

Pakistan Floods Emergency Response Plan (August 2010 - July 2011)

Appealing Agency	UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO)
Project Title	Reactivation and Early Recovery of the Education System in Flood Affected Areas: Support to Non-formal Basic and Secondary Education and Capacity Building of Education Department for Disaster Management
Project Code	PKA-FL-10/E/34526/R
Sector/Cluster	EDUCATION
Objectives	<p>To support the immediate reactivation and holistic recovery of the education system in flood-affected areas, with special emphasis on non-formal and secondary education, particularly for women and girls, and emergency education planning and management. Specifically the project aims to:</p> <ul style="list-style-type: none"> • Promote literacy, life skills and income generation among women and adolescent girls; • Provide access to provisional learning spaces for middle and secondary students and psychosocial support through teacher training; • Expand access to non-formal and early childhood education • Strengthen the managerial capacity of the District Education Departments (DED) in coordination, assessment and management for post-flood response projects in the education sector; • Improve conditions for learning in primary and secondary schools through disaster risk assessment of existing schools and increased disaster resilience <p>Geographical coverage: 12 severely affected districts – three in KPK (Nowshera, Charssada, Swat), five in Punjab (Rajanpur, Layyah, Muzaffargarh, DG Khan, Rahim Yar Khan), three in Sindh (Ghotki, Sukkur, Khairpur), one in Balochistan (Jaffarabad).</p>
Beneficiaries	<p>Total: 115,000 90,000 children (Boys Age 3-18 :45,000 and Girls Age 3-18: 55,000)</p> <p>Geographical coverage: 12 severely affected districts – three in KPK (Nowshera, Charssada, Swat), five in Punjab (Rajanpur, Layyah, Muzaffargarh, DG Khan, Rahim Yar Khan), three in Sindh (Ghotki, Sukkur, Khairpur), one in Balochistan (Jaffarabad).</p> <p>Children: 90,000 Women: 25,000</p>
Implementing Partners	Ministry of Education, Provincial Departments of Education, INGOs and NGOs
Project Duration	Oct 2010 - Jul 2011
Current Funds Requested	\$5,700,000.00
Location	MULTIPLE PROVINCES
Priority	EARLY RECOVERY

Needs

Estimates of the damages to educational institutions in the regions affected by the floods indicate that almost 10,916 schools have been either destroyed or badly damaged. Consequently, students are left without safe spaces for learning. In terms of access and quality, the education system has deteriorated seriously in heavily populated districts as result of frequent natural disasters. The project aims to provide urgent humanitarian relief to help restart middle and secondary schooling, Non-Formal Basic Education, functional literacy and continuing education as soon as possible in the areas affected by the floods. Education is critical in a humanitarian response, as it helps pass on life-saving messages and provides psychosocial support. The sooner schooling resumes, the sooner affected students and communities will benefit from the sense of normalcy, security and stability that schools offer amid the chaos of the emergency. The project addresses the needs identified by the Provincial Department of Education in psychosocial support to teachers and students, and in the provision of temporary learning spaces and teaching/learning materials and aids. Primary level participation rate in flood affected districts has been low, particularly in case of girls. Due to poor physical facilities and lack of quality Early Childhood Education facilities in government primary schools, dropout rates have been especially high. In many cases, teachers travel long distances to school, increasing chances of teacher absenteeism, which ultimately affect the quality of education in the schools. In case of smaller villages and hamlets, families are reluctant to send their children to Govt. Primary Schools in other villages. This situation necessitates alternate forms of schooling, following a more flexible and cost effective approach of Non-Formal Basic Education, bringing school to the door step of children. NFBE Centres will ensure community participation in their planning and management, bring missed out and

dropped out girls into NFBE school, and prepare young children for formal schooling.

Literacy rates are low in most of the flood-affected districts, particularly among rural females. Keeping in view the levels of illiteracy and poverty and the low status of women, there is a need to equip people in the flood-affected areas, particularly the women, with knowledge and skills which can help them to recover economically and successfully cope with hardships and new social challenges. Literacy instruction and training in life skills, including income generation skills, will improve the quality of life of women in the area and pave the way for their social, economic and political empowerment.

The district level education system has been severely impacted by the floods. The Department of Education is severely stretched, as officers and institutions have also been affected, yet are under pressure to restart schooling. Education department staff is assisting provincial governments in relief operations, damage assessment and soon will initiate recovery interventions. Already limited capacity will be stretched further. There is a need to set up District Education Recovery Cells for coordination and management for post-flood response projects.

Thousands of students are enrolled in primary and secondary schools which are neither constructed nor maintained to disaster resilient standards. It is critical to get safer school construction right the first time to save students' and teachers' lives, and minimize the disruption of education activities. There is a need to do disaster risk assessment of schools and to assist district administrators to put necessary technical expertise in place to ensure that damaged educational structures are repaired or rebuilt to a higher standard than before.

