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End of Project Evaluation

A Safer Tomorrow - Institutionalizing disaster preparedness in education system

Project No: ECHO/DIP/BUD/2013/91017

Conducted by H&H Consulting
For
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LIST OF ABBREVIATIONS AND ACRONYMS

AKPBS	Aga Khan Planning and Building Services
ADEO	Assistant District Education Officer
ADP	Annual Development Plan
BOC	Bureau of Curriculum
BOQ	Bill of Quantity
CADR	Civil alliance for disaster resilience
C&W	Communication and Works
CSSF	Comprehensive School Safety Framework
DCTE	Directorate of Curriculum and Teacher Education
DDMA	District Disaster Management Authority
DIPECHO	Disaster Preparedness ECHO
DRR	Disaster Risk Reduction
DSE	Director School Education
E&SE	Elementary and Secondary Education
ECHO	European Commission Humanitarian Aid and Civil Protection
ED	Education Department
EDO	Executive District Officer
EMIS	Education Management Information System
ERT	Emergency Response Teams
ESRU	Education Sector Reform Unit
HFA	Hyogo Framework for Action
HVCRA	Hazard, Vulnerability, Capacity, Risk Assessment
IP	Implementing Partner
KP	Khyber Pakhtunkhwa
MAHI	Malteser International & Handicap International
MOET	Ministry of Education and Training
MoU	Memorandum of Understanding
NDMA	National Disaster Management Authority
NOC	No Objection Certificate
PED	Provincial Education Department
PDMA	Provincial Disaster Management Authority
PEACE	Provincial Education Assessment Centre
PITE	Provincial Institute for Teacher Education
PTA	Parent Teacher Association
PTC	Parent Teacher Council
RITE	Regional Institute of Teacher Education
SBDRM	School Based Disaster Risk Management
SC	Steering Committee
SDM	School Disaster Management
SDMC	School Disaster Management Committee
SIP	School Improvement Plan
SMC	School Management Committee
SOPs	Standard Operating Procedures
SOI	Specific objective indicator
SSP	School Safety Plan
TOT	Training of Trainers
VDMC	Village Disaster Management Committee

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EXECUTIVE SUMMARY

The document presents the evaluation of the project “A Safer Tomorrow - Institutionalizing disaster preparedness in education system.” The project was implemented by HOPE'87 together with its local implementing partner Hashoo Foundation. The project was jointly funded by European Commission Humanitarian Aid and Civil Protection (ECHO), Austrian Development Cooperation (ADC), HOPE'87 and Hashoo Foundation. Total duration of the project was 21 months, including a three months no cost extension. It was implemented from April 2013 to December 2014 in two districts of KP, Malakand and Chitral. The project was part of the 7th DIPECHO action under which ECHO supported four different actions to implement disaster risk reduction projects in Pakistan. The **specific objective of the project** was "local capacities and systems on DP are reinforced in working with and through local structures, communities and education department and institutions, including by contributing to build their capacities to support replication."

The objectives of the final evaluation, as stated in the Terms of Reference (TOR) for evaluation are to “review the achievement of the project’s results and indicators, the short and medium term impact and the efficiency and effectiveness of the implementation process, to receive lessons learnt and practical recommendations to improve future actions and to provide ECHO, ADC, HOPE’87 and HF with sufficient information to make an informed judgment about the past performance of the project.

Methodology

Methods employed for data collection included a desk review, individual interviews with key informants, group interviews, observation visits, on-site discussions with beneficiaries and staff, and informal discussions with project staff.

Fieldwork for the evaluation was conducted between 9th and 19th December 2014. Remaining interviews, one with the DIPECHO partners for 7th action and another with the Country Director of HOPE’87 were conducted in January 2015.

Key Findings and Conclusions

With its focus on School Safety in remote, underserved and disaster-prone regions the project was highly relevant to community needs, country priorities, donor priorities and the mandate of the donor agency. The project directly speaks to ECHO priorities by contributing to develop a context-specific model for School Based Disaster Risk Management (SBDRM). School Safety being the main focus of HOPE’87’s DRR strategy in Pakistan, the project directly addresses its mandate. The project is in line with the country priorities by focusing on remote and underserved communities and developing capacities for disaster risk reduction and preparedness, which are included as some of the focus areas in Pakistan’s National Strategy for Disaster Management. The project was informed by a formal need assessment and it addresses specific community needs identified during the need assessment. The project was also informed by lessons learnt from STDP-1 (ECHO contract # ECHO/DIP/BUD/2011/93015).

In a cursory analysis it appears that the project activities were unusually delayed, upon closer scrutiny it shows that delay was caused by the requirement of developing a common SBDRM model and associated tools. It took more than six months for the partners to develop a common model and another eight months to develop tools necessary to implement and test the model.

Of the four indicators for specific objective the project made significant progress on two i.e. adoption of DRR as compulsory subject and development of SBDRM model. Some progress was made on adoption and approval of School Improvement Plans (SIP) incorporating school safety plans. Financial allocation for DRR in ADP was a missed opportunity. Specific Learning Outcomes (SLOs) related to DRR were identified in the existing curriculum and DRR text material was developed to address these objectives. The DRR text material was approved by an apex committee for DRR (called Steering Committee) but adoption of these materials as a compulsory subject is still awaited. SIP plans were developed for 88 schools and submitted to Education Department for approval. Four SIP plans were implemented with 70% contribution of the project and 30% from PTC funds. Official directives have also been issued to PTC that they can utilize the PTC funds for small scale mitigation measures.

The SBDRM model is quite significant. It shows how to work with the government system. Even though the SBDRM model was developed by ECHO partners (HOPE'87 and Save the Children), yet regular consultations were held with Education department and PDMA while developing the SBDRM model.

The model has benefited from but does not seem to clearly recognize direct and indirect personal linkages and relationships that play an important role when it comes to working with the government system. The model also does not yet recognize limitations of the cascade training model which became apparent when the model was implemented/field tested, however the learning have been incorporated in the tools developed.

The most notable achievement of the project is establishing a Steering Committee at provincial level with the mandate to institutionalize Disaster Risk Reduction (DRR) in Education. The project in fact exceeded its own expectations on this count. The original target of the project was to revitalize a DRR working group established following the approval of School Safety Action Plan in 2012 by KP government. A high powered provincial DRR and education steering committee has been established in Khyber Pakhtunkhwa (KP) that involves the heads of all the five relevant education departments.

The provincial level Training of Trainers (ToT) conducted by the Center for Disaster Preparedness and Management (CDPM) for selected PITE faculty provided participants with a solid foundation on DRR concepts and skills. However, owing to three important reasons it was not sufficient alone to prepare the participants as Masters Trainers to conduct district-level TOT for teachers (the second tier of cascade training). First, SBDRM model was still being developed at the time of the training. Second, common tools were not developed then. Third, apparently because of the first two reasons the training did not specifically focus on SBDRM, instead it covered generic DRR topics.

It is too early to assess the impacts such as contribution to reduced vulnerability to disasters, but there is some evidence of early impact at knowledge and awareness levels and some anecdotal evidence of changes at practice level. Respondents who had received trainings, in general, reported increased awareness and knowledge about DRR. Some practice level changes were also noted in the field e.g.

removing desks piled at the back of the classroom and sharing DRR messages with other teachers and students.

Key Recommendations

Conducting a formal need assessment for the project was commendable, but it is recommended that **HOPE'87 should also engage key stakeholders even stronger at design stage of the project.** This will not only enhance ownership of the project at local level but also make the project design more context-specific.

The current SBDRM model is developed in consultation with the provincial government department, more attention could be paid to realities and perspectives of district education authorities. **HOPE'87 should explore ways to include views and expertise of government officials (both provincial and district level authorities), school teachers, and students in refining and improving the model.**

Identification of DRR related SLOs in the curriculum and development of DRR text material and approval DRR text material by the DRR steering committee are important steps towards inclusion of DRR curriculum in the syllabus. Even though it is recognized that revision of curriculum, last done in 2006, is not due for the next two years, it is important that **HOPE'87 should keep the agenda (of inclusion of the DRR curriculum in the syllabus) alive so that when the curriculum is revised DRR is integrated in an existing subject like Social Studies or Pakistan Studies.**

Lack of translation of training material in Urdu had negative implications for uptake of the training messages particularly at grassroots level. **Therefore, no training should be conducted at lower level unless material is available in Urdu or local language, whichever might be more relevant.** Availability of material in Urdu should be one of the minimum criteria used for conducting the training at grassroots level.

For PTCs trainings material should be even simpler. The material should ideally be pictorial based (a picture is worth a thousand words). HOPE'87 and ECHO can also look into the possibility of developing a video with key messages related to School Safety with demonstration exercises.

One-off training would not be sufficient to develop master trainers. Experience of the project suggests that TOT should be complemented with a mentoring module and refresher training. HOPE'87 can also consider an option to set-up a helpline on School Safety so that trainers responsible for conducting trainings on School Safety at grassroots level could call and discuss their issues. At district level Support Group for trainers should be established so that they can come together and share their experiences in respective groups and benefit from each other's experience.

Education managers at district level should also be trained on School Safety. The training for Education managers may include a module on basic concepts and skills for School Safety, but the main focus of the training should be on enhancing their skills to plan, budget, organize, lead, coordinate and monitor school safety projects.

HOPE'87 should do some scenario planning based on some well-informed assumptions about possible makeup of local government in KP. If local government is devolved to

village level, as the ruling party in KP appears to suggest, it would offer an excellent opportunity to link CBDRM with SBDRM.

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Aslam Aman
Evaluator

1. INTRODUCTION

This document reports on the end of project evaluation of “A Safer Tomorrow - Institutionalizing disaster preparedness in education system.” The project is implemented by HOPE'87 with its local implementing partner Hashoo Foundation in two districts of Khyber Pakhtunkwa (KP) province. The project is co-funded by the European Commission Humanitarian Aid for Civil Protection (ECHO), Austrian Development Cooperation (ADC), HOPE'87 and Hashoo Foundation. The originally agreed duration of the project was 18 months, from April 2013 to September 2014. Later on, the project was extended for a period of three months through a no cost extension agreement and duration was revised to 21 months. The No cost extension was required to complete some of activities delayed owing to delay in developing a common School Based Disaster Risk Model (SBDRM) and development of tools for the implementation of the model. The project came to an end on December 2014.

The fieldwork for the evaluation was conducted from 9th December to 19th December 2014. Two interviews, one with the Country Director of HOPE'87 and the other with DIPECHO partners, were conducted during second week of January 2015.

1.1. Context of the Project¹

In recent years Pakistan has suffered a series of natural disasters, including the 2005 earthquake and major floods in 2010 and 2011. These calamities killed thousands and cost millions by destroying large-scale infrastructure, housing, livestock, agriculture, equipment, other assets and livelihoods. Since Pakistan is situated on major earthquake fault lines, the likelihood of similar tragedies in the future remains significant

Main causes of vulnerability to hazards in Pakistan include; poor quality of construction of housing stock, buildings and infrastructure (particularly rural), fragile natural environment, poor livestock and agriculture management practices, weak early warning systems, lack of awareness and education and poverty. Lack of communications infrastructure and critical facilities further aggravate vulnerabilities of communities in post- disaster situations

Most of the rural schools in Pakistan are adobe/stone constructions, which are extremely vulnerable to hazards like earthquakes, floods and landslides. In Kashmir, FATA, NA and KPK, school buildings are piled stones without any reinforcement with minimal cement mortar. The indigenous practice of light-weight, timber-laced construction has given way to more massive masonry and cement mortar construction which provides adequate protection against harsh weather but is often poorly constructed to withstand strong earthquakes.

