February 2012

School Safety Action Plan

Plan of Action for Safe School and Educational Buildings in Khyber Pakhtunkwa

February 2012

School Safety Plan of Action was prepared with technical and financial assistance of Project Strengthening the Tsunami Early Warning System in Pakistan, 248-PAK-2000 and One UN Disaster Risk Management Joint Programmme Component 1, Project 238-PAK-1005.

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Acronyms

ARPDM	ASEAN Regional Program on Disaster Management
ASEAN	Association of South East Asian Nations
APPSMA	All Pakistan Private Schools Management Association
CBDRM	Community Based Disaster Risk Management
C&W	Communication and Works
CSO	Civil Society Organization
DDMA	District Disaster Management Authority
DFID	Department for International Development
DRM	Disaster Risk Management
DoE	Department of Education
DRR	Disaster Risk Reduction
GoP	Government of Pakistan
GPS	Geo Positioning System
HFA	Hyogo Framework for Action
IDP	Internally Displaced Persons
IOC	Intergovernmental Oceanographic Commission
KP	Khyber Pakhtunkhwa
MoE	Ministry of Education
NDMA	National Disaster Management Authority
NDRMF	National Disaster Risk Management Framework
NEP	National Education Policy
NGO	Non-Governmental Organization
PC-1	Planning Commission Proforma1
PGA	Peak Ground Acceleration
P&D	Planning and Development
P&P	Prevention and Preparedness
PDMA	Provincial Disaster Management Authority
PaRRSA	Provincial Reconstruction, Rehabilitation & Settlement Authority
PRCS	Pakistan Red Crescent Society
PIPCG	Provincial Inter-Departmental Policy and Coordination Group
PTA	Parent Teacher Association
R&R	Relief and Reconstruction
RAHA	Refugee Affected & Hosting Areas
SAARC	South Asian Association for Regional Cooperation
SOP	Standard Operating Procedures
UN	United Nations
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WB	World Bank

Executive Summary

Pakistan earthquake 2005 had severe impact on education system as over 18,000 students and 900 teachers were killed. Large numbers of schools were destroyed. In the middle of 2007 Pakistan experienced intense storms and a major cyclone causing severe flooding, displacing over 300,000 people and affecting more than 2.5 million. Khyber-Pakhtunkhwa (KP) province of Pakistan is beset with plethora of natural and human induced hazards. Flooding, earthquakes, forest fires, conflicts, and IDP are identified as some of the key hazards for KP in the National Disaster Risk Management Framework. Most of the school buildings and educational institutions do not comply with the hazard (such as earthquake, flooding, landslides and associated disasters) resistance designs, poorly constructed, and lacks preparedness and response plans. The recent floods of 2010 have destroyed approximately 410 schools, causing damages worth US$ 33.0 million in KP, including educational building in disaster vulnerable areas of KP.

There, generally, is an agreement among experts that many schools collapse due to lack of knowledge and lack of policy formulation and guidelines for school site selection, design, construction, and use of construction material, etc. Equally contributing to such factors is lack of preparedness in schools in terms of evacuation plans, designated evacuation areas, and safety awareness.

National Disaster Management Authority and UNESCO jointly assisted the KP Government in development of Plan of Action for safe schools and educational buildings in KP through a wider stakeholder consultative process. The stakeholder were briefed on issues covering concepts of safety of schools and educational institutions, as well as were presented with relevant information and data on specific disasters related to KP and how these disasters could possibly impact children and school safety.

Extracting broad parameters of school safety and disaster risk reduction from the Hyogo Framework for Action (HFA), school safety, requires a system based approach of analyzing and responding to school safety issue on a life-cycle application. Therefore, six key inter-linked elements of school safety that encompass safe schools were utilized in developing a comprehensive school safety plan for KP. The six key school safety elements areas are;

    a -Policy and Institutional Mechanisms for Promoting School Safety,
    b -Technical Aspects of Seismically Safer Schools,
    c -Systems/Skills/Resources-Capacity Development Requirements for Safer
       Construction,
    d -Integrating Disaster Risk Reduction Information in Formal/Informal Education
    e -Community Preparedness for Disaster Prevention and Response, and,
    f- Public-Private Partnerships for Safe Schools.

The comprehensive school safety plan of action for the province thus developed through stakeholder consultation and commitment is contained in this document. The plan contains two sets of distinguishing actions- priority actions and strategic actions. **Priority Actions** are that could be initiated and completed in a relatively short time frame, say within **one to one-and-a-half year. Strategic Actions** is a composite listing of those actions that will lead towards meeting the national and international obligation for safe schools and safe children, in a relatively longer time frame of **three to four years**.

1.0   Background

Pakistan earthquake 2005 had severe impact on education system as over 18,000 students and 900 teachers were killed. Large numbers of schools were destroyed. In the middle of 2007 Pakistan experienced intense storms and a major cyclone causing severe flooding, displacing over 300,000 people and affecting more than 2.5 million. The province of Khyber-Pakhtunkhwa (KP) was also affected, with a larger number of dead and missing.

KP is beset with plethora of natural and human induced hazards. Flooding, earthquakes, forest fires, conflicts, and landslides, etc are identified as some of the key hazards for KP in the National Disaster Risk Management Framework. Most of the school buildings and educational institutions do not comply with the hazard (such as earthquake, flooding, landslides and associated disasters) resistance designs, construction and have no preparedness and response plans. The recent floods of 2010 have destroyed approximately 410 schools, causing damages worth US $ 33.0 M in KP, including educational building in disaster vulnerable areas of KP**.**

In this context, National Disaster Management Authority and UNESCO are jointly assisting the KP Government in development of Plan of Action for safe schools and educational buildings in KP. On the basis of the Plan of Action authorities will be able to develop strategy and mobilize the resources required to make educational institutions safe. This initiative is being taken under UNESCO-IOC implemented technical assistance project titled 248-PAK-2000 Strengthening of Tsunami Warning System in Pakistan and One UN Disaster Risk Management Programme component 1, project 238PAK1005.

The scope of the work covers all hazards, including flooding, landslides, mudslides, and conflict, as well as earthquake (land based), fire safety aspects arising from special needs such as disability, etc.

2.0   Introduction

Children are the most valuable asset and are amongst the most vulnerable segments of society. Destruction caused by major earthquakes in the South-East Asian region of the past few years remind us of insufficient progress towards safe schools. One of the most tragic aspects of the October 8, 2005 earthquake in Pakistan was the disastrous collapse of schools where over 8,000 schools were either destroyed or damaged beyond repair. Over 18,000 school-age children perished in these collapsed schools (approximately 23% of the total deaths), and over 20,000 children suffered serious injuries. Pakistan falls in a seismically active zone with more than 50 percent of the population living in high seismic activity area. There is a potential threat of similar disaster in various areas of Pakistan such as Northern Areas, Kashmir, Balochistan, Khyber Pakhtunkhwa (KP), FATA, and parts of Sindh and the Punjab with approximately 30,000 such schools being located in similar seismically active zones. KP is also exposed to a few other major hazards such as Earthquakes, Flooding, Landslides, Fires, Conflicts and IDPs.

There, generally, is an agreement among experts that many schools collapse due to lack of knowledge and lack of policy formulation and guidelines for school site selection, design, construction, and use of construction material, etc. Equally contributing to such factors is lack of preparedness in schools in terms of evacuation plans, designated evacuation areas, and safety awareness. It is known that existing technology and knowledge can be applied in a cost effective manner to lower risks to schools. Promoting school safety is of strategic importance to overall community safety as activities related to school safety trickle down to the larger community through various means such as training of masons, interests of parents, and conveyance of information by children to the entire household. Educating school children on how to make their environment risk-free may lead to educated and safer generations.

Despite the great human and capital loss in frequent occurrence of earthquakes and other natural disasters, international community and national governments have not been able to give due attention to risk free safe designs, safe schools, and response to the need has been limited.

Saving all lives is important. State, no doubt, is obligated to ensure peace and security for all lives under its charge, so not only that the all inhabitants may exist, but also that they live a good life. Within a society, not all social groups have equal access to means, or resources, to live a life of quality. Vulnerable and marginalized groups within a society are especially exposed to various hazards as these hazards and risks, when translating into a disaster, tends to affect these groups the most in terms of loss in their assets and means of livelihood. Besides, such groups are often the least prepared to withstand a disaster, with almost zero coping ability. A good place to start working towards a risk resilient society is to start with children and safe schools for children, for them to be able to learn and play.

