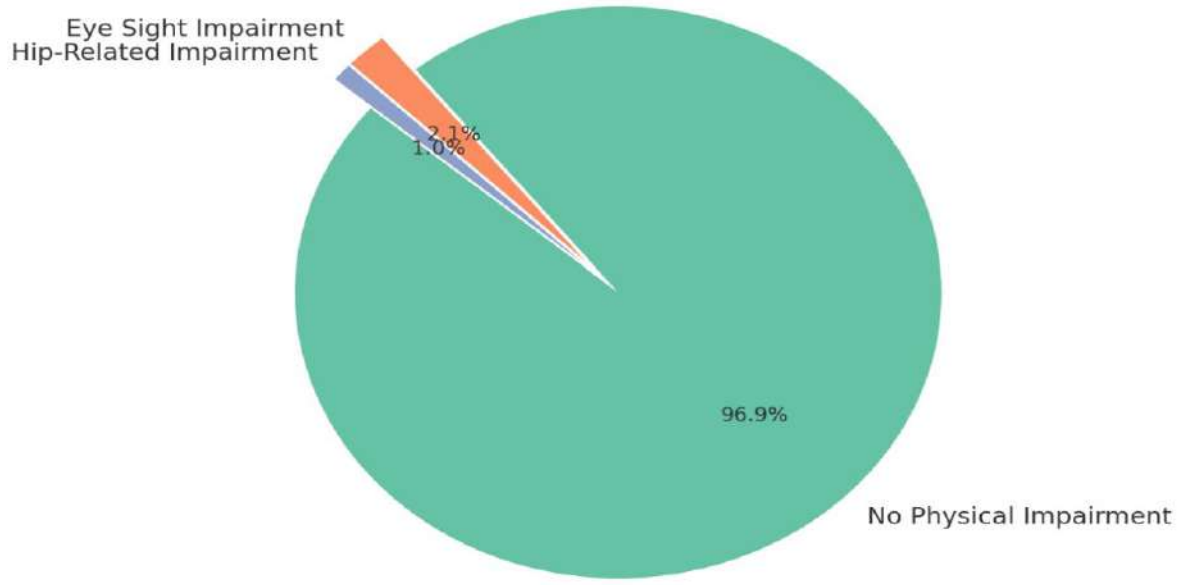

Figure 3: Physical Impairment Distribution for Need Assessment Study

individuals with disabilities underscores the importance of integrating accessibility and inclusivity considerations into future training and intervention strategies.

By combining qualitative insights from the consultation workshop, FGDs and KIIs with a deliberately diverse and representative sample, the NDMP team was able to surface grounded, context-specific training needs. These findings will directly inform the content, approach, and delivery mechanisms of the revised CBDRM training manual, ensuring it reflects the lived experiences and expectations of communities and institutional actors alike.

The team carried out a phased field visit plan, covering key locations such as Peshawar, Lower Chitral (Garam Chashma), and Upper Chitral (Brep and Booni), Ghizer (Gupis), Gilgit, and Karachi.

Besides consulting the stakeholders at the community level of operation, the team also used FGDs at the provincial and state levels with the assistance of the respective disaster management bodies. Representatives of the major organizations were represented in the workshop, i.e. PDMAs/SDMA/GBDMA, Rescue 1122, Civil Defence, academia, PRCS, international and national NGOs as well as UN agencies. Moreover, KIIs with some important departments of the government were performed, such as officials of the DDMAs, Civil Defence, Rescue 1122, PRCS, and other structures.

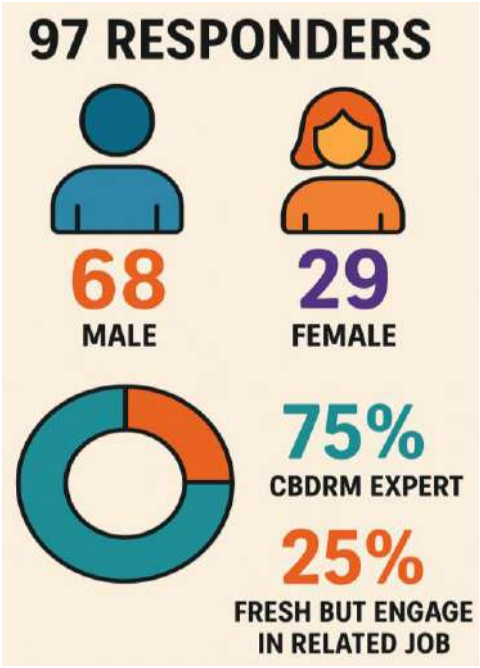

Figure 4: Representation of Responders in the Consultation Process

7.3. Data Collection Process

As previously mentioned, the team conducted consultations with 97 individuals, including community volunteers, master trainers, and members of the AKAHP regional core team through FGDs, as well as representatives from

government departments through KIIs. Of the participants, 68 were male and 29 were female. Approximately 75% of the respondents demonstrated a solid understanding and experience in the CBDRM process, while the remaining 25% were relatively new but actively engaged in disaster risk reduction and emergency response activities. These individuals are also involved in community-level initiatives under various projects (Figure 4).

A total of 121 individuals participated in the field engagements conducted across seven key locations. The participant breakdown is as follows: Peshawar (13 males, 7 females), Lower Chitral (16 males, 5 females), Upper Chitral (11 males, 3 females), Brep (12 males, 5 females), Gupis (6 males, 1 female), Gilgit (14 males, 4 females), and Karachi (17 males, 7 females). However, only 97 of these participants provided complete responses that were suitable for inclusion in the analysis. Most people were aged 26 to 60, with some young people also involved, showing rising interest from youth (Figure 5). Many participants spoke more than one language, including Urdu, Pashto, English, and Punjabi, which can help make training more inclusive. However, a few did not report any language, which may point to literacy issues.

