

Educational Planning and Management in the Earthquake Affected Areas



Management of Recovery and Reconstruction



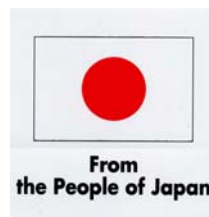
Provincial Institute of Teacher Education, NWFP

WORKBOOK

The Provincial Institute of Teacher Education (PITE), NWFP and UNESCO gratefully acknowledge the support of the U.K. Department for International Development (DFID) and the Government of Japan in the production of this material.



Provincial Institute of
Teacher Education,
NWFP



United Nations
Educational, Scientific and
Cultural Organization

Table of Contents

Agenda.....	2
Session 1.1: Workshop Opening and Welcome	4
Session 1.2: Introduction and Objectives.....	5
Exercise: Introductions	5
Session 1.3: Situation Analysis.....	6
Exercise: Situation Analysis: Pre-earthquake	6
Exercise: Current Situation and Challenges.....	9
Session 1.4: Vision Statements	11
Exercise: Vision Statement	11
Session 2.1: Day 1 Review and Identification of Priority Responses.....	12
Exercise: Developing Priority Responses	12
Session 2.2: Developing SMART Objectives.....	13
Exercise: Developing SMART objectives	13
Session 2.3: Objective Trees and Planning to Achieve the Vision	14
Reading: Review of Objective Trees	14
Session 2.4: Constructing the Activity Timeline	16
Session 2.5: Developing Monitoring Indicators.....	17
Reading: Verifiable Indicators and Means of Verification.....	17
Exercise: Indicators and Means of Verification	18
Session 2.6: Working Together.....	19
Exercise: Debriefing	20
Session 3.1: Introduction to Disaster Management	21
Reading: Disaster Preparedness	21
Space for your notesExercise: Identifying Vulnerabilities and Capacities.....	25
Exercise: Identifying Vulnerabilities and Capacities	26
Session 3.2: Disaster Preparedness Planning.....	27
Exercise: Disaster Preparedness Planning	27
Reading: “Taking an Initial Step Towards Improving Earthquake Safety in Schools”	29
Session 3.3: Working with Communities.....	32
Exercise: Debate Preparation	32
Reading: Role and Responsibilities of PTAs (NWFP).....	33
Exercise: How can PTCs/SMCs help?	34
Session 3.4: Role of District Managers in Reconstruction	35
Reading: Terms of Reference for Executive District Officers – Education, NWFP.....	35
Session 4.1: Overview of NESPAK Reconstruction Procedures and Q&A.....	37
Reading from ERRA Operational Manual, September 2006.....	38
Example of a completed ERRA PC-1 form	47
Reading: ERRA Monitoring Indicators – Education.....	51
Sessions 4.2 and 4.3: District Action Planning	53
Exercise: District (Organisation) Action Planning.....	53
Evaluation Form.....	55

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	<ul style="list-style-type: none"> ▪ Opening of the workshop ▪ Welcome
10:00-10:30	Tea break	
10:30-11:30	1.2 Introduction and Objectives	<ul style="list-style-type: none"> ▪ Workshop objectives and agenda shared ▪ Review of the project cycle ▪ Participants introduced to one another
11:30-13:00	1.3 Situation Analysis	<ul style="list-style-type: none"> ▪ Situation analysis: access, retention, quality <ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> ▪ Introduction to vision statements ▪ Preparation of vision statements
15:00-15:15	Tea break	
15:15-16:30	1.4 Vision Statements (continued)	<ul style="list-style-type: none"> ▪ Preparation of vision statements ▪ Agree on one vision statement for planning purposes
16:30	Adjourn	
DAY 2		
8:30-9:15	2.1 Day 1 Review and Identification of Priority Responses	<ul style="list-style-type: none"> ▪ Review of Day 1 challenges ▪ Identification of priority responses to achieve the Vision
9:15-10:30	2.2 SMART Objectives	<ul style="list-style-type: none"> ▪ Review of SMART objectives ▪ Preparation of SMART objectives for priority responses
10:30-11:00	Tea break	
11:00-13:00	2.3 Objective Trees and Planning to Achieve the Vision	<ul style="list-style-type: none"> ▪ Review of objective trees ▪ Preparation of objective trees based on SMART objectives
13:00-14:00	Lunch	
14:00-14:30	2.4 Constructing the Activity Timeline	<ul style="list-style-type: none"> ▪ Planning activities according to a timeline
14:30-15:30	2.5 Developing Indicators	<ul style="list-style-type: none"> ▪ Identifying verifiable indicators ▪ Establishing the means of verification for the indicators
15:30-15:45	Tea break	
15:45-16:30	2.6 Working Together	<ul style="list-style-type: none"> ▪ 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 Introduction to Disaster Management	<ul style="list-style-type: none"> ▪ Introduction to disaster management terminology ▪ Identification of hazards, vulnerabilities and capacities
10:30-11:00	Tea break	
11:00-12:30	3.2 Disaster Preparedness Planning	<ul style="list-style-type: none"> ▪ Identification of disaster preparedness activities ▪ Who is responsible?
12:30-14:30	Lunch	
14:30-15:30	3.3 Working with Communities	<ul style="list-style-type: none"> ▪ Debate ▪ Role of PTAs/SMCs in reconstruction
15:30-15:45	Tea break	
15:45-17:00	3.4 Role of District Managers in Reconstruction	<ul style="list-style-type: none"> ▪ Influencing other stakeholders
	Adjourn	
DAY 4		
8:30-9:00	Workshop Review	
9:00-10:30	4.1 Overview of NESPAK Procedures; Q&A	<ul style="list-style-type: none"> ▪ NESPAK presentation ▪ Q&A
10:30-11:00	Tea break	
11:00-12:00	4.2 Action Planning	<ul style="list-style-type: none"> ▪ Preparation of district (organization) action plans
12:00-13:00	Lunch	
13:00-13:45	4.3 Presentation of Action Plans	<ul style="list-style-type: none"> ▪ Group presentations
13:15-15:00	4.4 Workshop Evaluation and Closing	<ul style="list-style-type: none"> ▪ Completion of workshop evaluations ▪ Workshop closing ▪ Workshop certificates
15:00	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. 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.
- Be able to begin disaster preparedness activities in the affected districts
- Understand the current processes and procedures related to government reconstruction activities

