Workshop for Senior Managers

Educational Planning and Management in the Earthquake Affected Areas

Management of Recovery and Reconstruction

United Nations Educational, Scientific and Cultural Organization

WORKBOOK

UNESCO gratefully acknowledges the support of the U.K. Department for International Development (DFID) and the Government of Japan in the production of this material.

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Agenda

Time	Session/Activity	Key Learning Points/Themes
	DAY 1	
8:30-9:00	Registration	
9:00-10:00	**1.1 Workshop Opening and Welcome**	▪ Opening of the workshop ▪ Welcome
10:00-10:30	Tea break	
10:30-11:30	**1.2 Introduction and Objectives**	▪ Workshop objectives and agenda shared ▪ Participants introduced to one another ▪ Review of Level I workshop
11:30-13:00	**1.3 Situation Analysis**	▪ Review of the project cycle ▪ Situation analysis: access, retention, quality □ Situation pre-earthquake □ Situation post-earthquake – one year later □ Major challenges now
13:00-14:00	Lunch	
14:00-15:00	**1.4 Vision Statement**	▪ Introduction to the Vision Statements ▪ Preparation of Vision Statements
15:00-15:15	Tea break	
15:15-16:30	**1.5 Priority Responses**	▪ Identification of priority responses to achieve the Vision
16:30	Adjourn	
	DAY 2	
8:30-9:00	**Day 1 Review**	
9:00-10:30	**2.1 SMART Objectives**	▪ Review of SMART objectives ▪ Preparation of SMART objectives for priority responses
10:30-11:00	Tea break	
11:00-13:00	**2.2 Objective Trees and Planning to Achieve the Vision**	▪ Review of objective trees ▪ Preparation of objective trees based on SMART objectives ▪ Planning activities according to a timeline
13:00-14:00	Lunch	
14:00-15:00	**2.3 Developing Indicators**	▪ Identifying verifiable indicators ▪ Establishing the means of verification for the indicators
15:00-15:15	Tea break	
15:15-16:30	**2.4 Working Together**	▪ Working together to solve a problem
16:30	Adjourn	

Time	Session/Activity	Key Learning Points/Themes
DAY 3		
8:30-9:00	**Day 2 Review**	
9:00-10:30	**3.1 Overview of ERRA Procedures**	▪ ERRA Presentation (role of ERRA, PERRA/SERRA, DRUs) ▪ Preparation of ERRA PC-I
10:30-11:00	Tea break	
11:00-13:00	**3.2 Panel Presentation and Q&A**	▪ Panel presentation: NESPAK, donor ▪ Question and answers
13:00-14:00	Lunch	
14:00-15:00	**3.3 Performance monitoring indicators and the role of EDOs/ DEOs in Reconstruction**	▪ Review of terms of reference of EDOs/DEOs ▪ Impact of reconstruction activities on work of EDOs/DEOs
15:00-15:15	Tea break	
15:15-16:30	**3.4 Working with Communities**	▪ Debate ▪ Role of PTAs/SMCs in reconstruction ▪ Role of EDO/DEO as “influencer”
	Adjourn	
DAY 4		
8:30-9:00	**Workshop Review**	
9:00-10:30	**4.1 Introduction to Disaster Management**	▪ Introduction to disaster management terminology ▪ Identification of hazards, vulnerabilities and capacities
10:30-11:00	Tea break	
11:00-12:30	**4.2 Disaster Preparedness Planning**	▪ Identification of disaster preparedness activities ▪ Who is responsible?
12:30-13:30	Lunch	
13:30-14:15	**4.3 Action Planning**	▪ Preparation of district (organization) action plans
14:15-15:15	**4.4 Workshop Evaluation and Closing**	▪ Completion of workshop evaluations ▪ Workshop closing ▪ Workshop certificates
15:15	Adjourn	

Session 1.1: Workshop Opening and Welcome

This workshop is the second in a series of educational planning and management workshops for senior educational managers in the earthquake-affected districts of AJK and NWFP. It was developed to meet the stated training needs of senior educational managers as identified in March-April 2006. This workshop builds on the knowledge and skills that were discussed during the first workshop: *Introduction to Educational Planning and* Management. The goal of the workshop is to contribute to the overall goal of "build back better" and to provide an opportunity for senior managers to discuss their role in the reconstruction process and to understand more clearly the role of other government authorities, specifically the Earthquake Reconstruction and Rehabilitation Authority (ERRA) and its Provincial/State and District units. The workshop will also provide senior managers with additional management tools and techniques that can help them plan and manage recovery and reconstruction in their districts. The specific workshop objectives include:

- Begin planning priority educational responses to help "build back better"
- Apply techniques of educational project planning and management to specific educational problems that district managers are facing following the earthquake.
- Understand the procedures of the Government of Pakistan's Earthquake Rehabilitation and Reconstruction Authorities (Federal, State, Provincial, District)
- Be able to begin disaster preparedness activities in the affected districts

Space for your notes

Session 1.2: Introduction and Objectives

Session objectives:

At the end of this session you will:

- Be familiar with the workshop objectives and agenda
- Have been introduced to one another
- Have shared how you have used the skills or techniques from the first senior managers workshop

Exercise 1: Introductions

Please be prepared to share the following information:

1. Name, title, district (or organisation)

2. How long you have been in your current position

3. How long you have been an educator in Pakistan

4. What do you think has been the greatest educational achievement in your district since the earthquake?

Exercise 2: Review of First Senior Managers Workshop

Use this space to write your notes about specific ways that you have used what you learned during the first senior managers' workshop. Be as specific as possible. In 5 minutes, you will be asked to share one example with the group.

Session 1.3: Situation Analysis

Session objectives:

At the end of this session you will have:
- Described the educational situation in your district prior to the earthquake
- Identified the key challenges facing your district 14 months after the earthquake

Exercise 1: Situation Analysis: Pre-earthquake

In your small group discuss the educational situation in your district before the earthquake.

