



EUROPEAN COMMISSION  
DIRECTORATE-GENERAL FOR HUMANITARIAN AID - ECHO

## SINGLE FORM FOR HUMANITARIAN AID ACTIONS<sup>1</sup>

### 1. GENERAL INFORMATION

- 1.1 Name of Humanitarian Organisation/Country of registration:** Aga Khan Foundation (UK)
- 1.2 Title of the Action:** Building Disaster Resilient Communities through Creating a Culture of Safety in Schools in Gujarat, India
- 1.3 Area of intervention (country, region, localities):** The State of Gujarat, India - see attached Annex 3 – Coverage Map.
- 1.4 Start date of the Action:** November 1, 2007.

This start date has been selected because it is the most appropriate time to start the project, bearing in mind that the school based activities will have to be scheduled with consideration to school terms, school exams etc.

The key factor in developing the project work plan is teacher training. School exams are in April, and school holidays are in May, therefore it has been decided that June/July 2008 is the most appropriate time for teacher training. This factor has been used to work out the rest of the project work plan, which has been devised as follows:

Nov 1 to February:	Developing the risk model Staff training on risk model and HVCA assessment Conducting Baseline Survey
February to May:	HVCA assessment of schools completed
May	Media campaign commences Advocacy
June- Jul	Training commences for teachers M & E
August-September	Refresher training for teachers Media campaign continued Advocacy continued
October November	Training students

A November 1st start date is thus essential to the momentum of the programme.

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<sup>1</sup>At proposal stage fill the numbered paragraphs, except those which start with [INT] (to be filled in at intermediate report stage) or with [FIN] (to be filled in at final report stage). At intermediate and final report stage, modify only key data in the numbered paragraphs (using strikethrough).

1.5 **Duration of the Action in months:** ~~15~~ months

*[FIN]: 16 months*

1.6 **Start date for eligibility of expenditure:**

Please explain if this date differs from submission initial proposal (see 1.10)

1.7 **Requested funding modalities for this agreement**

100% financing

Co-financing

Multi-donor (for International Organisations)

In case of 100% financing: justify the request

1.8 **Urgent action** Yes  No

If yes: ECHO Primary emergency decision

ECHO Emergency decision

Other ECHO decision

Please justify:

1.9 **Control mechanism to be applied:** A  P

1.10 **Proposal and reports**

Initial proposal  date: 30-05-07

Revised proposal N°...  date: 21-09-07

ECHO reference A/...  date: dd-mm-yy

Intermediate report  date: 15-08-08

Final report  date: 05-06-09

*[INT] List the supplementary agreements and exchange of letters after signature of the Agreement up to intermediate report stage*

A concept note for the proposed additional grant submitted to ECHO, Delhi, along the guidelines and feedback received from ECHO. This concept note has been incorporated for approval within in the interim report.

1.11 **[FIN] List the supplementary agreements and exchange of letters after submission of the Intermediate report up to final report stage**

A supplementary agreement to this agreement (ECHO/DIP.BUD/2007/04012) was shared by ECHO on 27.10.08 in response to the request for amendment (22.10.08). This extended the agreement for one additional month, to a total of 16 months and additional funding for the amount of EUR 19,824.

Based on the field experience and trainings conducted for students in some schools, it was strongly felt that some new tools and innovative methods of teaching could be deployed to make learning more interesting for pre-primary and primary students. After due consultation, it was proposed that an animation movie on 'Earthquakes' (as Gujarat is highly prone to earthquakes) be developed. The same idea was shared in the DIPECHO partners' co-ordination meeting. One of the DIPECHO partners, Care India (implementing a project in the Andaman Islands) appreciated the idea and agreed to support FOCUS to produce the animation film. Considering the need and after exploring the possibility and advantages including co-funding, approval was sought from ECHO by Indira Kulenovic dated 22.12.08 and the film was made.

## 2. NEEDS ASSESSMENT

### 2.1 Date(s) of assessment; methodology and sources of information used; organisation/person(s) responsible for the assessment: 2004 – 2007

FOCUS has been providing humanitarian assistance and responding to natural disasters in India since 2002. Through its existing community-based and school-based programmatic activities beginning in 2004, FOCUS India has developed its experience in community and school-based DRR<sup>2</sup>.

The activities proposed in this project have been developed building on the experience and lessons learnt from pilot projects implemented in 3 schools in Gujarat. Activities undertaken in these projects include:

- School and community hazard mapping
- 2-day teacher disaster awareness and preparedness trainings
- 2-day student disaster awareness and preparedness trainings
- First-aid training to key students, teachers and administrative staff
- Fire safety training to key students, teachers and administrative staff
- Implementation of evacuation drills for the entire school population
- Development of School Disaster Management Plans
- Inclusion of DRR preparedness and awareness into school curriculum

This proposal has also drawn from constant communication and regular discussions with local civil society organizations and Aga Khan Development Network (AKDN) partners, particularly Aga Khan Education Service (AKES), focusing on progress made and the needs and requirements still remaining from the perspective of disaster risk reduction and development.

Further information on the needs and priorities of communities as well as of local institutions responsible for disaster risk reduction has been gathered from field-assessments and formal meetings. Additionally, FOCUS uses formal evaluation forms during workshops, seminars and trainings and has integrated the feedback received from these forms into the present proposal.

### 2.2 Problem statement and stakeholder analysis

When a natural hazard strikes, children are among the most vulnerable groups, especially those attending school at the time of a disaster. Disasters such as the October 2005 earthquake in Kashmir where over 16,000 children died in collapsed schools, or the recent mudslide on Leyte Island in the Philippines, where more than 200 school children were buried alive, are just two tragic examples of why more needs to be done to protect children during catastrophic events. Protecting children during natural hazards requires two distinct yet inseparable priorities for action: disaster risk education and school safety.<sup>3</sup>

The State of Gujarat is a high priority concern for disaster preparedness in India as it is at risk from a wide number of hazards including catastrophic flooding (e.g. 1968, 1978, 2000 and 2005), cyclones (e.g. 1998) and earthquakes (e.g. 2001) as well as event triggered hazards like fires in poorly planned and unsafe rural and urban neighbourhoods. The north western and coastal region of Gujarat is at high-risk from storm surges and cyclones, the eastern region of Gujarat is prone to flooding and much of the central and northwest is highly at-risk from earthquakes.<sup>4</sup> See Annexes 3a, 3b and 3c for maps of hazard prone areas in Gujarat.

The deadly Bhuj earthquake of 2001, the second largest ever recorded to hit India, claimed over 13,500 lives and injured another 167,000. Of the 21 districts affected, four were particularly hard hit. The

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<sup>2</sup> Disaster Risk Reduction

<sup>3</sup> United Nations International Strategy on Disaster Reduction, "Disaster risk reduction begins at school 2006-2007 World Disaster Reduction Campaign." Available at: [www.unisdr.org/eng/public\\_aware/world\\_camp/2006-2007/wdrc-2006-2007.htm](http://www.unisdr.org/eng/public_aware/world_camp/2006-2007/wdrc-2006-2007.htm).

<sup>4</sup> Gujarat State Disaster Management Authority, 2006. Available at: [www.gsdma.org](http://www.gsdma.org).

earthquake was particularly severe in the Kutch District, affecting over 400 villages. In the city of Bhuj, close to 90% of buildings were destroyed. There was significant damage to hospitals, schools, power and water systems, bridges and roads. Some experts estimate that disasters in Gujarat inflict over 67 million USD in damages annually.<sup>5</sup> In the 2001 Bhuj earthquake alone over 1000 schools were destroyed including 992 out of the district's 1359 primary schools.

### **2.3 Summarise findings of the assessment (include full report in annex, if relevant) and link these to the Action**

The United Nations Development Programme - Disaster Risk Management programme (UNDP-DRM) has prioritized Gujarat as one of the high-risk states in India. In addition, the national government recognises Gujarat as a state high at risk from disasters and Gujarat is one of only two states in India with an established and operating state level disaster management agency. In 2003 the state of Gujarat passed the Gujarat State Disaster Management Act prioritising disaster management and establishing the Gujarat State Disaster Management Authority (GSDMA).<sup>6</sup> In wake of the above, there has been a paradigm shift in the state government's approach to disaster management. It is recognised that development cannot be sustainable unless disaster management is integrated into the development process. Despite this, DRR activities in Gujarat are not currently sufficient to the level of need and vulnerability.

The GSDMA is working with the UNDP-DRM, with activities geared towards government capacity building and legislation development at national, state and district levels, though in Gujarat only certain communities in only 13 out of 25 multi-hazard prone districts are targeted.