Children are amongst the most vulnerable group, and they die in schools! Safe schools can save students' lives. A safe school can provide a safe space for the present and the future generations of children to live and grow. Investment in safe schools have multiple benefits as schools can also be used as 'safe havens' for shelters and relief activities center during and after a disaster, frequencies of which are increasing every day.

Whereas, and anthropologically, schools have known to be a key contributing factor in socio-cultural development of a society, educating children within schools about risks and response to risk also have a multiplier effect of educating the public through children. As schools have a major role in the development, transferring knowledge and acting as safety messengers, teaching risk safety to children is a good investment as children often have a high capacity of learning.

Making all schools safe from disasters is not easy. Among the various and many organizations, agencies, authorities, associations, and committees that are involved in one or many aspects of schools, be it from the policy formulation level to the actual usage of school by children, some immediate and key issues related to school safety are that; schools in urban areas are often located in congested areas making them vulnerable to various hazards; schools in rural areas often lack basic services and facilities making them vulnerable to various hazards; schools, especially old building lack repair and regular maintenance, causing injuries and deaths due to collapse; most schools are improperly sited and constructed without much consideration to hazards; and not much general or specific awareness on school safety issues etc, to flag a few.

A safe school, where their children can be safe from all types of hazards and risks, probably, is the single most important desire of all parents. It is also the desire of everybody else also. Students themselves have expressed the need for safe schools at many local and international fora. People of Pakistan desire safe schools for their children as expressed in the National Assembly resolution on safe schools 2008, GOP policies, the National Disaster Management Authority policy (2008), and Ministry of Education National Education Policy 2009, etc. Various bi-lateral and multi lateral donors WB, DFID, UN, among others are promoting Disaster Risk Reduction (DRR) and safe schools through their various funding and financing options. The NGOs and the Civil Society have expressed the need for safe schools and have various ongoing school safety programs and projects throughout the country. Media is now actively promoting the need for safe schools through several of its communications tools and avenues.

Global and regional understanding and objectives for school safety are set in various initiatives such as the Yokohoma Strategy, the Hyogo Framework for Action 2005-2015, the UN Decade on Education for Sustainable Development, the Millennium Development Goals, the 2006-2007 World Campaign on Disaster Reduction entitled "Disaster Risk Reduction Begins at School", and the Global Knowledge and Education Platform, etc.

School safety concerns have also been highlighted in many recent national and international commitments as,
- Islamabad Declaration on School Safety, May 2008
- Delhi Declaration through 2nd Asian Ministerial Conference on DRR, Nov 2007
- Bangkok Action Agenda on School Education and Disaster Risk Reduction, Nov 2007
- Ahmedabad Action Agenda for School Safety Jan, 2007
- Phuket Declaration on Disaster Education and Communication for People with Disability, January 2007
- International Conference on Earthquake Risk Management, Islamabad April 2007
- ECO meetings on Disaster Risk Management, Istanbul June 2006 and Islamabad Oct 2007
- SAARC Disaster Management Framework, Dhaka March 2006

- Beijing Action for DRR through 1st Asian Ministerial Conference, August 2005
- ASEAN Agreement on Disaster Management and Emergency Response, Vientiane July 2005 and ASEAN Regional Program on Disaster Management ARPDM 2004-2010
- Hanoi RCC 5 Statement on Mainstreaming Disaster Reduction into development Planning and Implementation in Asian Countries, May 2005

Some common themes that underscore school safety as emanating from these listed commitments, and others include (but not limited to),

- Promotion of safe haven shelter concepts within the hazard prone, vulnerable, and isolated areas
- Encouragement of adoption of seismic resistant building practices particularly retrofitting works
- Promotion of cost effective, cultural sensitive and replicable retrofitting techniques for strengthening of existing small dwellings and public buildings and develop seismic resistant technologies for new constructions
- Raising awareness and enhancing school risk management knowledge and skills through capacity building and training programs
- Strengthening lifeline systems through strategic and land use planning
- Building resilience of communities around schools to disasters through training (masons, carpenters) in safe constructions etc, and school risk management planning
- Promotion of gender equity by involving women as decision makers in the school safety processes (planning and implementation) and meeting their needs (as prime beneficiaries);
- Dissemination of knowledge and information on School Safety to other areas in Pakistan and to reflect upon best practices to other compatible geo-physical, and socio-economic contexts within the region
- Etc.

Extracting broad parameters of school safety and disaster risk reduction from the Hyogo Framework for Action, Pakistan not only a signatory of which but also reports annually to the UN in terms of progress towards Hyogo Framework implementation in Pakistan, school safety, thus requires a system based approach of analyzing and responding to school safety issue on a life-cycle application. In adressing School Safety from a holistic perspective and with practice to policy connect – following six key inter-linked elements of school safety that encompass safe schools, therefore are of prime relevance.

a. Policy and Institutional Mechanisms for Promoting School Safety

This element focuses on national/local level policy requirements and bottlenecks in enforcing safer school construction, along with institutional mechanisms and systems to support implementation. Issues related to enabling laws, regulations, guidelines and institutional practices at national, provincial, local and community level, and compliance to facilitate risk reduction and mitigation are included. Models of best practices in lowering of risk threshold of designing and applying policy tools and instruments in local vulnerability are part of this element. Principles of good governance, flexibility to change over time, and the ability to incorporate local

knowledge and cultural contexts in the implementation of risk reduction are also part of this element of school safety.

b. Technical Aspects of Seismically Safer Schools

Sharing, understanding and using of engineering designs/structural solutions for safer school construction, including school sites, especially in earthquake, tsunami and cyclone prone areas part of this element. Issues related to design and construction codes and guidelines, options for designs, and appropriate construction materials for school construction in varying terrain, as well as physical planning elements of hazard mitigation for critical infrastructure, are included. Insufficient and inefficient use of materials and building technologies is also considered. Models and good practices for safe school construction, prioritization of school retrofitting, cost-effective retrofit techniques, etc. are also part of this school safety element.

c. Systems/Skills/Resources-Capacity Development Requirements for Safer Construction

Local, regional and national requirements of skills, techniques and corresponding human resource development for better and appropriate construction is key part of this safety element. Issues related to availability and access to safer construction skills, techniques and tools, earthquake-resistant designs, construction and maintenance of school buildings and other critical existing and new constructions, etc. are included. Also includes looking into opportunity and access to training; indigenous knowledge; capacity-building in design and construction; and learning from experiences in safe school construction as well as resources requirements for appropriate construction skills of critical places such as homes, schools and hospitals. Requirements and practices in long-term formal training set-ups and resourcing for local technicians to increase safer construction skills are also part of this element.

d. Integrating Disaster Risk Reduction Information in Formal/Informal Education

This element focuses on ways and mechanisms for integrating disaster risk reduction information in formal and informal schooling, and raising general awareness on local/regional disaster risks to schools. Issues relating to scope and sequence of disaster risk reduction education and life skills to be developed from childhood through adulthood for preventive and applied knowledge in risk reduction are included. Models and practices in strategic interventions for public raising risk awareness and response through various tools such as child focused initiatives, knowledge exchange, grass-roots collaboration, public community-level interaction, and linking and scaling-up with large-scale campaigns utilizing media and social marketing processes are essential part of this school safety element.

e. Community Preparedness for Disaster Prevention and Response

This element includes programs and activities for preparing communities around the schools in prevention and first response and search and rescue, along with preparations for schools as safe havens in disasters. Process of community based assessments of local hazards, vulnerability and capacity assessment, and planning and

implementation of risk reduction at the school-community level is also a part. Community preparation and response interventions, facilities and provisions; and development and practice of response-preparedness skills, are also included. Issues and practices related to programmatic and operational requirements of designing, designating, and operations of community infrastructure as 'safe haven' within local communities, to provide "continuity-of-service" in post disaster scenarios is integral to this element of school safety.

f. Public-Private Partnerships for Safe Schools

Incentives/involvement of private sector investments and financing in all elements of safe schools as part of the business development process as well as means of risk transfer is key component to this school safety element. Shift from post disaster relief and reconstruction (RR) to pre-disaster prevention and preparedness (PP) investment in disaster reduction and its integration within the development planning process is included. Elements of practices in investments and partnership in matters of business continuity planning; opportunities in investments in development process; safeguarding investments; and corporate social responsibility, etc., along with new opportunities and innovative partnership leading to safer schools and safer communities are part of this school safety element.