Frequency of natural disasters in Pakistan in general and Malakand Division and Chitral in particular shows that there is an urgent need of disaster preparedness in the schools and adjoining communities. There is a need of training the communities and school children in rescue and relief operations, awareness creation in safety measures and other techniques to cope with disastrous situations in the future. Furthermore, the remoteness of these Districts and its great expanse makes it almost inaccessible during disasters, as communication mediums come to a halt. The 4,668 schools situated in this area are also at a great risk, as teachers, students and the communities are not trained to deal with the after effects of disaster.

¹ Drawn from ToR

1.2. The Project Description

The project was part of DIPECHO 7th action under which ECHO awarded four different contracts to implement disaster risk reduction projects in Pakistan. The partners included HOPE'87, Save the Children, CADR consortium led by Care International and including HelpAge International and Diakonie Katastrophenhilfe and MAHI consortium led by Malteser international and including Handicap International. HOPE'87 was responsible for implementing SBDRM model in KP; Save the Children implemented Community Based Disaster Risk Reduction (CBDRM) model and SBDRM model in Sindh. Care International and Malteser implemented CBDRM model in KP. The role of HelpAge International and Handicap International was to ensure "inclusion" in the CBDRM model.

The **principal objective** of the project under review was "to reduce the vulnerability of rural and urban populations in Pakistan living in areas most affected by natural disasters by increasing the preparedness and the response capacities of local communities and authorities to potential and frequent natural disasters."

The **specific objective** of the project was "the local capacities and systems on DP are reinforced in working with and through local structures, communities and education department and institutions, including by contributing to build their capacities to support replication."

Table 1.1: Results and Activities of the Project

Results	Proposed Activities
Result 1: Institutionalization of school-based DP in KP Education department, including teachers training, curriculum manuals and school safety plans.	1.1. Establishing & strengthen partnerships with ED department & formation of DRR working group 1.2. Standardization of tools for school based disaster preparedness ^[1] _[SEP] 1.3. Capacity building of PITE/RITEs for teacher training
Result 2: Implementation and field-testing of the SBDP model through the education department.	2.1. Teacher training for SBDP 2.2. Model field-testing of SBDP tools 2.3. Capacity building of PTC/SDMC members
Result 3: Demonstrative and partial implementation of Schools Improvement Plans, primarily through available local resources and linkages to local development initiatives	3.1. Capacity and confidence building of district education department officials and PTC/SDMCs. 3.2. Advocacy for linkages between SIPs and local development initiatives

The project intended to reach out to a least approximately 26,935 individuals, including school children (About 3,180 families).

The official start date of the project was April 1, 2013 and planned end date was September 30, 2014. In parallel, ECHO worked with the partners to develop shared indicators for the projects implemented by different partners and proposals were finalized in May 2013. It took one more month to complete the process of contracting at Brussels

and actual contracts were received towards the end of June 2013. Even though ECHO had made it clear at the pre-selection stage that they would like the partners to work together to develop common models, limited clarity about common model (and associated tools) meant that the partners initially focused on project implementation according to the steps proposed in the Single form. Even though the model was one of the key indicators in the proposals, it took some time to reach the common understanding that the model needs to be given priority within the action.

It took well over six months before the model was accepted as a zero draft. During the six months partners revised the model 5 times and shared with ECHO for their feedback. The fifth version of the model was accepted as zero draft with the provision that the partners would test the model in the field and make necessary revisions based on lessons learnt. The fifth draft was submitted and accepted towards the end of March 2014, one year after the official beginning of the project.

It was followed by a phase during which standard operating procedures (SOPS) and tools were developed and approved. The tools were approved by RST working group and were available for implementation in June 2014, three and half months before originally project ending date.

1.3. Objectives of the Evaluation

As stated in the TORs for the evaluation the objective of the final evaluation is “to review the achievement of the project’s results and indicators, the short and medium term impact and the efficiency and effectiveness of the implementation process to receive lessons learnt and practical recommendations to improve future actions and to provide ECHO, ADC, HOPE’87 and HF with sufficient information to make an informed judgment about the past performance of the project.”

1.4. Evaluation Process

The process of evaluation began with an inception meeting with the project team of HOPE’87 in Peshawar on December 9, 2014. The same day a group of PITE faculty members, who were trained as provincial level Maters Trainers by the project, were interviewed. On 11th December the consultant visited Abbotabad and interviewed the Deputy Director of Provincial Education Assessment Center (PEACE). Fieldwork in Malakand was conducted on 16th December (same day when Army Public School incident took place in Peshawar). In Malakand, the consultant visited two schools where he held interviews with trained teachers and some non-trained teachers. Interviews were also held with District Education Officer (DEO) Male and ADEO P&D Male. From Malakand the consultant left for Chitral on 17th December and conducted fieldwork in Chitral on 18th December 2014. In Chitral the consultant held meetings with DEO male, DEO female, ADEO Male and ADEO Female in District Education Office. Since schools were closed owing to Army Public School incident the consultant could not visit any of the schools in Chitral. Instead a group of teachers were invited and interviewed at Hashoo Foundation office. The consultant also held a detailed interview with HF project team before leaving for Islamabad. Interview with HOPE’87 Country Director Mr. Shoaib Haider was held on 15 January 2014 in Islamabad and meeting with DIPECHO partners was held on 20th January, 2015.

1.5. Evaluation Methods

Methods employed for data collection included desk review, individual interviews with key informants, group interviews, and observation visits, on-site discussions with beneficiaries and staff, and informal discussions with project staff.

Key documents reviewed included project proposal, School Based Disaster Risk Reduction (SBDRM) model, budget, expenditure report, interim narrative report and training reports submitted by Hashoo Foundation.

During the fieldwork the consultant explained the purpose of the evaluation to all the stakeholders he met for the purpose of evaluation. It was made clear to all participating stakeholders that they are under no obligation to participate in the evaluation study. They were also assured that there would not be any negative consequences if they chose not to participate.

1.6. Limitations

- Schools in Chitral could not be visited because schools were closed in the aftermath of Army Public School incident in Peshawar on 16 December (two days prior to consultant visit to Chitral)
- Women teachers from Malakand could not be interviewed owing to cultural constraints (not having a female team member was a constraint). It was possible to interview women in Chitral.
- Representative of Save Children did not participate in the meeting of partners (a limitation given the fact that Save the Children was the only partner apart from HOPE'87 which focused on School Safety)
- Most recent narrative report was not available for analysis and review (it was being developed at the time of writing of the evaluation report)

2. RELEVANCE

The overall objective of the project, “to reduce vulnerability of rural and urban populations in Pakistan living in areas most affected by natural disasters by increasing preparedness and the response capacities of local communities and authorities to potential and frequent natural disasters” is highly relevant. It is highly relevant because Pakistan is one of the most disaster prone countries in the world, evidenced by a history of large-scale natural disasters over the past many years. Pakistan is prone to multiple hazards such as earthquakes, floods, flash floods, landslides, and rock falls.

Even though overall objective is relevant it does not sufficiently reflect the focus of the project on institutionalization, which is more appropriately reflected in the title of the project, “A safer tomorrow-Institutionalizing disaster preparedness in education system.”

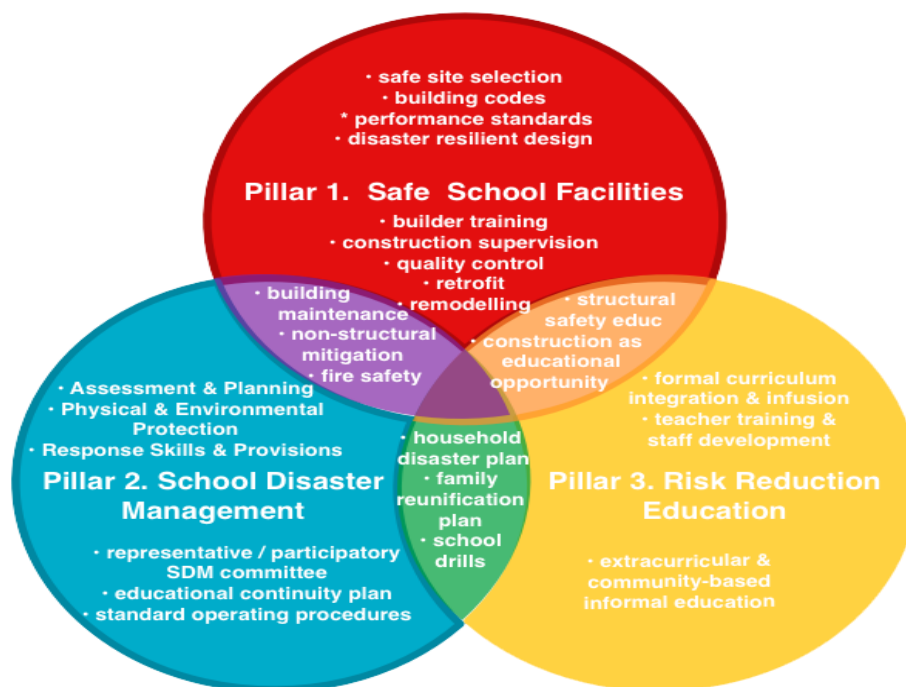
The specific objective of the project i.e. “the local capacities and systems on DP are reinforced in working with and through the local structures, communities and education department and institutions by contributing to build their capacities to support replication” is consistent with the overall objective of the project. The specific objective resonates the focus of the project on disaster preparedness in public schools and also reflects the intent to institutionalize disaster preparedness in the school education system.

Focus on school safety is also important because school safety in Pakistan remains a “matter of choice rather than a mandatory requirement.”² In this context implementing a project that aims to promote school safety in some of the most hazard-prone areas in Pakistan was highly relevant. The relevance of the project was further enhanced by its focus on institutionalizing disaster preparedness and disaster risk reduction in public education system in KP by demonstrating success in two districts.

The three results for the project fall into two broad categories: structural measures and non-structural measures. First two results fall into the category of non-structural measures. The first result is about infusing changes in school curriculum to include DRR as a mandatory subject, ensuring resource allocation and building the capacity of apex teacher training institution at provincial level (activities to be done at provincial level). Second result was about replication of the training a district level and testing of the model in schools. It also involved developing school improvement plans (non-structural activities to be done at grassroots level). Activities to achieve the third result basically fall under structural measures. The activities to achieve the third result included identifying and implementing small mitigation measures to show, 1) importance of structural measures and 2) to showcase that PTCs can use their funds more flexibly for wider range of activities, including School Safety measures.

The project design was guided by the Comprehensive School Safety Framework (CSSF) devised by International Strategy for Disaster Reduction (UNISDR). The figure 1.1 below shows the project had elements that addressed all the three pillars of CSSF.

Figure 1.1: Elements of CSSF addressed by the project



² Working paper: culture of safety in schools mandatory or by choice. Source(s): ActionAid - Bangladesh; Asian Disaster Preparedness Center (ADPC). Publication date: 2010

Relevance to Donor Priorities

The project is in line with the policy priorities of ECHO in South Asia. The key priority for ECHO is to promote disaster preparedness models that are compatible with local institutional environments and which use methodologies that can be integrated into local planning for replication.³ The project directly relates to this donor priority by contributing to develop a context-specific model for SBDRM. ECHO also aims at ensuring partnership with local and national DRR stakeholders. HOPE'87 addressed this aim by working in conjunction with consortium partners of 7th DIPECHO action and also by working with and through KP Government Education Department. HOPE'87 also engaged a local partner for the implementation of the project to enhance local capacities. The project also addressed ECHO's aim of working with excluded, underserved and remote communities, as both Malakand and Chitral are among the most underserved and remote areas.