Existing DRR measures in the schools of India and more specifically in the State of Gujarat (such as actions by the Government, UNDP-DRM, the Gujarat School Safety Initiative<sup>7</sup> and the SEEDS<sup>8</sup> project) focus on general awareness activities for higher level grades in public schools. Existing school DRR measures are not sufficiently in depth, do not focus on lower grades, and overlook private sector education.

During the needs assessment, 271 private schools were identified as private schools residing in high risk districts of Gujarat where AKES operates its developmental programmatic activities – see Annex 1 – Coverage Schools. 6 of these 271 schools are already covered by DRR programmes – 3 in the FOCUS pilot project and 3 by SEEDS.

From the remaining 265 schools:

- None of these 265 private schools are covered by DRR programmes (The UN Disaster Risk Management Programme does not extend to private schools)
- 73 of the communities surrounding these schools have not been covered by any comprehensive DRR programme (the UN Disaster Risk management Programme only covers selected communities in only 13 districts out of the 25 districts in Gujarat. SEEDS only operate in communities in 3 cities in Gujarat).

Although the work of the UNDP-DRM and SEEDS has serious merit, its effectiveness could be improved by addressing areas that are currently overlooked. Attention needs to be paid to private schools, as in India a growing percentage of students attend private schools. The current public school curriculum focuses only on general awareness and could be improved by a more comprehensive DRR approach including drills, safety teams, teacher and student supporting materials, first-aid and fire fighting trainings. In addition, there needs to be wider coverage, extending the focus beyond higher level grades, to encompass school children of all ages, and targeting communities surrounding schools in areas which are not covered by other DRR projects.

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<sup>5</sup> India-Media, 8 November 2004. Available at: [in.news.yahoo.com](http://in.news.yahoo.com).

<sup>6</sup> United Nations Disaster Management Programme for India, 2003 – 2007. Available at: [www.undp.org.in](http://www.undp.org.in).

<sup>7</sup> Implemented by the Gujarat State Disaster Management Authority (GSDMA)

<sup>8</sup> SEEDS : Sustainable Environment and Ecological Development Society

See annex document “Summary Needs Assessment” for more details.

#### **2.4 [INT] If changes in needs assessment at intermediate report stage, please explain**

The Hazard, Vulnerability and Capacity Analysis (HVCA) undertaken as part of the baseline study determined a greater need for visibility, stockpile and advocacy than what was anticipated at the proposal stage. The incorporated concept note for additional grant explains the rationale supporting the need for these activities.

#### **2.5 [FIN] If changes in needs assessment after intermediate report, please explain**

2.5.1 Considering the need for a user friendly Risk Model that is easily understood by the end users (including the school), the Risk Model was packaged and delivered in the form of software to the beneficiary schools.

2.5.2 Considering the need to acknowledge the participation of 229 at risk schools (254 initial schools assessed but not selected for the comprehensive programme minus 25 selected project schools) in the initial risk assessment, a set of 3 manuals – School Emergency Management Committee (SEMC), Training of Teachers (TOT) and Task Forces (Students) - was given to the schools as a token of appreciation.

2.5.3 Considering the request of two structurally and financially weak schools, a set of stockpile was provided to these schools in addition to the stockpile provided to the five most at-risk schools. In all, seven schools received emergency stockpile.

2.5.4 The training programme for students at the school level brought forth the need for the Pre-primary and Primary students to be engaged through new tools and media based on the observation of the trainers. An animation movie on earthquakes was developed to meet this need in future.

### **3. HUMANITARIAN ORGANISATION IN THE AREA OF INTERVENTION**

#### **3.1 Humanitarian Organisation's presence in the area of intervention: brief overview of strategy and current or recent activities in the country**

The Aga Khan Foundation (AKF) is a private development agency committed to supporting disadvantaged communities irrespective of race, religion or political persuasion. Its mission is to promote creative and effective solutions to problems that impede social development, primarily in South and Central Asia and Eastern Africa. AKF is a signatory to the ECHO Framework Partnership Agreement. The Aga Khan Foundation is an agency within the Aga Khan Development Network (AKDN), of which FOCUS is an affiliate. FOCUS is an implementing agency of AKF in disaster risk management. All previous ECHO/DIPECHO grants implemented by FOCUS (see 3.4) have been signed by AKF, a signatory to the ECHO FPA.

One of AKF's strengths is its membership in the AKDN, a group of institutions whose individual mandates range from health care, education, rural development, architecture and promotion of private sector enterprises. All members of the AKDN share a common objective: to empower people to take charge of their own lives and environments. The programmes emphasize local expertise, rigorous management of resources, use of appropriate technology and ultimate self-sufficiency.

FOCUS is involved both in disaster preparedness and in the provision of short-term relief assistance to those affected by disasters. Together, these measures contribute to the effort of reducing the impact of a potential disaster on local communities and making them more disaster-resilient.

In the aftermath of the tsunami, FOCUS coordinated the distribution of tents, blankets, clothing and water to over 4,000 survivors in Andhra Pradesh, the Andaman and Nicobar Islands and Tamil Nadu. FOCUS partnered with the active support of local administration, community leaders, the Indian Air Force and Indian Army in the South India earthquake response in Jammu and Kashmir to facilitate the distribution of tents, warm blankets and clothing to 400 survivors in Uri sector of Baramullah districts. FOCUS' effective response mechanism ensures the timely deployment of its network of volunteers and relief in the aftermath of a disaster.

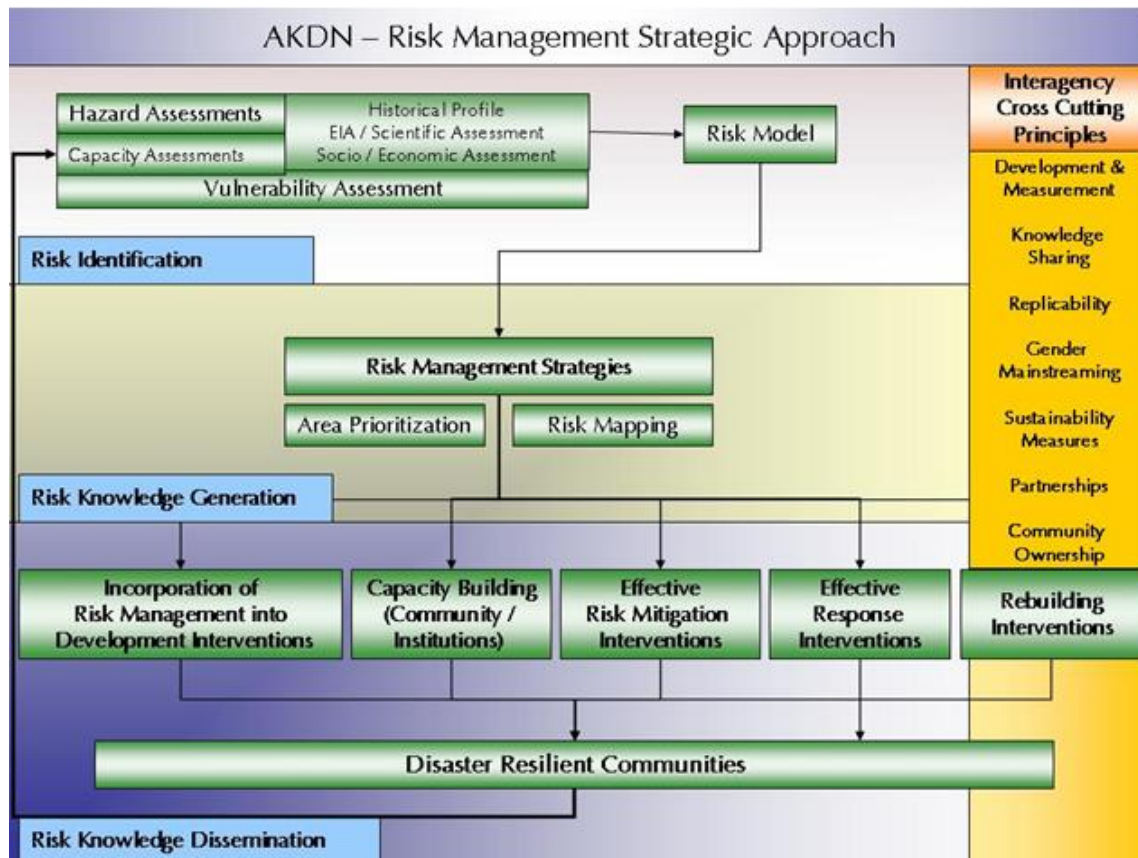
Through its programme activities, FOCUS seeks to reduce the risks of natural and man-made disasters to local communities while working to facilitate the transition of local communities after a disaster to sustainable, self-reliant, long-term development. These activities are guided on principles elaborated in the Hyogo Framework for Action, seek to emphasize both a national and a community-based approach, leveraging knowledge and innovation and focusing on overall risk reduction.<sup>9</sup>

FOCUS has been active in India since 2002 and conducts prevention, mitigation and preparedness programmes in seven Indian states to develop annual, comprehensive disaster response plans. The programmes are integral to local capacity building and are implemented in education, health and housing sectors.