Consider each of these areas.

Access

- Net enrolment rates primary, middle, high, higher secondary for boys and girls
- Which children did not have access to school before the earthquake?
- Location of schools: average walking distance of primary, middle, high schools from children's homes
- Special education: did children with disabilities or special learning needs have access to education?

Retention

- Percentage of children completing primary cycle
- Percentage of children completing middle school (compulsory education)
- Dropout rates (boys and girls, when)
- Repetition rates (boys and girls)
- Promotion rates to next level of education

Quality

- Level of teacher absenteeism (men and women)
- Teachers' use of child-centred pedagogy
- Student-teacher ratios
- Teachers' subject-matter knowledge
- Parents' perceptions of public education (e.g. how many children are enrolled in private rather than public schools?)
- Examination results

Exercise 2: Current Situation and Challenges

1. Fill in the second column on your flipchart sheet looking at these same areas and noting what has changed since the earthquake.

2. Think now about the challenges that need to be addressed as a result of the earthquake. Use the post-it notes to write one challenge on each note making sure that each area (access, retention, quality) is addressed.

Space for your notes

Session 1.4: Vision Statements

Session objectives:

At the end of this session you will:
- Understand the importance of and how to develop a vision statement
- Have developed and agreed upon a vision statement for education in your Province/State
- Be able to lead others in the process of completing a vision statement

Exercise 1: Vision Statement

A Vision Statement is a brief written statement of what a successful reconstruction effort will produce over the long-term (i.e., 3 - 5 years.) The statement imagines the positive and desirable outcomes that would result from a successful intervention. The statement should be inspirational. It should be challenging and ambitious yet achievable.

Vision Statements are used to "know where you are going"; to consider the long-term impacts of proposed interventions, and to help decide strategic priorities.

Ask yourselves, *"By 2010, if we have truly "built back better" what will that success look like?"* Draft your response to this question as a Vision Statement.

Session 1.5: Priority Responses

Session objectives:

By the end of this session you will:
- Have identified priority responses/strategies for achieving your vision for 2010
- Be prepared to begin the planning to achieve your vision

Exercise 1: Developing Priority Responses

1. In your small groups, review the challenges from the situation analysis session. (These are on the large flipcharts marked **Access, Retention** and **Quality)**. As a group, brainstorm priority responses that will address the challenges identified on the charts

2. You have 10 minutes.

3. Then, as a group, agree on the top 5 priority responses that you think must be implemented in order to achieve the vision. Write these on index cards – one per card.

4. After your group has identified your top 5 priority responses, place each card on the flipchart (titled Priority Responses) where you think it is most relevant.

Space for your notes:

Session 2.1: Developing SMART Objectives

Session objectives:

By the end of this session you will:
- Be able to draft SMART objectives
- Have developed SMART objectives for your assigned priority responses

Successful projects are based on clear, measurable objectives. A useful way of conceptualizing an objective is to use the "*SMART*" approach; that is, an objective should be:

- **S**pecific: The objective is not vague. There is no doubt about what the project activity is supposed to accomplish.
- **M**easurable: The objective is quantifiable — in such terms as numbers of affected children to be served, or the desired increase in the Gross Enrolment Rate.
- **A**chievable: The objective can realistically be attained; it is within the capacity of the implementing agency to achieve it.
- **R**elevant: The objective should actually respond to the needs of the population
- **T**ime-bound: The objective has a definite starting point and ending point.

Exercise 1: Developing SMARTer objectives

For each of your assigned priority responses, develop a SMART objective that should be achieved by 2010 in order to realize your vision for education in the earthquake affected areas.

1.

2.

3.

Space for your notes:

Session 2.2: Objective Trees and Planning to Achieve the Vision

Session objectives:

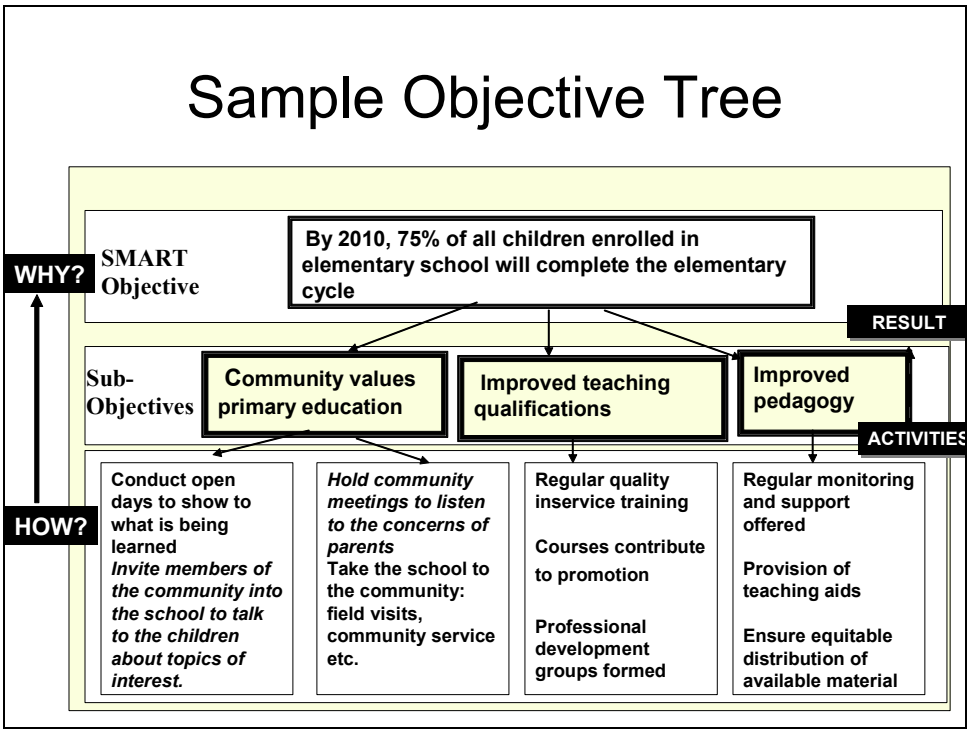
By the end of this session you will be able to:

- Develop accurate comprehensive objective trees (to the activity level) that are in line with the vision statements of Day 1.
- Be able to map the specific activities from your objective trees onto a project timeline
- Have considered the inter-dependence of activities and begun to formulate a plan

Review of Objective Trees

The ***objective tree*** is used to illustrate how certain objectives will be achieved. When you read objective trees from the bottom up, you should be able to see the types of activities necessary to achieve a project's or programme's intended results or objectives. That is you should be able to answer the questions ***how?*** and ***why?***

While the objective tree represents a positive image of the overall problem situation, it is unlikely that a particular project can ever address all of the problems in a situation. Therefore, the tree is likely to contain more objectives than will be included in the project. The final step when analysing objectives is to identify a strategy or number of strategies that will be included in the project, and what will remain outside its scope. It is only when the strategy(ies) have been selected and the project defined more precisely that the specific objectives and overall objective are finalised.



Space for your notes:

Session 2.3: Developing Indicators

Session objectives:

By the end of this session you will be able to:
- Identify indicators to use to monitor the progress of activities
- Identify the means of verification for these indicators

Reading 1: Verifiable Indicators and Means of Verification

Verifiable indicators are realistic, measurable success criteria that allow project managers and stakeholders to monitor the progress of the project and evaluate its achievements. Indicators are explicit criteria for monitoring and evaluation. They should be defined during the project planning and design stage.

An indicator must state quantity, quality, time and location. For example:

Output/result	Verifiable indicator
500 head teachers trained in school administration	500 head teachers *obtain course certificate in school administration by the end of year 2*

The indicator in this example reflects the specified learning achievements of head teachers.

For each indicator, ***means of verification*** should be defined, that is, where the information can be found or how it will be produced[1] (for example, computerised list of certificates awarded for successful completion of the head master training courses, to be found at the Ministry of Education Teacher Training Department).

[1] Danida, LFA, 1998, p.39.

Exercise 1: Indicators and Means of Verification

Activities	*Indicators*	*Means of verification*

Session 2.4: Working Together

Session objectives:

By the end of this session you will:

- Be able to recognise the elements needed to work together as a team
- Be able to practice some of these elements through the activity
- Appreciate the necessity of working with all available resources to complete the plan and "build back better"

Space for your notes:

Exercise 1: Debriefing

Members of my group	**What did they do?**	**What roles did they take?**			
		Quality control	Practical organiser	Visionary	Worker

Session 3.1: Overview of ERRA Reconstruction Procedures

Session objectives:

By the end of this session you will:

- Understand the structure of ERRA at the Federal, State/Provincial and District levels
- Be fully briefed on the ERRA reconstruction procedures
- Understand the ERRA PC-I form and how to complete it

Space for your notes:

ERRA PC-I Form

Project Digest

1. **Name of scheme/project:**

2. **Location of scheme/project:**

3. **Authorities responsible for:**
   i. Sponsoring
   ii. Execution
   iii. Post-completion Operation and Maintenance

4. Facilities which existed prior to earthquake: This is just to get an idea of how much "better" is being reconstructed:

5. Relation of the project with the umbrella project/program:

6. If the project is a part of a group of projects, indicate the larger program or project.

7. Period of implementation:

8. SUMMARY AND SCOPE OF THE PROJECT

9. **Funding Plan & Mode Of Financing**
Funding source
Counterpart funds if any (mention the source, amount and percentage of the total cost to be financed through the counterpart funds.

Cost of the project (Rs. In million)
   i. Local:
   ii. Foreign Exchange component:
   iii. Total

10. **PROJECT DESCRIPTION:**

10.1 Project Objectives:

10.2 Indicate the quantified contribution (financial, economic & social with indicators) of the project, if possible, to the target area & population.

10.3 **Environmental Considerations and Inclusions:** (This should include any environmental hazard feared and any steps taken to avoid such hazards mitigate the damage or replenish the environment)

11. **MANPOWER REQUIREMENTS:**

12. **PROJECT COST BREAKUP**	Item	Quantity	Unit Cost	Total Cost
Civil works				
Plant, equipment etc.				
Furniture and fixture				
Office stationery				
Design cost				
Advertisement				
Staff training				
Technical assistance, consulting services				
Capacity building				
Vehicles/transport				
Human resource requirements (salaries, etc.)				
Contingencies				
Other charges				
Total				

13. **FINANCIAL PHASING**:	Item	Year 1	Year 2	Year 3	Total

14. **PROPOSED ACTIVITIES WITH TIMELINES**

Sr. No.	Activity	Timeline (dates)	
		Starting	Ending
1.			
2.			
3,			

15. **PERFORMANCE INDICATORS (Verifiable indicators for monitoring and evaluation during implementation and post completion).**

CERTIFICATE
Certified that the project has been prepared keeping in view the instructions issued by ERRA on preparation of PC-I for infrastructure sector projects.

PREPARED BY:
(Name, designation & phone #) CHECKED BY:
(Name, designation & phone #) APPROVED BY:
(Name, designation & phone #)

Instructions to fill the Project PC-I

PROJECT DIGEST

1. **Name of the Project:**
   - Indicate name of the project.

2. **Location:**
   - Provide name of District/Union Council.

3. **Authorities Responsible for:**
   i. Sponsoring
   ii. Executing
   iii. Post-completion Operation and Maintenance (the department or agency which run the facility after its completion)

4. **Facilities which existed prior to earthquake:** This is just to get an idea of how much "better" is being reconstructed:
   - Effort is to be made that only the facilities existing prior to the earthquake are reconstructed. However, any improvements may be allowed.