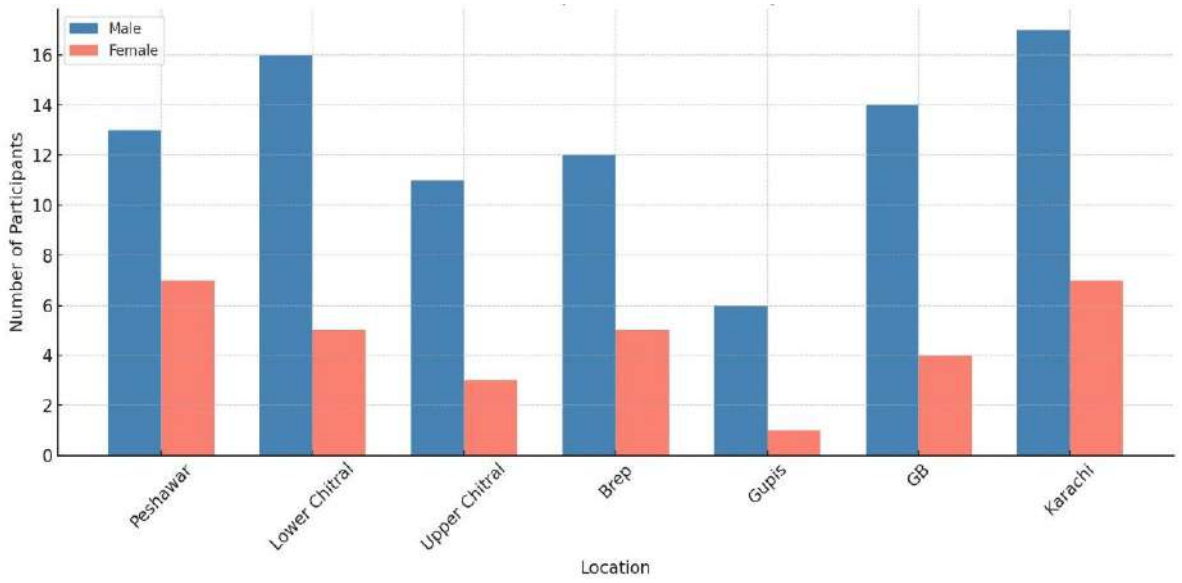

Figure 5: Gender-Wise Participant's Distribution by Location

7.4. Gender and Inclusion Considerations

The Needs Assessment was developed and implemented around gender and social inclusion. The team has gone to great lengths to make sure that the people were included in a meaningful way across gender, age, ability, and socio-economic status as adults need not have similar risks of disasters, nor should they constitute a similar response as people of different ability, age, gender, and socio-economic background.

Inclusive practices were applied to the related process and tools during the data collection. FGDs were arranged in such a way that they were gender sensitive. The team also consisted of female facilitators to increase trust and interaction with the female participants, especially in the conservative context. Out of 97 participants, 29 were female, which shows a rather modest but significant representation of females in the traditionally male-dominated field.

They also had participants with a wide age range- starting with the young (18 to 25 years) and including the elderly members of the community (more than 60 years), which includes intergenerational lessons of disaster preparation and response (Figure 6). Moreover, differently

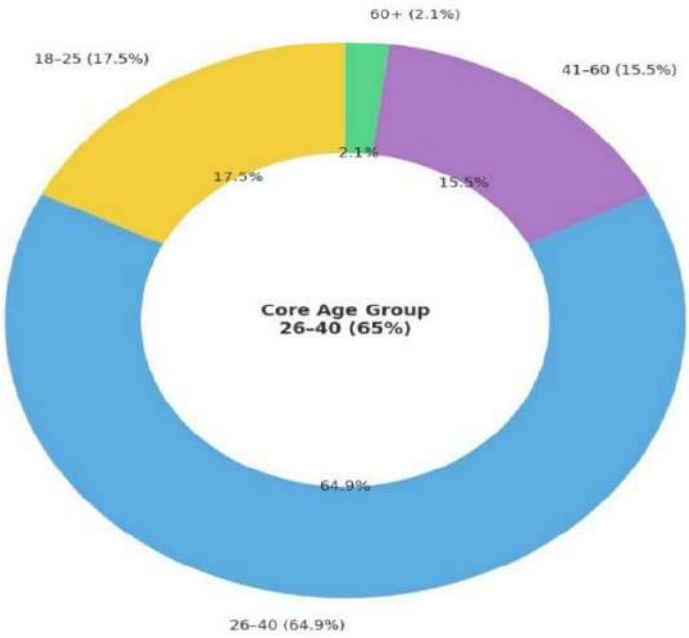

Figure 6: Age Group Distribution of Participants for FGDs and KIIs

abled people were sought to be incorporated into the FGDs as far as possible, and the data collection instruments contained a reminder of prompts to investigate access and inclusion issues by differently abled people in the extant CBDRM training and response architectures.

The issues of language and literacy were also discussed. The tools were developed both in English and Urdu languages and the interviews were done in the language of the participants as many of them were comfortable with Pashto, Urdu, and other local dialects. This multilingual solution aided in creating literacy gaps and inclusion of marginalized groups. Furthermore, generalizing the language used in communication and use of visuals facilitated the fieldwork process to incorporate the low-literacy participants.

Overall, the evaluation procedure indicated that NDMP ensures the Leave No One Behind (LNOB) agenda through the fairness and responsiveness to the needs and voices of women, youth, PWD, and other groups that often go ignored when it comes to disaster risk management initiatives concerning the revised CBDRM training manual and training frameworks.

8. Key Findings from the Field

8.1. Summary of Key Findings

The assessment revealed that less than half of the respondents—only 41.2%—had access to or had used CBDRM training manuals. While those who used them found them helpful for drills and awareness activities, many felt the materials were outdated, overly technical, and not accessible to youth or persons with disabilities. This highlights a pressing need for simplified, inclusive, and contextually relevant training resources.

A major concern raised was the lack of standardized approaches. Across different organizations and government bodies, inconsistent methods and documentation have led to confusion, poor coordination, and duplication of efforts. Risk assessment tools like Participatory Rural Appraisal are underutilized, and digital tools such as GIS mapping are rarely introduced in field-level training.

Disaster risk reduction planning also lacks structure. Community plans are often created on an ad-hoc basis without standard templates or clear components such as defined roles, communication protocols, and contingency measures. Most notably, these plans tend to exclude marginalized groups, making them less effective and equitable.

Despite some representation, the inclusion of women, persons with disabilities, and minority groups in CBDRM processes remains limited and often symbolic. Risk assessments rarely collect data disaggregated by gender, age, or disability, which weakens the accuracy and relevance of DRR strategies.

Sustainability is another critical issue. Local disaster management committees, often formed through donor-driven projects, lack formal registration and government recognition. As a result, they become inactive once funding ends, and their insights are seldom integrated into broader disaster planning.

The training delivery itself also needs attention. Manuals are generic and outdated, lacking practical relevance for local hazards and diverse learners. Communities expressed a clear preference for interactive, engaging methods—such as role-plays, simulations, comics, videos, and storytelling in local dialects.

While 66% of respondents reported having internet access, especially in urban areas, remote communities still struggle with digital access due to weak connectivity and power outages. Therefore, a blended training model—offering both online and offline options—is essential to ensure inclusivity.