FOCUS' health disaster preparedness programme is implemented in collaboration with Indian Institute of Health Management (IIHM) Jaipur. FOCUS partners with AKES in disseminating multi-hazard disaster preparedness programs to schools during the past three years in Gujarat.

FOCUS has been implementing various disaster risk management activities at the community level, while simultaneously concentrating on strengthening the capacity of local communities to analyze, prepare for, mitigate and, wherever possible, prevent natural disasters. Building up local capacity is crucial since local communities are always the 'first responders' in the event of a disaster.

FOCUS and the AKDN ascribe to a risk management strategic approach as outlined below.



<sup>9</sup> Hyogo Framework for Action 2005-2015: Building the resilience of nations and communities to disaster. More information is available at: [www.unisdr.org/eng/hfa/hfa.htm](http://www.unisdr.org/eng/hfa/hfa.htm).

**3.2 Actions currently on-going and funding requests submitted to other donors (including other EC services) in the same area of intervention - indicate how overlap and double funding would be avoided**

FOCUS, as an affiliate of the AKDN, has a specific mandate for disaster risk management in India. Prior to the implementation of all its activities, FOCUS discusses through formal meetings and confirms in writing intended DRR activities. In preparation for developing the present proposal, FOCUS has had a series of discussions with AKES, AKF, many private school principals and local civil society organizations on the best approach to take for effective implementation, close partnerships with other stakeholders and the achievement of sustainability.

AKF/FOCUS will continue to concentrate its activities in private schools since public schools receive attention from other institutions and programs including the Government of India, UNDP-DRM and SEEDS. AKF/FOCUS activities will go beyond general awareness measures, implementing a comprehensive DRR intervention. The project will also focus on the 73 communities surrounding targeted schools which have been overlooked by other actors such and UNDP and SEEDS<sup>10</sup>. The project will extend coverage beyond senior grade secondary schools students (as are targeted in public schools) to reach students in other grades, together with teachers and administrative staff.

AKF/FOCUS will collaborate with other agencies working on similar initiatives in Gujarat including AKES, SEEDS and GSDMA to avoid duplication and waste of resources and to leverage sharing of methods, best practices and lessons learnt.

**3.3 [FIN] List other Actions carried out by the Humanitarian Organisation or its Implementing Partners in the same period in that area of intervention and how risks for double funding were avoided**

Based on the predefined scope of work, FOCUS developed training manuals and curricula for different target beneficiaries. FOCUS developed and shared these resources with Care India, also a DIPECHO partner, printing copies for primary schools in the Andaman Islands. The joint development helped to save time, cost and eliminate duplication of effort, thus bringing about optimal utilization of resources. The additional activity of developing the animation film was approved by e-mail correspondence (22<sup>nd</sup> December 2008) with DIPECHO.

**4. OPERATIONAL FRAMEWORK**

**4.1 Exact location of the Action (include map of project location)**

The State of Gujarat, India - see attached Annex 3 – Coverage Map.

**4.2 Beneficiaries**

**4.2.1 Total number of direct beneficiaries:**

APPROXIMATE NUMBER OF POTENTIAL DIRECT BENEFICIARIES		
Beneficiaries at 25 most at risk schools	School children	25,000
	School teachers	1250
	School administrative staff	125

<sup>10</sup> SEEDS targets communities in only 3 cities in Gujarat and the UNDP-DRM programme only targets certain communities in only 13 out of the 25 multi-hazard prone districts in Gujarat.

Institutions in Gujarat.	GSDMA	4
	the State of Gujarat Department of Education	6
	the Central Board of Secondary Education,	3
	Aga Khan Education Services in India	10
	Bhavnagar University Department of Geology in Gujarat	3
	Local Fire Brigades	5
	Local Private Emergency Medical Services	5
	Local Municipal Corporations	5
	Panchayati Raj Institutions	5
Institutions in India	Other AKDN agencies in India	15
Institutions/agencies outside India	Other AKDN/FOCUS Units Worldwide	8
<b>TOTAL:</b>		<b>26,444</b>

**4.2.2 Status of the direct beneficiaries (multiple options possible)**

- IDPs     Refugees     Returnees  
                   \* local population  
 Others (e.g. for Grant Facility, thematic funding, etc.)

**4.2.3 Specificities of direct beneficiaries (please elaborate, refer to groups as appropriate, e.g. unaccompanied minors, disabled, children, ex-combatants...)**

Beneficiaries at 25 most at risk schools

The initial assessment will identify the 25 most at risk schools from the 265 schools initially assessed. These 25 schools (and their surrounding communities) will be the project direct beneficiaries.

<b>Beneficiary</b>	<b>Average number per school</b>	<b>Total Number</b>
School Children	1000 per school	25,000
Teachers	50 per school	1,250
Administrative Staff	5 per school	125



Since these 25 schools have not yet been identified, it is not possible at this stage to provide exact details on these beneficiaries. Further details on these beneficiaries will be collected once the 25 high risk schools have been identified, and this information will be submitted in interim, pre-final and final reports.

Nevertheless, it is possible to have some information on the status of these beneficiaries, by considering data on the 265 schools from which these 25 will be selected. Some summary data on the profiles of these 265 targeted private schools is provided below:

These schools have approximately 1000 students each.

Hinduism and Islam are prevalent in Gujarat and this is reflected in the religious breakdown of targeted schools:

<b>Religion</b>	<b>Percent</b>
Muslim	55
Hindu	44
Christian	1
Other	-
<b>Total</b>	<b>100</b>

The socioeconomic status of parents of private school students is shown below:

<b>Income category (Indian Rupee)</b>	<b>Percent</b>
Less than 9999	49
10,000 to 19,999	29
20,000 to 24,999	10
30,000 to 49,999	6
50,000 and above	6
<b>Total</b>	<b>100</b>

Other Beneficiaries-Institutions:

- In Gujarat

GSDMA: The GSDMA (Gujarat State Disaster Management Authority) is a Government nodal agency for coordinating and initiating disaster mitigation, rehabilitation and preparedness programmes in Gujarat. It undertakes PMP and rehabilitation programmes in partnership with government departments, local and national NGOs and international donors/agencies, in the entire state of Gujarat, cutting across the health, education and housing sectors.

As they are the key government agency dealing with all major areas of disaster management and possess functional linkages to all major DRR and development actors in the state, targeting them would increase the reach and effectiveness of the project. The CEO, Chief Secretary, the Deputy Director DM and the State relief Commissioner will be targeted specifically.

the State of Gujarat Department of Education: The Gujarat State Department of Education is the government department in-charge of primary, secondary and higher-secondary education in the state. It undertakes curriculum development, examination control and acts as an overall regulatory body to schools affiliated to it. Most Government run and a considerable number of private schools fall within its jurisdiction.

Targeting them would ensure the percolation of the disaster awareness curriculum developed by the project into the state educational curriculum. It would also increase the visibility of the project within the state and

provide linkages to key agencies/ government departments. The Commissioner, the Secretary, 3 local Chief/zonal Education Officers will be targeted.

Bhavnagar University Department of Science, Gujarat: The University, established in 1978 by the state of Gujarat, provides high quality teaching and research programs in Science, Arts, Commerce, Engineering, Medicine, Management, Rural Studies and Law.

Being a local institution with considerable expertise in local geology and GIS, the Department's participation and inputs will be crucial to the development and application of the risk model. Moreover, involving them will lead to enhanced sustainability of the knowledge and best practices emerging from the project. The Vice Chancellor, Head of Department of Science and a senior geologist will be targeted.

Local Fire Brigades: These are local Government emergency fire services, located at neighbourhood level in cities/ towns and Taluka (Block) levels in rural areas.

As they are repositories of local knowledge and experience on disaster management and possess direct linkages with the communities, they are strategic partners in any local DRR initiative. A minimum of 5 staff members having the requisite training capacities/experience will be targeted.

Local Private Emergency Medical Services: These are private agencies e.g. the State Red Cross that have a local emergency network and experience of educational programmes on disaster preparedness, first aid, etc. targeting 5 key personnel from such organisations will further our goals of visibility enhancement, building local linkages and sharing important learnings. The project will simultaneously develop sustainable links between the high-risk schools and the private local emergency services.

Local municipal corporations: Local municipal corporations are key actors in disaster response and mitigation in towns and cities, especially with regards to public infrastructure maintenance and rebuilding. They will form a valuable source of local information as well as a beneficiary of the risk model developed by the project, to ensure the sustainable local application of the same. Depending upon the location of the schools identified, up to 5 managers and senior staff from local municipalities will be involved in the project.