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

Exercise: 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?

Session 1.3: Situation Analysis

Session objectives:

At the end of this session you will have:

- Described the educational situation in your districts prior to the earthquake
- Identified the changes in the educational situation pre-earthquake and post-earthquake
- Identified the key challenges facing your districts nearly two years after the earthquake

Exercise: Situation Analysis: Pre-earthquake

In your small group discuss the educational situation in your district before the earthquake. Data for 2005 are included below to help with your analysis.

Student enrolment, 2005 – pre-earthquake

District	Primary			Middle			High/Higher Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abbottabad	44,823	41,635	86,458	19,970	14,065	34,035	12,829	7,967	20,796
Batagram	17,391	10,869	28,260	3,334	470	3,804	1,514	95	1,609
Kohistan	27,614	6,049	33,663	2,467	97	2,564	339	4	343
Mansehra	68,210	46,733	114,943	22,582	9,973	32,555	11,816	5,027	16,843
Shangla	27,854	8,606	36,460	5,832	955	6,787	3,761	231	3,992
Bagh	20,704	19,867	40,571	9,565	8,402	17,967	5,926	4,584	10,510
Muzaffarabad	39,728	29,053	68,781	16,165	9,423	25,588	8,675	5,324	13,999
Poonch	12,092	12,236	24,328	5,838	5,981	11,819	4,656	4,083	8,739

Source: National Education Census, AEPAM, 2007.

Teachers, 2005 – pre-earthquake

District	Primary			Middle			High/Higher Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abbottabad	2,283	1,307	3,590	592	440	1,032	1,237	575	1,812
Batagram	1,005	345	1,350	143	17	160	248	24	272
Kohistan	1,186	160	1,346	361	6	367	98	6	104
Mansehra	3,191	1,309	4,500	903	334	1,237	1,534	459	1,993
Shangla	1,110	264	1,374	319	63	382	430	11	441
Bagh	503	333	836	695	585	1,280	1,129	615	1,744
Muzaffarabad	911	626	1,537	1,068	619	1,687	1,986	875	2,861
Poonch	298	296	594	360	478	838	927	685	1,612

Source: National Education Census, AEPAM, 2007.

Institutions, 2005 – pre-earthquake

District	Primary				Middle				High/Higher Secondary			
	B	G	Mixed	Total	B	G	Mixed	Total	B	G	Mixed	Total
Abbottabad	216	216	969	1401	49	73	40	162	71	34	7	112
Batagram	170	133	329	303	21	7	3	28	22	4	1	26
Kohistan	608	94	50	702	64	1	1	65	11	1		12
Mansehra	336	253	1245	589	99	65	36	164	81	30	16	111
Shangla	119	39	442	158	37	15	13	52	21	2	13	23
Bagh	79	107	308	186	42	57	107	99	41	34	32	75
Muzaffarabad	303	293	352	596	92	84	78	176	77	55	38	132
Poonch	105	105	131	210	35	57	34	92	45	44	8	89

Source: National Education Census, AEPAM, 2007.

Write on flipchart paper a description of access, retention and quality in your districts **before** the earthquake using these questions as a guide. Note: you do not need to answer every question and you may want to discuss some points that are not listed below.

Access

	< 25%		25-50%		50-75%		>75%	
Net enrolment rate	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Primary								
Middle								
High/HS								

- Which children did not have access to school before the earthquake?

- Did children with disabilities or special learning needs have access to education?

- What are the factors that prevent children from attending school?

Retention

- Which children do not finish primary school? Why?

- Which children do not finish middle school (compulsory education)? Why?

- Who goes to high/higher secondary school? Why do others not go?

Continued on next page.

Quality

How would you describe the level of teacher absenteeism?	Very big problem	Big problem	Not a problem
How frequently are teachers absent?	More than once a week	Once a week	Once a month
How would you describe teachers' subject matter knowledge	Poor	Good	Excellent
▪ Urdu	Poor	Good	Excellent
▪ English	Poor	Good	Excellent
▪ Math	Poor	Good	Excellent
▪ Science	Poor	Good	Excellent
▪ Geography	Poor	Good	Excellent
▪ History	Poor	Good	Excellent
▪ Islamiyat	Poor	Good	Excellent
▪ Other	Poor	Good	Excellent

How would you describe the teaching methodology in the schools in your district?