5. **Relation of the project with the umbrella program project/program:**
   - A reconstruction and rehabilitation project must be in line with the over all policy framed and approved under the umbrella document. It should be clearly indicated as to how the project is linked to the overall policy given in the umbrella plan.

6. **If the project is a part of a group of projects, indicate the larger program or project:**
   - For instance construction of a school may be a part of a bigger project of building says 10 schools in a union council.

7. **Period of implementation:**
   - Time taken for the completion of the project and of the facilities created there under. Period of implementation of a project shall start from the date of administrative approval and end upon handing over the facility to the department/agency responsible for running/maintaining the facility created under the project.

8. **Summary and Scope of the Project:**
   - Scope of project may include construction, training, capacity building, provision of facilities etc.

9. **FUNDING PLAN AND MODE OF FINANCING:**
   - Funding source would in most cases mean funds that flow from ERRA fund. However, elaboration may be required in case some counterpart funding is expected from some other source for example contributions from local or provincial governments. If known the donor from whom the funds are flowing may also be mentioned.
   - Total capital of the project
     Foreign exchange component, if any, has to be mentioned separately.

10. PROJECT DESCRIPTION:

10.1 Project objectives:

- The project should conform to objectives of the umbrella plan for the sector/sub sector.

10.2. Indicate the quantified contribution (financial, economic & social with indicators) of the project, if possible, to the target area & population

10.3 Environmental Considerations and Inclusions:

- This should include any environmental hazard feared and any steps taken to avoid such hazards mitigate the damage or replenish the environment.

11. MANPOWER REQUIREMENTS

- A construction project which is to be contracted/out sourced may not require any manpower within the government. However, manpower may be required for capacity building, planning, execution, and operation etc. of a service delivery facility or institution by way of full time/contractual employment or by way of consultancy.
- Manpower requirements would also include any manpower that be required for intimate supervision of construction or project execution.

12. PROJECT COST BREAK UP

7.1.2 Basis of costing on which the technical sanction is to be sought
(Market rates, scheduled rates or any other basis may be mentioned)

- The basis of costing may be a schedule of rates or market rates etc as may be required by ERRA.
- The costing shall not include the costs required for running a facility upon its completion given in the Schedule of Running Expenditure. In cases where the facility created under the project is to be run for some time by the executing department/agency/NGO such costs as may be required to run the facility for the specified period of time may be included in the project costing.

13. FINANCIAL PHASING

- Required amounts are to be mentioned under the years in which they would be required. 'Year' means a financial year.

14. PROPOSED ACTIVITIES WITH TIMELINES

- Items to be procured or activities to be performed are to be mentioned. This table is a replacement of the erstwhile table in a traditional PC-I whereby physical targets were filled in. It has been made changed to accommodate all activities so as to make it more comprehensive, and to make a project easier to implement and monitor. Thus activities like tendering, purchase orders are now to be mentioned along with the traditional 'physical targets.'

15. PERFORMANCE INDICATORS

- This would be a set of criteria against which a project would be evaluated after completion. The set would include design and engineering targets in case of construction project and would also accommodate service delivery targets like for instance, the number of patients each day say in a hospital.

CERTIFICATE

- The name, designation and phone # of the person/officer responsible for, preparing and checking be provided. It may also be confirmed that Project Request has been prepared as per instructions relevant to the sector.

Space for your notes:

Session 3.2: Panel Presentation and Q&A

Session objectives:

By the end of this session you will:
- Have answers to your questions about the ERRA processes
- Understand the role of partners (NESPAK, donors) in the reconstruction process

Space for your notes

Session 3.3: Performance monitoring indicators and the role of EDOs/ DEOs in reconstruction

Session objectives:

By the end of this session you will:
- Have reviewed and given feedback on the proposed ERRA performance indicators
- Have considered the impact of reconstruction on the work of EDOs/DEOs

Reading 1: Information Needs and Key Performance Indicators

DRAFT, M&E Wing, ERRA Headquarters (Islamabad)

Reconstruction and rehabilitation of the Education sector in AJK and NWFP aims at restoration of equitable access to higher quality education, teacher development. It also plans for capacity building of the district education offices for improved service delivery. The periodic performance may be gauged against the four key parameters: 1) extent of civil works planned and completed + equipment and material provided for all levels of academic institutions and administrative buildings; 2) Teachers training at all academic levels; 3) Provision of Technical Assistance (TA) and Capacity Building of the District Education Services; and 4) Provision of Recurrent Cost against approved Budget items.

Civil Works, Equipment and Materials

Civil works and provision of teaching and learning aids (furniture and equipment) are the major components of the Education sector rehabilitation. Reconstruction of as many as 5344 education institutions from primary to university level are planned to be carried out over the next three years. In certain cases, land is to be purchased as well. Following are some of the key indicators to present the performance of the education related reconstruction efforts.

- Number of damaged academic institutions and administration buildings surveyed
- Number of contract documents drafted for reconstruction and repair with stakeholders and partner organizations
- Number and proportion of academic institutions and administration buildings reconstructed, following the ERRA principles of seismic resistant design and specifications for learning spaces
- Number of partially damaged academic institutions and administration buildings repaired, following the ERRA principles of seismic resistant design and specifications for learning spaces
- Number of new pieces of seismically safe and geological appropriate land purchased for reconstruction of academic institutions and administrative buildings
- Number of new girls' schools constructed
- Number of girls' schools upgraded
- Number of targeted academic institutions and administrative buildings fully functional
- Schemes/plans for retrofitting of target academic institutions and administrative buildings initiated

Recruitment and Training of Teaching Staff

Given the human resource deficit in the education sector, this is to present the level and pace of teacher recruitment. This is also to gauge the level of teacher development in terms of enhanced skills to deal with natural disasters and training in emergency preparedness and disaster prevention response. Following are some of the suggestive indicators to measure the performance:

- Number of teachers recruited at all levels
- Teacher-student ratio
- Number of teachers per school age population
- Number of teachers trained at all levels (primary school, middle school, high school, higher secondary school and colleges) for counseling of students to contribute in confidence building
- Net enrolment and retention of students at all levels (80% of the pre-earthquake level)
- Proportion of school age children in school
- Literacy rate among young adults

Technical Assistance and Capacity Building of the District Education Services

This is to present a snap shot of the level of technical assistance provided to speed up the reconstruction efforts and capacity development efforts made by ERRA for the district education officers for improved service delivery. This is not only to demonstrate the rehabilitation of the institutional mechanism but to present the ERRA efforts to upgrade the same. Following are the critical incidents to be looked into:

- Number of technical assistance inputs for packaging of development schemes, site surveys and preparation of plans and budgets
- Number of construction sites supervised (for all levels) and the frequency of the site supervision visits (three visits being required)
- Number of technical assistance provided (number of workshops and capacity building sessions conducted) for management strengthening of the district education offices (support mechanisms such as personnel, systems, skills and resources that the district must arrange as a precursor to provide higher quality education)
- Establishment of planning, monitoring and evaluation systems for NWFP and AJK as per the mechanism developed by DRUs (EMIS for both AJK and NWFP and GIS for NEFP developed and used for maintaining the overall
- Measures in place for environmental and safeguard policy observance

Provision of Recurrent Cost

Recurrent cost is to include institution based budget for provision of educational material, perishable science equipment and other information, education, and communication (IEC) material needed on a regular basis for quality teaching and learning. Following key indicators are suggested to gauge the process:

- Budget allocated to cover the approved items under the recurrent cost for academic institutions (from primary schools to colleges)
- Percentage of Budget disbursed to cover the approved items under the recurrent cost
- Percentage of Budget utilized to cover the approved items under the recurrent cost

Exercise 1: Feedback on ERRA Performance Monitoring Indicators

In your small groups, discuss the performance monitoring indicators assigned to your group and answer the following questions.

1. Which indicators need clarification?

2. Are any of the indicators unnecessary? If yes, which ones and why?

3. Are there other indicators that you think should be added? If yes, which ones?

For each indicator:

4. Who should conduct the monitoring?

5. How frequently should the monitoring be conducted?

6. From where will the monitoring information be obtained?

Reading 2: Terms of Reference for Executive District Officers – Education, NWFP[2]

General

The Executive District Officer (EDO), who is an immediate subordinate to the Director Schools & Literacy Dept: shall be the head of the group of the offices of S&L Department in the District and represent him (the Director NWFP) at the district. Besides the EDO shal be answerable to DSL and to Zila Nazim through District Coordination Officer (DCO) for all activities pertaining to Schools & Literacy Department. Being a Departmental Accounting Officer for the respective group of offices/officers, the EDO shall be responsible and accountable to the District Accounts Committee (DAC) of the Zila Council for coordination and effective control of budget. The EDO shall plan, manage and organize all activities in the district including managing the district cadre, preparing, controlling and monitoring the district budget, looking after the institutional network and supporting the district officers in organizing teachers training programmes, supervising the inspection system, establish new schools, upgrade the existing schools according to planning criteria.

…

Planning and Development

	The EDO shall:
1. Proposals for establishment of new schools	(i) ensure identification and formulation of developmental schemes (ii) supervise the preparation of proposals for the establishment of new schools in accordance with the planning criteria, and ensure that all the new schemes have been included in the ADP (iii) ensure Development of District Database and its updating
2. Feasibility Report (PC-II)	(i) Check and countersign the feasibility reports submitted by the District Officers, and visit the proposed sites, where necessary
3. ADP meetings	(i) Attend ADP meetings in Finance and Planning Dept., Schools & Literacy Dept., P&D Dept, Federal Govt and other departments, whenever required and justify the schemes and discuss the same in such meeting forums.
4. PC I, PC III, PC IV, PC V proformas	(i) Check and countersign all relevant proformae, and ensure that these have been submitted to the officers/offices concerned in time, correct and complete in every respect
5. Upgradation of Schools to the next higher level	(i) Check and countersign schemes for up-gradation of existing schools to the next higher level as per planning criteria
6. Additional class rooms and boundary walls	(i) Check and countersign proposals for construction of additional classrooms, boundary walls etc. and forward the same to the quarters concerned by the due date for approval/sanction

[2] Department of Schools & Literacy, Government of NWFP, *Job Descriptions for officers of Schools and Literacy Department in the districts*, Revised Edition, November 2003.

7. Purchases of land for playgrounds	(i)	Check proposals for purchase of land for playgrounds according to the need and availability of funds
8. Repairs and maintenance of schools, etc.	(i)	check and countersign lists of schools, which need special, major, minor, petty repairs and countersign the proposed schools for such repairs to the concerned departments, according to the amount allocated for this purpose
9. Directives of President/PM/Governor /CM	(i)	Ensure prompt disposal of the directives related to P&D and include the feasible ones in the ADP proposals, as per allocations and need as well as planning criteria
10. Inspection and progress of construction work	(i)	Inspect under construction and completed buildings and prepare report about the quality and quantity of work for further submission to the DCO/Director S&L and Works & Services Department
11. Preparation of short/long term plans	(i)	Prepare short and long-term plans (e.g. Five Years Plan, Ten Years – Twenty Years Plans etc.) with the help of the District Officers and submit the same to the department concerned in time for appropriate action
12. Data collection DEMIS etc.	(i)	Monitor data collection for DEMIS, EMIS, PMIS etc. and supervise the activities of DEMIS
13. Taking over buildings and completion certificate	(i)	Instruct the District Officers to take over the completed buildings after thorough inspection and comparison with administrative approval/PC-I and Bill of Quantities (BOQs) etc and countersign the completion report (PC-IV)
14. Auction of Government buildings/building material etc.	(i)	Approve and monitor auction of the material of the demolished/dangerous buildings (other than those on books of the Works and Services Departments) after due inspection as per delegation of powers

Exercise 2: Role of EDOs/DEOs in Reconstruction

As the senior education managers in your districts, what do you see as your roles and responsibilities with regard to reconstruction in your districts?