Where in case of Pakistan, there is much requirement and many opportunities to address school safety as there is a will, and there are various ways to respond to this most pressing need, there are a few challenges and a few barriers that inhibit schools from becoming safe for our children. Some of these challenges and barriers pertain to

- Lack of science based assessment of all risk, at all levels (macro, micro)
- Lack of awareness and investments in school disaster prevention
- Lack of school risk reduction integration in the development planning process
- Lack of physical & social planning concepts application
- Lack of risk management plan development
- Lack of research and application on appropriate and affordable material and technology for school infrastructure development for various types of hazards
- Lack of ground-truthing of applied solution, exchange of knowledge
- Lack of development, application & enforcement of appropriate construction policies, codes, rules, and practices
- Lack of skilled local human resources in subsistence economies
- Lack of intervention prioritization guidelines and decision making
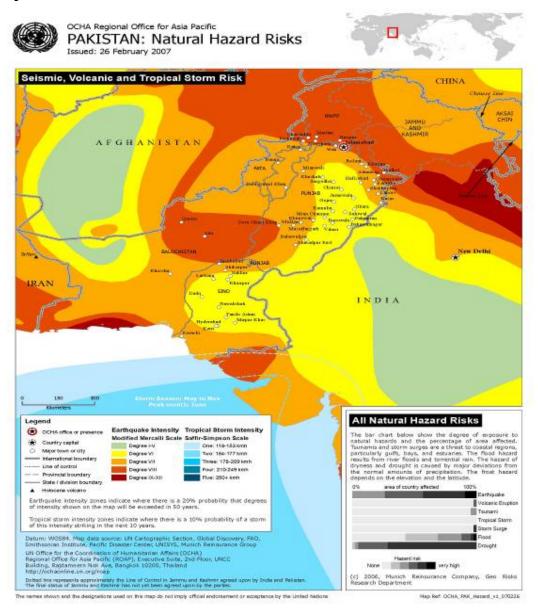- Lack or transparent approach between ethics and expediency
- Etc.

These challenges and barriers, however, are not insurmountable, as evident by many ongoing and new initiatives being undertaken by the public, private, and civil society institutions in promoting safe schools in the country. Emphasis being on risk reduction to children at school, rather than just preparing to respond to another probable hazard risk related catastrophe should that occur where the children will suffer yet again.

3.0 KP School Hazard Risk Analysis

Not only that Pakistan ranks 177 in the Human Development Index, the country also has a more than its fair share of hazards and risks. Some of the most obvious and more prevailing hazards risk to the country include, but may not be limited to, earthquakes, floods, tsunamis, cyclones, landslides, mud slides, avalanche, glacial lake outburst floods, road accidents, conflicts, droughts, extreme temperatures, and others.

The following map provides an overview of country's more prominent hazards risk profile, including risk profile of KP.
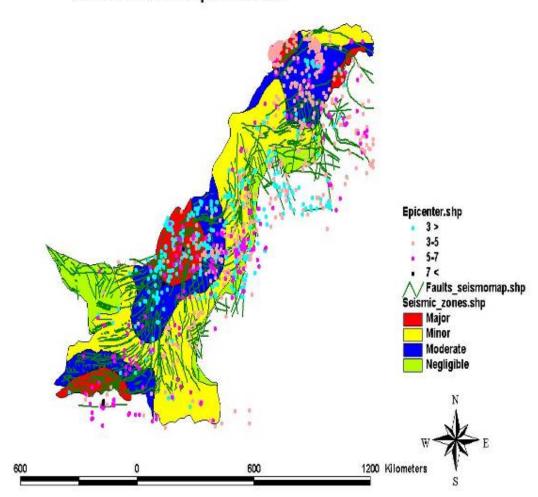
Map 1: Pakistan Natural Hazards Risk

Seismo-tectonic profile of Pakistan below provides an overview of earthquake hazard related information as extracted through "known fault lines", including identification of KP seismic risk prone areas. Most areas of KP including Peshawar are exposed to earthquake risk.
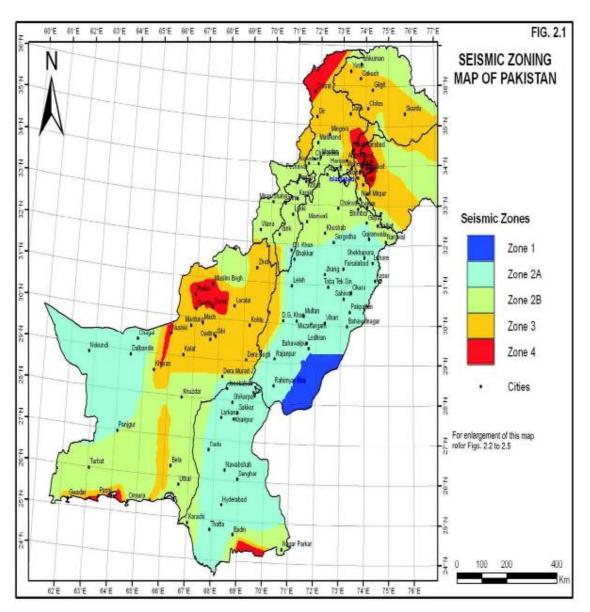
Map 2: Seismotectonic Map of Pakistan

Source: Geological Survey of Pakistan

Under certain protocols, the entire country is classified into various seismic zones with Zone 4 being highest seismic risk area, as depicted in the map below.
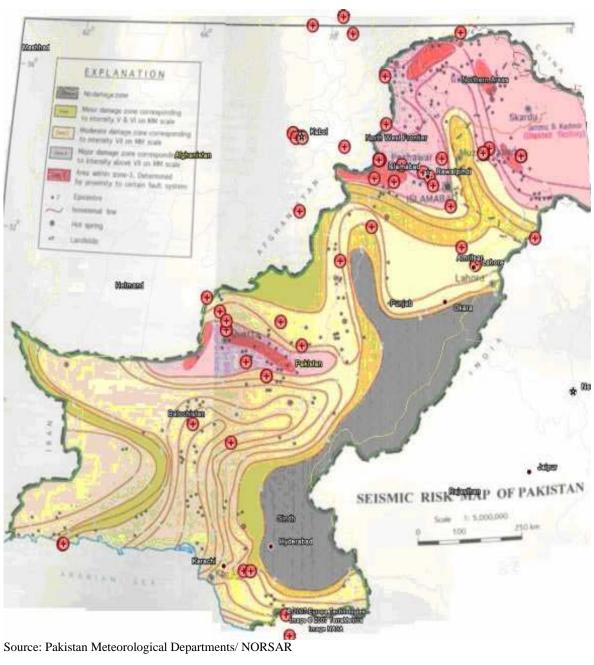
Map 3: Seismic Zones of Pakistan

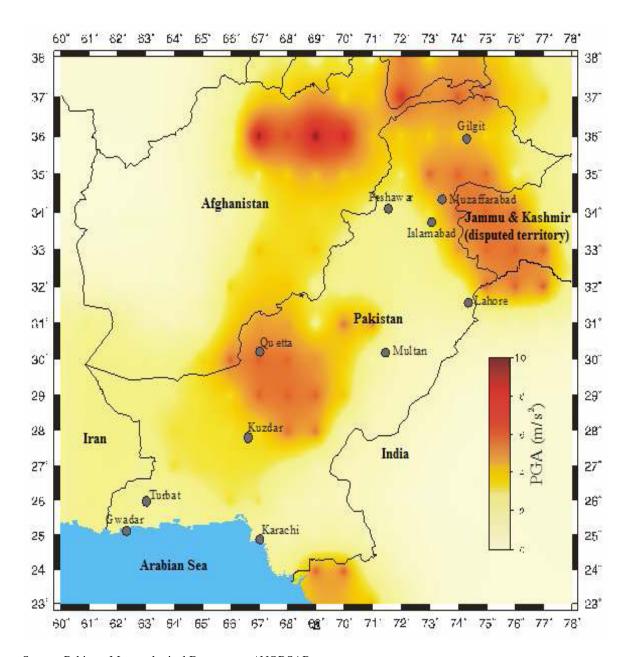Source: Pakistan Metrological Department

Based on the seismotectonic plate information as well as the country's seismic zoning, the map below presents the seismic risk map of the entire country, as well as areas falling within KP jurisdiction which are at seismic risk of varying levels.