Finally, participants strongly recommended revising the training manuals by introducing new themes like anticipatory action, digital early warning systems, urban evacuation procedures, PRA digital tools, and risk-informed development. Suggestions also included establishing a centralized platform for CERT volunteers, integrating multimedia learning, and linking training with vocational certification for broader recognition and use.

8.2. Detailed Explanation of the Key Findings

8.1.1. Existing CBDRM Knowledge & Practices

The assessment demonstrates an obvious trend regarding the use of the CBDRM and CERT training manuals by people in the various regions of Pakistan in the conduct of training and realization of CBDRM-based projects at the field level. The proportion of respondents who said that they had used or had encountered some type of training manual was 41.2 percent. These manuals were in many types (toolkit provided by AKAHP; printed handouts; small, laminated cards; printed booklets in Urdu; digital PDF files. They received these resources in the form of schools, mosques, village committees, non-governmental organizations, and even on WhatsApp from relatives and friends. They practiced with the manuals by using the manuals on a drill, fire safety training, first aid courses, and awareness acts. This demonstrates that training materials are being utilized by some people, and not all of them.

On the other hand, about 58.8% respondents said they had never used or even seen a training manual (Figure 7). They said this was because the materials were not shared properly, because the training was only conducted by speaking, or they simply never got a chance to access any written material. Many of them said they would like to receive simple and local language manuals in the future, especially if they include pictures or videos. This feedback shows that not everyone has equal access to training materials, and there is a strong need to provide easy-to-understand, widely available manuals that match people's needs and education levels.

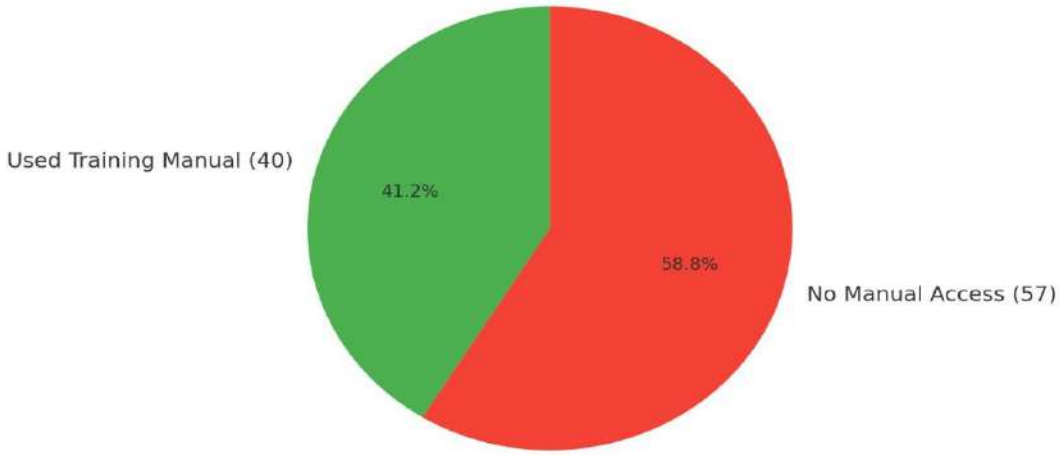

Figure 7: Use of the CBDRM/CERT Training Manuals

8.1.2. Usefulness of the CBDRM Training Manuals

Among those who had used the manuals, perceptions of their effectiveness varied considerably, as outlined below:

- 39 percent respondents said that they were very useful, and their reason was that they are clear and have reasonable use especially when carrying out community drills and school-based sessions.
- Whereas they were deemed as somewhat useful by 31.7% of the respondents, in most cases learners agreed that some of the modules such as Search and Rescue (SAR) and CPR were useful, but the manuals are excessively long, outdated, or otherwise, not sufficiently appealing to the young population.
- Approximately, 29.3 percent of the respondents highlighted that the manuals were not useful at all and this issue had several crucial points such as using some too technical terms, the absence of visual aids, insufficient localization to the urban or regional context, and inability to be inclusive or disability-sensitive (Figure 8).

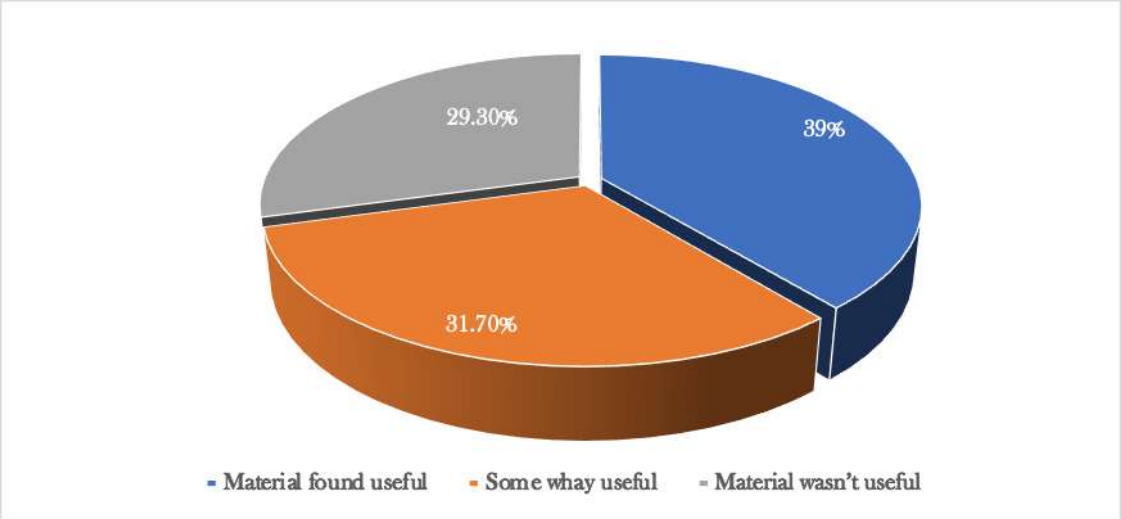

Figure 8: Usefulness of the CBDRM and CERT Training Material

Figure 9 below illustrates respondents' perceptions of the CBDRM training manual. Overall, the mixed feedback highlights a clear need for significant improvements in the manual's design, such as simplifying the language, updating the content, and enhancing cultural relevance, accessibility, and inclusivity.