How do parents in your communities perceive public education (government schools)? Please describe.

How would you describe the quality of the management systems in your districts, for example those related to, supervision and monitoring, data collection, school administration, etc.?

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 or district
- Be able to lead others in the process of completing a vision statement

Exercise: 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 education in our districts look like?” Draft your response to this question as a Vision Statement.

Session 2.1: Day 1 Review and Identification of 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: 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 for your brainstorm.
3. Then, as a group, agree on the top 3 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 3 priority responses, place each card on the flipchart (titled Priority Responses) where you think it is most relevant.

Space for your notes:

Session 2.2: 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:

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

Exercise: Developing SMART objectives

For your assigned category (access, retention or quality), develop one overall SMART objective for the category and then one SMART objective for each of your three priority responses.

Overall objective for our category (access, retention or quality):

1.

2.

3.

Session 2.3: Objective Trees and Planning to Achieve the Vision

Session objectives:

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

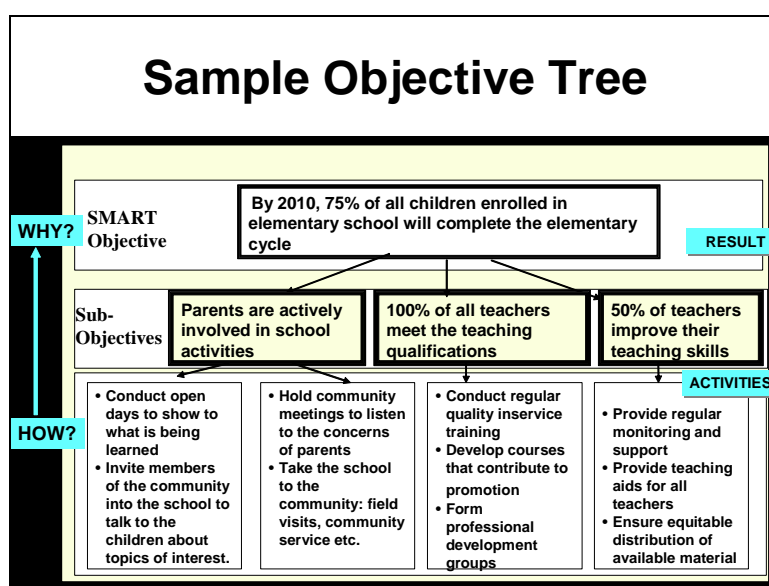
- Develop objective trees (to the activity level) that are in line with the vision statements of Day 1.
- Be able to map the specific activities from your objective trees onto a project timeline
- Have considered the inter-dependence of activities and begun to formulate a plan

Reading: 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 to the top, you should be able to see the types of activities necessary to achieve a project's or programme's intended results or objectives. In addition, you should be able to answer the question **why?** That is, when you begin at the activity level, the related sub-objective should tell you "why" you are conducting the specified activities. Similarly, the main objective(s) should tell you "why" you have developed the sub-objectives.

When you are reading the objective tree from the top to the bottom, you should be able to answer the question **how?** That is, how will the next the next lower level help achieve each objective.

The objective tree is a broad picture of how to address an overall problem situation. It is likely that the tree will contain more objectives than will be included in one project. The final step when analysing objectives is to identify a strategy or number of strategies that will be included in the project, and to identify 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 2.4: Constructing the Activity Timeline

Session objectives:

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

- Plan your activities according to a project timeline

Space for your notes

Session 2.5: Developing Monitoring Indicators

Session objectives:

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

- Identify indicators to use to monitor the progress of activities
- Specify the means of verification for these indicators

Reading: 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.

Indicators are measures that describe how well a program is achieving its objectives. Whereas an objective identifies what we hope to accomplish, indicators tell us specifically what to measure to determine whether the objective has been achieved. Indicators are usually quantitative but may also be qualitative observations. They define how performance will be measured along a scale or dimension, without specifying a particular level of achievement. (Planned levels of achievement – targets -- are separate from the indicators themselves).

Examples of indicators

- Number of head teachers trained
- Number of head teachers obtaining course certificate by the end of year 2
- Funds raised by PTCs/SMCs
- Number of PTC/SMC members trained
- Number of teachers using small group work in their classrooms

For each indicator, **means of verification** should be defined, that is, where the information can be found or how it will be produced¹ (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: Indicators and Means of Verification

Activities	Indicators	Means of verification	Who will monitor?

Session 2.6: 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: Debriefing

Members of my group	What did he/she do?	Write <i>one</i> word that best describes each person's role.

Session 3.1: Introduction to Disaster Management

Session objectives:

By the end of this session you will:

- 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: Disaster Preparedness²

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.

² This reading is excerpted from the Sphere Project training resources.

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

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

- earthquakes
- landslides
- 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 result in 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
- the vulnerability of the affected populations.

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, and risks. Most commonly agreed definitions of disasters usually include:

- 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 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.