Map 4: Seismic Risk Map of Pakistan

Source: Pakistan Meteorological Departments/ NORSAR

Similarly, the map below depicts the projected (maximum) ground acceleration map of country in case of an earthquake. Almost all of the KP area lies within the range of 0.25-0.45 PGA range, which is high risk area. As a point of comparison, the Pakistan Earthquake of 2005 recorded PGA was 0.17 m/g$_2$
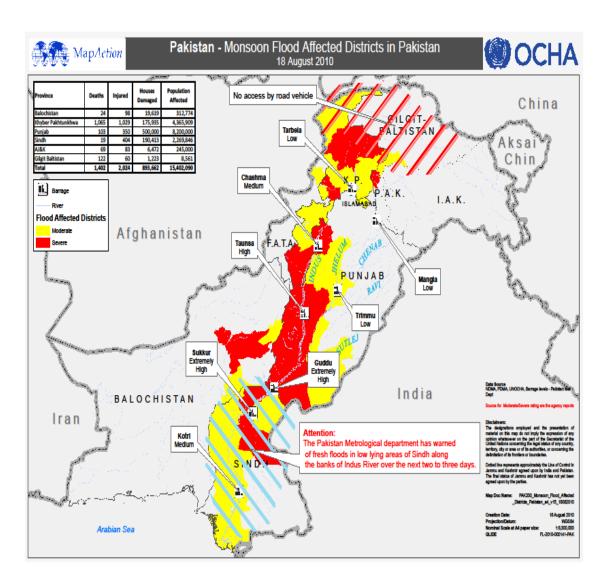
Map 5: Peak Ground Acceleration (PGA) Map of Pakistan

Source: Pakistan Meteorological Departments/ NORSAR

The map below depicts the flood affected districts of Pakistan including KP area at the peak of the 2010 catastrophic floods on Aug 18th 2010. Approximately 410 schools and educational buildings in KP were destroyed in these floods.
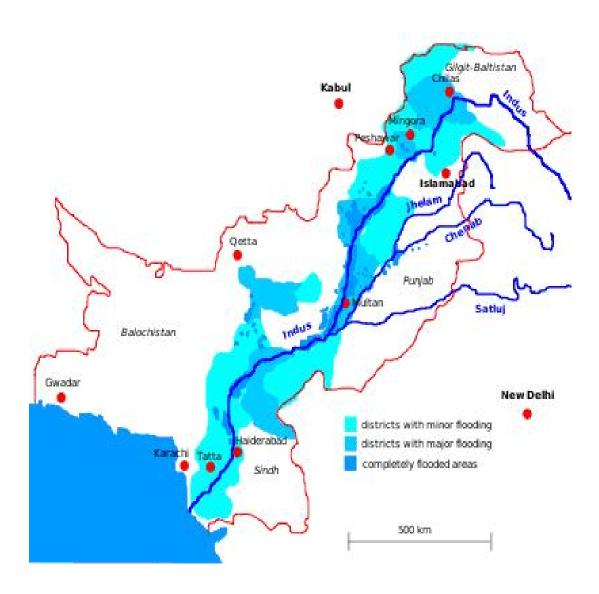
Map 6: 2010 Monsoon Flood Affected Districts in Pakistan-Aug 2010

Source: UNOCHA

The map below presents the entire flood 2010 flood affected area in the country, including KP, which damaged a considerable amount of schools and educational infrastructure, with almost all of it still needs re-building. Flooding of same nature and scale may very well affect Pakistan again in the near future because of climate change effects.
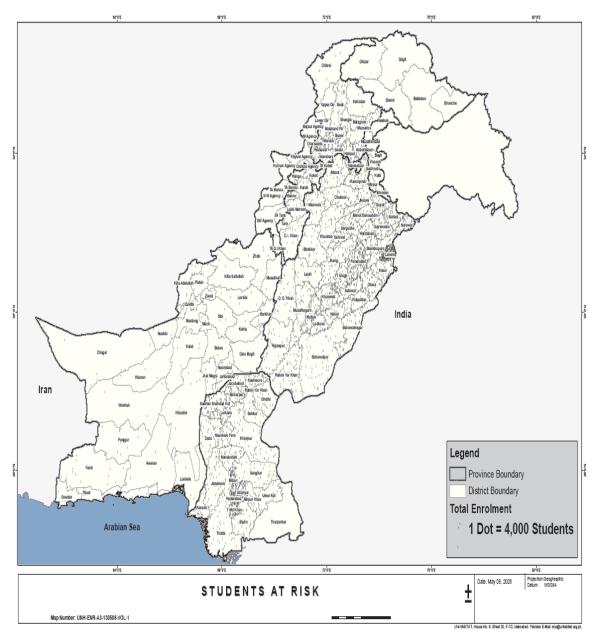
Map 7: Total Food Affected Area 2010- Pakistan

Source: UNOCHA

Utilizing the school enrollment data for the country through various public documents such as the census reports, and by superimposing the school's exact location though GPS coordinates on the country maps, it is possible to visualize the number of students, as well as the school locations, which could be under one or multiple hazards risk, as illustrated in map below.
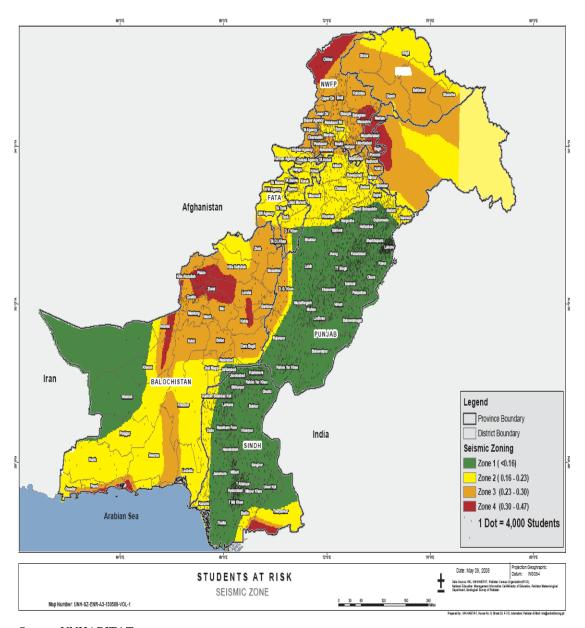
Map 8: Student Distribution Map-Pakistan

Source: UNHABITAT

With school enrollment and geographical location information, it is possible to overlay this information layer on the seismic zoning map of Pakistan to ascertain where, how many, and to what extent students in the country generally, and in the KP area particularly, are exposed to seismic risk hazard, as depicted in the map below.

Map 9: Student at Risk-Seismic Profile

Source: UNHABITAT

A similar map as below could be developed for students exposed to flooding and mudslide risk in KP.

Map 10: Student at Risk-Cyclone and Flooding Profile

Province	Total Population(1998)	Total School	Total Enrolment	Total Teacher
BALOCHISTAN	6565885	10908	727697	
NWFP	17743645	29329	1842419	55353
PUNJAB	73621290	54614	9265049	303834
SIND	30439893	41661	3440821	161448
Total	128370713	136512	15275986	520635

Source: UNHABITAT

As an illustration, the tabulations provide estimates of number of students (public schools only), that are exposed to various levels of seismic risk in various parts of the country, including KP, as well as the actual numbers of buildings situated in these various seismic risk zones. Though also possible to develop similar tabulation of private schools also, this estimation has not been undertaken for this illustration purpose.
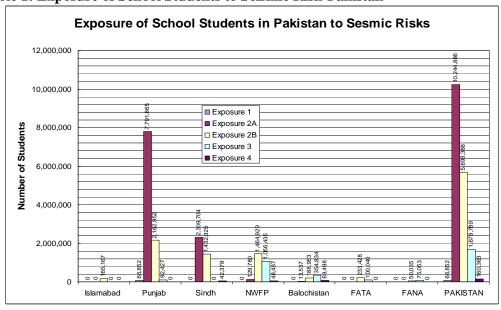
Table 1: Exposure of School Students to Seismic Risk-Pakistan

Exposure of School Students in Pakistan to Sesmic Risks

Number of Students

- Exposure 1
- Exposure 2A
- Exposure 2B
- Exposure 3
- Exposure 4

Category	Values
Islamabad	0, 0, 165,167, 0, 0
Punjab	16,852, 7,791,865, 2,162,952, 92,427, 0
Sindh	0, 2,309,704, 1,432,925, 42,378, 0
NWFP	0, 129,780, 1,464,929, 1,056,435, 48,487
Balochistan	0, 13,537, 188,953, 354,834, 69,498
FATA	0, 0, 233,428, 100,040, 0
FANA	0, 0, 50,035, 75,053, 0
PAKISTAN	16,852, 10,244,886, 5,698,388, 1,678,769, 160,363