Local Panchayati Raj institutions: These are institutions of village-level local government, comprising elected village representatives with a developmental mandate. Key local opinion makers form part of these institutions and thus the project aims at targeting them through the baseline survey to gain pertinent local knowledge. The PRI members will further be targeted through the media campaign, in order to sensitise them towards the continual local relevance of DRR at the community level. A minimum of 5 members from local PRIs will be targeted, depending upon the location of the schools identified.

- In India:

The Central Board of Secondary Education: The CBSE is an autonomous body overseeing the educational curriculum, teaching standards and the conduct of examinations in 8838 schools across the country.

Most private schools in the country are affiliated to the CBSE and as such they are key targets for advocacy on curriculum change and also key facilitators for school-based programme activities. The program will target the CBSE Chairman, the Secretary, and the Director of Academics for India.

Aga Khan Education Services in India: The Aga Khan Education Service, India (AKES, I) a private, non-profit social service agency of the Aga Khan Development Network, focuses on providing quality education to the disadvantaged. It addresses education needs through an enhancement approach that includes school improvement programmes, financial assistance and counselling.

Since 1999, it has been the implementing agency for the Programme for Enrichment of School Learning Education (PESLE) funded by the European Commission. In partnership with FOCUS India, it has implemented a disaster risk management programme in its own and outreach schools in Gujarat, Maharashtra and Andhra Pradesh since 2004.

As well as a key partner in curriculum development on disaster preparedness it will benefit from the sharing of the risk model and best practices emanating from the programme. Those targeted will include the AKES I leadership, key staff on the PESLE programme as well as key local staff in Gujarat.

Other AKDN agencies in India: Towards the end of the project, a comprehensive sharing of major learnings and best practices will be undertaken with key DRR actors at the local and national level, including other AKDN agencies in India, in order to facilitate the mainstreaming these learnings into their development work and strategic approaches. 15 persons chosen from the management of Aga Khan Health Services, Aga Khan Foundation, Aga Khan Rural Support Programme, Aga Khan Social Welfare Board and the Aga Khan Youth and Sports Board will form part of this process.

- Outside India:

Other AKDN/FOCUS Units Worldwide: We will use their knowledge and technical expertise to develop our project. At project end, we will share the improvements in the development and application of the assessment tool as well as local best practices and project learnings.

#### 4.2.4 Direct beneficiary identification mechanisms and criteria

IDENTIFICATION MECHANISMS AND CRITERIA	
<p>School Children, Teachers and Administrative Staff</p>	<p>This project is focusing upon Gujarat, since it is a highly disaster prone state (see section 2.4). Within Gujarat, the project is initially targeting 265 private schools with which the Aga Khan Development Network has partnerships or links through other education and development activities such as the EC funded PESLE project (see section 3.4).</p> <ul style="list-style-type: none"> <li>• None of these 265 private schools are covered by DRR programmes (The UN Disaster Risk Management Programme does not extend to private schools)</li> <li>• 73 of the communities surrounding these schools have not been covered by any comprehensive DRR programme (the UN Disaster Risk management Programme only covers selected communities in only 13 districts out of the 25 districts in Gujarat. SEEDs only operates in communities in 3 cities in Gujarat).</li> </ul> <p>At the start of the project these 265 private schools will all undergo a strategic assessment to determine and rank their relative risk level. The risk assessment will take into consideration factors including but not limited to:</p> <ul style="list-style-type: none"> <li>• Potential hazards</li> <li>• Total population of the school</li> <li>• Other pertinent elements</li> </ul> <p>From this assessment of 265 private schools, the 25 most at risk schools will be identified. These 25 most at risk schools will then be targeted in depth throughout the project.</p> <p>The 25 schools identified as being most at risk will undergo a detailed hazard, vulnerability and capacity assessment. All of these schools will then receive a comprehensive training aimed at</p>

	schoolchildren, teachers and the school administration.
Local Specialists working in India and Members of Gujarat State Department of Education and Central Board of Education and AKF/FOCUS	Targeted specialists are identified based on their role and organizations. They are mostly from key agencies responsible for conducting hazard, vulnerability and risk assessments, training on first-aid and fire fighting and other related work, such as local fire brigades and emergency medical service providers. These specialists will include staff from AKF/FOCUS, Red Cross and Bhavnagar University Department of Geology in Gujarat. Additionally, the members of the Gujarat State Department of Education and Central Board of Secondary Education will also be targeted.
Gujarat General Public in Communities Surrounding the 25 prioritised Schools (see catchment population).	The Gujarat general public will be targeted through local media which will be the most effective way of reaching the general population in communities surrounding the targeted schools. This approach will allow for multiple access points into the communities and reinforce the knowledge delivered to school children, teachers and administrators. This campaign will compliment state and national level media campaigns through the UNDP-DRM (see 10.1)

#### 4.2.5 Describe to what extent and how the direct beneficiaries were involved in the design of the Action

This proposal has been developed in close collaboration with key stakeholders and has drawn from lessons learnt from three pilot school based DRR projects implemented in Gujarat by FOCUS. The proposal has been developed in consultation with target schools, as is testified by the inclusion of letters of support from schools in the target area. Please also see section 2.2 for additional details of beneficiaries consulted in the proposal design.

#### 4.2.6 Other potential beneficiaries (indirect, "catchment", etc.)

Beneficiaries in schools only targeted for the initial needs assessment: The project will initially assess 265 primary and secondary schools spread throughout the various hazard prone districts of Gujarat. These 265 schools (with approximately 265,000 pupils and 13,250 teachers) are part of the project catchment population.

Beneficiaries in Communities surrounding the 25 most at risk schools: Through Gujarat-based local media agencies this component will complement and strengthen the school-based DRR activities by simultaneously raising awareness in the communities where the schools are located. Media outlets include local newspapers and radio. Local community newspapers and radios have an identified subscriber/listener pool of an estimated 6,000,000 residents of Gujarat – See Annex document “Gujarat Newspaper Circulation”. These 6 million are part of the catchment population for this project.

#### 4.2.7 Direct beneficiaries per sector:

All of the interventions come under the sector “Disaster Preparedness and Mitigation”.

The following sub-sectors are covered in this proposal:

1. Research and Dissemination.
2. Mapping and Data Computerisation
3. Institutional Strengthening
4. Local Capacity Building/training
5. Education Advocacy and Public Awareness Raising

## 6. Advocacy and Public Awareness Raising

Further details on the interventions according to each sub-sector are detailed below.

### **1. Research and Dissemination**

Strategic risk assessments will be conducted for 265 private schools of Gujarat which are within the communities of AKES development activities. The data collected from this initial risk assessment will be analysed (see sub-sector 2 below) to prioritise the 25 most at risk schools.

The 25 most at risk schools will be targeted with a detailed Hazard Vulnerability Capacity Assessment.

At the start of all project interventions a baseline survey will be conducted. After the media campaign, a follow-up impact assessment survey will be conducted at a sampling of the schools and communities to measure against the baseline.

### **2. Mapping and Data Computerisation**

A risk model customised for India will be developed to provide FOCUS with a tool to conduct HVCAs at schools as well as incorporate the findings from these assessments into a Disaster Management Geographic Information System (DMGIS).

All the data collected from the initial risk assessment (see sector 1) will be analyzed and entered into AKF/FOCUS' DMGIS system, allowing the 25 most at risk schools to be prioritised. Once detailed HVCRA are conducted in the 25 most at risk schools (see sector 1), this data will be entered into the DMGIS system.

The DMGIS and risk modelling activities are an integral component of the AKDN/FOCUS Risk Management Strategic Approach and lie well with the Gujarat State Disaster Management Policy which lays emphasis on risk assessment model development, capacity building and knowledge management.

### **3. Institutional Strengthening**

A key partner in the development of this model and tools will be specialists from the Department of Geology of the Bhavnagar University based in Gujarat. The University is also a strategic partner in the longer term sustainability and application of the risk model and GIS developed as part of this project.

Additionally, at a state and national level, the project will partner with the State of Gujarat Department of Education and Central Board of Secondary Education to enhance the impact of existing school-based programmes through advocacy for the adoption of the comprehensive approach into the national curriculum and activities whereby replication and sustainability can be achieved and ownership adopted by state and national institutions. This will be implemented through knowledge sharing sessions and workshops as well as through presentations of best practice case-studies based on the success of grass-roots level activities at in this and previous projects.

The project will partner with other DRR actors to build institutional capacity through the sharing of best practices and cooperation as with SEEDS.

### **4. Local Capacity Building/training**

Working at the local community level remains one of the most critical components of this project and complements the top-down approach of the UNDP-DRM programme. AKF/FOCUS proposes to implement disaster-risk reduction activities in 25 private schools in Gujarat. The components of the training modules utilize the best practices from both FOCUS experience as well SEEDS' Gujarat School Safety Initiative. It is key to note that this approach involves a comprehensive approach to DRR and goes beyond general awareness and will apply practical components as well, targeting the entire school rather than only the upper level students.