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:

- Conducting hazard, vulnerability and risk assessments
- Establishing hazard early warning systems
- Conducting disaster response planning
- Developing information management systems
- Pre-positioning relief items, for example making sure that equipment and food stocks are in place
- Mapping worst case scenarios

Space for your notes

Session 3.2: 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: Disaster Preparedness Planning

In your small group, review the preparedness and planning measures found on the next page. As a group, choose three of the measures that you will take steps to implement in your districts. Then specify the actions that you will take and who must be involved in order to implement each preparedness measure

<i>Preparedness Measure</i>	<i>Actions to take</i>	<i>Person/section responsible</i>
1.		

Preparedness Measure	Actions to take	Person/section responsible
2.		
3.		

Reading: “Taking an Initial Step Towards Improving Earthquake Safety in Schools”³

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, decisions 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

³ 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

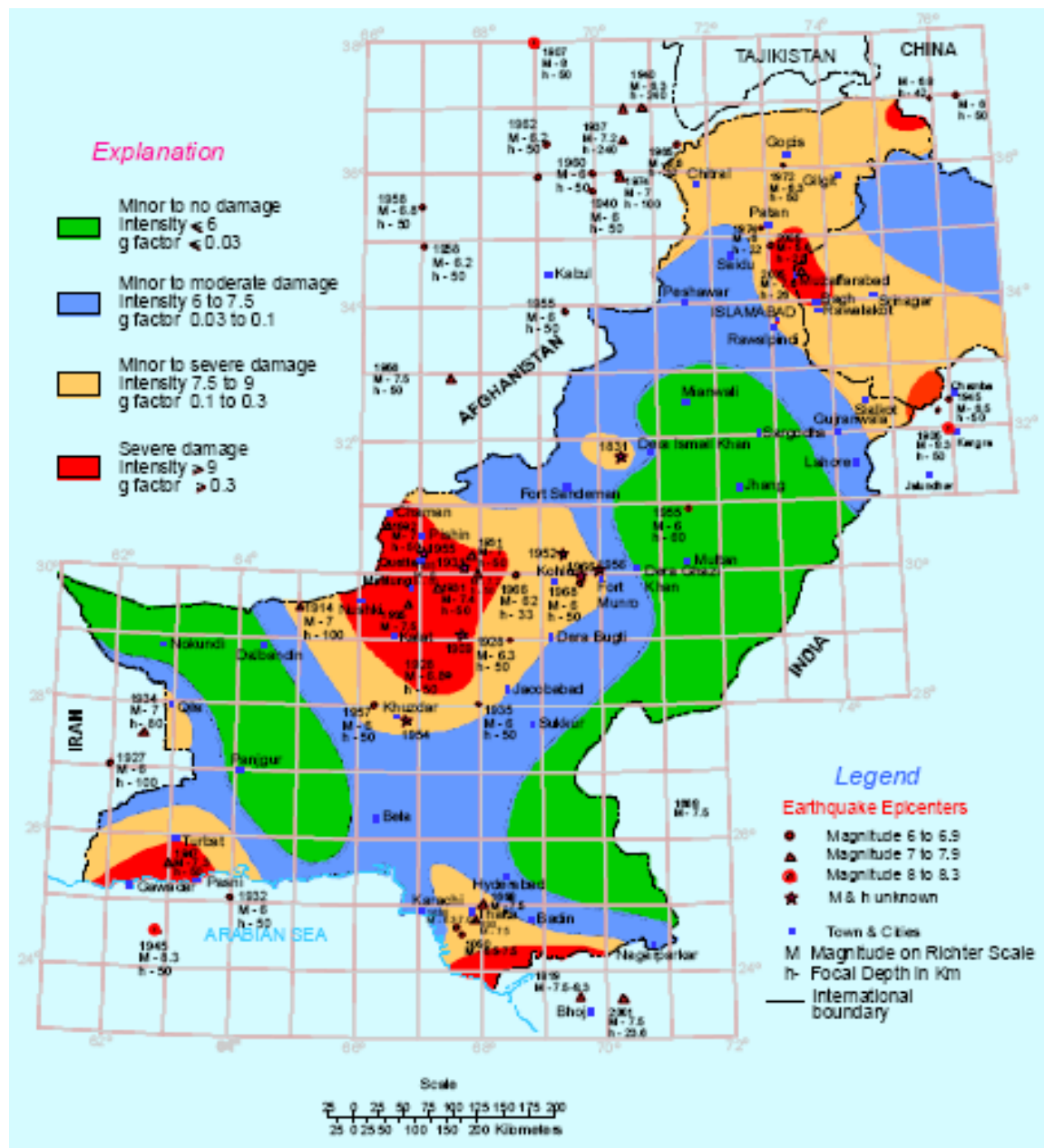
To reduce the seismic risk of *existing* school buildings, it is important to understand why this risk exists and what actions can be taken by the community to eventually reduce the risk. Community values, economic conditions, financial possibilities and the type of building materials available in the 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

Seismic Hazard Zones of Pakistan

Source: Geological Survey of Pakistan



Session 3.3: 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

Exercise: Debate Preparation

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

You have 15 minutes to prepare for this exercise.

Reading: 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: How can PTCs/SMCs help?

List 5 specific ways that PTCs/SMCs can provide assistance to meet the needs of their schools. Then, as a group discuss ways that you can “influence” communities and PTCs/SMCs to provide this needed assistance.