Risk Exposure: 2005- Public Schools; Primary, Middle, Higher and Higher Secondary Schools only
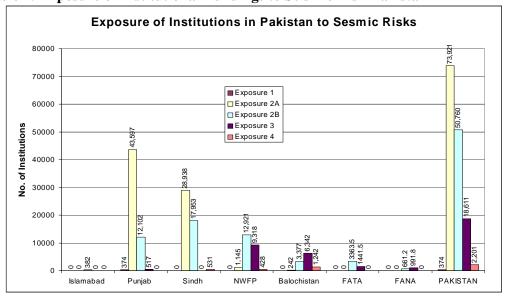Data Source: Education Survey of Pakistan Report 2005

Table 2: Exposure of Institutional Buildings to Seismic Risk-Pakistan

Exposure of Institutions in Pakistan to Sesmic Risks

No. of Institutions

- Exposure 1
- Exposure 2A
- Exposure 2B
- Exposure 3
- Exposure 4

Category	Values
Islamabad	0, 0, 382, 0, 0
Punjab	374, 43,597, 12,102, 517, 0
Sindh	0, 28,938, 17,953, 0, 531
NWFP	0, 1,145, 12,921, 9,318, 428
Balochistan	0, 242, 3,377, 6,342, 1,242
FATA	0, 0, 3363.5, 1441.5, 0
FANA	0, 0, 661.2, 991.8, 0
PAKISTAN	374, 73,921, 50,760, 18,611, 2,201

Risk Exposure: 2005- Public Schools; Primary, Middle, Higher and Higher Secondary Schools only
Data Source: Education Survey of Pakistan Report 2005

4.0   School Safety Action Plan

4.1   Development Process:

KP Education Dept., the Provincial Disaster Management Authority (PDMA) and UNESCO jointly assisted the KP Government in development of Plan of Action for safe schools and educational buildings in the KP province.

The PDMA and Department of Education in KP, along with a background note (attached as Annex-1), were requested to organize consultative session with key relevant stakeholders, from various hazard prone areas of KP, to help develop a practicable plan of action. This school safety action plan would take into account major potential hazards to children and schools in the region such as earthquakes, floods and inundation, landslides, conflicts, IDPs, and as well as other hazards such as fire and safety aspects arising from special needs for special children.

Outline of an Action Plan Matrix (attached as Annex-2) was also included with the background note to help map the existing plans related to school safety that they may presently have, and to record the immediate proposed actions that these key stakeholders may wish, or plan to undertake to further school safety in KP. The matrix was so organized to facilitate recording of all such planned or proposed school safety related actions against key recognized 'elements of school safety' referred to in various documents such as Hyogo Frame for Action on DRR- to which Govt. of Pakistan is a signatory.

A Consultative Session in KP was organized in the month of December 2011 at Peshawar. Key stakeholders on school safety participated in the Consultative Session included representatives from Department of Education, Provincial Disaster Management Authority, Planning and Development Department, Works and Services Department, Academia, local Non Governmental Organizations, and UN organizations such as UNICEF, UNESCO and WFP. List of participants of the KP consultative session at Peshawar held on 13th December 2011, included in this document (attached as Annex-3).

Photo1-Group Photograph of Consultative Session

The Session was held as Focus Group Discussions where a UNESCO facilitator briefed the stakeholders on background of the initiatives and relevant issues covering concepts of safety of schools and educational institutions. The facilitator also presented relevant information and data on specific disasters related to particular provinces as well as how these can possibly impact children and school safety, especially in the mountainous areas.

The facilitator also explained the key elements of school safety to consider while developing action plans, with explanations on how to record these actions against each element for clarity of understanding and response. The key elements, and their underlying indicative actions contained in the action plan matrix, as a comprehensive approach to school safety was also explained to participants.

Through open discussion and exchange of ideas and debate between various participating organizations, each participant organization was able to record their particular plan of action on the school safety matrix, along with allocation of specific responsibility and requirement of possible resource support.

The draft Plan of Action document thus developed based on this consultation identifies specific and time bound actions to be undertaken by all stakeholders in KP to promote school safety in the region. Synthesis of individual organizations' plan of action is also collated and a comprehensive draft School Safety Action Plan for KP is developed for discussion and finalization with the relevant stakeholders.

Aim of this discussion will be to present the draft plan to the stakeholders, obtain their ideas and feed-back to help improve the various activities as listed in the plan to improve school safety, and to get the stakeholders agreement and endorsement of the plan as a collective Plan of Action for the KP that all stakeholders agree to pursue and implement.

4.2   Detailed School Safety Plan of Action:

This comprehensive consultative exercise with key stakeholders to develop a school safety plan of action for the KP which involved sensitizing of stakeholders on various issues related to school safety and mapping of various existing and proposed school safety related interventions of key institutions (ranging from policy level to operational level), has resulted in practical, doable and achievable menu of specific activities that could and would be undertaken by these key institutions.

In-line with these institutions' specific mandates, roles, responsibilities, and challenges and barriers that these institutions face, the identified actions are at least a modest start by these institutions in achieving improved school safety in the province with respect to specific hazards of earthquakes, flooding and conflicts etc.

The identified actions more or less cover the entire spectrum of engineering and non-engineering aspects of school safety related to these hazards. These actions, some of which are already under implementation and some in the implementation planning process, and with a vision of possible future required actions that will augment school safety in the long run, provide a rare opportunity for all stakeholders to collectively and individually promote school safety in KP in a coordinated and collaborative manner.

Moreover, almost all the identified actions as listed support the GOP in meeting its commitment to various priority of actions as identified under HFA 2005-2015, and the millennium development goal of 'universal primary education by 2015', among others.

Presented below is the draft School Safety Plan of Action incorporating all feedbacks, suggestions and comments as discussed during the consultative session as a meaningful and a practical tool to help promote school safety within the entire KP province.

School Safety Plan of Action – KP

Major Elements of School Safety (Indicative)	Organization	Existing actions (Earthquake, Floods, Conflict hazard related)	Desirable action	Immediate planned / possible plan of actions	Responsibility/ Coordination	Resourcing
1) Policy and Institutional Mechanisms	*Dept. of Education (DoE)*	Inter departmental coordination working group formulated for mainstreaming DRR into Education	- Education in Emergencies included in provincial education policy to be developed due to devolution - Develop a province wide 'safe school' policy - Policy for allocation of education sector specific financing for post disaster relief and rehabilitation - Policy for relevant design selection for construction based on various hazard risk zones	- Preparation of guiding principles for implementation - Short, medium, and long term strategy development - Development of DRR specific material for awareness campaign - Collecting training material and preparation of Master trainers - Awareness raising of concerned stakeholders	DoE/ C&W/ PDMA	P&D/ Finance Dept/ PDMA/ Donors
	C&W Dept.		Policy for School design with proper soil & climate investigation/ site selection		C&W / DoE/ P&D	PDMA/ P&D UNESCO
	Social Welfare and Women Development (SW&WD) Dept.		Development of policy for schools location on landslide/ mudslide areas		C&W/ DoE/ P&D	PDMA/ UNESCO/ UNICEF/ Donors
	UNICEF (Education Cluster)		Development of policy regarding conflict related damaged schools rehabilitation/ reconstruction policy	Detailed resource mapping of education related organizations and activities	PDMA/ DOE/ UNICEF (EC)	UNICEF
	UNDP (RAHA)		Development and coordination of knowledge and experience sharing mechanism	Knowledge sharing workshop Improve PC-I to integrate school safety related parameters	RAHA/ PDMA/ C&W	PDMA/ P&D/ UNESCO/ Go.KP