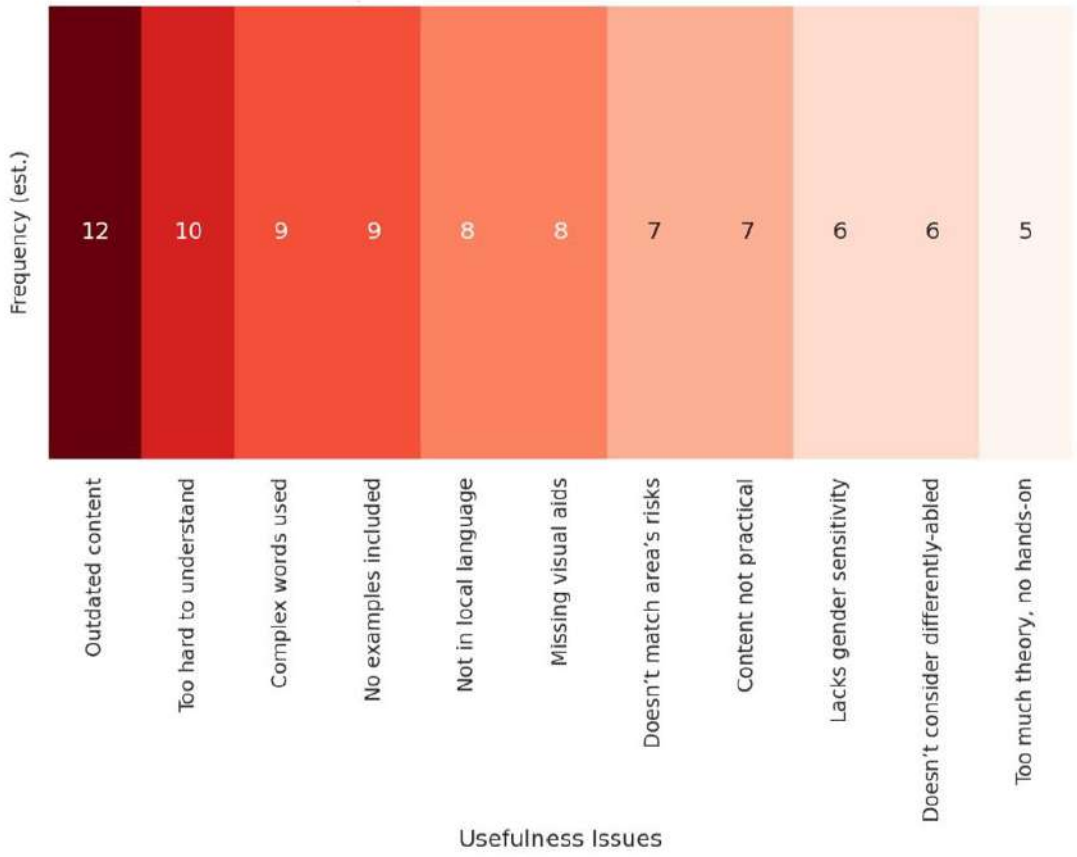

Figure 9: Usefulness of Current Training Manual on CBDRM and CERT

8.1.3. Lack of Adopting Standardized Approach in CBDRM Process

A. Confusion in Adopting Standardized CBDRM Process at Community and Local Government Levels

During discussions on the standard CBDRM process across various provinces and stakeholders in Pakistan, it became evident that there is a lack of uniformity in how CBDRM is implemented, particularly among NGOs and local government officials. Rather than adhering to a standardized approach, NGOs typically follow their own procedures based on project-specific requirements, especially when engaging communities during project execution. For example, in forming Disaster Management Committees, NGOs often involve community members directly in the creation of Village and Union Council-level DMCs. In contrary, when government departments take the lead, they tend to engage local government officials as committee members. This variation reflects a broader lack of standardization in committee formation.

Similarly, risk assessments and disaster management planning are carried out using different methodologies and formats, with no agreeable adopted tools. This creates challenges for local governments and disaster management authorities, who struggle to interpret community-generated data and integrate it into district or provincial disaster management plans. Such

inconsistency hampers coordination, delays response efforts, reduces accountability, and often results in duplication during emergencies.

B. Participatory Risk Assessment Practices and Tools Application

Most respondents said they either did not know or have not used Participatory Rural Appraisal (PRA) tools in an actual risk assessment in the field. While they recognized undertaking a training course and practicing the use of the PRA tools in classroom contexts, they said they have never actually used the PRA tools in a true community context. Most of the master trainers who work for AKAHP said that in most cases, risk assessments are conducted by specialist geological teams, in collaboration with communities, using PRA methods. While it was good to be working with communities more closely, they did say it was essential to develop community participation and local capacity. As the master trainers voiced: it would also be essential that communities are equipped with sufficient training to use the PRA tools on their own so that they could amend risk assessments regularly, especially following major disasters when risks, vulnerabilities and capacities frequently changed. Developing community ownership of the assessment development process would make risk data more valid and timely and empower resilience through developing local capacities.

They also pointed out that the PRA tools for hazard, vulnerability, and capacity assessments were not typically applied in a consistent way and instead were seen in a bundle called Multi-Hazard Vulnerability and Risk Assessments (MHVRA), which leads to inconsistency in practice. Respondents suggested a practice of using a phased training approach where either the hazard assessment tools are introduced first, and then in separate focused training relevant vulnerability and capacity assessment tools are introduced. A phased practice would allow trainers to help the community develop a more structured understanding of the components used in risk assessment processes, in turn, enabling a more accurate meaningful sustainable approach to risk assessment.

Most of the participants had not previously used digital tools such as participatory GIS mapping because they are not tools, they had ever used or been trained on during field exercises. The lack of exposure of digital tools and geospatial tools was identified as a major capacity gap and opportunity for innovation in future Community-Based Disaster Risk Management training opportunities. Using these tools could improve the accuracy, usability, and long-term value of risk data on the community level.

C. Absence of Standardized Templates for DRR Plans

During the FGDs and KIIs, respondents consistently mentioned a lack of standardized templates for community-based disaster risk reduction plans. Respondents noted that plans are often developed in an ad-hoc, and situational manner driven primarily by the wants and desires of implementing NGOs or based upon the demands of donor projects, rather than aligning with any national or provincial standard.

Respondents maintained that this lack of conformity leads to disconformity in the content and structure of disaster risk reduction (DRR) plans. Important functional elements such as defined roles and responsibilities, community resource mapping, contingency measures, communication measures, and early warning capacities, were often not included in the plans, included in vague ways in the plans, or in variable ways in the plans. Consequently, plans often did not encompass their intended utility during times of actual disaster.

In addition, several respondents pointed out that many DRR plans in the context of their study were not inclusive. Marginalized communities/people such as women, people with disabilities, elderly, and minority communities were found in many contexts to be absent from the DRR

planning processes and in the plans themselves. The absence of from the planning process, plans, and consideration around unique needs and needs of marginalized communities, resulted in diminished effectiveness and equity of disaster risk reduction plans.