Assistance needed	What can I do to influence others to provide this assistance?
1.	
2.	
3.	
4.	
5.	

Session 3.4: Role of District Managers in Reconstruction

Session objectives:

By the end of these sessions you will:

- Have reviewed relevant elements of the TOR for EDO-E
- Have discussed the importance of “influence” in the process of building back better

Reading: Terms of Reference for Executive District Officers – Education, NWFP⁴

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

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
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

Session 4.1: Overview of NESPAK Reconstruction Procedures and Q&A

Session objectives:

By the end of this session you will:

- Be fully briefed on the NESPAK reconstruction process and procedures
- Have the opportunity to ask questions regarding reconstruction issues in your district

Space for your notes:

Reading from ERRA Operational Manual, September 2006

This reading is an excerpt from the ERRA Operational Manual. The full manual may be downloaded from www.erra.gov.pk (see link for Project Planning Rules).

Umbrella Development Programme

2.1 ERRA shall formulate a comprehensive umbrella development programme to provide for:

- planned settlements, housing, government buildings and offices, utilities and services, infrastructure, health and education facilities, irrigation and agriculture activities;
- environmental rebuilding including cleaning of watersheds, reforestation programmes and other environmental interventions to restore the ecosystems which shall be approved by the Council of Earthquake Reconstruction and Rehabilitation Authority.

Development of Programmes / Projects

2.2 Individual programmes, projects, schemes etc., within the umbrella development programme, shall be identified by the ERRA, Reconstruction Agencies and District Reconstruction Units of NWFP and AJ&K and all other executing agencies in consultation with local communities. The programmes, projects, schemes etc., shall be formulated by the concerned agencies in accordance with the guidelines issued by the ERRA and shall be approved by them from the appropriate forum after due project appraisal.

Programmes, projects, schemes etc., falling outside the purview of any approving authority e.g. DDWP, PDWP shall be approved by the Council of the ERRA. The approved programmes, projects, schemes etc., shall be submitted to the ERRA for review and funding. ERRA shall be responsible for overall co-ordination with the Governments and Reconstruction Agencies of NWFP and AJ&K and other executing and implementing agencies with respect to various programmes, projects, schemes etc. to be undertaken in the earthquake affected areas. ERRA shall also be responsible for monitoring and evaluation of all activities undertaken by the reconstruction agencies and all other executing and implementing agencies financed through ERRA funds.

Project Appraisal

2.3 While undertaking appraisal of various programmes, projects, schemes etc., the relevant appraisal agencies / authorities shall take into account the following factors:

- Desirability of the programme, project, scheme etc., in terms of location, number and type of beneficiaries and impact on the economy and environment.
- Capacity of the executing / implementing agency or NGO / PO to undertake the programme, project, scheme etc. within the stipulated time and cost.
- Arrangements for the running and maintenance of the programme, project, scheme etc. after completion including staffing arrangements, where required e.g. health and education establishments, and payment of user charges, if any.
- Economic and / or social benefits to the community in quantifiable terms.
- Participation of the community in the programme, project, scheme etc.
- Financial Management arrangements for the programme, project, scheme etc.

Provision of Funds

2.4 Before any programme, project, scheme etc., proposed by the Reconstruction Agencies of NWFP and AJ&K or by any other executing and implementing agency is prioritized and finally cleared by the ERRA, the Authority shall ensure the availability of funds for its implementation. The programmes, projects, schemes etc. finally cleared by the ERRA shall only be undertaken after funds have been released by the ERRA. The funds shall be released according to financial phasing and / or the provisions of the contracts and release of further funds shall be subject to rendition of monthly expenditure statements and financial

and physical progress reports or any other information as may be required by the ERRA. Funds allocated / released for a particular programme, project, scheme etc., shall not be used for another programme, project or scheme without the prior approval of ERRA.

...

Inflow and Outflow of Funds

3.2 All moneys consisting of loans, credits, grants and donations received by the Government and contributions of the Government meant for reconstruction and rehabilitation activity in the earthquake affected areas shall be deposited in the Federal Consolidated Fund with the State Bank of Pakistan (SBP). The Ministry of Finance shall allocate funds to the Authority out of the above said resources. The Government shall release these funds to the assignment account of ERRA which shall be maintained with National Bank of Pakistan. The Reconstruction Agencies and District Reconstruction Units of NWFP and AJ&K and other executing and implementing agencies shall open dedicated bank accounts to be maintained with National Bank of Pakistan to receive funding for the programmes, projects, schemes etc. to be implemented by them. The ERRA funds shall remain federal funds at all levels and shall be kept separately in the dedicated bank accounts to avoid mixing of these funds with other funds.