Major Elements of School Safety (Indicative)	Organization	Existing actions (Earthquake, Floods, Conflict hazard related)	Desirable action	Immediate planned / possible plan of actions	Responsibility/ Coordination	Resourcing
	Khwendo Kor (KK)			Advocacy with Govt. of KP to integrate DRR in all projects	Education Coalition of CSOs	DDMA/ DoE Donors
	HQ 45 Eng Division (HQ45ED)		Develop Schools and education relocation policy in disaster prone areas		PDMA/ DoE/ Health Dept.	PDMA/ NESPAK/ Donors
	APPSMA		Create Awareness and conduct training of DRR	Conduct of workshops, seminars and distributions of awareness magazine about school safety and DRR	DoE, PDMA, APPSMA/ AWO	Donors, APPSMA
2) Technical Aspects of Safer Schools	*DoE*		- Assessment of all schools for various hazard risks (EQ, Floods, LS) - Develop safe school location and 'siting' criteria - Proper planning and designing for construction of safe schools, considering various EQ/ flooding risk zones with updated specifications and guidelines - Appropriate construction material to be used by C&W - School design after proper soil & climate investigation - Establish priority of schools requiring retrofitting in KP - School design to have exit routes for Eq., flood, emergency	- Demolish hazardous institutions, reconstruct/ rehabilitate existing structure - C&W to prepare safer school designs/ cost estimates - Map location of all schools in KP - DoE to prepare PC-I for flood damaged schools rehabilitation - Prepare "best practices" document for safe schools - Regular site inspection during school construction to be done by C&W - Technically & socially assess school location before design approval	C&W / DoE/ P&D	PDMA/ NGOs. UNESCO/ P&D/ Donors

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Major Elements of School Safety (Indicative)	Organization	Existing actions (Earthquake, Floods, Conflict hazard related)	Desirable action	Immediate planned / possible plan of actions	Responsibility/ Coordination	Resourcing
	C&W Dept.	- Conducting school site feasibilities for safe location - Using materials with proper specifications	- Proper planning and design for safe school construction for all hazards (eq. flood, fire) - Use of appropriate construction material for various locations and hazards	- Improved standard prototype school building design with seismic considerations - Appropriate site selection of school building - Safety assessment of all schools - School structure improvement/ reconstruction activity based on assessment	C&W/ DoE/ PDMA/ Local Government	PDMA/ P&D / UNESCO/ UNICEF/ UNHABITAT, Donors
	SW&WD Dept.	One women education institution being developed as safe structure		To complete the women institution project soon	SW&WD/ P&D/ UN-Women	P&D/ UN-Women
	HQ 45 Eng Division (HQ45ED)		- Plan and design for construction of safe schools, considering various EQ/ flooding risk zones with updated specifications and guidelines - Assessment of all schools for various hazard risks - Develop safer construction manuals/ guidelines and training programs - Use of appropriate construction material for various locations and hazards - Proper codes and design for schools in Eq zones, floods, and landslides, with updated specifications and guidelines	- Improved school building design with seismic considerations - Appropriate site selection of school building - Safety assessment of all schools - School structure improvement/reconstruction activity based on assessment	HQ 45 Army/ PDMA/ DoE/ Health Dept.	P&D/ W&S/ UNESCO/ Donors

Major Elements of School Safety (Indicative)	Organization	Existing actions (Earthquake, Floods, Conflict hazard related)	Desirable action	Immediate planned / possible plan of actions	Responsibility/ Coordination	Resourcing
	UNDP (RAHA)		Assessment/ Rehabilitation of all schools for various hazard risks (EQ, Floods, LS)	Demolish hazardous institutions, reconstruct/ rehabilitate existing structure before constructing new	C&W/ DoE/	PDMA/ P&D/ NGOs/ Donors
	Rural Development Initiative (RDI)		School design to be inclusive for all children, including special children, with appropriate design parameters		C&W, DoE/ PDMA	P&D/NGOs/ Private Sector/ UNESCO/ Donors
	KK	Construction of 2 Safe schools for girls in upper Dir	All schools in KP to be safe schools	25 safe schools to be constructed in the near future	DoE, PDMA	Donors, Education Coalition of CSOs
	APPSMA		- Develop safer construction manuals/ guidelines and training programs - Construct schools with library/ laboratories		DoE, PDMA, APPSMA/ Private sector	PDMA/ DoE/ Donors
3) Systems/ Skills / Resources- Capacity Development Requirements for Safe Construction	*DoE*		- Regular maintenance of all schools - Funding for reconstruction of schools - Use of Indigenous knowledge and capacity building - Develop Training Manuals for safer construction	- Assess school building requiring re-construction - Stakeholder awareness for school maintenance - DoE to develop a proposal for school maintenance fund - Training of head of education institutions of maintenance requirements - Fund for maintenance and repair	C&W / PDMA	P&D /UNESCO/ UNICEF/ Donors
	HQ 45 Eng Division (HQ45ED)		- Maintenance of school building - Reconstruction of schools	- Training and capacity building of skilled labor in safer construction - Training of head of education institutions of maintenance requirements	DoE/C&W/ Health Dept./ Local government/ communities	PDMA/ P&D/ Donors/ Private sector

Major Elements of School Safety (Indicative)	Organization	Existing actions (Earthquake, Floods, Conflict hazard related)	Desirable action	Immediate planned / possible plan of actions	Responsibility/ Coordination	Resourcing
	UNDP RAHA	Identification of resources for safer construction skills	Availability of safer construction designs and skilled resources		UNDP RAHA/ C&W/ P&D	PDMA / DoE/ UNESCO/ UNICEF/ Donors
	APPSMA		- Reconstruction of schools - Maintenance of school building	Assess school building requiring re-construction	DoE, PDMA, APPSMA/ W&S	PDMA/P&D/ UNESCO/UNICEF Donors
4) Integrating Disaster Risk Reduction Information in Formal/Informal Education	*DoE*	Awareness raising of teachers/ students in DRR in progress in some schools	- Comprehensive integration of DRR in formal schooling curriculum at KP level following the 18th amendment. - Incorporate DRR in informal schooling curriculum	Make it part of inter-departmental working group strategy	DoE / PDMA/ DTEC, Curriculum Bureau	P&D./ UNICEF/ UNESCO/ Donors
	SW&WD Dept.	Establishment of Child protection centers in 8 KP districts	Establishment of child protection centers in all KP districts		SW&WD/ UNICEF/ P&D	P&D/ DoE/ UNICEF/ Donors
	UNICEF (EC)			- Develop organization specific plans for integrating DRR - Promote pre-disaster plans in development activities	UNICEF/ NGOs	PDMA/ Donors/ UNICEF/ NGOs
	UNDP RAHA		Development of parents/ teachers/ student DRR capacity, training material	To conduct disaster awareness lectures/ seminars in all PTA in KP	RAHA/ DoE/ PDMA	PDMA/ UN Orgs. donors
	KK		Inclusion of local disaster specific information in formal and non formal school education	- Disaster awareness and training of teachers/ students in DRR - Life skills training - Establishment of child protection center for non-formal students - Establishment of Schools DRR committees	DoE, PDMA	PDMA/ DoE/ Donors

Major Elements of School Safety (Indicative)	Organization	Existing actions (Earthquake, Floods, Conflict hazard related)	Desirable action	Immediate planned / possible plan of actions	Responsibility/ Coordination	Resourcing
	RDI		Inclusion of local disaster specific information in school education	- Disaster awareness and training of teachers/ students in DRR - Disaster awareness and training of DoE/ Line Departments, Cluster members/ NGOs in DRR	RDI/ DoE, PDMA	PDMA/ UNICEF/ UNESCO/ NGOs/ Private Sector
	APPSMA	Integrating DRR in formal/ informal education	- School/community awareness raising on local/ regional disasters in some schools - Promotion of pre-disaster information in school and to community - Development of reading material/ training programs on disaster information at community level	- To start in few urban schools - To expand the disaster awareness lectures/ seminars in all schools and communities in KP	APPSMA/ DoE, PDMA	PDMA/ UNICEF/ UNESCO
5) Community Preparedness for Disaster Prevention and Response	*DoE*		- Develop SOPs (standard operating procedures) for disaster response for all schools at risk in KP Area - Community preparedness, "community based school - Hazard assessment, and response plan" - Develop some schools as 'safe havens' for post-disaster conditions as models - DRR training to communities - Safety drills in schools - Form community based response committees	- Identification of safe school sites. - Development of safe schools guidelines - Involve communities in school safety through parent-teachers-association (PTA) and local community - Reconstruction/ retrofit, relocate hazardous schools - Provide alternate/ temporary buildings to flood damaged schools - Develop Early warning systems for all hazards (Eq,	DoE/ Local Government/ Police/ Local Communities	PDMA/ P&D, W&S/ NGOs/ PTAs/ UNESCO/ UNICEF/ Donors