The project is also consistent with European Commission's (EC) policy priorities for humanitarian assistance which stress the importance of making resilience an integral element of humanitarian and development interventions in fragile countries and calls for continued focus on disaster risk reduction and improved local capacities and development of national structures in disaster prone countries.⁴ Keeping in view the disaster prone nature of Pakistan in 2012 EC had placed disaster preparedness and risk reduction high on the agenda together with potential response to natural disasters.⁵

The project is also relevant to HOPE'87's mandate in Pakistan. HOPE'87 has been working in KP since the influx of Afghan refugees in 2002. Since then it has implemented a number of projects in different parts of KP, including areas affected by the 2005 earthquake and areas affected by internal conflict in recent years. Beginning with a school safety project implemented in Gilgit-Baltistan in partnership with The Aga Khan Planning and Building Services Pakistan (AKPBSP), School Safety or SBDRM disaster has become a forte of HOPE'87, so much so that School Safety is the main plank around which HOPE'87's Disaster Risk Reduction Strategy for Pakistan is spun. Infusing disaster risk reduction knowledge in relevant sections of school curricula and undertaking risk assessment, risk preparedness and implementing programmes to minimize the effects of disaster are key objectives of HOPE'87's Disaster Risk Reduction Strategy in Pakistan.⁶ The most important School Safety project HOPE'87 implemented in recent years is another DIPECHO-funded project, "Safer Tomorrow-Disaster Preparedness in Schools (STDP-I), a 19 months long project, implemented under 6th DIPECHO Action. The action under review actually builds on the STDP-I.

Relevance to government priorities

The project is also in line with the government priorities as reflected in the five priority areas identified by National Disaster Management Authority (NDMA) in its national Strategy for Disaster Management. Two priority areas the project is directly addresses are: 1) work with the Ministry of Education to integrate disaster risk management component in

³ *Humanitarian Implementation Plan (HIP) DIPECHO, South Asia*
The activities proposed hereafter are still subject to the adoption of the financing decision
ECHO/WWD/BUD/2013/01000

⁴ *Commission Staff Working Paper: Humanitarian Aid Strategy for 2012. European Commission. 21 November 2011.* http://ec.europa.eu/echo/files/policies/strategy/strategy_2012_en.pdf

⁵ *ibid*

⁶ *HOPE'87 Pakistan Disaster Risk Reduction Strategy, August 2012*

school, college and university syllabus; 2) build technical capacity of community organizations, masons, school teachers enhanced to deal with disaster risk reduction and preparedness.⁷

At provincial level the project is in line with the KP School Safety action plan 2012. As a whole the project is the operationalization and implementation of KP School safety action plan 2012.

Relevance to Hyogo Framework of Action

The project also followed Hyogo Framework for Action 2005-15 and UNISDR Safe School Initiative. The Hyogo Framework calls for “implementation of local risk assessment and disaster preparedness programmes in schools” and also underlines the need to make public facilities such as schools and hospitals resilient to hazards.⁸ It also emphasizes the use of knowledge, innovation and education to build a culture of safety and resilience.⁹ UNISDR Safe School Initiative recognizes school children, together with sick people in hospitals, as the most vulnerable people in the times of disaster. Therefore, it made disaster risk reduction and safer school facilities the two critical elements of 2005-07 Disaster Reduction Campaign.

More importantly, the project was broadly relevant in addressing local needs and requirements, both in Chitral and Malakand. The project design was preceded by a formal need assessment exercise.¹⁰ HOPE87 with the assistance of local partners consulted a range of stakeholders representing provincial and district governments, community-based organizations. Community leaders, school heads, school teachers and PTC/SMC members were also consulted. The need assessment highlighted that School Safety did not receive any attention from the government. The assessment also showed that many schools were located in disaster prone areas. Yet, level of preparedness in schools to respond to disasters was noted to be extremely limited. It also noted that in case of disasters it was mostly NGOs who came forward and helped people. The survey noted that both in Malakand and Chitral communities understand that their districts are prone to multiple hazards, but they did not consider themselves sufficiently equipped and trained to effectively respond to disasters. The community also identified a number of gaps in school infrastructure that could potentially be bridged through small-scale mitigation measures.

Key stakeholders interviewed for the evaluation also highlighted the relevance of the project. Education Department officials in Chitral, for example, said that prior to the Hashoo Foundation under DIPECHO 6th action no organization had addressed School Safety issues in Chitral. Even though they highlighted the importance of intervention, they said they should have been consulted even stronger at the project design stage as well.

In addition to the need assessment the project was also informed by lessons learnt from STDP-I (ECHO contract # ECHO/DIP/BUD/2011/93015). The lessons underscored the need to embed teacher trainings within the government system. It was noted that the sustainability of teachers training would be extremely challenging if trainings were not embedded in the government system.

⁷ NDMA National Strategy for Disaster Management

⁸ World Conference on Disaster Reduction. 18-22 January 2005, Kobe, Hyogo, Japan.

<http://www.unisdr.org/2005/wcdr/intergover/official-doc/L-docs/Hyogo-framework-for-action-english.pdf>

⁹ Hyogo Framework for Action 2005-15

¹⁰ The survey was conducted in partnership with 4 local partners (HASHOO Foundation HF, Community Research and Development Organization (CRDO), and State Development Organization (SPO) and Rural Area Development Organization (RADO), in Chitral, Malakand,, Swat, Lower Dir and Upper Dir

Selection of Malakand and Chitral was appropriate on two counts. Both Chitral and Malakand face risks of multiple hazards. Chitral is particularly prone to earthquake, flash floods and landslides and while Malakand is prone to riverine floods and earthquake. Many areas of Malakand were seriously affected by the floods of 2010.

The participant schools (10 in each district) were selected in consultation with the Education Departments in each district. Vulnerability to disasters was as important criteria for selection of schools, but factors such as distance from the centre was also underlying consideration. This was particularly true for Chitral where villages are spread over a large area (area of Chitral being 14850 sq kilometres). Far-flung areas could not realistically be selected because it would be costly to implement and monitor project activities. Besides, the project could not spread itself too thin by choosing villages from different valleys

A key strength of project design was a formal stakeholder analysis (included as Annex B with single form). Although duly acknowledged by HOPE'87 that the stakeholders analysis was not comprehensive enough. However, stakeholders' analysis provided a foundation on which HOPE'87 could further develop their understanding of stakeholders, their interests and relative strength of each stakeholder group.

3. EFFICIENCY

A perfunctory analysis may show that most of activities could not be completed on time. The table below shows a comparison of key activities originally planned and when they were actually executed. The table shows unusually long delays in undertaking activities. However, a deeper investigation revealed that the most important reason for the long delay was an unusually long gestation period for the development of a common SBDRM model. It took more than six months and five revisions of the manual before ECHO gave a green signal for implementation, even then with the proviso that it would be considered a zero draft which would be refined further in the light of field experiences.

Table 3.1: Key Activities Planned Versus Actually Executed

ACTIVITIES	Planned Beginning	Planned Completion	Executed	Delay
Formation of DRR Working Group	May 2013		10 December 2013	7 months
Standardization of tools	August 2013	August 2013	June 2014	11 months
Training of PITE Master Trainers	November 2013		December 2013- January 2014	2 months
Training of District Level Master Trainers	Feb 2013		20-24 June 2014	4 months
Printing of books	November 13	November 2013	December 2014	13 months
Field Testing (Teachers Training)	February 2014	June 2014	27 August 2014- September 3, 2014	6 months

Training of ED	Nov 2013	June 2014	Cancelled	
Advocacy for Approval of Budget for SIP	March 2014	May	September 2014	
Execution of Mitigation Measures	June 2014	August 2014	December 2014	

A closer scrutiny reveals that there were several justifiable reasons for delay in implementation of project activities. The development of a common model for SBDRM took longer than expected due to a lengthy revision process. There was a misunderstanding regarding the common tools to be developed. Even though it was stated in the single form that HOPE'87 would use existing tools (particularly a training manual developed by giz (also used in STDP1)), ECHO held a different view. ECHO expected the partners to develop not only a common SBDRM model, but also tools and Standard Operating Procedures (SOPs). However, this was clarified in February 2014. As a result, only in June 2014 partners were equipped with tools to implement and test the SBDRM model in the field.

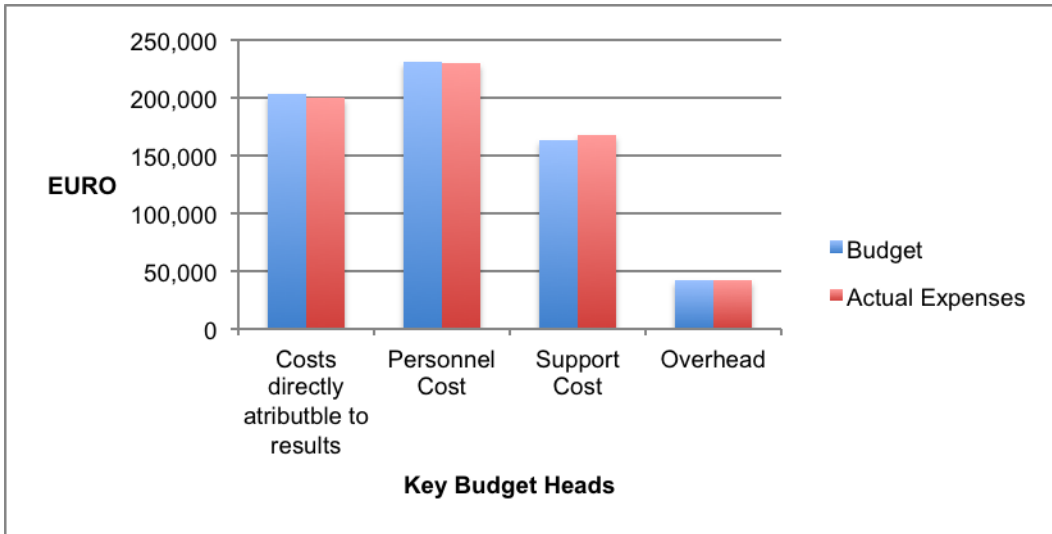
Another reason was delay in getting formal notifications from the provincial government for planned activities. Based on experience of implementing STDP 1, HOPE'87 had expected a time lag of two to three months from tabling a proposal in the DRR Steering committee to formal notification for implementation of the proposed activity. A mapping of the process done by HOPE'87 showed that against their expectations the process took five and half months. Another issue was that according to Rules of Business defined in a document called Manual for Civil Procedure activities approved in the steering committee could not be notified simultaneously.

After receiving the green signal, HOPE'87 and its local implementing partner implemented the activities efficiently. Between June and September 2014 the project team completed most of the project activities. Some activities were dropped e.g. training of Education Department officials, , and mitigation measures in Malakand (This was dropped due to the non-availability of BOQ that were supposed to be prepared by the departmental technical staff). Male and female TOTs in Chitral were jointly conducted with some negative implications for quality of female participation due to cultural constraints. Still demonstration exercises were conducted separately for male and females.

An important compromise, though not an intentional one, was conducting TOTs and cluster trainings using training material in English. This had negative implications for uptake trainings' messages, particularly at the grassroots level. According to HOPE'87 they did not translate the material into Urdu because it appeared to be in line with the policy of government to introduce English as medium of instruction from class 1. HOPE'87 has duly acknowledged this limitation in their activity reports. Subsequently, HOPE'87 has translated the manuals into Urdu language for future use under the 7th action.