For the programmes, projects, schemes etc., that shall be implemented through the Reconstruction Agencies of the Governments of NWFP and AJ&K or through the line departments of the two Governments or by the District authorities viz. District Coordination Officers (DCO) / Deputy Commissioners (DC), District Reconstruction Units (DRU) etc., the funds shall be released to the dedicated bank accounts of the respective reconstruction agencies to be opened with National Bank of Pakistan. The Reconstruction Agencies may make further disbursements to the District Reconstruction Units through a dedicated imprest account which shall be maintained with National Bank of Pakistan. The disbursements shall be made as per the financial phasing of various programmes, projects, schemes etc., and the stipulations of the agreements, if any, entered into by ERRA with such organizations. The ERRA funds shall only be utilized by these organizations for the eligible expenditures pertaining to the projects entrusted to them by the ERRA. The moneys shall be disbursed from the dedicated bank account(s) in accordance with the provisions of GFR and FTR. The respective organizations shall be responsible for the preparation of accounts in respect of the programmes, projects, schemes etc., entrusted to them, on a monthly basis, in such form/format as may be required by ERRA. The Reconstruction Agencies shall obtain the accounts from all the Implementing Agencies / District Reconstruction Units to whom the funds are released by them, verify the correctness of those accounts and submit the same along with their own accounts to ERRA on such dates as may be fixed by the ERRA.

District Reconstruction Unit (DRU): A District Reconstruction Unit shall be established in each district affected by the earthquake.

- The DRU shall comprise of such members as may be notified by the Government of the NWFP and the Government of Azad Jammu and Kashmir.
- The DRU shall have the following duties and responsibilities:
 - Consolidate Annual Work Plans for reconstruction and rehabilitation activities in the district and submit them for approval;
 - Act as the secretariat for the District Reconstruction Advisory Committee (DRAC);
 - Coordinate and facilitate planning and execution of all reconstruction and rehabilitation projects in the district;
 - Monitor execution of each project in the district;
 - Submit monthly and quarterly reports to PERRA/SERRA;
 - Disburse funds against the work done under a project; and
 - Any other function assigned to it by ERRA.

District Reconstruction Advisory Committee (DRAC): A District Reconstruction Advisory Committee shall have the following members:

In case of North West Frontier Province:

- a) District Nazim Chairman
- b) District Coordination Officer
- c) Program Manager DRU Secretary
- d) Tehsil Nazims concerned
- e) A representative of Planning Wing of ERRA Member
- f) EDO Finance and Planning Member
- g) EDO Works Member
- h) EDO of the line department proposing to Member undertake the project.
- i) The District Reconstruction Advisory Committee may co-opt any additional members depending upon need and relevance.

In case of State of Azad Jammu and Kashmir:

- a) Deputy Commissioner Chairman
- b) Program Manager DRU Secretary
- c) A representative of Planning Wing of ERRA. Member
- d) A representative of the State Finance Department Member
- e) A representative of the State Planning Department Member
- f) District Officer of the line department proposing Member to under take the project
- g) Executive Engineer of the concerned Member engineering department
- h) The District Reconstruction Advisory Committee may co-opt any additional members depending upon need and relevance.

The Governments of Azad Jammu and Kashmir and the NWFP may include any other members in the District Reconstruction Advisory committee in consultation with ERRA.

Powers and functions of DRAC: The District Reconstruction Advisory Committee shall:

- a) Approve the Annual Work Plans prepared by the DRU and forward the same to PERRA/SERRA;
- b) Approve reconstruction and rehabilitation projects costing below Rs.100 million;
- c) Scrutinize and clear all projects costing more than Rs.100 million before their submission to PERRA/SERRA;
- d) Hold quarterly meetings to review on going projects;
- e) Ensure full cooperation and support from all concerned departments in the planning and implementation of projects; and
- f) Perform any other duties assigned to it by ERRA.

Composition of Provincial/State Steering Committee: A Provincial/State Steering Committee shall have the following members:

- a) Chief Secretary or Additional Chief Chairman Secretary Development
- b) Director General PERRA/SERRA Secretary
- c) A representative of Planning Wing of ERRA Member
- d) Secretary Finance Department Member
- e) Secretary of the Line Department executing Member the project
- f) Chief Engineer of the concerned Member Engineering Department
- g) Deputy Commissioner/DCO of the concerned district Member
- h) Program Manager of the respective DRU Member
- i) The Steering Committee may co-opt any additional members depending upon need and relevance.

Powers and functions of the State/Provincial Steering Committee: The State/Provincial Steering Committee shall:

- a) Approve the Annual Work Plans forwarded by the District Reconstruction Advisory Committee and forward the same to ERRA;
- b) Approve reconstruction and rehabilitation projects costing up to Rs.250 million;
- c) Scrutinize and clear all projects costing more than Rs.250 million before their submission to ERRA;
- d) Hold quarterly meetings to review on going projects;
- e) Ensure full cooperation and support from all concerned departments in the planning and implementation of projects;
- f) Assign projects to various implementing agencies and districts after careful assessment of capacity, and where such capacities are not available, decide on alternative means of implementation;
- g) Ensure implementation of all reconstruction and rehabilitation projects in accordance with the standards set by ERRA; and
- h) Perform any other duty assigned to it by ERRA.

State Earthquake Reconstruction and Rehabilitation Agency (SERRA): In the State of Azad Jammu and Kashmir, a State Earthquake Reconstruction and Rehabilitation Agency (SERRA) shall be established by the Government of Azad Jammu and Kashmir.

- It shall act as Secretariat for the State Steering Committee.
- It shall have such duties and powers as may be determined.

Provincial Earthquake Reconstruction and Rehabilitation Agency (PERRA): In the NWFP, a Provincial Earthquake Reconstruction and Rehabilitation Agency (PERRA) shall be established by the Government of NWFP.