Major Elements of School Safety (Indicative)	Organization	Existing actions (Earthquake, Floods, Conflict hazard related)	Desirable action	Immediate planned / possible plan of actions	Responsibility/ Coordination	Resourcing
			- Multi hazard risk assessment of all schools - Identify 'safe' sites for schools in flood areas - Public awareness on school safety - Train Teachers in First-aid - Organize First-aid training and workshops	flood/ LS/MS) - Ensure safety and security of students - Establish flood warning systems for schools in Swat river area - Use school morning assemblies to create disaster awareness		
	SW&WD Dept.	- Rehabilitation of the ITCS Center in progress - Relief support to flood affected/ IDP - Mobilization of SW&WD Dept registered NGOs for better coordination and development/ donors organizations / stakeholders	- Assistance to parents/ students for schooling after disasters - Increased coordination between NGOs and development organization in preparing communities for DRR	To complete the rehabilitation project soon	SW&WD Dept/ P&D/ UNESCO	PDMA/ UNESCO/ Donors / NGOs/ DoE
	UNDP RAHA		Formation of community organizations with trained members/ focal persons in DRR and Rescue / Response		DoE/ PDMA/ NGOs	UNICEF/ UNESCO/ Donors/ Local Govt. / Private Sector
	KK		Develop CBDRM capacities in all communities	DRR awareness training to local communities	DoE, PDMA	PDMA/ NGOs/ Donors
	RDI		Conduct Safety drill in schools		DoE/ PDMA	RDI/ DoE/ Local Government/ UNESCO/ UNICEF/ Donors

Major Elements of School Safety (Indicative)	Organization	Existing actions (Earthquake, Floods, Conflict hazard related)	Desirable action	Immediate planned / possible plan of actions	Responsibility/ Coordination	Resourcing
	APPSMA		Develop some schools as 'safe havens' for post-disaster conditions as models		APPSMA/ UNESCO/ UNICEF/	PDMA/ CBOs / Donors
6) Public - Private Partnerships/ Financing for Safe Schools	*DoE*		Private sector involved in post disaster reconstruction and rehabilitation of schools, including school operating costs	- PDMA to Initiate dialogue with private sector - Involve Print/ electronic media, social organization to form partnership with private sector	DoE/ PDMA/W&S	P&D/ UNESCO, UNICEF/ Donors/ Private Sector
	UNDP RAHA		Mobilize local communities for funds generation		DoE/ PDMA	P&D/ Private Sector/ Donors
	APPSMA	Private schools sector supported food and shelter activities post 2010 floods	More incentive to private sector to support development programs		APPSMA, NGOs	PDMA, P&D, UN Orgs, Private Sector
	KK		Develop a network of organizations in safer construction	Education department to start dialogue with other orgs/ private sector	DoE, PDMA	PDMA/ Private Sector/ NGOs/ Service Providers

Note: Participating Organizations, Responsibilities/Coordination and Resourcing sections of the plan will be periodically updated as more stakeholders (Participating Organizations) come to fore.

4.3 Consolidated School Safety Plan of Action

In order to facilitate the implementation of school safety action plans in the province, the plan of action matrix with corresponding defined roles and responsibilities has been synthesized and converted into a comprehensive School Safety Plan of Action, with specific implementation priorities.

For continuity and clarity, the consolidated school safety plan of action for the province is organized along the 6 key school safety elements, and distinguished by two sets of actions- priority actions and strategic actions. **Priority Actions** is a listing of those stakeholder defined actions that could be initiated and completed in a relatively short time frame, say **within one to one-and-a-half year**. **Strategic Actions** is a composite listing of those actions that mark the beginning of the school safety plan of action with interventions that will lead towards meeting the national and international obligation for safe schools and safe children, in a relatively longer time frame of **three to four years**. The strategic actions are also identified in a manner that offers the opportunity to track progress through benchmarking and results orientation, leading to scaling up of further similar actions.

It must however be noted that though the timeframes associated with completion of the priority or the strategic actions may be different, it does not imply choosing one over the other while assigning implementing priority. Where all actions need to be undertaken simultaneously for all school safety elements, this bifurcation simply provides a different time horizon for resource allocations.

Consolidated School Safety Plan of Action KP

Major Elements of School Safety	Immediate Actions (Jan 2011-June 2012)	Strategic Action (Jan 2011-Dec 2014)	Main Responsibility/ Coordination
1) Policy and Institutional Mechanisms	- Mainstreaming of DRR in Education & procedures for Education in Emergencies utilizing local knowledge and cultural context - Develop incorporation guidelines and tools for implementation of policy and DRR awareness material in teacher learning material - Develop School emergency response policy and operational guidelines	- Develop short, medium, and long term strategy for policy, and capacity for policy implementation - Review relevant existing policies for improvements and compliance to international standards - Develop short, medium and long term strategy for engaging private sector schools in DRR policy implementation - Promote school maintenance awareness and resources - Install KP wide school based multi-hazard disaster early warning system	P&D/ DoE/ PDMA
2) Technical Aspects of Safer Schools	- Develop mapping of all public/private sector schools - Conduct assessment of schools in high risk locations - Revise current prototype school building designs	- Conduct safety assessment of all schools for various hazard risks (Eq, Floods, Landslides, Fires, Conflict) - Develop and implement planning and design standard for safe school location and construction	P&D./ DoE/ C&W/ P&D/ PDMA

Major Elements of School Safety	Immediate Actions (Jan 2011-June 2012)	Strategic Action (Jan 2011-Dec 2014)	Main Responsibility/ Coordination
	- to include seismic/ other hazards provision, including safety provisions - Reconstruct, retrofit, rehabilitate, relocate identified hazardous schools - Conduct stakeholder awareness raising on safe school 'siting'	- Conduct awareness raising and capacity building of concerned government departments - Develop and include school retrofitting schemes in KP ADP - Develop simplified codes and design for schools in Eq zones, with updated manuals/ specifications and guidelines	
3) Systems/ Skills / Resources- Capacity Development Requirements for Safe Construction	- Conduct awareness and training of heads of education institutions on maintenance requirements - Conduct maintenance of school building with provision of maintenance funds to schools - Conduct safer construction orientation and training for concerned departments professionals - Develop a cadre of skilled technicians in safer construction skills - Develop training material, guidelines	- Review PC-1 for requirement of building codes observation for new school construction schemes - Develop KP wide early warning systems for all (EQ, Flood, Fires, Landslides) related hazards - Develop capacities in relevant departments, organizations for better building designs and techniques - Develop a safer construction skills training program for local skilled/ unskilled labor	DoE/ P&D/ PDMA/ C&W
4) Integrating Disaster Risk Reduction Information in Formal/Informal Education	- Make DRR integration part of (inter-departmental working group) medium , and long term strategy - Develop DRR specific material, and awareness raising of concerned stakeholders - Orientation workshops, seminars, and training for teachers on Education policy application and tools - Conduct disaster awareness lectures/ seminars in some schools and conduct safety drills for schools in high risk areas	- Implement comprehensive integration planning and implementation of DRR in formal/ informal schooling curriculum - Develop and provide appropriate DRR information related material to school communities - Develop a comprehensive program of safety drills and instructions in all schools (public and private) - Develop learning tools/ visual resource material for children for risk management education	DoE/ P&D/ PDMA/ Local Government
5) Community Preparedness for Disaster Prevention and Response	- Develop SOPs (standard operating procedure) for disaster response for all schools at risk in KP area.	- Develop community based "school hazard assessment, and response plan" (all and specific risks)	P&D./ DoE/ PDMA/ Local Government/ Department,/ Police

Major Elements of School Safety	Immediate Actions (Jan 2011-June 2012)	Strategic Action (Jan 2011-Dec 2014)	Main Responsibility/ Coordination
	- Develop and application of guidelines / checklist for "safe schools" for specific hazards in local communities - Conduct safety drills in schools for various hazards	- Demonstrate select schools as "safe schools" - Develop ' safe havens' as demonstration for post disaster "continuity-of-service" - Demonstrate select schools as "safe schools" - Train and equip communities around schools in response and rescue	
6) Public - Private Partnerships/ Financing for Safe Schools	Involve media in engaging private sector in safe schools	Develop and incentive policy and guideline for private sector to invest in safe schools development	PDMA/ P&D/ DoE/ Private Schools Associations/Private Building Contractors/ Private Sector

5.0   Next Steps

- Considering that some of the safety related actions -- from policy to operations and feedback level -- as indicted and outlined against the 6 key school safety elements may require collaborative technical, financial, and human resource, it would be useful to convert all these priority and strategic actions by all key stakeholder agencies into a larger detailed Operation Plan with resource estimations and resource allocation/mobilization plan.