More details of the training outline can be found in the attached Annex 4 – Training Overview. For each school, the following activities will be completed:

- Conducting baseline impact assessment survey
- Conducting detailed hazard, vulnerability and capacity assessment
- Developing risk maps of the schools
- Developing school profiles and hazard catalogue
- Developing a school disaster preparedness plan and emergency committees
- Equipping highest as-risk schools pertinent emergency management supplies

## 5. Education

The work in the 25 prioritised schools will involve:

- Developing and delivering a school-specific disaster awareness and preparedness training
- Providing the schools with tools and techniques to deliver multi-hazard DRR training to students
- Supplementing school curriculum by providing course material on individual and school safety.

## 6. Advocacy and Raising Public Awareness

The key understanding of this project is that safer schools result in safer communities. Therefore to complement the various DRR activities at the target schools, a disaster preparedness and awareness media campaign will also be implemented to further reach community members. The Gujarat general public will be targeted based on the local media reaching public where the targeted schools are located in order to allow for multiple access points into the communities and reinforcement of knowledge delivered to school children, teachers and administrators. Media platforms can include newspapers, radio stations and local traditional media like community theatre, traditional puppet shows, etc. This campaign will be implemented during the same period as the school-based trainings are held in order to allow for maximum penetration and message reinforcement.

COMPONENT	TOTAL NUMBER OF DIRECT BENEFICIARIES	TYPES OF BENEFICIARIES AND NUMBER OF BENEFICIARIES PER TYPE	LOCATION
1. Research and Dissemination	See below for direct beneficiaries	265 schools and their surrounding communities will be targeted for the initial needs assessment, and the most at risk 25 will be targeted for further interventions. (see below).  The 240 schools (approximately 240,000 pupils and 12,000 teachers) which are not prioritised and are only targeted for the initial needs assessment may be considered as indirect beneficiaries as they will benefit from the initial stages of the project (research and dissemination / mapping and data computerisation) but will not be targeted more directly in the main part of the project.	<b>Gujarat, India</b>
2. Mapping and Data Computerisation	See below for direct beneficiaries	Same as for "Research and Dissemination".	<b>Gujarat, India</b>
3. Institutional Strengthening	69	GSDMA – 4 Gujarat State Department of Education-6 Central Board of Secondary Education - 3 Aga Khan Education Services in India - 10	<b>Gujarat India Other</b>

		Bhavnagar University Department of Geology in Gujarat – 3 Local Fire Brigades – 5 Local Municipal corporations - 5 Local Private Emergency Medical Services – 5 Local Panchayati Raj institutions-5 Other AKDN agencies in India - 15 Specialists from other AKF/FOCUS units around the world – 8	<b>AKDN/ FOCUS units worldwide.</b>
4. Local Capacity Building/training	1375	Teachers – 1250 (50 per school x 25 schools) Administrative staff – 125 (5 per school x 25 schools)	<b>Gujarat, India</b>
5. Education	25,000	Students – 25,000 (1000 per school x 25 schools)	<b>Gujarat, India</b>
6. Advocacy and Public Awareness	N/A (The estimated catchment population reached through the media campaign is 6,000,000)	Local community newspapers and radios in target areas have an identified subscriber/listener pool of an estimated 6,000,000 residents of Gujarat	<b>Gujarat, India</b>

#### 4.2.8 [INT] In case of changes, please explain

##### 1. Component 1 - Research and Dissemination

###### 1.1 For the initial risk assessment:

- i) **Targeted beneficiaries as per proposal:** Approximately 240,000 students and 12,000 teachers of 240 schools.
- ii) **Covered:** 338,318 students, 11,498 teachers and 1,682 non teaching staff of 254 schools.

###### 1.2. For baseline survey and HVCA as per proposal

- i) **Targeted:** Approximately 25,000 students, 1,250 teachers and 125 admin staff for the 25 schools facing maximum risk.
- ii) **Covered:** 72,583 students, 1,904 teachers' and 817 non teaching staff of 25 schools.

##### 2. Component 5 - Education

**Targeted beneficiaries:** 25,000 (1,000 per school x 25 schools)

**Present changes:** 72,583 students (same in case of additional activities also)

*(Note: At the proposal stage it was assumed that one school may have average 1,000 students and proportionate number of staff members. The 25 high risk schools were selected based on the resulting risk score using the algorithmic risk model in which human vulnerability is a major component. Hence the schools with more number of students are at a higher risk keeping other factors constant. The present status shows the actual school population of the selected schools. (For details please refer the section: "School profile" of the baseline survey report – Annex 2).*

#### 4.2.9 [FIN] In case of changes, please explain

### 1. Component 5 - Education

#### 1.1 Curriculum books and training materials:

**Targeted:** Approximately 25,000 students, 1,250 teachers and 125 admin staff of the 25 schools facing high risk.

**Covered:** 72,583 students, 1,904 teachers' and 817 non-teaching staff of 25 schools.

Additional 229 schools which were considered as indirect beneficiaries and only targeted in the initial part of the project (for initial assessment only) were also supplied with a set of the resource books/developed and thus benefited from the same.

### 2. Component 4 Local Capacity Building

#### 2.1 Stockpile

**Targeted:** Of the total 25 project schools, 5 most at risk schools were to be equipped with emergency relief items.

**Covered:** Based on the field realities and after due consideration (of the financial and structural conditions), 2 additional schools were equipped with emergency relief items. Thus in all, 7 schools were equipped with emergency relief items.

### 3. Component 6 - Advocacy and Public Awareness

**Targeted:** 69 members from pre-defined institutions / organisations.

**Covered:** the initially proposed 69 were covered. An additional 80 members from local / national (government and non government) organisations were covered in the National Conference.

#### 4.2.10 [FIN] Estimate per type of beneficiaries

female:	44%,	male:	56 %	(total female + male= 100%)
infants (< 5y):	13%,	children (< 18 y):	83 %,	elderly: 0 %

(The figures above are based on the direct beneficiaries of the 25 targeted schools only. Other beneficiaries and indirect beneficiaries are not included in the figures above).



### 4.3 Objectives, Results and Activities

#### 4.3.1 Operational Overview of the Action: Log-frame<sup>11</sup> (max. 3 pages)

<b>Title of the Action</b>	Building Disaster Resilient Communities through Creating a Culture of Safety in Schools in Gujarat, India			
<b>Principal Objective</b>	To increase awareness and preparedness of vulnerable communities and private schools through community- and school-based disaster risk reduction initiatives in Gujarat, India			
	<b><i>Intervention Logic</i></b>	<b><i>Objectively Verifiable Indicators</i></b>	<b><i>Sources of Verification</i></b>	<b><i>Risks and Assumptions</i></b>
<b><i>Specific Objective</i></b>	To increase knowledge, awareness and preparedness in high-risk private schools and their surrounding communities in Gujarat, India, through sustainable local engagement	See single form section 4.7.2	See single form section 4.7.2	1. Management and institutional authorities will be willing to co-operate with the project 2. Access to schools and communities will be continuous
1. Research and Dissemination (01.08.07) <b>AKF/FOCUS and its partners have access to updated knowledge and information for effective</b>	1.1 Improved FOCUS knowledge and understanding of the risks facing private schools in Gujarat by the end of the 1 <sup>st</sup> quarter.	Initial risk assessment conducted for 265 schools by end of 1 <sup>st</sup> quarter <sup>12</sup> .	Initial Risk assessment data Interim/final reports Monitoring reports	1. FOCUS will have continuous and adequate support from technical experts from Bhavnagar University and

<sup>11</sup> This table will be annex I of the signed Agreement. It has to give a comprehensive overview of the different elements of the Action. It will only contain concise information on results and activities. Any changes made to the log-frame at intermediate report or final report stage will be done using strikethroughs.

<sup>12</sup> The project duration is 15 months. There will therefore be 5 quarters.