- It shall act as Secretariat for the Provincial Steering Committee.
- It shall have such duties and powers as may be determined.

...

ANNUAL WORK PLAN

Preparation of Annual Work Plan: In line with the Strategy Paper, each District Reconstruction Unit, in consultation with the respective line departments, shall prepare an Annual Work Plan for each sector to be known as the District Work Plan for the respective sector.

The District Annual Work Plan for a sector shall be prepared on the format provided at **Appendix A** and shall include name, scope, estimated cost, funding source and gestation period of each project that the District Reconstruction Unit plans to undertake in the respective sector during a year.

A project spread over more than one year shall also be mentioned in the Annual Work Plan along with annual phasing.

Approval of the Annual Work Plan: The DRU shall submit the District Annual Work Plan for each sector to the DRAC for approval along with suggestions/comments, if any.

- 1) The District Annual Work Plans approved by the DRAC shall be submitted by the DRAC to PERRA/SERRA.
- 2) PERRA/SERRA shall compile all District Annual Work Plans in a single document to be known as Provincial/State Annual Work Plan for the respective sector and shall lay it before the Provincial/State Steering Committee, along with any suggestions/comments.

- 3) Provincial/State Annual Work Plan approved by the Provincial/State Steering Committee shall be submitted by PERRA/SERRA to ERRA which shall compile the Annual Work Plans of the NWFP and AJK into a single document to be known as Annual Work Plan for the respective Sector, and lay it before ERRA Board for approval, along with any comments suggestions.
- 4) While approving the Annual Work Plan, ERRA Board shall also indicate the total amounts required for funding the execution of the plan.
- 5) Once approved by ERRA Board the Annual Work Plan for a sector shall be notified.

...

PROJECT PREPARATION

Project PC-I: For each project included in the Annual Work Plan, the line department or the agency planning to execute the project, shall, in consultation with the concerned engineering department and DRU, prepare a Project on ERRA PC-I according to **Appendix B**. The Project shall include the following:

- The Project PC-I as at appendix B.
- Schedule of Running Expenditure, i.e., the details of manpower, equipment, and other requirements along with costs of running the facility proposed to be created through the project.

ERRA may specify a separate format for the Schedule of Running Expenditure for each sector.

A DRU or the engineering department with prior permission of ERRA, may hire or arrange a consultant to facilitate the preparation of a project.

PROJECT APPROVAL

Submission of PC-I to the District Reconstruction Advisory Committee: Each Project shall be submitted to the District Reconstruction Advisory Committee for approval.

- 1) The District Reconstruction Advisory Committee may approve a project with such amendments/modifications as it may deem proper.
- 2) A Project costing up to Rs.100 million, if approved by the District Reconstruction Advisory Committee shall require no further approval.

Appendix B: 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.

Example of a completed ERRA PC-1 form

1. **Name of scheme/project:** *Reconstruction of GBPS Rein Kiat, GBPS Khorian Syedian, GBPS Meer Jali, GBPS Katha Doba, GBPS Nakka sheikhan, GGPS Malsi Zarin, GGPS Parak, GGHS Langerpura, GBHSS Langerpura at Union Council*
2. **Location of scheme/project:** *Langerpura Muzaffarabad*
3. **Authorities responsible for:**
 - iv. Sponsoring: *EEAP/ERRA/SERRA/DRU*
 - v. Execution: *Education/Works Department*
 - vi. Post-completion Operation and Maintenance: *Education Department*

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

[Note: This is just to get an idea of how much “better” is being reconstructed]

The Earthquake of October 8th 2005 heavily destroyed the Educational institutions of Muzaffarabad. This natural disaster has surely posed a huge challenge but also provided an opportunity to think and build back, better. Prior to Earthquake there were all kinds of educational institution including (primary Middle High, High Secondary) existing/functional in Union council Langerpura, but the devastating Earthquake on 8th Oct brought all these facilities just into rubbles.

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

The project is covered under the umbrella program initiated for reconstruction of earthquake affected areas in AJK & NWFP

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

ERRA programme for Reconstruction and Rehabilitation in Earthquake area

7. **Period of implementation:**

36 months. (Jan. 2007 to Dec. 2009)

8. SUMMARY AND SCOPE OF THE PROJECT

S#	Items	Qty	Unit Cost	Total Cost (Rs.Million)
1	Civil Works	173000 Sft	1620/- per Sft	280.260
2	Add 5% seismic resistance	-	-	14.013
3	6% Deptt Charges	--	--	16.815
4	1.5% Work Charge	-	-	4.203
5	Equipment Labs including Computer	L/S	-	6.00
6	Furniture	L/S	--	3.00
7	Escalation	-	--	27.67
8	Contingences 2.% on Civil Works	-	--	5.605
	Total			357.566

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)

- iv. Local: **357.566(Millions)**
- v. Foreign Exchange component:
- vi. Total: **357.566(Millions)**

10. PROJECT DESCRIPTION:

Prior to earthquake all sort of educational institutions were functioning in the Council Langerpura but the devastating tragedy on October 8, 2005 completely damaged all educational institutions in the misfortunate areas of AJK and NWFP, which have serious implications for teaching learning activities there. To rehabilitate the educational activities on permanent basis, there is essential need of reconstructing these damaged institutions as soon as possible. This project is envisaged to construct schools buildings in the affected areas. It will also include provision of equipment and furniture for all the schools.