Activities

Rehabilitation and Empowerment of Women through Functional Literacy and Continuing Education:

Establishment of Functional Literacy and Skill Training Centres.

Education about health and hygiene, family and child care, rights and responsibilities, conflict management, and other life skills.

Training sessions on various income generation/income saving skills.

Training of teachers to address women's protection concerns at community level and how they can effectively promote gender equity, equality and the empowerment of women in the flood affected areas. The project will develop knowledge, skills, attitudes, and values that promote participation, cooperation, equality, and respect for differences within and between communities, enabling women and girls in the flood affected areas to participate in society equally with men. The special needs of women who face restricted mobility will be taken into account in arrangements for these training courses.

Emergency Secondary Schooling:

Emergency repairs of middle and secondary schools with minor damages.

Purchase/rental and installation of provisional structures for temporary learning spaces using local manpower and materials, including furniture, for primary and secondary schools to ensure immediate resumption of their education.

Provision (reproduction and dissemination) of missing textbooks and teaching/learning materials.

Support to the Provincial Department of Education for rapid in-service training of teachers and education personnel on their role in psychosocial support, including essential life skills messages (related to health, hygiene, safety, etc.), awareness-raising on disaster risk reduction and mitigation, instruction in supportive learning methods and behaviour management and guidance on making referrals for those needing more specialized supports.

Non-formal Basic Education Opportunities for Out of School Girls and Young Children:

Establishment of Non-formal Basic Education Centres for out of school girls.

Education of girls and women about health and hygiene, family and child care, rights and responsibilities, peace education and life skills, etc.

Human rights training in which women and girls gain greater confidence, and acknowledgement for the role they play within their families and communities.

Establishment of District Education Recovery Cells:

Set up Education Recovery Cell in eleven District Education Departments to effectively prepare and implement education response plans.

Provide human resource assistance for coordination, management of recovery and reconstruction, financial management, monitoring and evaluation.

Provide basic equipment, repairs, and/or temporary work spaces to offices and facilities of the District Education Department and relevant education authorities.

Provide education authorities at district level with basic training in education sector emergency response planning and management, including promotion of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and

Early Reconstruction.

Train district education officials to address women's protection concerns at community level.

Disaster Risk Assessment of School Safety:

Conduct a vulnerability assessment of existing schools in disaster-prone regions to develop School Safety Assessment and Disaster Management Plans that will be the primary documents to guide school safety work, prepared in consultation with the School Disaster Management Committee that will link the school with the local government and community.

Implementation of these activities will draw on existing standard assessment tools available within the cluster and the INEE Guidance Notes on Safer School Construction, and build on local knowledge and skills in providing technical expertise and guidance to the reconstruction of damaged or destroyed educational facilities.

Outcomes

Rehabilitation and Empowerment of Women through Functional Literacy and Continuing Education:

1,000 Functional Literacy Centres for women operational

25,000 women acquire literacy skills and are educated about health and hygiene, mother and child care, rights and responsibilities, conflict management and income generation skills

5,000 girls are mainstreamed into formal education or continue their studies

Emergency Secondary Schooling:

250 provisional classrooms operational in the locations identified by the Provincial Department of Education and local authorities, providing learning spaces for approx. 6,000 middle and secondary students

Learning materials distributed to at least 11,000 middle and secondary students

At least 200 teachers and education personnel trained on and providing psychosocial support through education, reaching at least 50 students each (total: 11,000 students)

Non-formal Basic Education Opportunities for Out of School Girls and Young Children:

500 Non-formal Basic Education Schools established

500 community-based non-formal ECCE Centres in operation

15,000 out-of-school girls and women enrolled in basic education

15,000 young children of age 3-5 benefit from learning and playing opportunities

30,000 young children and girls of age 10 receive education about health and hygiene, peace education, and other life skills

Establishment of District Education Recovery Cells:

The Education Recovery Cells in DED setup and functions in the severely-affected districts.

DED staff has the supplies and workspaces required.

DED staffs are trained in emergency response in the education sector, and are familiarized with the INEE Minimum Standards.

Reactivation of schooling is facilitated, as capacity among DED staff is strengthened.

Disaster Risk Assessment of School Safety:

School Safety Assessment and Disaster Management Plans (SSADMPs) and initial educational structures needs database developed

School Disaster Management Committees established

Technical Guidelines for Designing the Transitional School Shelter developed

Educational officials trained in Managing Recovery and School Construction

United Nations Educational, Scientific and Cultural Organization	
Original BUDGET items	\$
Total	0

United Nations Educational, Scientific and Cultural Organization	
Current BUDGET items	\$
Staff	770,000
Inputs	4,400,000
Administration	530,000
Total	5,700,000