Draft Observation Checklist for New School Construction

- ☑ A building inspector or engineer is on-site when the foundations are poured.
- ☑ Footings should be at least 3 feet below grade.
- ☑ Footings should be about 16 inches wide (wider if it is a multi story building).
- ☑ The concrete foundation wall should be at least 8 inches thick, 10 or 12 if it is a multi-story masonry building and there should be reinforcing steel, at least horizontally at the top of the wall. There should be extra reinforcing at the corners.
- ☑ If the construction is concrete block or brick, there should be a good regime of steel reinforcing around doors and windows, at columns every 16 feet or so, and a continuous ring of reinforced steel concrete beam at the top of the wall at each floor level. The vertical reinforcing should be tied into this ring beam.
- ☑ Windows and doors should be relatively small, that is, not more than 2-3 meters wide
- ☑ Windows and doors should be more than one meter from a corner or door.
- ☑ The distance between windows should be at least 2 meters
- ☑ The overall floor plan should be a simple rectangle.
- ☑ The roof should be of light frame construction with light materials, such as corrugated zinc or composition material, not heavy clay tiles and heavy timber framing.

Session 3.4: Working with Communities

Session objectives:

By the end of these sessions you will:
- Have discussed the pros and cons of working with PTAs/SMCs
- Have considered the role that PTAs/SMCs can play in reconstruction
- Have discussed the importance of "influence" in the leadership process

In Pakistan, the concept of SMCs/PTAs is relatively new. In addition, school communities are also deeply affected by the earthquake, and their professional, financial, emotional and other resources may be overburdened.

This session addresses ways that teachers can include parents, guardians and community members in the PTAs and SMCs. This creates a continuous feedback loop so that parents can obtain an accurate idea of their children's progress as well as provide community support for their schools.

Exercise 1: Debate Preparation

A) "School committees cannot help"	B) "School committees can help"

You have 15 minutes to prepare for this exercise.

Reading 1: Role and Responsibilities of PTAs (NWFP)

Terms of Reference of PTA

- Motivate parents to send their children to school with a view to improve literacy and enrolment
- Help in reducing drop-outs and bringing children back to school
- Monitor teacher absenteeism and attitude towards students and report to the District Education Authority for taking appropriate measures
- To provide support in the maintenance of school buildings and other day-to-day requirements of the school
- Make suggestions to Tehsil/District level education authorities for improvement of access and quality of education
- Generate school funds through community contributions in addition to Government funds for meeting non-salary expenditure such as institutional material and classroom consumable items etc.
- The chairperson of the PTA will be elected by members of PTA from amongst the 4 parent members. The secretary of the PTA will have no vote in this regard
- The tenure of the PTA will be for 3 years. The parent members will be substituted by other parents as soon as possible as soon as his/her son/daughter graduate from the school. No parent can be a member of the PTA if his/her son/daughter is not studying in the concerned school.
- The quorum for holding PTA meetings will be 5 members.
- The chairperson and the secretary of the PTA will be co-signatories of the PTA bank account and other monetary transactions.
- Any other special task assigned in the interest of the school.

Responsibilities of PTA

Physical facilities

- Construction and repair of school building
- Provision and repair of school furniture
- Improvement of existing facilities and arranging for the required facilities
- To protect school buildings, equipment from misuse and illegal operations
- To help in purchasing furniture, science equipment and other things for necessary use.
- Availability of basic facilities in school

Teachers

- To provide protection to teachers, particularly female teachers
- To ensure teachers' attendance
- To inform the higher authorities for continuous absence and poor performance of teacher
- To provide free accommodation facilities for non-local teachers, particularly female
- To hire extra teachers (to be paid by the community)
- To make alternative arrangements for teachers on long leave.

Students

- To get financial assistance for poor students
- To ensure education for all children of the community especially girls' education
- To increase enrolment in school
- To reduce the drop out rate
- To work for character building of children.
- To provide financial help to the poor and talented students
- To provide financial help to poor and talented students
- To arrange scholarships for talented students
- To provide books and uniforms for students
- To arrange religious, academic and national days to promote the importance of education for students' encouragement and appreciation
- To find solutions for students' problems in time.

Exercise 2: How can PTAs/SMCs help?

List 5 needs and identify the assistance that can be provided by the PTAs/SMCs. Then write what ***you*** can do to motivate the PTAs/SMCs to provide this assistance.

Needs	Assistance	What can I do to motivate them?

Session 4.1: Introduction to Disaster Management

Session objectives:

By the end of this session you will have:
- Be familiar with disaster management terminology and the meaning of "disaster preparedness"
- Have considered disaster preparedness elements that can be incorporated in your districts

Reading 1: Disaster Preparedness[3]

What is a disaster?

There are many different definitions of disaster used by practitioners worldwide. Examples include the following.

UNDMTP (United Nations Disaster Management Training Programme, UNDP/OCHA)
"A disaster is a serious disruption of the functioning of a society, causing widespread human, material, or environmental losses which exceed the ability of affected society to cope using only its own resources. Disasters are often classified according to their speed of onset (sudden or slow), or according to their cause (natural or human-made)."

International Federation of Red Cross and Red Crescent Societies
"Disasters are the combination of a number of factors: vulnerability, capacities, hazards, risks. Most commonly agreed definitions of disasters contemplate the element of capacity to cope with the situation. For example: life threatening situations which put people at risk of death or severe deterioration in their health status or living conditions, and which have the potential to out-strip the normal coping capacity of the individual, family, community and state support systems."