This inconsistency and lack of inclusivity not only undermines the utility of DRR plans at the community level but also reduces their relevance for district-level disaster management authorities and plans. Respondents emphasized that authorities require structured, comprehensive, and inclusive plans to effectively coordinate response efforts and allocate resources during emergencies. Without a standardized and participatory approach, valuable grassroots efforts risk being disconnected from broader disaster management systems, ultimately weakening the overall resilience framework.

D. Lack of Real Inclusion of Women and Marginalized Groups

In the focus group discussions with the AKAHP master trainers and community volunteers, participants stated women are represented on their teams, particularly in forming committees and attending training. Yet they acknowledged that their participation is not consistent across the country. It has been determined that the meaningful participation of women, PWDs, and other disadvantaged groups across the disaster management committees, and the CBDRM process is generally very limited through its vast majority. This represents a need for more coordinated and cohesive approaches across the country to bring women, PWDs, and others into these inclusive processes and engage them in disaster risk reduction initiatives, ultimately involving all community members in initiating actions at the community level.

Participants mentioned that while there may be some actions taken to involve women—for example, having separate women's groups—these exercises are often nominal actions and do not have any real authority. In some cases, pooling women together may inadvertently increase their responsibilities while removing their ability to share in decision making and access important resources. In many instances, women's groups are consulted late in the process and/or given limited information that eventually leads to their involvement not meeting their needs or priorities by the time plans and actions have been developed.

Participants emphasized that meaningful inclusion encompasses more than just representation; it involves creating safe and enabling spaces to include diverse voices meaningfully and continuously throughout the disaster risk management process, including the establishment of disaster management committees, where membership is skewed toward men and does not include representation for marginalized groups. This means that the specific vulnerabilities and capacities of these groups are routinely overlooked in risk assessments and in the planning of disaster risk reduction programs.

Several respondents also emphasized that risk assessment tools and methods are neither designed nor carried out in a manner that supports gender and/or social inclusion. For instance, much of the data collected does not disaggregate by gender, age, and/or disability; thus, it remains difficult to identify how various groups intersect and are affected by hazards. If DRR is not using this lens, there is a high risk of accidentally reinforcing existing inequality and missing important opportunities to strengthen community resilience.

Comprehensive approaches are not only based on equity; they are also the best means of preparing for and responding to disasters. Interviewees pointed out that women, persons with disabilities, and other marginalized persons offer important knowledge, coping strategies, and views, which can help make risk assessments more precise and DRR strategies more relevant. Their involvement in decision-making, planning, and implementation in equitable ways is vital to developing resilient communities that leave no one behind.

E. Challenges in Sustainability of Local Disaster Management Committees and Institutional Integration

A significant gap discussed was that by using non-standardized approaches, we limit the ability to scale community-based models that work, because every group is documenting and practicing differently making it hard to compare, create coalitions and learn from each other what is working or not across regions. Most importantly to ensure alignment with national or provincial disaster management systems to instantiate some meaningful community level DRM mechanisms.

There are several challenges around registration, with most respondents indicating that the only official registration system is through the Social Welfare Department, where Community groups can only register as Local Support Organizations Not Disaster Management Committees. Consequently, when project funding has ended, most local Committees become inactive as they have no formal means via registration/ government support systems in place to capitalize on afterlife & sustain them. Moreover, because of this there's no recognition of these committees in disaster management by government institutions.

This disconnect prevents valuable grassroots insights from being integrated into policy-level planning, reinforcing a top-down DRM approach that overlooks local knowledge and capacities.

8.1.4. Tools Used for Delivering Training

Participants identified several challenges in delivering training using the existing manuals. One major issue was the outdated nature of some content, particularly in areas like committee formation and fire safety procedures. Others pointed out that risk assessment tools were too generic and failed to reflect to assess specific vulnerabilities such as urban flooding, landslides, snow avalanche, or heatwaves. Respondents also noted that the manuals often lacked step-by-step guidance and were not tailored to youth audiences or persons with disabilities. Technical jargon and theoretical approaches were considered barriers to community-level comprehension.

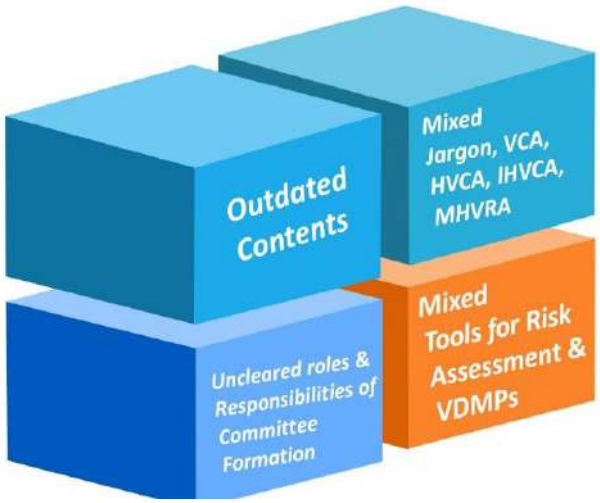

Figure 10: Challenges in Current Training Delivery

Feedback from participants further highlighted that the current manuals lack flexibility in terminology, particularly when establishing disaster management committees in urban settings. They noted that terms like "Village Disaster Management Committees (VDMCs)" are not suitable in urban contexts and suggested more context-appropriate alternatives, such as "Ward Disaster Management Committees."

Additionally, several participants stressed the need for greater integration of case studies, real-life examples, and local success stories to make the training content more relevant, engaging, and impactful for diverse audiences.

8.1.5. Preferences for Training Methods

The assessment revealed a strong community preference for interactive and locally contextualized training methods. Participants expressed enthusiasm, interactive for participatory-based learning, storytelling, audio-visual content, comics, mobile applications, and radio dramas in local dialects. Role plays, practical simulations, different podcasts, and mobile-based drills were highlighted as particularly engaging, especially for youth and marginalized groups (Figure 11).

Besides, group work, family-based simulations, and community-run drills were described as effective and culturally appropriate. Respondents preferred hands-on approaches that allowed peer learning and real-time practice, rather than passive lectures or text-heavy sessions. There was a clear call for tools that are entertaining, inclusive, and suitable for varying literacy levels.

8.1.6. Access to Internet

During the FGDs, participants were asked about the potential of integrating web-based training, including the use of online courses and digital platforms for group exercises and learning activities. Approximately 66% of respondents expressed that they have access to the internet and would be able to participate in web-based learning modules. Positive feedback was particularly strong from participants in urban areas such as Peshawar and Karachi, where internet connectivity is more stable and accessible.