10.1 Project Objectives:

[Note: these should be in the form of SMART objectives.]

- ***The main objective of the project is to improve quality of education by reconstructing the damage / destroyed educational buildings of Union Council Langerpur.***
- ***Ensure enrolment and retention of student's atleast at 80%, the pre-earthquake level.***
- ***Reconstruction of Schools through seismically safe and improved design of physical learning space.***

- **Recruit and train teachers in the target areas.**
- **Improve the target population's human capital base and contribute a lot to attainment of the Millennium Development Goals by the quality and access to social service. It will also boost the economic growth.**

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

Rehabilitation by reconstructing the damaged education facilities will ensure the provision of all essential education facilities. It will help bring the enrolment to at least at 80% the pre-earthquake level, at first place and then increase it by 6%.

It will also help to bridge the gender gap and improve the access and ensure equity at various levels

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)

Due steps will be taken not to disturb the environment during implementation phase. There will be no negative impact of the project. Plantation campaigns will be carried out twice a year through the school children. Filled up check list provided by them will be annexed

11. MANPOWER REQUIREMENTS:

Adequate number of staff is already available. However more staff is will be recruited from the market, if needed.

12. PROJECT COST BREAKUP

S. No	Item	No.	Area sq. ft.	Rate/sq ft	Amount Rs. millions
(A) Main Buildings					
1	Admin Block	2	2000		
2	Class Rooms + Hall	50	110908		
3	Stores	21	3000		
4	Labs	8	14100		
	SUB-TOTAL		130008	1620/-	210.613
(B) Residential/Other Buildings					
1	Mosque and Cafeteria	2	2500		
2	Teachers/Bachelor Hostel	21	2500		
3	Hostel (Student)	2	5500		
4	House Cat III (1500)	2	7500		
5	House Cat IV (1000)	8	8000		
6	House Cat V (606)	8	4848		
7	House Cat VI (520)	8	4160		
8	Boundary Wall	2	3992		
	SUB-TOTAL		42992	1620/-	69.647
	TOTAL (A+B)		173000	1620/-	280.26

[Include separate table with furniture requirements.]

13. FINANCIAL PHASING:

<i>Items</i>	<i>Year 2006-07</i>	<i>Year 2007-08</i>	<i>Year 2008-09</i>	<i>Total</i>
Civil Works / Equipment /Furniture fixture/Vehicle	100.000	140.00	117.566	357.566

14. PROPOSED ACTIVITIES WITH TIMELINES

[To be completed with proposed dates of each activity.]

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

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

- a. Bring back enrolment ratio at 80%*
- b. Add 6% in the pre earthquake enrolment ratio*
- c. Ensure student teacher ratio 1:40*
- d. Increase literacy ratio above 65%*

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 #)

Reading: ERRA Monitoring Indicators – Education

Civil Works

- Percentage/number of damaged educational institutions and administration buildings surveyed
- Number and proportion of educational institutions and administration buildings reconstructed, following the ERRA principles of seismic resistant design and specifications for learning spaces (completed vs. planned – year wise)
- Number and proportion of partially damaged educational institutions and administration buildings repaired, following the ERRA principles of seismic resistant design and specifications for learning spaces
- Number of targeted educational institutions and administrative buildings fully functional

Recruitment and Training of Teaching Staff

- Number of teachers recruited at all levels (primary school, middle school, high school, higher secondary school and colleges) – actual vs. planned
- Number and percentage of teachers trained at all levels (primary school, middle school, high school, higher secondary school and colleges) for counselling of students to contribute in confidence building – actual vs. planned
- Number of educational institutions (primary school, middle school, high school, higher secondary school and colleges) with prescribed number of teaching staff
- Number of educational institutions (primary school, middle school, high school, higher secondary school and colleges) without prescribed number of teaching staff

Technical Assistance and Capacity Building of the District Education Services

- Technical assistance provided (e.g. number of workshops and capacity building sessions conducted) for management strengthening of the provincial and district level Education Offices (support mechanisms such as personnel, systems, skills and resources that the district must arrange as a precursor to provide higher quality education)
- Difference in pre and post earthquake enrolment

Provision of One Time Recurrent Cost for Teaching and Learning Aids

- Budget allocated to cover the approved items under the recurrent cost for academic institutions (from primary schools to colleges)
- Number of educational institutions provided with equipment, furniture, books and reading materials, etc.
- Percentage of educational institutions able to be fully functional due to support (one time recurrent budget)

Where appropriate, the information is to be gathered and disaggregated by sex, socio-economic group, level and type of institution, and location (rural/urban).

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 steel reinforcement around doors and windows, at columns (pillars) 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.

Sessions 4.2 and 4.3: District Action Planning

Session objectives:

By the end of these sessions you will have:

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

Exercise: District (Organisation) 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. Write your group's plan on a flipchart following the format shown below.

Steps we will take ...

<i>... immediately upon return to office and within one month</i>	<i>Who else must be involved?</i>
<i>... within the next six months</i>	<i>Who else must be involved?</i>

Space for your notes

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.**