What is a hazard?

A hazard is an event, or phenomenon, with the potential to adversely affect human life, property and activity to the extent that it can cause a disaster.
- can be predominantly natural or human induced
- may cause physical damage, economic losses, or threaten human life and well-being, directly or indirectly

Human-made hazards are conditions that derive from technological processes, human interaction with the environment, or relationships within and between communities. Examples include:
- hazardous material spill
- radioactive accident
- war
- contamination of the environment

[3] This reading is excerpted from the Sphere Project training resources.

Natural hazards are those that are predominantly caused by biological, geological, seismic, hydrologic, or meteorological conditions or processes. Examples include:

- earthquakes
- mud-slides
- floods
- volcanic eruptions
- drought

The hazard is not the disaster. For example we can have a drought without it being a disaster. Furthermore, it is becoming more and more difficult to label a hazard as purely "natural". For example, deforestation and the "greenhouse effect" may be accelerating changes in weather patterns that will eventually manifest as hazards of "natural" origin.

What is risk?

Risk is generally defined as the expected impact caused by a particular phenomenon. It combines:

- the likelihood or probability of a hazard occurring
- the negative effects that result if the disaster happens

The potential impact of an event (or hazard) on human beings is a function of how exposed, or *vulnerable,* people are to the effects of that hazard, and their capacity to deal with the situation.

Therefore it is not enough to focus on hazard or vulnerability alone when defining disasters. Instead, to determine risk, you need to take into account the *combination* of:

- the probability of the hazard or the event occurring
- the vulnerability of those potentially affected by it.

Risk elimination, or at least reduction, is a main concern of disaster preparedness. While the hazard may not be possible to predict and prevent, *human vulnerability can be predicted and sometimes prepared for in advance.*

How factors determine risk

Risk increases according to:

- the potential impact of the hazard
- how vulnerable the affected populations are.

Risk decreases if the affected populations have greater capacity to cope. However, disaster is a relative term, and what for some may seem a "small" and controllable situation, may not be perceived in the same way for others. It all depends on how able the local population is to deal with the situation. The criterion is not magnitude of death and destruction, but the capacity to cope with a situation.

What makes a disaster?

Disasters are the combination of a number of factors: vulnerability, capacities, hazards, risks. Most commonly agreed definitions of disasters include:

- usually triggered by a hazard
- capacity to cope with the situation
- vulnerability.

UNDP highlights that the poor and vulnerable are hit hardest by disasters, experiencing most of the resulting loss.

What is human vulnerability?

Human vulnerability is the extent to which an individual, community, sub-group, structure, service or geographical area is likely to be damaged or disrupted by the impact of a particular disaster hazard. There are a number of factors that determine vulnerability, including:

- physical
- economic
- social
- political
- technical
- ideological
- cultural
- ecological
- institutional
- organisational

It is repeatedly shown that while natural events may be disastrous for all races and all social and economic classes, *people living in poverty suffer most.* They are generally:

- the most vulnerable
- the least well equipped
- the least protected
- the most exposed to potential hazards

Often, they live in highly vulnerable conditions and places, for example, on the banks of rivers, on land-fills or on precarious mountain sides. Their physical well-being may already be compromised before any event occurs. Their resources, including health, may be so limited that an event, which would have little or no impact on more wealthy populations, can be catastrophic for people living in poverty. Most disasters are unsolved development problems.

What is disaster preparedness?

Disaster preparedness is the result of a wide range of activities and resources that practitioners and communities carry out in the hope of:

- preventing and mitigating disasters
- better responding to disasters if they occur.

Definition proposed by the UNDMTP "Disaster Preparedness Module":
"Disaster preparedness minimises the adverse effects of a hazard through effective precautionary actions, rehabilitation and recovery to ensure the timely, appropriate and effective organisation and delivery of relief and assistance following a disaster."

Definition from "Reducing Risk" (Von Kotze and Holloway 1996, IFRC)
"Measures to ensure the readiness and ability of a society to forecast and take precautionary measures in advance of an imminent threat, and to respond to and cope with the effects of a disaster by organising and facilitating timely and effective rescue, relief and appropriate post-disaster assistance."

Example disaster preparedness activities

- Forecasting and taking precautionary measures before an imminent threat when advance warnings are possible.
- Developing and regularly testing warning systems, linked to forecasting systems.
- Making plans for evacuation or other measures to be taken during a disaster alert period to minimise potential loss of life and physical damage.
- Educating and training officials and the population at risk.
- Training intervention teams.
- Establishing policies, standards, organisational arrangements and operational plans to be applied following a disaster.

Mitigation: The reduction of risk

Mitigation involves a two-pronged approach:

- hazard reduction
- vulnerability reduction

Practical measures, such as constructing flood protection, improving drainage, reinforcing hillsides and eliminating the foci for disease help to reduce the hazard. Activities such as relocation from river banks, improved school construction, and vaccination programmes may help reduce vulnerability. Any activity that alerts people to their own risks is in itself a capacity building initiative that reduces vulnerability.

Example of disaster mitigation activities

- Participatory risk and hazard analysis.
- Technology-based solutions such as seismic and volcanic sensor systems for early warning and prediction.
- Geological and topographical mapping and analysis to detect potential hazards for example, of mud-slides.
- Capacity-building in communities, for example public education on how to protect yourself during an earthquake.
- Concrete measures to reduce vulnerability such as relocation from highly vulnerable areas to safe locations, under fully agreed conditions.
- Construction of hazard resistant schools and other facilities, for example earthquake-reinforced buildings.

Disaster or response preparedness

Disaster preparedness is a readiness to deal with the consequences of a risk becoming an actual disaster.