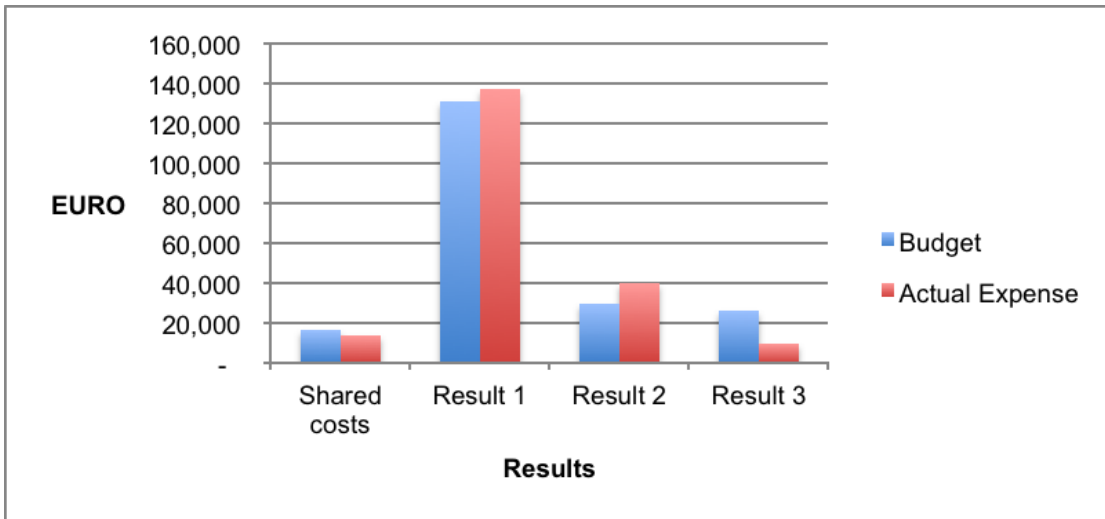
The project was well within its budget. The Figure 3.1 below shows a comparison of budget and actual expenses under key budget heads.

Figure 3.1: Budget Versus Actual Expenses for Key Budget Heads



It shows that that variation between budget and actual expenses for each budget head is very small.

Table 3.2: Budget vs Actual Expenses for Cost Directly Traceable to Results



The Figure 3.2. shows a comparison of budget and actual expenses directly traceable to the project results. Its shows that there is some variation in budget and actual expenses for different results. Actual expenses for result 1 and result 2 were higher than the budget. This is a reflection of intensity of activities under result 1 and result 2 and also a reflection of cost overruns for some activities e.g. notable negative variation is for the activity “standardization of tools” under result 1 (where variation was -124%). Similarly, negative variation was also noted in printing of teachers and students books (-378%). Result 3 shows significant positive variation because some activities under this result were not undertaken e.g. training of Education managers and mitigation measures through Local Development Initiative(LDIs) and orientation meeting for PTCs.

4. EFFECTIVENESS

The effectiveness of the project is assessed against the objectives and results and associated indicators mentioned in the Results Framework for the project.

The specific objective:

Local capacities and systems on DP are reinforced in working with and through local structures, communities and education department and institutions, including by contributing to build their capacities to support replication.

SOI 1. KP Education Dept. has adopted DRR as a compulsory subject for teacher training under DCTE.

The project made significant progress towards achievement of this target. However, owing to the delay in development of SBDRM model HOPE'87 did not have sufficient time to fully achieve this target. In a short span of time available for implementation of SBDRM model (after June 2014 when the model was ready) HOPE'87 and its local implementing partner successfully advocated with KP Education Department. HOPE'87 is committed to advocate for integration of DRR into an existing subject. Once a decision to include the DRR in syllabus is taken the decision will have to go to Curriculum Wing and then to Textbook. It is important to mention here that DRR steering committee has agreed in principle that DRR training content will be added into PITE's existing training programs and an extra day will be allocated in training for an awareness raising sessions on the subject.

SOI 2. School Improvement Plans (SIP) incorporating School Safety Planning (SSP) approved for adoption in KP, and available for functioning in 2 districts by end 2014.

Against a target of 20 SIPs the project facilitated trained teachers and PTC members to develop 88 SIPs. In addition to 20 target schools plans were also developed for schools reached out through cluster trainings. These plans were reviewed and commented on in SIP workshops held in both districts. Reviewed and refined SIPs have been submitted to Education Department for approval. Four plans were approved for Chitral and implemented through Education Department with the contribution from the project and PTC funds. Other plans are awaiting approval from the respective district authorities.

SOI 3. Financial allocation in annual budgets by education department and district authorities for disaster preparedness in and around schools.

Although this target could not be achieved (HOPE'87 considers this the most important opportunity lost due to time constraints), yet significant steps towards the process of financial allocation have been achieved. By the time SBDRM model was approved time for influencing financial allocation was lost (annual budget is presented in Pakistan towards end of June).

One of the important steps towards allocation of resources for DRR trainings is the decision of DRR steering committee which directed PITE and HOPE'87 to prepare and submit a working paper containing financial estimation of cascade training for replication in other districts. Based on this HOPE'87 has developed a roll out plan for replication of the model in five other districts (seven in addition to two existing districts).

HOPE'87 is also advocating with the senior government officials and some influential politicians, including Minister of Finance in KP government for allocation of funds for seven to ten (10) districts in the next Annual Development Plan (ADP) of KP government. They are confident that government would approve the replication of the training in at least seven districts. According to the plan, the estimated cost of replicating the model in one district is 4 million that makes estimated cost for replication in 10 districts 40 million. Given that the budget for Elementary Education for KP for the current year is PKR 93 Billion¹¹, the total cost of replicating the project in 10 districts would be 0.43% which is less even half a percentage.

SOI 4. Minimum standards for School-Based DP models have been agreed upon, promoted and common components implemented, as agreed, by all DIPECHO partners.

The development of the common SDBRM model was a lengthy process. It took more than six months and five revisions of the model before ECHO gave a green signal for implementation of activities. The model provides a roadmap for institutionalization of disaster risk reduction education within public schools. The model identifies the following key steps for institutionalization:

1. Leadership role of the Ministry of Education
2. Working with different departments within education & disaster management
3. Common manual & tools
4. Cascade training & capacity building approach
5. Bottom up planning
6. Developing a DRM Plan
7. Schools Disaster Management Plan
8. Response preparedness & skills provision task force

In addition to identifying and explaining these steps the model also provides the following:

- Stakeholders analysis of provincial Education Department
- Roles and responsibilities of different actors for the implementation of the model
- Graphical presentation of implementation process (both proposed top-down and bottom up processes)
- Graphical presentation of interactions among sub-departments of provincial Education Department
- Graphical presentation of interface between different tiers of Provincial Education Department and different tiers of Provincial Disaster Management Authority (PDMA)

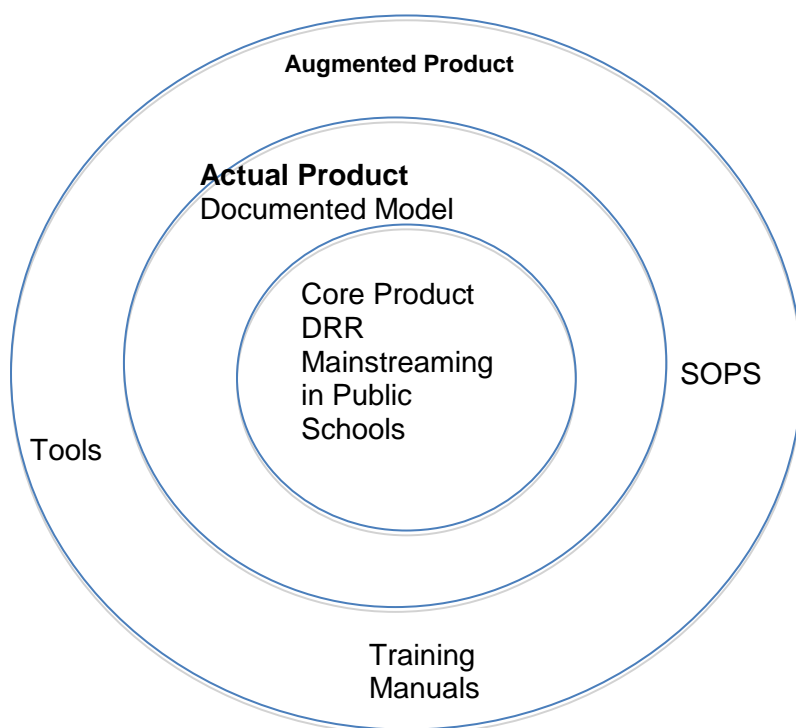
The model also includes guidance notes for composition of DRR Working Group (later changed to Steering Committee) and proposed TORs for the group. It also includes guidance notes for composition of School Disaster Management Committee (SDMC) and its TOR.

Using a useful concept used in marketing known as Three Levels of Product, SBDRM model is graphically represented below¹².

¹¹ <http://www.brecorder.com/business-and-economy/189:pakistan/1193455:khyber-pakhtunkhwa-budget-2014-15-kp-allocates-highest-percentage-to-education/?date=2014-06-17>

¹² Philip Kotler, *Principles of Marketing*. Printice Hall

Figure 4.1: Three Levels of SBDRM as A Product



The significance of the model is that other models used in Pakistan mostly focused on CBDRM, and that too mostly in the context of NGO-led approaches. The SBDRM model provides a structure for implementing school safety activities through Government Education Departments, which is a novel approach in the context of Pakistan.

It must be mentioned that the SBDRM model as reflected in the documents represents the HOPE'87 and its consortium partners' understanding prior the implementation of the model. SOPs have been approved by Review and Standardization of Tools Working Group established by the Steering Committee. Field-testing of these tools has been done and lessons have been recorded. The possible revision in the model has been incorporated jointly with Save the Children and KP education department. Detailed description of the changes that have been made in the model are available under the heading of indicator 1.2.

While recognizing the effort and novelty of the model in the context of Pakistan, it is also important to recognize some of the limitations of the model.

1. The model shows how to work with the government system. Although the model was developed in consultation with the Provincial Education Department but still there was a room for more systematic approach for model development as both impetus and technical expertise largely came from outside the government system. Moreover, the leadership role of the education department was stronger compared to district levels, partly because the required technical capacity is lacking at district level.

2. The model appropriately describes the structure of Education Department and graphically presents formal relationships among different sub-departments. The model does not sufficiently recognize the importance of hidden hierarchies and informal communication and personal linkages which play an important role in getting things done. Similarly, the model should be flexible enough to accommodate various parameters like political, social, cultural, economic, technological environment that could influence the model and its implementation.
3. There is a large body of literature on institutional reforms in public sector in and outside of Pakistan that highlight successes as well as challenges of introducing reforms and innovations in public sector organizations. The model does not appear to take into account findings of any such literature. It is almost exclusively informed by practical experiences of partner staff. This exemplified the fact that the project did not even borrow a definition of “institutionalization” from literature or even from a dictionary.
4. A cascade training approach, which entails delivering “messages from trainers at central level to trainees at the local level through several layers is commonly used for in-service teachers training”. The most notable advantage of cascade training is efficiency, as many teachers can be trained quickly at less cost. Tatakoki Suzuki, based on a review of literature has identified following important weakness: First, messages may be distorted as they are passed down through different layers. Second, “if you are too far away from the source, you cannot get soaked¹³.” This could mean that as a result teachers responsible for teaching students cannot internalize the messages. Third, a top-down structure makes it difficult to respond to the needs at the grassroots level as higher levels often lack experience of school teaching. After field testing tools have been revised to consider the inherent weakness of cascade training approach by, 1) simplifying messages 2) incorporating horizontal and vertical feedback loops. To make different parts of the model work, HOPE’87 had to do constantly accompanied the process in the form of facilitating Steering Committee, doing refresher course for master trainers or mentoring during the delivery of challenging sessions in the TOT trainings at district level. This was one of the key strengths of HOPE’87 team that they were able to bridge gaps as and when they identified those. It remains to be seen that what kind of challenges department would face in the scaling up of the model.

Steering Committee

With the exception of Steering Committee, other elements of the model have been discussed above or under relevant indicators below. Since establishing a DRR steering committee was not one of the indicators identified in the Results Framework, it is reviewed here before moving on to discuss other results.