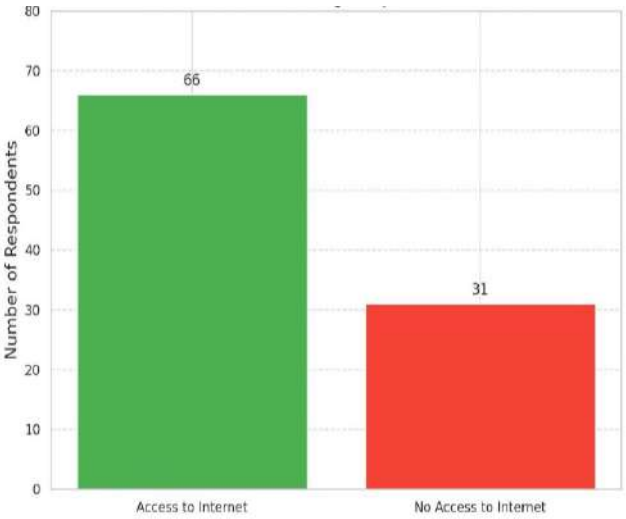

Figure 12: Internet Access among Participants

However, 31% of the participants reported lacking regular internet access, underscoring a significant digital divide (Figure 12). This issue was especially prominent in field discussions held in remote areas like Chitral and Ghizer, where internet infrastructure is limited or unreliable. Participants from these regions noted that frequent power outages and the absence of a consistent electricity supply further restrict their ability to benefit from digital learning tools.

The feedback highlights the need for a blended learning approach—offering both digital and offline training options—to ensure equitable access to capacity-building opportunities. It also underscores the importance of investing in basic digital infrastructure and local capacity to make web-based training feasible and inclusive for communities in remote and underserved areas.

Figure 11: Use of Various Tools in Training Delivery

8.1.7. Suggestions about Adding New Concepts and Sessions

A wide range of constructive suggestions emerged from communities, trainers, and local institutions. Participants recommended the inclusion of:

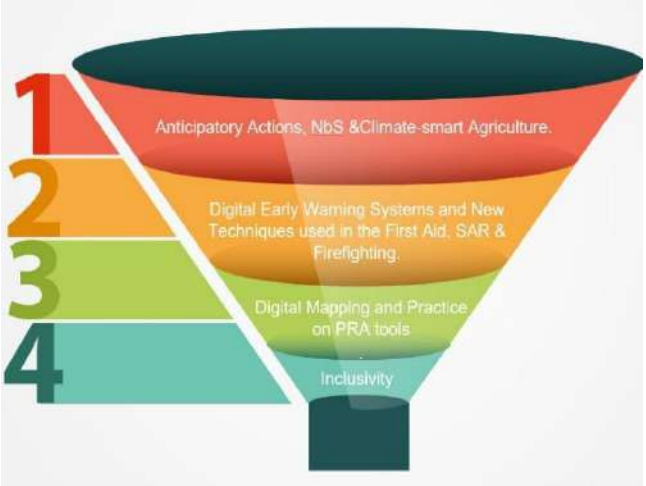

Figure 14: Addition of New Concepts and Sessions in the CBDRM Training Manual

- Anticipatory action, NbS, and climate-smart agriculture
- Digital early warning systems and new techniques used in the first aid, search and rescue and firefighting etc.
- Digital mapping and practice on PRA tools
- Gender-sensitive and disability-inclusive content
- River crossing and rope management
- Urban evacuation procedures especially in multi-story buildings, and shelter management in urban areas
- Risk informed development.

They also supported community-based early warning systems, moving beyond informal methods such as announcements from mosques or emergency messages from Jamat Khana, and consultations suggested having a Centralized Platform or Management Information System to link CERT volunteers across regions and provinces, using technologically savvy QR coding to link training content with multimedia, provider recognition of CERT training, or certification as part of vocational training, or an established authority. Some respondents even suggested including interactive games, real life or real time case studies, and ensuring that manuals could be adapted for municipal governments or NGOs for community use.

Overall, the Needs Assessment reflects an emergence of community awareness and engagement in CBDRM and CERT concepts, but the current toolkits and training strategies are

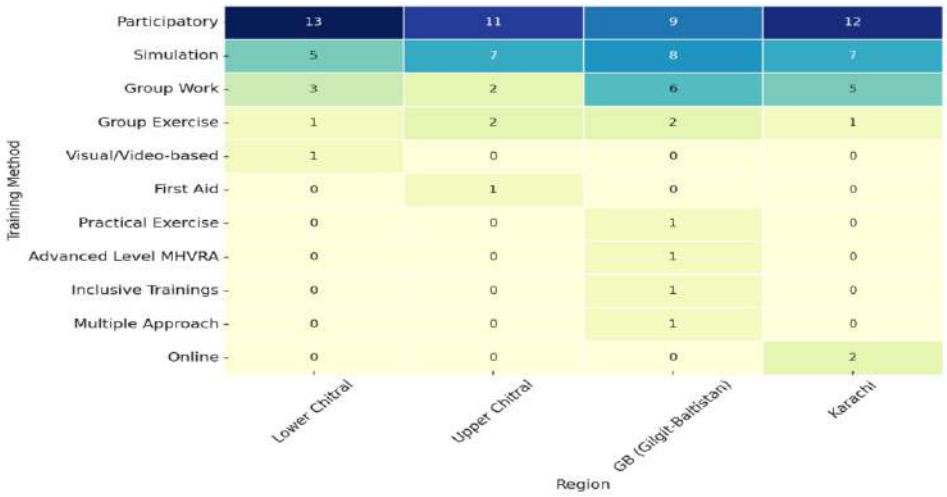

Figure 13: Preferred Training Methods by Region

uncoordinated, unstructured, and used indiscriminately. A coordinated revision—anchored in community voices and global good practices—is necessary. Future manuals should be modular (as appropriate), user friendly, visually dynamic, and adaptable to a wide variety of contexts in Pakistan. With appropriate integration of digital tools, localization of content and processes, and an inclusive framework, these materials can serve as powerful vehicles for building resilience in communities from the ground up.

9. Recommendations Noted During the Field Level Meetings/Discussions

The feedback gathered from various disaster management stakeholders at the provincial, district and community levels across Pakistan highlighted several important recommendations for improving the CBDRM training manual and strengthening community-level preparedness.