- This detailed operation plan, and as a stand-alone project for the KP, could be a comprehensive amalgamation of activities encompassing the entire spectrum of safety actions from policy-to-implementation. As an alternative, such a plan could also be grouped around key school safety elements such as policy, technical aspects, or education and preparedness etc. to help focus on specific implementing or resourcing opportunity.

- While considering the resource mobilization strategy for this plan, it would be useful to access some of the already committed human and financial of various national, provincial, and local organizations and agencies identified as resource in the KP school safety plan of action matrix. These organizations not only have already allocated some resources for these actions within their plans and budget, but may also have some of the proposed priority or strategic actions resourcing in-built into their upcoming or subsequent year planned budgets.

- A coordinated / collaborative project for KP region will require coordinated implementation mechanism. So, the proposed KP Provincial Inter-Departmental Policy and Coordination Group for Disaster Risk Reduction in Education, in support of the Department of Education, has to function as the Implementer and Monitor of the plan, with respective stakeholder of public sector, civil society, academia, and private sector as executors of the respective action based on their action identified priority and mandate. One UN in general and UNESCO, UNICEF, UNDP and UNHABITAT in particular could assist DoE developing of such an operational plan; assist in resource mobilization from other sources if required; provide technical assistance, and help develop project execution and monitoring modalities for the collaborative plan implementation.

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Annex-1: Stakeholder Consultative Sessions for Development of Plan of Action for Safe School and Educational Buildings in KP

Background

Pakistan earthquake 2005 had a severe impact on education system as over 18,000 students and 900 teachers were killed. Large numbers of schools were destroyed. In the middle of 2007 Pakistan experienced intense storms and a major cyclone causing severe flooding, displacing over 300,000 people and affecting more than 2.5 million. Balochistan and Sindh provinces were worst affected, with 280 confirmed deaths and a further 188 missing.

KP is beset with plethora of natural and human induced hazards. Earthquakes, floods, landslides, fires are identified as some of the key hazards in the National Disaster Risk Management Framework. Most of the school buildings and educational institutions do not comply with the hazard (like earthquake, floods, landslides, fires and associated disasters such as inundation) resistance designs, construction and lacks preparedness and response plans.

In this context, KP Department of Education, Provincial Disaster Management Authority (PDMA) and UNESCO jointly plan to assist Government of KP in development of Plan of Action for safe schools and educational buildings. On the basis of the Plan of Action authorities will be able to develop strategy and mobilize the resources required to make educational institutions safe.

Proposed Activity

For the development of plan of action for safe schools and educational buildings, meetings with relevant stakeholders including Department of Education and KP Disaster Management Authority, Planning and Development Department, Works and Services Department, municipalities and local Non Governmental Organizations are planned.

The session will be held in Focus Group Discussion form. The facilitator from UNESCO will brief the participants on background of the initiatives and relevant issues covering the concept of safety of schools and educational institutions. Then the session will be opened for discussion with key questions from the facilitator. A matrix to map existing work and to capture action items for future will be developed (attached as Annex). The session duration will be one day.

Expected Outcomes

The sessions will assist in:

- Sensitizing involved stakeholders on issues related to school safety
- Developing a proper and contextual outline for Provincial Plans of Action for safe schools and educational buildings in KP covering engineering and non-engineering aspects/issues
- Mapping of key institutions ranging from policy level to operational level, and their mandates, roles and responsibilities; challenges and opportunities

Annex 2   Action Plan Matrix

School Safety Plan of Action Matrix

Province …………..
Name of Org..............
Name of Key Contact…………………….
Key Organizational Mandate
1…………………………………
2…………………………………
3…………………………………

Major Elements of School Safety (Indicative)	Major Processes (Indicative)	Specific Mandate (if any)	Existing actions			Desirable action	Immediate planned / possible plan of actions	Responsibility/ coordination	Resourcing	Remarks
			Eq	Flood	LS/MS					
1) Policy and Institutional Mechanisms	-National/local level policy -Institutional mechanisms and systems -Enabling laws, regulations, guidelines -institutional practice at national, provincial, local									

	and community level -Compliance -Best practices and tools -Principles of good governance								
2) Technical Aspects of Safer Schools	-Engineering designs/structural solutions -School 'siting' -Design and construction codes and guidelines, -Design options -Appropriate construction materials -Physical planning elements for critical infrastructure, -Insufficient and inefficient use of materials and building technologies								

	-Prioritization of school retrofitting -Cost effective retrofit techniques								
3) Systems/ Skills / Resources-Capacity Development Requirements for Safe Construction	-Skills resources -Availability and access to safer construction skills, techniques, and tools for safer design and construction -Maintenance of school buildings (existing and new) -Indigenous knowledge, capacity building in design and construction, -Appropriate construction skills -Formal training set ups and resourcing for local technicians								

4) Integrating Disaster Risk Reduction Information in Formal/Informal Education	-Integrating DRR in formal and informal schooling, -Awareness raising on local/ regional disaster risks to schools. -Scope and sequence of DRR education and life skills -Public risk awareness through tools such as child focused initiatives, knowledge exchange, grass roots collaboration, public community level interaction -Social marketing									
5) Community Preparedness for Disaster	-Community preparedness in prevention and									

Prevention and Response	first response and search and rescue -Preparations for schools as "safe havens" in disasters -Operational requirements of designing, designating, and safe havens operations -Community based assessments of local hazards, vulnerability planning and implementation capacity -Community response interventions, facilities and stockpiling									
6) Public - Private Partnerships/ Financing for	-Incentives/ involvement of private sector investments in									

Safe Schools	elements of safe schools								
	-Risk transfer								
	-Shift from post disaster relief and reconstruction (RR) to pre-disaster prevention and preparedness (PP)								
	-Investment in disaster reduction and its integration within the development planning process								
	-Opportunities and innovative partnership leading to safer schools								
	-Public financing								

Annex 3: List of participants of Workshop for Development of Draft School Safety Plan of Action held on 13 December 2011 at Peshawar

1. Hamidul Haq Department of Education, KP
2. Arshad Khan, UNICEF, Peshawar
3. Muhammad Azam, ADO-P&D, Swat
4. Ghulam Sadiq, Addl. Secretary, Communication &Works, KP
5. Colonel Tariq Mahmood, Deputy Chairman, Army Public Schools, Peshawar
6. Col. Imran Haider Shirazi, GSO-1 Operations, HQ 40 Div, Dera Ismail Khan
7. Said Rehman Provincial Coordinator WATSAN, LG&RDD, KP
8. Islam Gul, Sadda Welfare & Development Organization, Peshawar
9. Major Sabir Shah, GSO-2 IT & Projects, HQ 40 Div, Dera Ismail Khan
10. Jehan Muhammad, EDO Education, Hangu
11. Gul Wali Mohmand, Senior SP Police, KP
12. Mahjabeen Ayub, PO Social Sector, Sarhad Rural Support Program, Peshawar
13. Muhammad Atta ul Haq, Chief of Section (Education), P&DD, KP
14. Abdullah, EDO, Shangla
15. Muhammad Ilyas, M&E Officer, RAHA, Peshawar
16. Sikandar Shah, EDO, Buner
17. Waseem Ahmed Kundi, Planning Officer, PAARSA, KP
18. Shamroz Khan, Gender Specialist, SW&WD Department, KP
19. Dr. Amir Nawaz Khan, Director, Center for Disaster Preparedness and Management, CDPM, University of Peshawar
20. Dr. Shamsul Haq, DG RESCUE 1122, KP
21. Sher Daraz Khan, Assistant Director, P&D, KP
22. Mushtaq Ahmed, EDO Malakand
23. Amjad Ali, Vice President, All Pakistan Private Schools Association, Peshawar
24. Halimullah, EDO
25. Saima Abbas, Coordinator, Education Cluster, UNICEF, Peshawar
26. Irshad Khan, ADO Establishment, KP
27. Vasif Shinwari, Mainstreaming Consultant, PDMA
28. Shama Asad, Program Coordinator, Rural Development Initiative, Peshawar
29. Ibrash Pasha, Khwendo Kor, Peshawar
30. Mary Ombaka, Provincial Officer, UNESCO
31. Sameer Luqman, Project Officer DRR in Education, UNESCO
32. Khizer F. Omer, School Safety Expert, UNESCO