The most notable achievement of the project is setting up a Steering Committee at provincial level with the mandate to mainstream Disaster Risk Reduction (DRR) in Education. The project, in fact, exceeded its own expectations on this count. The original target of the project was to revitalize a DRR working group established following the approval of School Safety Action Plan in 2012 by KP government. As a result of

¹³ Takako SUZUKI . *The Effectiveness of the Cascade Model for In-service Teacher Training in Nepal*. Graduate School of International Cooperation Studies, Kobe University 2-1 Rokko-dai, Nada-ku, Kobe, 657-8501 Japan . <http://www.iis.org/cds2008/cd2008sci/EISTA2008/PapersPdf/E964RM.pdf>

successful advocacy with top leadership of education department HOPE'87 was able to generate a response that was clearly better than what they had actually expected (which was to revitalize the dormant working group on DRR).

Once convinced about the utility of the working group work to take the mandate of school safety forward, the top leadership of Education Department itself suggested that instead of setting-up a working group it would be advisable to setup a Steering Committee. Procedurally, a working group can deliberate on an issue and recommend actions. But it cannot take decisions and direct sub-departments for implementation. On the contrary, Steering Committee is a decision-making body with the power to direct sub-department for implementation of its decision.

Being able to convince the senior leadership of the Education Department to setup a Steering Committee was a big success of the project. Experience of HOPE'87 and its local implementing partners show that achieving this success was anything but easy. It required tireless advocacy and strategic communication using both formal and informal channels and personal linkages beyond the Education Department. Notable strength of the Steering Committee is that it has representation of all the sub-departments under Department of Education.

It can be said with a considerable degree of confidence that without the establishment of DRR steering committee it would be very challenging to implement project activities. Symbolic value for having a structure at provincial level was important too, but what really helped was that decisions taken in the committee were binding on the sub-departments.

Achievement of Results

Result 1: Institutionalization of school-based DP in KP Education department, including teachers training, curriculum manuals and school safety plans.

Indicator 1.1: Teachers training on DRR and teaching of DRR curriculum at grades 8 and above is adopted by the education department progressively across KP.

The second most important success of the project (second to establishment of Steering Committee) was identification of SLOs and development of DRR text material. . This required a considerable amount of advocacy with senior officials of Education Department, including Secretary Education, Additional Secretary, Chief Planning Officer (CPO), and Planning Officer II. Pending the approval of DRR text material for inclusion in the syllabus through textbook board, the curriculum was printed as supplementary material with the approval of the DRR Steering Committee.

According to an official of Education Department interviewed for the evaluation unless decision of Steering Committee goes to curriculum wing and then to Text Book Board, the curriculum would not be considered formally approved. HOPE'87 intends to follow-up on this in future with or without the support of ECHO. They are still using their existing linkages and informally engaging with Education Department to ensure that Steering Committee pushes for inclusion of curriculum in the syllabus.

Indicator 1.2: SBDP model (including SOPs, SDMC constitution and formation (at onset), format for SSP and time allocation for teaching DRR subject within the school calendar) tested and available by project end.

After field testing the SBDRM model has been revised to incorporate lessons learnt. Therefore, revised model includes following critical interconnected components:

1. The executive management team (the department DRR Steering Committee) needs to be further strengthened for institutionalization of school safety.
2. Improving quality of cascade training approach (possibly through mentoring and coaching of trainers, teachers and PTC/SDMC members)
3. Improving planning processes for SBDRM at sub-district, district and provincial levels (possibly through sustainable capacity enhancement of education managers/administrators/planners)
4. Introducing and implementing a robust monitoring mechanism for real time qualitative and quantitative outputs.
5. Comprehensive school safety framework being accepted at the national and provincial levels.
- 6.

SBDP model has been commented on in detail above under indicator 4 for specific objective (SOI 4). As for the time allocation for teaching of DRR subject, this target has not been achieved, largely because DRR has not yet being made part of the syllabus and partly because supplementary material was not printed and was not available for teaching in schools.

Indicator 1.3: Male/female master trainers at PITE/RITs in 2 districts of KP receive trainings and are capable of training teachers and PTC/SDMC members

The 12-day training conducted by Center for Disaster Preparedness and Management (CDPM) in University of Peshawar (UOP) provided selected PITE faculty with solid a foundation on DRR concepts and skills, but fell well short of preparing them as Masters Trainers to conduct TOT for teachers at district level. The PITE faculty were quite impressed with the knowledge of the subject demonstrated by CDPM trainers, but said they felt that subject matter was too technical and dense. One of them said, “we were also bored by a lot geology.”

There are few reasons as to why TOT was not adequate alone in preparing PITE faculty as Master Trainers for district level training: First, SBDRM model was not quite finalized at the time of the TOT training. Second, common tools were not developed then. Actually the need to develop common tools was felt later. Third, partly because of the first two reasons the training did not specifically focus on SBDRM, instead it covered generic DRR topics, although quite important topics. The training, in short, was a good introductory course on DRR knowledge and skills. Another reason was that the CDPM faculty, even though they had excellent knowledge of DRR, lacked experience and exposure to the school context. Even though training did include participatory exercises, roles plays, mock drills, CDPM faculty were not trainers as such.

HOPE'87 was quick to identify this issue and responded by conducting a two day refresher course on content and tools for conducting a five day TOT for teachers at districts level. It has complimented the workshop conducted by CDPM. The training conducted by CDPM

may have given them sufficient background knowledge to benefit from two-day refresher course. Two-day refresher course alone might have not been that beneficial. HOPE'87 also provided continuous support as and when needed.

Result 2: Implementation and field-testing of the SBDP model through the education department.

□ indicators 2.1: Master trainers at PITE/RITEs train male/female school teachers from 2 districts of KP with at least 50% knowledge increase and raise awareness among PTC/SDMC members

It is not possible to quantify the increase in knowledge without a representative survey, particularly in the absence of any baseline information. But qualitative evidence shows that teachers have learnt basic concepts and skills of DRR, e.g. what is earthquake, where disabled students should be seated in the class, concept of vulnerability, what should be done in case of an earthquake (get out quickly if possible or otherwise hold, cover and hide). Some said they also learnt about early warning system (through mosques, police stations, radio). Some said the idea of formation of SDMC was quite new to them and thought it was quite a useful thing to do.

Key issues identified regarding the TOT in the training reports are:

- Reluctant attitude of DEOs, particularly in Chitral (suggesting that they did not own the training as such)
- Lack of interest and motivation among trainees (partly because of poor selection and partly owing to logistical issues)
- Poor learning capacities (selection did not consider learning capacity)
- Training material was in English which was quite challenging for trainees
- Training males and females together compromised quality of participation by women
- Limited time to cover complex concepts

Policies regarding payment of allowance forced some trainees to spend money from their own pockets (it proved a serious de-motivator)

District level TOTs were conducted both in Chitral and Malakand by PITE master trainers, but their effectiveness maybe improved by considering the following issues. :

According to teachers interviewed in Malakand training was too theoretical or was not practical enough to be of good use. Teachers in Chitral, however, reported that the training was interactive and participatory,. Teachers and other stakeholders interviewed for the evaluation, in general, said that the duration of the training was too short to cover rather complex concepts for trainees with no background in DRR.

The district level trainings were delivered by using the 5 day training manual on which PITE master trainers had been given a two day refresher before. HOPE`87 staff was also present during the trainings for mentoring, coaching and monitoring purposes. It has been observed that being the first trainings the PITE master trainers lacked confidence on school safety but on the whole their delivery on the subject was noted to be acceptable. Probably, it was not realistic to expect PITE trainers to conduct the TOT without a refresher on DRR on their own anyway and the mentoring and coaching support from

HOPE'87, especially because these were the first trainings they had conducted after training at province.

District Education department did not systematically monitor TOT training. According to implementing partner staff district Education Department officials did not take a serious interest in the training. An official of Education Department, however, said even though there was not system of collecting structured feedback from the trainees, she informally spoke to the teachers and found that they were happy with the quality of the training. She said she had also observed some teachers sharing this information with students in their school.

Indicator 2.2 By the end of the project the SBDP model is tested & standardized by the ED DRR working group.

Clusters trainings were successfully conducted both in Malakand and Chitral. In both places trainings were attended by teachers of cluster schools and PTC members. Since cluster trainings were done towards the end of the project, no follow-up could be done on replication of the training at the schools level.

The issues noted regarding cluster training were lack of interest by district governments, lack of translated material or the training. The training was not suitable for the PTC members who are generally illiterate.

Participation in cluster trainings in Chitral was not ideal, partly because clusters are more widely spread compared to Malakand and partly because there were not monetary incentives for attending the training, not even provision of tea break during the training. Delay in receiving written notification was another reason why some teachers who were expected to participate did not attend the training.

HOPE'87 and its implementing partner are aware of these challenges and most of these have been recorded in the training reports. According to HOPE'87, they have taken these challenges into account for the revision of the model and preparation roll out plan for 7 districts.

Indicator 2.3: DRR sensitive School Improvement Plans developed by PTC/SDMCs

The idea of making School Improvements Plans (SIP) DRR sensitive was an innovative one.

HOPE'87 reckoned that by making School Improvement Plans (SIP) DRR sensitive they would solve two issues: 1) convince schools and PTC members that funds allocated for school improvement plans could also be used for undertaking DRR measures; 2) restore the status of SIP as a mechanism for participatory planning because with the passage of time SIP, which was originally introduced as a mechanism for bottom-up planning has lost its true spirit. With a handful of exceptions SIP were typically developed by head teachers and sent to Education Department or approval (though necessary PTC signatures were obtained). Not only SIP planning process is compromised, in most cases SIP funds are used for a handful of activities (activities which are not likely to raise any audit objections). These activities include white washing of schools, payment of electricity bills or purchase of chalks or dusters. In some cases where principal is strong SIP funds are used

somewhat more creatively, but even in these cases real activities for which funds is used are kept under the radar and expenses shown under acceptable budget heads (mostly white wash).

The project made a good beginning by introducing the idea of making SIP DRR sensitive. In practice, they faced many challenges. The school improvements plans submitted by trained teachers were of not good quality. According district Education officials in Chitral, SIP plans they had received were of poor quality. This was understandable because earlier many teachers were not involved in making SIP. There were two more issues: one, it was expected of teachers to develop SIP through a participatory process, but this idea did not sink in and plans were largely developed by teachers themselves. Secondly, teachers could not come out of the habit of conceiving DRR only in terms of improvement in physical infrastructure.

Result 3: Demonstrative and partial implementation of Schools Improvement Plans, primarily through available local resources and linkages to local development initiative

Indicator 3.1 DRR sensitive school improvement plans approved by EDO are made the basis for annual budget planning by KP Education department.

The project had planned to undertake 8 small-scale demonstrative mitigation measures, four each in Chitral and Malakand. At the time of field visits for the evaluation four mitigation measures in Chitral were closer to completion. It is understood from the recent reports shared by HOPE'87 that those mitigations measures have been completed.

Mitigation measures in Malakand could not be initiated because as per the plan Communication and Works (C&W) Department in district Malakand could not spare an Engineer to develop engineering design and Bill of Quantity (BOQ) for the identified small-scale mitigation measures. HOPE'87 extended the deadline for engineering design by six weeks from September 30, 2014 to November 15, 2014. Finally, the plan to undertake small-scale mitigation measures was dropped due to the in-action of the department. This limitation must be noted for possible remedial actions in future actions.

Indicator 3.2: Small-scale mitigation measures identified in SIPs adopted by local development initiatives for implementation

Due to limited time available after SIP evaluation workshop and finalization of SBDRM Model this activity was not conducted. Moreover the lack of locally owned local development initiatives through the representative local government also hampered the progress on this indicator.

5. IMPACT

It is too early to assess impact such as whether project has contributed to reduce the vulnerability of the students and teachers in target schools in Chitral and Malakand to natural disasters or whether project has been able to institutionalize the disaster preparedness and disaster risk reduction capacities in Education Department.