- Perhaps the strongest message to come through the consultations was the necessity to use similar terms and language in all regions. At present time, we have different terms utilized by different provinces which creates confusion in both training and implementation. A common language will make for much clearer communication and training throughout the country.
- It was recognized that introductory modules concerning climate induced hazards, with emphasis on localized threats such as GLOFs, drought, snowstorms, thunderstorms, and heatwaves would be helpful.
- Considering the number of disasters in remote and urban areas, practical modules addressing search and rescue, basic first aid and firefighting should be prioritized.
- For urban settings, content discussing safety and resilience, including safe construction practices and evacuation from high rise buildings needs to be incorporated into existing training packages.
- Inclusivity was a large point raised by several stakeholders. Participants highlighted that women, persons with disabilities, and indigenous communities must be part of every stage of the CBDRM process - planning, training, response and recovery. Their voices, experiences, and needs are critical to creating stronger and fairer disaster management systems.
- Technology was viewed broadly as especially capable of providing learning and engagement opportunities. Mobile apps, digital platforms and social media can help create disaster risk awareness and help provide real-time messages that are easier to process. Technology can also be an effective way of teaching youth and integrating disaster learning into schools and communities.
- An additional significant area of focus was sustainability of local structures, particularly CERTs and disaster management committees. While these groups are essential for emergency responses, they often receive little additional support. How to help them sustain and thrive? Stakeholders recommended: define roles for these groups, provide a formal mandate, budget to sustain, and regular, refresher training for members to be engaged and useful in the long run.
- A major gap that emerged was the absence of a national system for collecting and managing community disaster information. Without sound and systematic data, it is very difficult or impossible to plan for or have an effective rapid response to a disaster. A national, central data platform would provide more clarity on decision-making, identifying examples of best practice, and allocating and developing resources.
- To seek to improve the CBDRM training manual for stakeholders, it was suggested that the intended content needs to be modular. This would allow trainers to choose appropriate parts linked to their local context, relevance and needs. Additionally, the need to keep the language and idea simple and to include visual materials such as illustrations and stories to facilitate understanding.

- One participant's recommendation noted there should be 'dual purposes for both in-person and online training' manual so that there is room for flexibility and adaptability to the training environment.
- Participants also emphasized that including "hands-on" tools such as sample feedback forms, monitoring checklists, and sample examples from disaster examples from each area of the country would help trainers assess their session and apply continuous development to the training tool.
- At the broader program improvements, it was suggested that there should be consultations at the provincial and district level to test the revised training materials and find out if they reflect the needs, risks, and cultural practices of each area in the country.
- The sentiment was shared that a national coordination mechanism is required, that would align CBDRM initiatives of activity, would enable a shared fund for ongoing local initiatives, and link regions that are acting, but those regions were doing so with little or no relationship to neighboring regions. Feedback, piloting and quality assurance processes should also be integrated into the roll-out.
- Stakeholders argued that to promote consistency and standards, and to sustain even higher participation and credibility, a national CBDRM training program certification system should be developed.
- The use of digital enhanced tools—such as AI-based early warning systems and mobile learning apps—will enhance learning experiences. Digital technology has an important part to play when making disaster education fun, engaging, accessible and relevant, particularly for younger learners and for other learners with limited access to traditional education.
- To ensure accessibility to all learners, the curriculum needs to be linguistically and visually adapted. Talking about language, training materials should consider translation to Urdu and regional languages of Pashto, Khowar, Shina, and Sindhi to include all learners.
- Heavy text should be avoided in place of pictures, illustrations relevant to the region, and infographics to communicate key concepts such as the safest evacuation routes; safe construction practice; and early warning.
- In the case of semi-literate or illiterate learners, as is commonly the case in remote or marginalized communities, short audio-visual material, including localized videos and voice instructions, should be prioritized to ensure knowledge transfer across educational levels.

In conclusion, the consultations with PDMAs, GBDMA, SDMA AJK, DDMAs, District level government department and community level master trainers provided a clear and united message: for CBDRM to succeed, it must be standardized, inclusive, practical, and future-ready. By integrating modern tools, supporting local structures, and ensuring community ownership, Pakistan can take meaningful steps toward a more resilient and disaster-prepared society.

List of Annexures

Annexure I: FGD Tools

Section 1: Current CBDRM Training Manual in Use

1. Are you currently using any CBDRM or CERT training manual?
    - ☐ Yes
    - ☐ No
    - *If yes, please specify the name and the organization that developed it:*
2. How would you rate the usefulness of the current manual in terms of:

Criteria	Very Useful	Somewhat Useful	Not Useful	Comments
Clarity of content	☐	☐	☐	
Relevance to local context	☐	☐	☐	
Practical exercises	☐	☐	☐	
Language and terminology	☐	☐	☐	
Use of visuals/illustrations	☐	☐	☐	
Ease of delivery by trainers	☐	☐	☐	

3. Which modules or sessions do you find most relevant and effective? Why?
4. Which modules or sessions do you think are outdated, less relevant, or difficult to deliver?

Section 2: Identifying Gaps and New Concepts

5. What challenges do you face while using the current manual during training or community engagement?
6. Which new topics or global best practices do you think should be included in the revised training manual?
   (You may tick more than one)
    - ☐ Anticipatory Actions
    - ☐ Climate Resilience and Adaptation
    - ☐ Digital Preparedness and Mobile-Based Early Warning
    - ☐ Community-based Early Warning Systems
    - ☐ Psychosocial First Aid
    - ☐ DRR for Differently Abled People
    - ☐ Gender and Child Protection in Emergencies

- ☐ Stockpile Management
- ☐ Urban CBDRM Approaches
- ☐ Promotion of CBDRM Approach Among the Coastal Areas
- ☐ Promotion of CBDRM Approach Among the Drought Prone Areas
- ☐ Participatory Approaches for Promoting Nature-Based Solutions
- ☐ GIS and Participatory Mapping
- ☐ Risk Communication and Community Engagement
- ☐ Livelihood Protection and Recovery
- ☐ Others (please specify): You can further give suggestions for topics to be included related to CBDRM and the emergency response management including First Aid, Search and Rescue, Fire safety, HVCRA etc.

7. What training delivery methods do you find most effective for your local context? *(You may select more than one)*

- ☐ Group Work
- ☐ Practical Exercises / Simulations
- ☐ Web-Based Exercises
- ☐ Role Plays / Case Studies
- ☐ Audio-Visual Tools
- ☐ Outdoor Drills
- ☐ Peer Work
- ☐ Other:

Section 3: Suggestions for Improvement

8. What further improvements would you suggest in the layout, language, or format of the revised manual?
9. Any additional comments or suggestions?