<b>disaster risk management in India.</b>	1.2 Enhanced FOCUS knowledge of the baseline level of understanding of target populations by the end of the 1 <sup>st</sup> quarter.	Conduct baseline survey by end of 1 <sup>st</sup> quarter.	Baseline report, baseline data Interim/final reports Monitoring reports	FOCUS Tajikistan 2. Change in leadership at schools between initial contact and start of assessment which would hinder the momentum of the project.
	1.3 Deepened FOCUS understanding of the hazards, vulnerabilities and capacities of the most at risk private schools in Gujarat by the end of the 2 <sup>nd</sup> quarter.	Conducted hazard, vulnerability and capacity assessment for 25 schools as part of the baseline survey by end of 2 <sup>nd</sup> quarter.	Assessment Reports, Maps Interim/final reports Monitoring reports	
	1.4 Improved FOCUS knowledge of the impact and effectiveness of education and awareness raising project components by the end of the 5 <sup>th</sup> quarter.	Conduct impact assessment survey by end of project (5 <sup>th</sup> quarter).	End of project report	
<b>2. Mapping and Data Computerisation (01.08.04)</b>  <b>AKF/FOCUS and its partners have access to updated skills and tools for effective disaster risk management in India.</b>	2.1 Disaster Management risk model customised for India developed by end of 1 <sup>st</sup> quarter.	Fully developed Disaster Management Risk Model customized for India by end of 1 <sup>st</sup> quarter.	DMRM tool Interim/final reports Monitoring reports	1. Technical problems arise with Risk Model and DMIS system.  2. State elections tentatively scheduled for December 2007 cause social disharmony and possible violence (given Gujarat's recent history of political and communal violence)
	2.2 Data for initial risk assessment analysed in DMIS system by end 1 <sup>st</sup> quarter.	Data collected from initial risk assessment for 265 schools entered into GMIS system by end of 1 <sup>st</sup> quarter.	GMIS data Interim/final reports Monitoring reports	
	2.3 The 25 most at risk schools are identified to be prioritised for further interventions (identified by end of 1 <sup>st</sup> quarter).	Updated prioritized list of at-risk schools produced by end of 1 <sup>st</sup> quarter	List of 25 high priority schools. Interim/final reports Monitoring reports	
	2.4 Data from detailed HVC assessment in high priority schools is analysed by end of 3 <sup>rd</sup> quarter.	Data for detail HVCA assessment in 25 prioritised schools entered in the DMGIS by end 3 <sup>rd</sup> quarter.	DMGIS data Interim/final reports Monitoring reports	

	2.5 Risk maps developed for the high-risk schools	Develop Risk maps for each of the targeted 25 schools by start 4 <sup>th</sup> quarter.	Risk maps Interim/final reports Monitoring reports	
	2.6 risk maps digitalised and entered into DMGIS system by end 4 <sup>th</sup> quarter.	Digitalise all field maps and enter into DMGIS system by end 4 <sup>th</sup> quarter.	Digitalised risk maps Interim/final reports Monitoring reports	
<p>3. Institutional Strengthening (01.08.09)</p> <p><b>The capacity of institutions working in disaster preparedness in Gujarat is enhanced.</b></p>	3.1 Capacity building of disaster preparedness specialists through training on the risk model, GIS and GPS by the end of the project.	Provided training on Risk Model and the use of GIS and GPS to specialists in the project (ongoing –completed by end of project).	Training reports, list of attendees Interim/final reports Monitoring reports	<p>1. Availability of relevant actors at opportune times</p> <p>2. Change in leadership (especially in government institutions) which would impede the process of sharing and capacity building</p>
	3.2 Members of the Gujarat State Department of Education and the Central Board of Secondary Education as well as other stakeholders in DRR are more aware of the comprehensive school-based DRR approach undertaken in this program	Sharing knowledge with the Gujarat State Department of Education and the Central Board of Secondary Education (CBSE), to try to improve their understanding and knowledge. (ongoing –completed by end of project)	Meeting notes, workshop reports, Interim/final reports Monitoring reports	
	3.3 Best practices in disaster preparedness are documented.	Document best practices (ongoing, completed by end of 5 <sup>th</sup> quarter).	Booklet Interim/final reports Monitoring reports	
	3.4 FOCUS cooperates and shares details of activities/lessons learnt with other DP actors nationally.	Co-organise and participate in national seminar/workshop (5 <sup>th</sup> quarter).	Post-workshop press release and documentation Interim/final reports Monitoring reports	
	3.5 FOCUS shares details of activities, best practices and lessons learnt with other DIPECHO partners.	Participate in DIPECHO regional workshop, presenting best practices and sharing lessons learnt (5 <sup>th</sup> quarter).	Booklet Interim/final reports Monitoring reports	

<p>4. Local Capacity Building/training (01.08.80)</p> <p><b>Targeted high risk schools in Gujarat become more disaster resilient, with improved Disaster Preparedness knowledge and capabilities of teachers, administrators and members of emergency committees by end of project.</b></p>	4.1 Risk profile for 25 targeted high risk schools developed by 3 <sup>rd</sup> quarter.	Produce a risk profile for each of the 25 targeted schools by 3 <sup>rd</sup> quarter.	School profile and hazard catalogue Interim/final reports Monitoring reports	<p>1. Extreme weather conditions inhibiting the conduct of trainings.</p> <p>2. Teacher availability doesn't coincide with training/assessment dates.</p> <p>3. Extreme changes in weather prevent the compilation and transport of stockpile materials to the schools.</p> <p>4. Change in leadership at</p>
	4.2 Hazard catalogue for 25 targeted high risk schools developed by 3 <sup>rd</sup> quarter	Develop a hazard catalogue for each of the 25 targeted schools by 3 <sup>rd</sup> quarter.	DMGIS data Interim/final reports Monitoring reports	
	4.3 Develop School Disaster Management Plans (SDMPs) and emergency committees specific for each of the 25 targeted schools by 3 <sup>rd</sup> quarter.	Develop School Disaster Management Plans (SDMPs) and emergency committees specific for each of the 25 targeted schools by 3 <sup>rd</sup> quarter.	Interviews in schools, Interim/final reports Monitoring reports	
	4.4 The most at risk out of the high-risk schools are supplied with additional disaster preparedness supplies.	Equip highest at-risk schools pertinent emergency management supplies by 4 <sup>th</sup> quarter.	Monitoring reports Interim/final reports	
	4.5 The long-term capacity for disaster preparedness in the targeted schools increases.	Provide the schools with training and course material to continue to deliver DRR training to students beyond the end of the project (course materials finalised by start of final quarter).	Risk maps; school disaster management plans, safe havens, emergency committees, monitoring reports, Interim/final reports	

	4.6 The first 7 schools facing maximum risk out of the 25 high-risk schools are supplied with additional disaster preparedness supplies.	The 7 most at-risk schools are equipped with emergency management supplies and stockpiles comprising blankets, rescue ropes, life jackets, life buoy, helmets and safety nets.	Photo documentation, interview with the school authorities and acknowledgements. Monthly report and final reports. Monitoring, Evaluation and External Assessment Reports.	school  5. State elections tentatively scheduled for December 2007 cause social disharmony and possible violence (given Gujarat's recent history of political and communal violence)
5. Education (01.08.05)  <b>Pupils in targeted high risk private schools gain increased knowledge and understanding of disaster preparedness.</b>	5.1 Disaster Preparedness education materials are developed by the end of the 2 <sup>nd</sup> quarter.	Develop Training materials and prepare for trainings by end of 2 <sup>nd</sup> quarter.	Training materials Interim/final reports Monitoring reports	1. Delays in material procurement and printing.  2. Trained teachers leave the schools.
	5.2 Disaster Preparedness education materials are produced by the end of the 3 <sup>rd</sup> quarter.	Print and procure training materials by end of 3 <sup>rd</sup> quarter.	Training materials Interim/final reports Monitoring reports	
	5.3 Teachers are trained on DRR, first aid and basic fire fighting skills by the end of 3 <sup>rd</sup> quarter	Conducted teacher trainings in 25 schools	Training report, list of participants Interim/final reports Monitoring reports	
	5.4 Pupils in targeted schools undergo education on disaster preparedness by the end of the 5 <sup>th</sup> quarter.	Conducted school-based multi-hazard DRR trainings in 25 schools by start of 5 <sup>th</sup> quarter.	Training report, list of participants, lesson plans Interim/final reports Monitoring reports	
6. Advocacy and Public Awareness Raising (01.08.02)	6.1 Disaster preparedness awareness raising materials are developed.	Design and develop print and radio media outputs by end of 2 <sup>nd</sup> quarter.	Newspaper cuttings Radio broadcast transcripts Interim/final reports Monitoring reports	1. Delays in procurement and supply of materials