It is too early to answer these questions with a degree of confidence, but what is clear is that despite some obstacles during the implementation process, the project has taken important and significant steps in the right direction. The consultant has, however,

gathered evidence that points towards some early impacts, some of which were not identified as potential outcomes or impacts in the project documents. These impacts are discussed below:

One of the impacts is change at knowledge and perception level. The TOTs at provincial level and district level contributed to increasing knowledge about DRR among participants of the trainings. For example, one of the provincial level Master Trainers said that until she attended the training she knew very little about importance of DRR. Another respondent who had attended the TOT at provincial level said that he did not know before he attended the training that if there was poisonous cut on hand or on fingers the hand should be kept below the heart level. He said it is such a simple thing but he did not know about this before. Similarly, another respondent said because of his involvement in the 8th October 2005 earthquake rehabilitation operations, as desk officer at the Provincial Ministry of Education, he has had some exposure to disaster management related tools, but he did not know how to use them. He said the TOT training and subsequent opportunity to conduct the training provided him an opportunity to know more about these tools.

Some anecdotal evidence also indicates some changes at practice level. For example, a teacher in Malakand who was trained as District Master Trainer said that when he returned from the training he used the platform of monthly staff meeting to share his newly acquired knowledge about DRR with his colleagues. He said he also gave a half-hour talk on DRR to students in morning assembly. Head teacher from the same school who had not attended the TOT verified this information. He said they have, in fact, followed some of the ideas the trained teacher had shared e.g. extra desks stacked at the back of the classrooms have been removed to reduce the risk of desks falling on students in case of a jolt. Similarly, pointing towards an iron staircase leading to rooftop of one of the school buildings the head teacher said that earlier there was wooden staircase in that place. They replaced it with this one because it was risky. More interestingly, he said the school paid for this from PTC funds. However, use of PTC funds was not the result of increased awareness about school improvement plan. Head teacher said they did not have any issue with use of PTC funds because they knew the procedures really well. He said they had been using PTC funds creatively. He said they had even recruited a teacher with PTC funds.

An official of District Education Department in Chitral also stated that she had informally learnt through her interactions with students and teachers that some teachers who had received TOT had shared information about DRR with students and other teachers. However, it must be recognized since replication at school level was not required at this stage, therefore such cases (of teachers sharing learning with students) are likely to be few and far between. Such teachers can be categorized as “positive deviants”¹⁴ whose experience can be benefitted from in future projects.

Although not an original intended impact the project has contributed to considerably enhance capacity of HOPE’87 to work with the government system. HOPE’87 had worked with the KP Education Department under the 6th DIPECHO Action as well, but at the time

¹⁴ “Positive Deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges”. See <http://www.positivedeviance.org>

most of the activities were performed by HOPE'87. The current project put HOPE'87 in a new role that required it to work with and through Government Education Department. To achieve this the project team had to work very closely with the Government Education Department and its sub-departments at provincial and district levels. As a result they have developed much greater appreciation of the structure, systems and culture of KP Education Department and its sub-departments. In the process they also strengthened existing linkages and developed some new linkages within the department. Equipped with this understanding about systems and processes HOPE'87 and its implementing partner Hashoo Foundation (HF) find themselves in more confident and better position to work with the government system in future.

Head of Hashoo Foundation Chitral, the local implementing partner of HOPE'87, also claims that the project also contributed to expand their capacity to implement larger projects, particularly School Safety projects. According to him having gone through the experience his team is quite confident that if they get a chance to implement even a much bigger project with little outside support. The project has also provided Hashoo Foundation an opportunity to build linkages with district administration, Civil Defense Department and District Disaster Management Authority in Chitral and Malakand.

Another impact noted by District Education Officer, Malakand is increased confidence of teachers. He did not necessarily attribute this specifically to the trainings conducted under the project but to trainings in general. He said in the past when he spoke to teachers they would almost tremble with fear and won't speak up in front of higher authorities, but now they fluently speak in front of others.

Potential negative impact of the project is the increased workload of teachers, especially if DRR is taught as a separate subject. This negative impact was not realized because DRR curriculum (supplementary material) was not yet printed and delivered to schools. A teacher echoed this concerns in the following words:

Teachers are asked to take part in so many activities. They take part in election duties and participate in census exercise and other surveys, so much so that they are even expected to participate in survey for animal vaccination. Frankly speaking there is a tendency of including everything in the school syllabus. Whenever there is an issue, calls for including it in the curriculum rise, with the result that subjects after subjects are piled up e.g. scouting, computer, physical education.

District Education Officer, Malakand had a different opinion regarding inclusion of DRR in the syllabus. He said he agrees with the assessment that there are many demands on teachers' time and they are pushed to do too many things, but DRR should not be considered as an additional burden because it is about safety of students and their own safety. According to him safety and protection of students should be the prime responsibility of teachers, in any case.

The good thing is that HOPE'87 and Government Department are also aware of the risk of overburdening teachers. Therefore, it is resolved in principal that going forward DRR would be integrated in an existing subject like social studies (upto grade 8) and Pakistan studies for secondary school (9th and 10th). However, until the DRR text material is made part of the syllabus, there is a risk that supplementary material printed by the project might be seen as an additional burden they do without.

6. SUSTAINABILITY

Sustainability was the underlying concern when developing a model for institutionalizing school safety in Government Education Department. The concern stems from the observation that isolated School Safety projects implemented by NGOs, however well they are implemented, do not produce lasting results. Therefore SBDRM model is an attempt to engage Government Education Department and develop its capacity to undertake school based disaster risk reduction activities. The ultimate aim is that these School Safety activities become a norm in government schools.

As far as the direction is concern it must be acknowledged that the project is on the right path. The realistic option to improve School Safety in public schools particularly in rural areas is to build relevant capacities at different levels of school education system. This is indeed the right approach but this is also fraught with many practical challenges that need to be addressed.

To begin with sustainability of DRR Steering Committee, it would be difficult to plausibly argue that unlike DRR working group established by the government in 2012, DRR Steering Committee would not become dormant. It is not uncommon to see structures developed by projects function during the project period, but as soon as the project finishes the committees cease to function as if they did not exist at all. Good thing is that HOPE'87 management is acutely aware of this challenge. It is already exploring ways to address this challenge and similar other challenges that can compromise sustainability. One possible solution they are exploring is to convince Education Department to make one of the sub-departments responsible for DRR. Currently, DRR does not fall under any department. This appears to be a plausible assessment and advisable solution with greater potential for success. HOPE'87 is already advocating for inclusion of school safety in ADP. Based on a review of ADP for past few years HOPE'87 has observed that once a subject finds its way into ADP, it is highly unlikely that it would be removed, because ADP's are more or less projections of the previous year with some additional cost to account for inflation.

Having acknowledged the inventiveness of the assessment and idea, it must also take into account the risk that very much like SIP, which regularly features in ADP, but it has lost its true spirit as a bottom-up planning approach, allocation for DRR can also become ritualized. One must be mindful of the risk and guard against it as much as possible, but this should not be reason for not trying to include school safety in ADP.

Notifications issued by DRR steering committee have played an important role in facilitating access to sub-departments (including district Education authorities) and ensuring implementation of project activities at district level. However, it also appears that force of directives from headquarters does not necessarily ensure commitment of district authorities. This explains somewhat limited ownership of the project on part of district Education Departments, particularly in Chitral, which was reflected in lukewarm attitude towards TOT trainings noted in the training reports. One concern expressed by officials of Education Department in Chitral was regarding limited consultations with district authorities at the design stage of the project. She said instead of being consulted at the design stage they were asked, through directives from the province, to perform specific tasks like identifying teachers for training or monitoring activities without providing necessary resources (POL costs). They contend that such directive although issued from the higher ups do not taken into account local realities. As an example, she mentioned that within current resources it was not possible for them to monitor project activities.

There are practical challenges to sustainability at grassroots level which must be addressed. One challenge is increasing the workload of teachers. If DRR is taught as a separate subject it is likely to add to existing workload. An advisable approach is to make DRR part of a carrier subject such as social studies (for classes up to 8th grade) and Pakistan studies for matric classes.

7. SCALABILITY

Scalability is one of the key strengths of the model. The basic premise of the model is to increase the capacity of Education Department to do a job they are responsible to do anyway. Ensuring disaster risk reduction in schools or making schools safer for children is about children's right to life and protection.

The model has the potential to be used for policy advocacy and scalability at national and provincial level. However, to do so some conceptual and practical issues should be resolved. The one conceptual issue with the model is that the underlying assumptions of the SBDRM model are not fully explained. For example, without actually saying so the model accepts senior government officials of the Education Department as ultimate decision-makers. The model does not clearly recognize the role of public representatives (although in practice HOPE'87 did try to engage with elected officials). Similarly, it does not recognize the limitations of cascade training model, which makes it difficult to build necessary safeguards to overcome the limitations of the cascade-training model (again limitations of the cascade training are recognized in practice but this understanding is not reflected in the document).

Another important limitation of the model appears to be that it is mostly informed by valuable practical insights and experiences of partner staff and of course some respected international frameworks, but does not appear to benefit from valuable research evidence particularly related to institutionalizing change in public sector. The model does not even include a definition of institutionalization (either a definition it subscribes to or an operational definition).

Some practical challenges HOPE'87 and its local partner must resolve to make the model scalable are: separate training material should be prepared for PTC members, Education managers should be trained to monitor activities. Similarly, there was not much breathing space between TOT at district level and cluster training to allow for reflection, preparation and necessary modifications. These issues must be resolved.

8. COORDINATION

Coordination with provincial Education Department was a noted success of the project. Except some initial difficulties in selling the project idea to Deputy Secretary of Education HOPE'87 was able to establish a strong relationship with the Education Department and its affiliates at provincial level, including DTCE (also PEACE), PITE.

Coordination of HOPE'87 and its local implementing partner, HF, with district authorities was largely successful in that most of the project activities were completed according to revised schedule. HF has developed an excellent working relationship with District Education Department in Chitral, still District Education Departments, particularly in Chitral, showed somewhat limited ownership of the project. This was reflected in lukewarm attitude of District Authorities towards trainings.

Use of informal channels of communication was an important factor which supplemented official channels of communication. Official directives whether issued from provincial office to District Authorities or issued by District Authorities to teachers often took a long time to reach the intended audience, often putting project activities at risk. HOPE'87 and its implementing partner HF had to use informal communication channels and personal linkages to ensure implementation of activities on time.

Coordination between HOPE'87 and HF was largely smooth except minor issues related to per diem for trainees and some measures put in place by HOPE'87 to ensure greater financial transparency. HF team in Chitral felt that policy of not paying per diems was unfair given spread of Chitral geography. They contended that it forced some teachers to pay from their pocket to attend the training. Even though some reporting requirements aimed at increasing financial transparency were put in place with the consent of HF office, Chitral office felt that some measures such as filling activity approval forms and seeking approval for every activity caused unnecessary delays.

According to representatives of ECHO partners interviewed for the evaluation looking back they realize that experience of project was very instructive. It gave them lessons on how to collaborate to achieve common objectives. As the project progressed they synergized their efforts more and complemented each other in various advocacy and dissemination activities.

9. RECOMMENDATIONS

In preparation to application for the 7th Action HOPE'87 conducted an extensive need assessment survey in five districts, including the two target districts of the project (Chitral and Malakand). Focus of the exercise was on identifying the needs or, in other words, a diagnosis of School Safety issues. This is indeed commendable, but it is recommended that HOPE'87 should even more strongly engage with the stakeholders, particularly those at district level, at the design stage of the projects. This will not only enhance ownership of the project at local level but also make the project design context-specific.

