



CHILD CENTER DRR & COMPREHENSIVE SCHOOL SAFETY TRAINING-PAKISTAN

Consolidated Report

4/15/16

INTRODUCTION/ BACKGROUND:

In order to effectively prepare and respond to disasters, an understanding of disaster risk is an imperative. This entails carefully identifying different hazards that may bring about disasters. Apart from knowing the hazards, as equally important is being able to determine the elements at risk such as properties, livelihoods and people (especially children) that are susceptible to the damaging effects of hazards. While being able to determine the “what” and “why” of disaster risk, the capacity or the “how” should likewise be assessed and addressed. Assessing these three variables: vulnerability, exposure and capacity are key in crafting a child-centered risk assessment.

During a disaster, schools serve as safe havens for children in the form of evacuation center and temporary shelter. In most cases, the very establishment or institution that will help ensure lifelong learning for children is the one that is putting them at risk because of safety and other related issues.

It is in this context National Disaster Management Authority (NDMA) through technical and financial support of UNICEF planed a series of training course on “Child-Centered Disaster Risk Assessment and Comprehensive School Safety” throughout Pakistan.

The training courses were made possible through the support from and collaboration of the UNICEF, National Disaster Management Authority (NDMA) and its training arm, the National Institute on Disaster Management (NIDM) and with the Provincial Disaster Management Authorities (PDMAs) of Sindh, Balochistan, Punjab and KP-FATA. The training course is facilitated by the Asian Disaster Preparedness Center (ADPC).

COURSE OBJECTIVES:

At the end of the six-day course, it is expected that the participants shall be able to acquire the required knowledge and skills to undertake Child-Centered Disaster Risk Assessment and Comprehensive School Safety programs. Specifically, the course hopes to:

- 1) Discuss the concepts and principles of disaster risk.
- 2) Identify key components in disaster risk assessment.
- 3) Perform child-centered disaster risk assessment.
- 4) Introduce the participants to Comprehensive School Safety (CSS) framework;
- 5) Present SAARC country-specific CSS status, experience and challenges.
- 6) Introduce CSS cases from SAARC and ASEAN (thru the ASEAN School Safety Initiatives).

TRAINING SCHEDULE:

| S# | PROVINCE/ REGION | DATE | LOCATION |
|----|------------------|------------------------|----------|
| 1. | Punjab | Jan, 25-30, 2016 | Lahore |
| 2. | Baluchistan | Feb, 8-13, 2016 | Quetta |
| 3. | Sindh | Feb, 15-20, 2016 | Karachi |
| 4. | KPK & FATA | March,28-April,2, 2016 | Peshawar |

COURSE CURRICULUM

In order to achieve the abovementioned objectives, the course was made up of the following Modules and Sessions:

| S# | MODULE | SESSIONS |
|----|--|--|
| 1 | Module 1: Introduction and Context Setting (M.1) | Session 1: Basic concepts and terminologies for understanding child-inclusive DRR (S.1). Session 2: National and Provincial Disaster Situation (S.2) |
| 2 | Module 2 – Assessing Disaster Risk (M.2) | Session 1: Multi-Hazard Assessment (S.1) Session 2: Child-Centered Vulnerability Assessment (S.2) Session 3: Child-Centered Capacity Assessment (S.3) Session 4: Child-Disaster Risk Assessment (S.4) |
| 3 | Module 3 – Comprehensive School Safety: Frameworks and Perspectives (M.3) | Session 1: Comprehensive School Safety (CSS): From the Participants Perspective (S.1) Session 2: Comprehensive School Safety (CSS): Framework and Salient Points (S.2) |
| 4 | Module 4 – Operationalizing the Context (M.4) | Session 1: Noteworthy CSS Cases in South Asia and Southeast Asia (S.1) Session 2: CSS Showcase (S.2) |
| 5 | Module 5 – Application of Learning (M.5) | Session 1: Output Preparation (S.1) Session 2: Output Presentation and Critiquing (S.2) |

COURSE PARTICIPANTS

A total of 149 officials from different key ministries/departments .i.e. Education, Home, Social Welfare, PDMAs, senior staff from APS and NGO's workers attended the training course, throughout Pakistan. Province-wise data is as 38 from Karachi- Sindh, 34 from Lahore-Punjab, 38 from Quetta- Balochistan and 39 from KP-FATA

KEY INPUTS FROM PARTICIPANTS

A. RISK ASSESSMENT

Having undergone exercises on hazard, vulnerability and capacity assessment, the participants were told that they have already went through a risk assessment since risk is a function of hazard, vulnerability and exposure over capacity.

Since organizations don't have the luxury of having sufficient resources such as funding, technical knowhow, machine and equipment and personnel in managing risk, it is of utmost importance that risk should be prioritized. In this session, the risk prioritization matrix was introduced taking into account the participant's understanding of the hazards that face them, the damaging effect of these hazards and the existing capacity of individuals, children and institutions

The participants in all the four provinces worked on the Risk Assessment matrix and provide their feedback, from the exercise, the three priority risks that consistently showed up were

- i. Earthquake,
- ii. Flood
- iii. Drought.

Given these, appropriate DRR measures must be designed. Earlier assessment done shall prove valuable. The participants found the session very practical and relevant because it validated their own understanding of the risk, and it provided them a solid comprehension of what acceptable risk and need for prioritization.

B. NATIONAL SCHOOL SAFETY GUIDELINES

Taking advantage of the upcoming initiative by the NDMA and UNICEF where a National Guidelines on Comprehensive School Safety shall be drafted, inputs were solicited from the participants as to what are the necessary points that should be included in the guidelines.