<p><b>Communities where target schools exist have increased awareness about the hazards surrounding them and are better informed and prepared for how to act in the event of a potential disaster.</b></p>	<p>6.2 The most appropriate Media outlets are identified for the media campaign by the end of the 2<sup>nd</sup> quarter.</p>	<p>Research most suitable media outlets, negotiate terms and sign contracts for media campaign by end of 2<sup>nd</sup> quarter.</p>	<p>Media evaluation notes Interim/final reports Monitoring reports</p>	<p>2. Period chosen for media campaign doesn't coincide with local seasonal calendar (people could be busy harvesting or fodder gathering, etc.)</p>
	<p>6.3 The awareness of disaster preparedness of communities surrounding the targeted schools is raised by the end of the project.</p>	<p>Conduct print and radio media campaign by through media outlets (ongoing for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> quarters).</p>	<p>Copies of all print media Transcripts of radio media. Interim/final reports Monitoring reports</p>	
	<p>6.4 The project has visibility with DIPECHO support acknowledged.</p>	<p>Conduct activities outlined in visibility plan</p>	<p>Visibility report, monitoring report Interim/final reports Monitoring reports</p>	
	<p>6.5 Awareness in communities in areas surrounding targeted schools regarding disaster preparedness is enhanced.</p>	<p>Disaster awareness and preparedness messages are delivered to target communities where schools are located (ongoing – completed by end of project).</p>	<p>Impact survey Interim/final reports Monitoring reports</p>	
	<p>6.6 Project beneficiaries, stakeholders, partners and other DRR actors are oriented on the concept of the Risk Model and its application for future replication.</p>	<p>Information on Risk Model disseminated through books and CDs to the project beneficiaries, stakeholders, partners and other DRR actors by the beginning of 5<sup>th</sup> quarter</p>	<p>Monthly reports and end of project reports. Monitoring and Evaluation and External Assessment Reports. Feedback, comments and suggestions through letters and emails received from the respective beneficiaries.</p>	
	<p>6.7 The awareness of disaster preparedness of communities surrounding the targeted schools is raised by the end of the project.</p>	<p>Conduct activities outlined in the Visibility &amp; Communication component from the proposed additional budget.</p>	<p>Photo documentation Training reports Impact assessment reports of the media campaign implemented Monitoring, Evaluation and External Assessment Reports</p>	

### 4.3.2 More detailed information per result<sup>13</sup>

#### 4.3.2.1 Result 1:

AKF/FOCUS and its partners have access to updated knowledge and information for effective disaster risk management in India.

##### 4.3.2.1.1 At proposal stage

- **Total amount:** 86,681 EUR Staff/running costs only
- **Sector:** Research and Dissemination
- **Related sub-sector:**.....

Indicators for this result	Activities related to the result	Beneficiaries (status + number)
<ul style="list-style-type: none"> <li>▪ Improved FOCUS knowledge and understanding of the risks facing private schools in Gujarat</li> <li>▪ Enhanced FOCUS knowledge of the baseline level of understanding of target populations</li> <li>▪ Deepened FOCUS understanding of the hazards, vulnerabilities and capacities of the most at risk private schools in Gujarat</li> <li>▪ Improved FOCUS knowledge of the impact and effectiveness of education and awareness raising project component</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conduct Strategic Assessment conducted in 265 identified schools.</li> <li>▪ Conduct Baseline survey in targeted 25 high at risk schools.</li> <li>▪ Conduct HVCRA of the 25 high priority schools</li> <li>▪ Conduct follow-up sampling impact assessment survey in final quarter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approximately 240,000 students and 12,000 teachers of 240 schools.</li> </ul>

#### - Activities related to the result

##### 1.1 Conduct Strategic Assessment of the 265 identified schools in first quarter.

A 4-member FOCUS team comprising of a Geologist, a GIS expert, a structural engineer and a field officer will conduct a strategic assessment of the 265 schools across Gujarat to determine the 25 most at-risk schools, unaddressed by any DRR measures. The selection will be determined primarily by the

<sup>13</sup> Per result identified in the log-frame, more detailed information necessary for a good understanding of the proposal/ report will be completed here. A specific sub-section per result at proposal, intermediate report and final report stage has been foreseen (don't update information from a previous stage in this section, comment the change in the appropriate sub-section of the result). See also the guidelines for more information (e.g. for the list of sectors and related sub-sectors).

Also the main foreseen procurement procedures will have been identified (as well as in section 4.4 – work plan).

vulnerabilities- geographical, social, economic and attitudinal affecting a particular school as well as the community in which it resides. The findings from the Strategic Assessment will be triangulated with secondary information gathered from government, NGOs and DRR actors in the neighboring communities, enabling an informed selection.

### 1.2 Conduct Baseline survey in targeted communities in 1<sup>st</sup> quarter

Through technical surveys; key informant interviews with local government, Municipal corporations and/or Panchayati Raj Institutions as well as focused group discussions and historical transects of communities; a baseline survey focusing on key the following indicators will be developed:

- 1) Geographic data e.g. GPS, accessibility, population composition, distance of community from district centre, main road etc.
- 2) Detailed local hazard profile e.g. type of hazards affecting the community, their frequency, past impact, and assistance provided, etc.
- 3) Economic and social data e.g. levels of income, sources of income, livelihoods, literacy rates, health indicators, etc
- 4) Local seasonality calendar determining social and economic activities and disaster occurrence in the same
- 5) Detailed local resources & skills inventory e.g. medical staff, emergency services, Government /non-governmental actors providing disaster assistance/training, critical local infrastructure e.g. hospitals, bridges, water and sanitation facilities, etc
- 6) Traditional local practices of disaster preparedness ranging from safeguarding life to safeguarding food stocks/livestock, etc. This could shed light on historical disaster preparedness practices, which may now be abandoned.
- 7) The reach and effectiveness of traditional, local and national media into the communities

The baseline survey will attempt to ascertain:

1. The current disaster awareness and preparedness level of the communities
2. The effectiveness of present disaster response mechanism/s of the communities
3. The hazard profile of the target community- this will form the basis of our identification of key messages and target groups
4. Gaps between individual & community knowledge and practice regarding Disaster Preparedness (DP) and response.
5. The reach of electronic and print media within the target communities (this would include secondary data collection on literacy levels and access to economic resources).
6. The reach of traditional/folk media within the target communities
7. The local seasonal calendar- to understand when best to approach a community with messages (e.g. harvest times, just before monsoons, etc) so as to enhance communication effectiveness.
8. The effects of previous Government/ NGO media campaigns on DP and their effect- this will help us in designing our own campaign.

The methodology will involve the collection of both secondary and primary data. Primary data will be gleaned from the communities though the use of questionnaires as well as participatory techniques like focussed group discussions.

### 1.3 Conduct HVCRA of the 25 high priority schools by the end of the 2<sup>nd</sup> quarter

Once the 25 high priority schools have been selected (see 2.2 and 2.3), these will undergo a more detailed HVCRA assessment as part of the baseline survey. The methodology used will be a combination of rapid structural and non-structural assessment by technical experts as well as key informant interviews and focussed group discussions with the school management, staff and students to determine:



- The absolute and relative vulnerability of each school to local hazards.
- Coping mechanisms of the school staff, students, systems and infrastructure to different disasters. This will highlight gaps between knowledge and practice in terms of dealing with crisis.
- Assessment of community institutions capacities (that have direct relevance for schools in times of disaster, e.g. local dispensaries, hospitals, transport services, etc) to respond to crisis.
- Inventory of current resources useful to disaster response, existing/to be developed, in and around the school

The data thus collected will be transferred to the GIS and Risk Analysis teams, after due triangulation and consistency checks.

#### 1.4 Conduct follow-up sampling impact assessment survey in final quarter

To determine the progress against the baseline survey an impact assessment survey will be carried out in all the schools and their surrounding communities.

The survey will assess the level of imparted skills, changes in attitudes, knowledge and practice, level of disaster preparedness at school level, effectiveness of mitigation activities, etc brought about by the various preparedness and mitigation activities implemented under the project.

The level of message penetration to the local communities through the media campaign will also be assessed. The survey will employ questionnaires, focussed group discussions and mock drills for impact assessment.

Survey documentation will form part of the End of Project (EOP) report.