Annexure II: Participant Information Used during the FGDs

Information	Response
Name of participants	
Gender (Male, Female, Transgender)	
Age	
Age Group *(e.g., 18–25, 26–40, 41–60, 60+)*	
Primary Language(s) Spoken	
Any Impairment or Physical Issues	
Organization/Committee Name	
Designation/Role (Current)	
District/Locality	
Qualification/Education	
Preferred Mode of Training Delivery	
Years of Experience in DRR/Response	
Accessibility to Internet?	
Availability for Training *(days/times preferred)*	
Current Role in DRR Activities	
Challenges Faced in Past Trainings or DRR Work	
Topics of your Interest	
Suggestions for Improvement in Previous Trainings	

Annexure III: KII Tools

Basic Information

Name of Respondent	
Designation	
Department	
Interview Date	
Venue/Location	
Name of Interviewer	

Introduction

Thank you for taking the time to spare time for an interview. We are currently revising the Community-Based Disaster Risk Management Training Manual to enhance its relevance, practicality, and alignment with emerging global best practices. The revised manual will serve as a standardized, NDMA-approved resource to be used uniformly for training across the country. Your insights are invaluable in shaping its content to ensure it effectively meets the needs of both trainers and communities.

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Section 1: General Information

1. Could you briefly describe your role and responsibilities related to disaster risk management?
2. What is your experience in community-based disaster risk reduction or emergency response?

Section 2: Current Practices and Gaps

3. Are there any CBDRM training manuals currently used in your department or district? If so, which one(s)?
4. In your opinion, how effective are these manuals in addressing community-level risks and preparedness and emergency response?
5. What are the main limitations or challenges you see in the current training content, structure, or delivery?

Section 3: Emerging Needs and Best Practices

8. From your perspective, what new topics or global best practices should be included in the revised manual? *(e.g., anticipatory action, climate resilience, digital preparedness, psychosocial support, participatory GIS etc.)*
9. How important is the inclusion of local governance and coordination mechanisms in community-level training content?
10. What training methodologies have proven most effective in your experience (e.g., simulation exercises, web-based activities, group work, audio/video visuals, drills)?

Section 4: Integration and Sustainability

12. How can the revised manual be better integrated into local government training systems or disaster management plans?
13. What kind of institutional support is needed to ensure the manual is widely adopted and regularly used?

Section 5: Recommendations

14. What key recommendations would you make for improving the CBDRM training manual?
15. Is there any additional input you would like to share regarding CBDRM capacity-building or community engagement?

Annexure IV: Plan of Field Visit

S #	Date	Activity	Location
Consultation at National Level			
1	30 April 2025	30 April 2025: Consultation workshop at NIDM/NDMA	Islamabad
Consultation at Provincial/State Level			
2	22 May 2025	FGD conducted at Provincial Disaster Management Authority Khyber Pakhtunkhwa along with participants from Rescue1122, Civil Defence, Academia and I/NGOs and UN	Peshawar
3	30 May 2025	FGD conducted at Gilgit-Baltistan Disaster Management Authority along with participants from Rescue1122, GBDMA, and PRCS	Gilgit
4	12 June 2025	KII conducted at Provincial Disaster Management Authority Sindh	Karachi
5	18 June 2025	FGD conducted at State Disaster Management Authority Azad Jammu and Kashmir along with participants from PRCS, Rescue1122, Civil Defence, Academia and I/NGOs and UN	Muzaffarabad
6	24 June 2025	FGD conducted at Provincial Disaster Management Authority Punjab along with participants from PDMA, Rescue1122, Civil Defence, Academia and I/NGOs.	Lahore
Consultation at District and Further at Community Levels			
7	23 May 2025	FGD conducted at District Peshawar with the CERT master trainers and AKAHP staff	Peshawar
8	26 May 2025	FGD conducted at District Lower Chitral with the community volunteers and CERT trainers	Garam Chashma
9	27 May 2025	FGD conducted at District Lower Chitral with the master trainers and AKAHP core staff	Chitral
10	27 May 2025	KIIs conducted with DDMU and Civil Defence officials	Chitral
11	28 May 2025	FGD conducted at District Upper Chitral with the master trainers and AKAHP core staff	Booni
12	28 May 2025	KIIs conducted with DDMU, 1122 and Civil	Booni

		Defence officials	
13	29 May 2025	FGD conducted at District Upper Chitral with the community volunteers and CERT trainers	Brep
14	30 May 2025	FGD conducted at District Ghizer with the Community Volunteers and CERT Trainers	Gupis
15	2 June 2025	FGD conducted at District Gilgit and Ghizer with the master trainers and AKAHP core staff	Gilgit
16	2 June 2025	FGD conducted at District Gilgit with the Community Volunteers and CERT Trainers	Gilgit
17	12 June 2025	FGD conducted at Regional Office Sindh with the master trainers and AKAHP core staff	Karachi
18	13 June 2025	KIIs conducted with 1122 and PRCS officials	Karachi
19	14 June 2025	FGD conducted at District Karachi with the Community Volunteers and CERT Trainers	Karachi

Annexure V: Field Execution Visual Roadmap

Annexure VI: Attendance Summary by Location

Location	Male	Female	Total Participants
Peshawar	13	7	20
Lower Chitral	16	5	21
Upper Chitral	11	3	14
Brep	12	5	17
Gupis	6	1	7
Gilgit	14	4	18
Karachi	17	7	24
Muzaffarabad	13	7	20
Lahore	12	5	17
Balochistan (Online)			

Annexure VII: Glimpses from the Consultation Workshop Conducted by NIDM at NDMA HQ Islamabad

Annexure VIII: Glimpses from the FGDs Conducted at PDMAs, SDMA and GBDMA


FGD Conducted at PDMA Khyber Pakhtunkhwa


FGD Conducted at GBDMA Gilgit


FGD Conducted at SDMA AJ&K


FGD Conducted at PDMA Punjab

Annexure IX: Glimpses from the Field

FGD Conducted at Peshawar with Community Master Trainers on 23rd of May 2025

FGD Conducted at Garam Chashma with Community Master Trainers on 26th of May 2025

FGD Conducted at AKAH's Regional Office, Lower Chitral on 27th of May 2025

FGD Conducted at AKAH's Office, Upper Chitral on 28th of May 2025

FGD Conducted at Brep Upper Chitral with Community Master Trainers on 29th of May 2025

FGD Conducted with Community Master Trainers at Gupis Gilgit on 30th of May 2025

FGD Conducted at AKAH's Regional Office at Gilgit on 2nd June 2025

FGD Conducted at Karachi with Community Master Trainers on 14th June 2025

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