For a better context of the exercise, the concept of safety and security was defined. Likewise, the key components of the guidelines were outlined where child-centeredness and children's perspectives are to be considered in the following:

- i. Accountability and Coordinating Mechanism
- ii. Curriculum Integration
- iii. School Plan for Pre- During and Post-Disasters
- iv. Hardware/Equipment

Out of these, gender, capacity building and inclusiveness are cross cutting concerns that must be integrated and responded to in the components earlier identified.

The session was not only relevant but practical as well, since valuable inputs from private and government school representatives including other government and non-government organizations and UN Agencies were obtained.

COURSE EVALUATION

A. DELIVERY OF CONTENTS AND LEARNING

The participants were asked to mark one of the five answers that most represents how much they think the learning was delivered: 1- unsatisfactory, 3- good and 5 as outstanding. The province-wise results as under;

i. Quetta-Balochistan

| Assessment Area | Qualitative Rating |
|---|---------------------------|
| Delivery of contents towards achieving objectives | Good |
| Delivery of content towards enhancing participants' understanding of the themes of the workshop | Good |
| Relevance to the work of the knowledge gained | Good |
| Usefulness of the materials provided | Very Good |
| Average | Good |

ii. Karachi- Sindh

| Assessment Area | Quantitative Rating | Qualitative Rating |
|--|----------------------------|---------------------------|
| Objectives explained at commencement | 3.76 | Good |
| Delivery of contents towards achieving objectives | 3.81 | Good |
| Delivery of contents towards enhancing participants understanding themes of the workshop | 4.14 | Very Good |
| Relevance towards of the knowledge gained | 4.19 | Very Good |
| Usefulness of the material provided | 3.76 | Good |

iii. Lahore- Punjab

| Assessment Area | Qualitative Rating |
|--|--------------------|
| Objectives explained at commencement | Very Good |
| Delivery of contents towards achieving objectives | Very Good |
| Delivery of contents towards enhancing participants understanding themes of the workshop | Very Good |
| Relevance towards of the knowledge gained | Very Good |
| Usefulness of the material provided | Very Good |

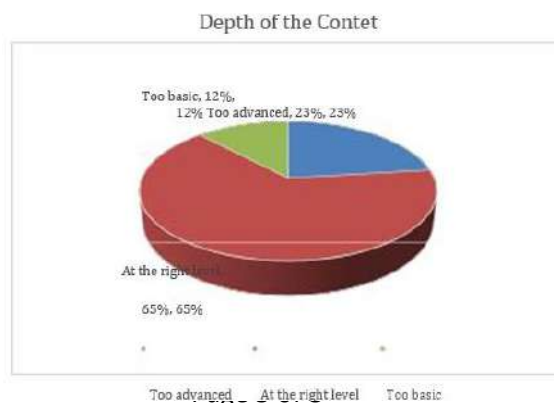
iv. PESHAWAR- KP-FATA

| Assessment Area | Qualitative Rating |
|--|--------------------|
| Objectives explained at commencement | Good |
| Delivery of contents towards achieving objectives | Good |
| Delivery of contents towards enhancing participants understanding themes of the workshop | Very Good |
| Relevance towards of the knowledge gained | Good |
| Usefulness of the material provided | Very Good |

B. DEPTH OF KNOWLEDGE

i. Quetta- Balochistan

The participants were asked to rate the level of complexity of the gist of the subject matters discussed. Responses have been generally varied as shown



i. Lahore- Punjab;

One hundred percent (100%) of the participants agreed that the level of the training was just at the right level.

ii. Karachi- Sindh



ANALYSIS /RECOMMENDATIONS:

Recommendation goes beyond improvement of similar programs in the future. It tries to look at the training from a strategic point of view where long term benefits and greater reach may be achieved as a result of this training;

1. UNICEF and NDMA, through appropriate government agencies to do follow-up monitoring to check on the participants as to what extent the training is being used in their respective schools and workstations. For schools, are DRA processes being undertaken? Are there efforts to come up with comprehensive school safety plans? For government organizations, had the participants echoed the learning to their staff/colleague who deal directly with schools? These were the concerns raised by some of the participants on the first day of the course when questions were asked as to follow-up/refresher courses and what are expected of them after the course. A simple questionnaire can be administered to determine the level of application of learning. The result may mean new areas for capacity development in the future.
2. There has been a strong clamor from participants from all provinces for sector-specific DRR-CCA. Given the critical role UNICEF plays in the delivery of these sectorial programs e.g. children protection, health, education, WASH, etc., a training around this field may be considered. A training may revolve around mainstreaming DRR and CCA in UNICEF's sectorial programs.
3. The participants worked on actual schools during the comprehensive school safety sessions that included formulation of school safety guidelines. It is recommended that

these schools be used as pilot in the roll-out of the national comprehensive school safety guidelines. Likewise, drafting a National CSS Guidelines requires voice and representation in order to have a sense of ownership from those who shall enforce the guidelines. For this the following is recommended:

- a. Include representatives from among the participants once the provincial consultation is undertaken.
 - b. Include army schools because of their strong capacity on the security aspect to complement the safety component.
 - c. Outputs of the participants during the CSS Guidelines Formulation must be used as inputs in the finalization of the National Guidelines as most are noteworthy and are important enough to be part of the guidelines.
 - d. Their names and/or organization may be cited once the draft is made.
4. To upscale comprehensive school safety program in Pakistan to cover all the provinces considering its safety and high vulnerability both natural disasters and conflicts.

TRAINING PICTURES



Course Participants at Quetta



Participants performing vulnerability Assessment



Participants on Expectations Exercise



Course Participants at Peshawar

THE END