The model shows how to work with the government system. Although the model was also developed in consultation with the Provincial Education Department, but ownership of the model at provincial level is stronger compared to district levels, partly because of stronger consultations at provincial level. HOPE'87 should explore ways to include views and expertise of government officials in refining and improving the model. This should not only be done at provincial level but also at district level. This would significantly improve the ownership of the model at district level. It is understood that HOPE'87 has already taken note of concerns and suggestions expressed by the Education Department officials and teachers. It would be helpful to share the broad outlines of revised model with government authorities at provincial and district level, and also with some schools to see whether they think that their suggestions or concerns have been addressed.

HOPE'87 should push for inclusion of the DRR curriculum in the syllabus so that it could be integrated in an existing subject like Social Studies or Pakistan Studies.

Stakeholders Analysis performed by HOPE'87, was commendable. For a project that focuses on institutionalization it would be advisable to go beyond stakeholders' analysis; HOPE'87 should perform an institutional analysis of Education Department at provincial level and also in each district where it intends to replicate the model. An institutional

analysis goes beyond identifying the actors, their roles, their interests and their potential impact on the project (a typical format for stakeholders analysis). Institutional analysis looks deeper into organizational capacity in key functional areas (programs, finance, HR, communication etc.), investigates organization motivation issue (history, mission, leadership, values and culture) and also looks at external factors (social, political, legal, cultural and economic) and their influence on, in this case, institutional change. It also looks into relationships with other institutions or other departments. A deeper analysis may reveal factors that hinder organizational change and identify promising new entry points to achieve positive results.¹⁵

The project has apparently not benefited from any research evidence related to institutional change (or at least it is not referred or explicitly mentioned in the documents). It is important to benefit from practical experience of staff and partners, but it is also worthwhile to benefit from research on the subject. Research often distills a wide range of experiences in and outside the country. DRR frameworks have been used to inform project design and implementation has not benefited from any important research on institutional change in public sector, in general, or institutional change with education context system. The project apparently also did not benefit from ideas of bring about school change.

Relevance and quality of trainings could be assessed against tenets of capacity development (competence based, peer connected, contextualized, customized, readiness based and assessment based). Application of these criteria would show that trainings delivered under cascade model left a lot to be desired.¹⁶

Lack of translation of training material in Urdu had negative implications for uptake of the training messages, particularly at grassroots level. Therefore, no training should be conducted, particularly at the district level, unless material is available in Urdu or local language, whichever might be relevant. Availability of material in Urdu should be one the pre-requisites used for conducting any training at the grassroots level in future projects of similar nature.

For training of PTCs material should be even simpler. Ideally it should be mostly pictorial (a picture is worth a thousand words). HOPE'87 and ECHO can also look into the possibility of some videography for delivering key School Safety messages to a larger audience.

A minimum criterion for selection of potential trainees should be developed and followed. Personal motivation of teachers should also be considered. Individuals who are more motivated to attend the training should be selected.

One-off training would not be sufficient to develop master trainers. Experience of the project suggests that the training should be complemented by a mentoring module. Support can take various forms: HOPE'87 can consider establishing a helpline for teachers (or trainers at grassroots level) responsible for conducting trainings on School Safety. Possibility of establishing support groups at district level should also be explored. Use of social media to develop support groups should also be explored. Ideas can be

¹⁵ See IDRC's institutional assessment framework

¹⁶ Introduction to Organizational Capacity Development, PACT organizational capacity development toolkit. <https://www.k4health.org/sites/default/files/PACTIntrotoOODFirstEdition.pdf>

drawn from marketing practice. A Talk by Melinda Gates on how non-profits can benefit from Coca Cola's marketing strategy is quite instructive (it was given as TED Talk)

Non-monetary incentives such as best trainer award could be introduced to recognize best performance or some well performing trainers can be promoted as Quality Champions.

Education managers should also be given training on management of school Safety Projects. The training may include a module on basic concepts of DRR, but the basic focus of the training for managers should be on enhancing their skills to plan, budget, organize, lead, coordinate and monitor school safety projects.

Linkages between SBDRM and CBDRM should be identified and those linkages should be strengthened.

HOPE'87 should do some scenario planning based on some well-informed assumptions about possible makeup of local government in KP. If the local government is devolved to village level, as the ruling party in KP appears to suggest, it would offer an excellent opportunity to link CBDRM with SBDRM.

It is commendable to note that HOPE'87 is intending to advocate with KP government to include some School Safety related indicators in the independent monitoring system established by the KP government to seek real time feedback. HOPE'87 should pursue this target.

10. ANNEXES

Annex 1

Terms of Reference (ToR)

End of project evaluation

Title: “A Safer Tomorrow - Institutionalizing disaster preparedness in education system”

City, province and country: District Malakand and Chitral, KPK

Project number: ECHO/DIP/BUD/2013/91017

1. Background

In recent years Pakistan has suffered a series of natural disasters, including the 2005 earthquake and major floods in 2010 and 2011. These calamities killed thousands and cost millions by destroying large-scale infrastructure, housing, livestock, agriculture, equipment, other assets and livelihoods. Since Pakistan is situated on major earthquake fault lines, the likelihood of similar tragedies in the future remains significant.

Main causes of vulnerability to hazards in Pakistan include; poor quality of construction of housing stock, buildings and infrastructure (particularly rural), fragile natural environment, poor livestock and agriculture management practices, weak early warning systems, lack of awareness and education and poverty. Lack of communications infrastructure and critical facilities further aggravate vulnerabilities of communities in post-disaster situations.

Most of the rural schools in Pakistan is adobe/stone construction, which is extremely vulnerable to hazards like earthquakes, floods and landslides. In Kashmir, FATA, NA and KPK, school buildings are piled stones without any reinforcement with minimal cement mortar. The indigenous practice of light-weight, timber-laced construction has given way to more massive masonry and cement mortar construction which provides adequate protection against harsh weather but is often poorly constructed to withstand strong earthquakes.

Frequency of natural disasters in Pakistan in general and Malakand Division and Chitral in particular shows that there is an urgent need of disaster preparedness in the schools and adjoining communities. There is a need of training the communities and school children in rescue and relief operations, awareness creation in safety measures and other techniques to cope with disastrous situations in the future. Furthermore, the remoteness of these Districts and its great expanse makes it almost inaccessible during disasters, as communication mediums come to a halt. The 4,668 schools situated in this area are also at a great risk, as teachers, students and the communities are not trained to deal with the after effects of disaster.

The project is co-funded by the European Commission Humanitarian Aid for Civil Protection (ECHO), Austrian Development Cooperation (ADC), HOPE'87 and Hashoo Foundation. HOPE'87-Pakistan is implementing the project in District Malakand and Chitral of KPK Province through its local partner Hashoo Foundation. The project lasts for 21 months (April 2013 to December 2014).

The **Principal objective** of the project is to reduce the vulnerability of rural and urban populations in Pakistan living in areas most affected by natural disasters by increasing the preparedness and the response capacities of local communities and authorities to potential and frequent natural disasters.

The **specific objective** is that the local capacities and systems on DP are reinforced in working with and through local structures, communities and education department and institutions, including by contributing to build their capacities to support replication.

Specific Objective Indicators:

SOI 1. KP Education Dept. has adopted DRR as a compulsory subject for teacher training under DCTE.

SOI 2. School Improvement Plans (SIP) incorporating School Safety Planning (SSP) approved for adoption in KP, and available for functioning in 2 districts by end 2014.

SOI 3. Financial allocation in annual budgets by education department and district authorities for disaster preparedness in and around schools.

SOI 4. Minimum standards for School-Based DP models have been agreed upon, promoted and common components implemented, as agreed, by all DIPECHO partners.

The **results** that the project aims to achieve are as follows:

Result 1: Institutionalization of school-based DP in KP Education department, including teachers training, curriculum manuals and school safety plans.

Indicators:

- Teachers training on DRR and teaching of DRR curriculum at grades 8 and above is adopted by the education department progressively across KP.
- SBDP model (including SOPs, SDMC constitution and formation (at onset), format for SSP and time allocation for teaching DRR subject within the school calendar) tested and available by project end.
- Male/female master trainers at PITE/RITEs in 2 districts of KP receive trainings and are capable of training teachers and PTC/SDMC members

Activities:

- 1.1. Establishing & strengthen partnerships with ED department & formation of DRR working group
- 1.2. Standardization of tools for school based disaster preparedness
- 1.3. Capacity building of PITE/RITEs for teacher training

Result 2: Implementation and field testing of the SBDP model through the education department.

Indicators:

- Master trainers at PITE/RITEs train male/female school teachers from 2 districts of KP with at least 50% knowledge increase and raise awareness among PTC/SDMC members.
- By the end of the project the SBDP model is tested & standardized by the ED DRR working group.
- DRR sensitive School Improvement Plans developed by PTC/SDMCs

Activities:

- 2.1. Teacher training for SBDP
- 2.2. Model field-testing of SBDP tools
- 2.3. Capacity building of PTC/SDMC members

Result 3: Demonstrative and partial implementation of Schools Improvement Plans, primarily through available local resources and linkages to local development initiatives.

Indicators:

- DRR sensitive school improvement plans approved by EDO are made the basis for annual budget planning by KP Education department.
- Small-scale mitigation measures identified in SIPs adopted by local development initiatives for implementation

Activities:

- 3.1. Capacity and confidence building of district education department officials and PTC/SDMCs.

3.2. Advocacy for linkages between SIPs and local development initiatives

Direct beneficiaries: At least approximately 26,935 individuals (including school children) will benefit from the action (About 3,180 families).

The project locations are district Chitral and Malakand, KPK in Pakistan.

The project started on 1st of April, 2013 and originally was planned to complete in September 2014. With **an approval of 3 months “No Cost Extension” by the donor, project duration has now extended till 31st December, 2014.**

The local implementing partner is **Hashoo Foundation (HF)**.

2. Objectives of the Evaluation

The final evaluation is to review the achievement of the project's results and indicators, the short and medium term impact and the efficiency and effectiveness of the implementation process to receive lessons learnt and practical recommendations to improve future actions and to provide ECHO, ADC, HOPE'87 and HF with sufficient information to make an informed judgment about the past performance of the project.

The final evaluation will involve to an appropriate degree all interested parties, and will be undertaken by HOPE'87 Pakistan and HF by hiring an external consultant(s).

3. Key Question

The evaluation shall focus specifically on results and (short and medium term) impacts. It shall be a desk and field study with recommendations and lessons learnt for future interventions.

4. Evaluation Criteria

Key Evaluation Questions

a) RELEVANCE

- How needs were assessed, prioritized and translated into actions plans for different vulnerable groups? Was the project pertinent to address the assessed and prioritized needs as identified?
- Were the developed common SBDRM Model, implemented activities and resultant outputs of the project consistent with the goal and its objectives? Did the SBDRM Model, activities and output of the projects contributed well to achieve its goal and objectives?
- Any departures from the project design in the project implementation, and the impact of these changes on project outcomes?

b) EFFICIENCY

- Analyse trends that how efficiently resources were utilized to get results?