Some of the activities usually associated with disaster preparedness include the following:

- Hazard, vulnerability and risk assessments
- Establishing hazard early warning systems
- Disaster response planning
- Information management systems
- Pre-positioning of relief items, for example making sure that equipment and food stocks are in place
- Worst case scenarios mapping

Exercise 1: Identifying Vulnerabilities and Capacities

Hazard: _____

Vulnerabilities	*Capacities*

Session 4.2: Disaster Preparedness Planning

Session objectives:

By the end of this session you will have:

- Identified disaster preparedness activities that can be implemented in your districts
- Identified who is responsible and actions that must be taken to be better prepared in the event of a disaster

Exercise 1: Disaster Preparedness Planning

In your small group identify the preparedness measures necessary to minimize the effects of a disaster on the learning system. (Remember the components of the Learning System).

Preparedness Measure	***Actions to take***	***Person/section responsible***

Preparedness Measure	*Actions to take*	*Person/section responsible*

You have 40 minutes.

Reading 1: "Taking an Initial Step Towards Improving Earthquake Safety in Schools"[4]

Preparedness and planning

Effective national programmes should require each school organization and every individual school to take measures to reduce risks and to prepare employees and students to react in safe ways during emergencies. These school safety elements should include the following:

- *Education.* Develop and teach curricula for primary and secondary school students on earthquakes, societal issues relating to earthquakes and preparedness actions. Use the school curricula to promote a culture of prevention in future generations of the community.
- *Risk reduction measures.* Undertake measures to improve the safety of the physical environment by bracing and anchoring furnishings, bookcases, and equipment and building components such as lights, heaters and water heaters.
- *Emergency plans.* Prepare and maintain plans that identify the actions, decision and responsibilities needed before, during and following an earthquake; the organization and responsibilities to carry out these plans, including determining whether to shelter or release students or to use school facilities as community shelters; and the equipment and supplies needed to carry out these decisions.
- *Safety assessments.* Establish standards, line of responsibility and procedures to assess the safety of buildings following earthquakes, and decide on evacuation, repair and re-occupancy procedures.
- *Training.* Provide training and materials for employees and students on earthquake hazards and actions to take to improve personal safety.
- *Drills.* Hold periodic drills simulating realistic conditions of earthquake events to reinforce training and to test the adequacy of plans and safety assessments.

Community awareness and participation

Paramount to the success of a programme to improve the seismic safety of schools is the understanding and involvement of the community. All members of the community should understand the seismic hazard of the region, the vulnerability of existing school buildings, the consequences of not properly constructing new school buildings or improving the resistance of existing buildings, and the feasibility of improving seismic safety. In particular, those members of the community who are involved in the construction of school buildings need to understand why they are required to follow prescribed practices, and the consequences of their failing to do so. An effective community awareness effort should include:

- Programmes to raise public awareness and knowledge of the risk from earthquakes and other natural hazards
- Educational programmes to transfer and disseminate technical knowledge and to explain risk in terms understandable to community stakeholders
- Activities to empower the community to be part of, and contribute to, the reduction of seismic risk in schools
- Use of school curricula to promote a culture of prevention in the future generations of community members

[4] Source: "Taking an Initial Step Towards Improving Earthquake Safety in Schools: Ad Hoc Experts' Group Report on Earthquake Safety in Schools" from *Keeping Schools Safe in Earthquakes.* OECD 2004.

Risk reduction measures for *new* facilities
Verified procedures currently exist to ensure good seismic performance of school buildings and their contents, and the implementation of such procedures is feasible. The following components are needed in a risk reduction element for *new* facilities:

- Determination of seismic hazard in the region and development of seismic hazard maps
- Development of performance criteria and codes suitable to the culture and economic conditions of the region with recognition of the fundamental societal importance of schools and the shelter function of school structures in post-disaster emergencies
- Development of simple regulations, or best construction practices, for regions where such an approach may have an immediate impact on seismic safety (e.g. simple, low-cost education facilities in rural regions of developing countries)
- Training and education of professionals, technicians and the construction workforce
- Effective building codes and regulations, and rigorous enforcement of these regulations

Risk reduction measures for *existing* facilities
To reduce the seismic risk of *existing* school buildings, it is important to understand why this risk exists and what actions can be taken by the community to eventually reduce the risk. Community values, economic conditions, financial possibilities and the type of building materials available in the region should be considered when developing and implementing a risk reduction plan.

Key ingredients for an effective risk reduction element for existing facilities include:

- Determination of the seismic hazard and preparation of hazard maps
- Assessment of risk to existing schools and their contents
- Evaluation of the consequences of not taking corrective action
- Development and implementation of technical guidelines to improve performance of existing facilities during earthquakes (e.g. methods and procedures to estimate forces and displacements of the structure and predict damage, acceptable margins of safety or confidence, proper use of building materials, and monitoring of the construction processes)
- Formulation of an action programme based on availability of funding, human resources and their qualifications, existing infrastructure and the operational structure of the community
- Prioritization and risk reduction plan implementation, considering financial and human resources and the role of school buildings in post-disaster emergency management
- Monitoring of effectiveness of plan implementation

Session 4.3: District Action Planning

Session objectives:

By the end of this session you will have:

- Have drafted an Action Plan for steps you will take following this workshop

Exercise 1: District Action Planning

In your small groups, discuss specific action steps that you will take following this workshop in order to use the knowledge and skills that you gained here.

Steps we will take

Immediately	***Within the next 6 months***	***Who else must be involved?***

Evaluation Form

Management of Recovery and Reconstruction

Dates:

Check (✓) the most appropriate box.
Please rate the following categories on a scale of 1 – 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
The workshop achieved its aims and objectives.				
The content of the workshop is relevant to my work.				
What I have learned will impact on the way I work.				
The quality of the learning materials and aids was useful.				
The facilitation and presentation during the workshop were open and helped me to learn.				

What parts of the workshop were most useful for you?

What improvements/changes would you suggest for similar workshops?

Please give any other comments/suggestions.

Thank you for taking the time to fill in this form.
Please return it to the workshop facilitator.