- Analyse the efficiency of project's management and accountability mechanisms including feedback, supervision, monitoring and review (How the M&E framework of the project was established, implemented and reviewed)?
- How responsive the project was to address the changes in project external environment?
- How efficient was project to incorporate external and internal learning into SBDRM model and proposed interventions?

c) EFFECTIVENESS

- Present specific critiques on how effective were the current strategies (SBDRM model) of the project to meet; (How the stakeholders (in-country) were involved in implementation?)
- Analyse and elaborate on what factors, strategies and approaches needed to be changed as best alternative to create more impact? (Strengths and weaknesses of the SBDRM Model)
- The effectiveness of cascade training approach with respect to transferring knowledge and skills to provincial/district govt. staff and down at school level (teachers)?
- To what extent, the coaching and mentoring aspects at different tiers of SBDRM model have been effective in building/strengthening the institutional capacity of govt. and civil society organizations?
- To what extent is the project results and purpose achieved to document key achievements? (Achievements of SBDRM Model, targets, and how these were documented and collated?)
- What are the key internal and external factors that have contributed/hindered such achievements? (Identify the opportunities and constraints under SWOT of the project)

d) COORDINATION

- How effective coordination mechanism was among DIPECHO partners for development of common models and working groups?
- Mapping of stakeholders' network and their potential to leverage results (How coordination was established with key actors at primary and secondary level stakeholders)?
- How effective coordination was with external stakeholders (DRR Forum, KPK Education, PITE, RITE, DEO department, and other govt. line departments etc) to enhance impact for beneficiaries?
- The role of the other stakeholders (e.g. DRR forum, provincial/ district forums) and their effectiveness in coordination and broader consultation during development of SBDRM model, its implementation and awareness among relevant stakeholders?
- How agency and Implementing Partners were coordinated enough to deal with externalities?
- How did the knowledge and information on various programmatic components among agencies and other consortia and individual agencies was shared and how efficiently was it done?

e) IMPACT

- What were the intended and the unintended impacts of project?
- What is the maturity and viability of the existing levels of SBDRM model? And to what degree the project and SBDRM model had strengthened the institutional capacity of govt. bodies?
- The quality of trainings delivered through top-down cascade approach and the outcomes of these trainings to achieve the intended impacts of capacity building of institutions and further dissemination of DRM skills and knowledge as per common model and inclusive approach?
- What is the added value of engaging institutions in building and delivering common model and cascade training approach in creating larger impacts and replication?
- To what extents the common models were institutionalized in respective provinces?
- What was the impact of the information sharing and dissemination of best practices among DIPECHO partners?
- Have the authorities/MT been sensitized to the gender issues?

f) SUSTAINABILITY

- Will the stakeholders continue rolling out SBDRM Model after close of the project, present analysis on to what extent interventions of the project are sustainable for future?
- Whether HOPE'87 provided required support to stakeholders for effective roll-out/replicability of SBDRM Model?
- Determine sustainability of school based mechanisms?

- Handover to local authorities and replication: Have project interventions and common models ensured and promoted ownership by govt. authorities – indicated by appropriate allocation of budgeting and human resource.
- Did the DIPECHO partners discuss with the authorities about the replication process after the end of the current action? What are the main constraints to the replication?
- How do SDMC envisage their roles and the sustainability of the committees after the end of the project?
- How staff turnover at Education department like official, Master Trainers, envisaged as challenging factor in sustainability and replication of training approaches? How it was addressed during the project to anticipate their rotation and replacement through Training of Trainers (ToT).

g) SCALABILITY

- Is the pilot SBDRM model strong enough to be used for policy advocacy and scalability at the provincial/national level?
- Identification of factors that how can this model be replicated in other districts if yes how and if not why?
- What steps needs to be taken to increase the institutionalization, replicability and sustainability of common models?

5. Evaluation Expert/Consultant:

The lead consultant is expected to:

- Have proof records of at least 5 to 7 years of experiences in the development field with focus on DRR, (ideally with research experience as well) out of which at least 2 years in independent consultancy.
- Knowledge and working experience of KPK Education Department will be considered as an asset and a competitive edge.
- The consultant shall be fluent in English, Urdu and preferably in the local language Khawar/Pashto.
- Be paid an agreed amount for the evaluation including the evaluation report.
- During assignment and visits to STDP-2 project location (district Malakand and Chitral), HF and HOPE'87 offices in Islamabad, stay and travel will be under his/her responsibility and part of the lump sum payment.
- HF and HOPE'87 can assist in arranging the boarding and lodging.
- Takes own liability for security risks related to the service.

6. Timetable and Work plan:

The relevant personnel of the HOPE'87 Pakistan and HF will assist the consultant in the project evaluation.

The consultant will report to the Director Operations of HOPE'87-Pakistan and Director Programs at HF.

The staff of HF and HOPE'87 Pakistan will assist in coordinating the visit to the field, meetings with beneficiaries, stakeholders and relevant authorities/agencies.

The work plan with methodology will be as follows:

- Development of appropriate questionnaires with relevant personnel from HF and HOPE'87.
- Project briefing by HF & HOPE'87-Pakistan at HF or HOPE'87 Pakistan office at Islamabad /Peshawar.

- Analysis of project information i.e., grant agreement, project proposal, Common SBDRM Model, Operational Guidelines, Common tools, bi annual reports, ECHO , ADC and local partners guidelines etc. (about 3 person days)
- Development of detailed checklist/questionnaires for each key evaluation questions (about 1 person day)
- Meeting with staff and visit to the project location (district Malakand and Chitral) - (about 5 days) - the consultant will meet with beneficiaries and stakeholders.
- Key Informant Interviews with Ministry of Education including its sub departments, DRR steering committee and sub-working groups, DEO, Target Communities, DIPECHO Partners including Save the Children, Malterser International and Handicapped International and CARE.
- Post-evaluation de-briefing to the Director Programs and Operations of HF and HOPE'87-Pakistan, respectively either at HF or HOPE'87 Pakistan office in Islamabad. (about 1 person day)
- Drafting evaluation report against the evaluation objective (about 3 person days)
- Finalization of report after receiving feedback and comments from HF and HOPE'87 Pakistan and headquarters of HOPE'87 in Austria (about 15 working days)
- Presentation and submission of the report (about 1 person day)

The consultant will be paid a lump sum amount for his/her evaluation service and evaluation report, inclusive his/her travel, boarding and lodging costs.

The evaluation exercise is expected to be held within the calendar period of **25th of November 2014 to 24th of December, 2014** with the final report to be submitted by the consultant no later than 6th February, 2105.

Note: first draft of the report should be available/submitted for review and comments by 15th January, 2015 to give sufficient time for review to multiple partners (HOPE'87, HF and HOPE'87 Head Quarter)

7. Report:

- The consultant will submit a precise report in English in printed and electronic version to HF and HOPE'87.
- The consultants will map relevant supporting documentation in a bibliography and include them on a CD/DVD whenever appropriate.
- The report will include an executive summary and will address all the key questions as identified.
- The document format must be adhered to:
 - Cover page
 - ! Title
 - ! Date of the final version
 - ! Name of the consultants
 - ! Logos of ECHO, ADC, HOPE'87 and HF
 - Table of contents
 - Executive Summary
 - Methodology
 - Annexes, including bibliography and supporting documents
- The report will include the objectives, framework, collection of information and analysis, reporting and work schedule.
- The report will be structured to provide key findings/conclusions for each evaluation question.
- Recommendations for improvements and future programs will be provided.
- The report will be submitted to HF and HOPE'87 Pakistan within the timing defined above.

8. ETHICAL STANDARDS

The evaluation team will make clear to all participating stakeholders that they are under no obligation to participate in the evaluation study. All participants will be assured that there will be no negative consequences if they choose not to participate. Study team will obtain informed consent from the participants. In case if study team does not understand participants' first language, they will be taking interpreter/s along. Team will have to receive prior permission for taking and use of visual still/ moving

images for specific purposes, i.e., for evaluation report and presentations. Study team will assure the participants' anonymity and confidentiality and will ensure the visual data is protected and used for agreed purpose only. The study team will also take care of standards operating procedures for safety and security according to HOPE`87 Pakistan policy while working in field as well as in HOPE`87 Pakistan premises.

9. INTELLECTUAL PROPERTY RIGHTS

ECHO, ADC, HOPE`87 and HF will retain all intellectual property rights for any and all material produced, in any media format, for this consultancy assignment.

10. PROPOSAL SUBMISSION

The interested Consultants/Firms will submit technical and financial proposals through email at the following email ID:

info@hope87.org

Last date for submission of proposals is COB 21st November, 2014

Annex 2: List of People Met

Name	Designation	Institutional Affiliation		Method	
Ahmed Abass	Director Operations	HOPE,87	26-Nov-14	Inception meeting	
Syed Israr Ali	Senior Programme Manager	HOPE,87	9-Dec-14	Initial Briefing	
Daud	Manager Monitoring and Evaluation	HOPE'87	9-Dec-14	Initial Briefing	
Haider Hayat,	Senior Instructor	PITE	9-Dec-14	Group Interview	
Ms. Badia	Senior Instructor	PITE	9-Dec-14		
Ziaul Hasnain	Senior Instructor	PITE	9-Dec-14		
Mohammad Sharif Khatak,	Deputy Director in PITE	PITE	9-Dec-14		
Mohd Shafique	Assistant Director Provincial Education Assessment Center (PEACE)	DTCE	11-Dec-14		Individual interview
Gran Mohammad	SST	GPS Zalam Kot	16-Dec-14		Individual interview
Fazal Ahad	VDC president and Teacher	GPS Zalam Kot	16-Dec-14	Individual interview	
Aftab Hussain	SST	GPS Tota Khan	16-Dec-14	Individual interview	
Syedullah	SST	GPS Zalam Kot	16-Dec-14	Individual interview	
Syed Manzar Jan Syed	DEO, Education	Government Education Department	16-Dec-14	Individual interview	
Fazl Subhan	AEDO, P&D Education	Government Education Department	16-Dec-14	Individual interview	
Moin Uddin Khattak,	DEO Education, Education Male	Government Education Department	18-Dec-14	Group Interview	
Ahsan Ullah Haq,	DO Education, Male	Government Education Department	18-Dec-14		
Shehzad Ali	ADEO Education, Male	Government Education Department	18-Dec-14		
Zohra Jalal	DEO Education, Female	Government Education Department	18-Dec-14	Group Interview	
Zubaida Khanum	ADEO Education,	Government Education Department	18-Dec-14		

	Female			
Mehrhuda Bibi	Teacher	GGHS Baranas	18-Dec-14	Group Interview
Viqar Ahmed	In charge	GHS, Ayoun	18-Dec-14	
Sifat Baiage	PED Teacher	GHS Balach	18-Dec-14	
Asaduallah	SDM	GHS Hone	18-Dec-14	
Sultan Uddin	Head of Regional Office	Hashoo Foundation	18-Dec-14	Group Interview
Miftah Uddin	Project Manager	Hashoo Foundation	18-Dec-14	
Nizam	Project M&E Officer	Hashoo Foundation	18-Dec-14	
Shoaib Haider	Country Director	Hashoo Foundation	9-Jan-14	
Zohaib Omar	Manager DRR	HOPE'87	20-Jan-15	Group Interview
Zakri Hussain	Manager DRR	Care International	20-Jan-15	
Anwar Sadat	Manager DRR	HelpAge International	20-Jan-15	
Care International	Manager DRR	Malteser International	20-Jan-15	

Annex 3: List of Documents Reviewed

1. ECHO. "Consolidated Report on Regional Lesson Learning Workshop." Khatmandu: ECHO, 2014.
2. "DIPECHO National Consultative Meeting Workshop." Islamabad, 22 July 2014.
3. Elementary and Secondary Education Department. "Official Notification Notifying Establishing DRR Steering Committee." 10 December 2013.
4. Hashoo Foundation. "Training Report Field Testing SBDRM." 2014 йил 18-August.
5. "Training Report Field Testin SBDRM."
6. HOPE'87 and Save the Childern. "School -Based Disaster Risk Management Training Manual and Teacher Guide:outline." 2014 йил 20-March.
7. HOPE'87. " Training Report Training of Trainers on SBDRM (20-25,2014) in Malakand." 20 june 2014.
8. "1st DRR Working Group Meeting Minutes-28 October 2013." 28 October 2013.
9. "2nd DRR working Group Meeting." 27 February 2014.
10. "3rd DRR Working Group Meeting."
11. HOPE87 and Save the children. "Pakistan school disaster management Training manual." 10 june 2014.
12. HOPE'87 and Save the children. "Pakistan School Disaster Management Training Manual." 2014 йил 10-June.
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