#### **Means and related costs (in Euros):**

- HVCA Team:

- Risk Analyst: 4,018
- VCA Member: 3,072
- Consultant Geologist: 3,214
- GIS Member: 3,929

- Consultant Civil Engineer: 3,214

- Other Personnel (The below mentioned personnel costs span the entire project period):

- Lead Trainers: 6,000
- First Aid Trainers: 5,143
- Fire Safety Trainers: 5,143
- Communication and Visibility Officer: 5,357
- Curriculum Developer: 949
- Impact Assessment Developer: 357
- Project Manager: 10,714
- Project Assistant: 4,018
- Driver: 2,411

- Local Logistical Cost: 29,142

#### 4.3.2.1.2 Intermediate report

Total amount: 86,681 EUR

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Update <sup>14</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
<p>- Improved FOCUS knowledge and understanding of the risks facing private schools in Gujarat</p> <p>- Enhanced FOCUS knowledge of the baseline level of understanding of target populations</p> <p>- Deepened FOCUS understanding of the hazards, vulnerabilities and capacities of the most at risk private schools in Gujarat</p> <p>- Improved FOCUS knowledge of the impact and effectiveness of education and awareness raising project component.</p>	<p>Strategic assessment/Initial risk assessment completed in 254 schools. The indicator specific assessment findings (as per the primary and secondary data) were put into the algorithmic risk model and 25 schools were selected based on the risk score in a descending order for comprehensive intervention.</p> <p><i>(Details of the Initial risk assessment report are attached as annexure 1).</i></p>	<p>- Approximately 338,318 students, 11,498 teachers' and 1,682 non teaching staff of 254 schools</p> <p><i>(Out of proposed 265 schools, 11 schools were not found as per the initial data)</i></p>
	<p>Baseline survey completed in the 25 high risk schools. The baseline findings are analysed and documented.</p> <p><i>(Details of the process and findings of base line survey report are attached as annexure 2).</i></p>	<p>- 72,583 students, 1,904 teachers' and 817 non teaching staff of 25 schools</p>
	<p>Hazard, Vulnerability and Capacity Assessment (HVCA) conducted in 25 high risk schools.</p> <p><i>(Indicator specific data collected from HVCA was used for the risk calculation. The HVCA findings are listed in annexure 7).</i></p>	<p>- 72,583 students, 1,904 teachers' and 817 non teaching staff of 25 schools</p>

Update<sup>5</sup> on means and related costs: No change

#### 4.3.2.1.3 Final report

Total amount: 75,487 EUR Staff/running costs only

Sector: Research and Dissemination

Means and related costs (in Euros):

- HVCA Team:

- Risk Analyst: 6,044

- VCA Member: 3,358

- Consultant Geologist: 1,160

<sup>14</sup> Update and explanation to be provided on progress as well as on changes made to the proposal.

- GIS Member: 3,839
- Consultant Civil Engineer: 2,342
- Other Personnel (The below mentioned personnel costs span the entire project period):
  - Lead Trainers: 4,813
  - First Aid/Fire Safety Trainers: 5,382
  - Communication and Visibility Officer: 8,669
  - Curriculum Developer: 1,830
  - Project Manager: 8,117
  - Project Assistant: 4,273
  - Creative Writer and Documenter: 2,727
  - Others (incl. Staff benefits): 2,068
- Local Logistical Cost: 20,864

Update <sup>15</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
<p>- Improved FOCUS knowledge and understanding of the risks facing private schools in Gujarat</p> <p>- Enhanced FOCUS knowledge of the baseline level of understanding of target populations</p> <p>- Deepened FOCUS understanding of the hazards, vulnerabilities and capacities of the most at risk private schools in Gujarat</p> <p>- Improved FOCUS knowledge of the impact and effectiveness of education and awareness raising project component.</p>	<p>Strategic assessment/Initial risk assessment completed in 254 schools. The indicator specific assessment findings (as per the primary and secondary data) were put into the algorithmic risk model and 25 schools were selected based on the risk score in a descending order for comprehensive intervention.</p> <p><i>(Details of the Initial risk assessment report are attached as annexure 1).</i></p>	<p>- Approximately 338,318 students, 11,498 teachers' and 1,682 non teaching staff of 254 schools</p> <p><i>(Out of proposed 265 schools, 11 schools were not found as per the initial data)</i></p>
	<p>Baseline survey completed in the 25 high risk schools. The baseline findings are analysed and documented.</p> <p><i>(Details of the process and findings of base line survey report are attached as annexure 2).</i></p>	<p>- 72,583 students, 1,904 teachers' and 817 non teaching staff of 25 schools</p>
	<p>Hazard, Vulnerability and Capacity Assessment (HVCA) conducted in 25 high risk schools.</p> <p><i>(Indicator specific data collected from HVCA was used for the risk calculation. The HVCA findings are listed in annexure 7).</i></p>	<p>- 72,583 students, 1,904 teachers' and 817 non teaching staff of 25 schools</p>
	<p>An end of project impact assessment study was conducted in the final quarter by an external evaluator selected in consultation with ECHO. <i>To read the external evaluator's report, please refer to annexure 12.</i></p>	<p>At the end of the project 14 schools were assessed by the external evaluator. Approximately 10-15 teaching and non-teaching staff from each school were part of the assessment by the evaluator. 35 students from each school were also separately assessed to measure impact and knowledge and skill enhanced through the intervention.</p> <p>Overall, at the final stage of the project 72,583 students, 1,904 teachers' and 817 non-teaching staff of 25 schools benefited from the activities under this result</p>

<sup>15</sup> Update and explanation to be provided on progress as well as on changes made to the proposal.

### 4.3.2.2 Result 2

AKF/FOCUS and its partners have access to updated skills and tools for effective disaster risk management in India.

#### 4.3.2.2.1 At proposal stage

- **Total amount:** 6,965 EUR
- **Sector:** Mapping and Data Computerisation
- **Related sub-sector**.....

Indicators for this result	Activities related to the result	Beneficiaries (status + number)
- Fully developed Disaster Management Risk Model customized for India	- Develop Risk Model (DMGIS) Based on Central Asia experience	25 schools (approximately 25,000 students, 1,250 teachers and 125 admin staff for the 25 schools most at-risk)
- Data collected from initial risk assessment for 265 schools entered into GMIS system	- Enter data collected from the initial risk assessment (1.1) into the DMGIS	
- Updated prioritized list of at-risk schools produced	- Produce updated prioritized list of at-risk schools	
- Data for detail HVCA assessment in 25 prioritised schools entered in the DMGIS	- Enter all data collected from the HVCRA (1.2) into the DMGIS system	
- Risk maps for each of the targeted 25 schools developed	- Develop risk maps for each of the 25 targeted schools in the third quarter.	
- All field maps digitalised and entered into DMGIS	- Digitalise all the field maps and enter into DMGIS	

#### - Activities related to the result

##### 2.1 Develop Risk Model (DMGIS) Based on Central Asia experience in first quarter (EUR 6,965)

AKF/FOCUS for Tajikistan has developed a GIS-based Risk Model for its disaster risk reduction activities. This Risk Model is designed for communities living in isolated mountain regions and focuses specifically on five types of hazards: rock fall, flooding, mudslide, avalanche and landslide. The model defines risk as the combination of threat from hazard combined with the vulnerability of a community based on the communities' capacity to withstand/respond to such hazards. The model is based on various assessments:

- An initial macro-assessment based on readily available statistical and spatial data
- Geological hazard assessments on-site with expert geologists
- On-site surveys with the communities for both hazard and vulnerability assessment with experience community mobilizers.
- In-office research using various maps and historical data

Finally, the assessment data are factored into various algorithms to provide overall risk scores and thus allows for village prioritizations.

Therefore, using the same concept with consultation from FOCUS in Tajikistan, a customized model will be designed for the south Asia context targeting earthquake, cyclone and flooding hazards in more flat terrain and urban environments for schools.

This Risk Model development will involve the development of:

- Macro-assessment forms
- Hazard specific assessment worksheets
- School-assessment survey forms for vulnerability
- Geo-database to collect and present spatial/attribute information
- Risk calculation algorithms and data entry sheets

This step will include meetings with school administration as well as community members and sampling.

#### 2.2 Enter data collected from the initial risk assessment (1.1) into the DMGIS in the second quarter.

Once the Risk Model is design, as part of the first step in the risk assessment process is to complete a macro-assessment of all the 265 target schools using readily available spatial and statistical data. During this stage, basic information of each school and the areas the schools reside in will be collected which may include hazards threatening the area, population of schools, income, etc. All this information will be collected and applied to a strategic-assessment algorithm provide a prioritized list of schools from the 265. Through this strategic prioritized list of 265 schools, detailed HVCRA Assessments will be conducted for the top 25 schools in step 1.2.

#### 2.3 Enter all data collected from the HVCRA (1.2) into the DMGIS system in the second/third quarter.

This step will follow step 1.2 (HVCRA Assessment). After the data is collected from the HVCRA Assessment, the data will be entered into the DMGIS. Once updated into the DMGIS, the data will be applied to the detailed risk algorithms and detailed risk levels will be identified for the 25 schools - thus providing a thorough risk level for each of the 25 schools.

#### 2.4 Develop risk maps for each of the 25 targeted schools in the third quarter.

After the detailed risk levels are identified for the schools, detailed risk maps will be developed for each school. These maps will be used in determining appropriate DRR interventions with the schools including safe haven and evacuation path identification and installation of emergency alarms and first-aid kits. These maps will include information depicting hazard threatened areas of the school and nearby grounds, critical facilities, roads, evacuation routes, safe havens, health facilities and other pertinent information. These maps will be provide to the school administration and will also be of value for schools when considering future growth of the school campus.

#### **Means and related costs (in Euros):**

- HVCA Team:
- Risk Analyst: 5,357
- Materials: None
- Donor Visibility: None
- Equipments and Software:
- GPS device: 804
- GIS Software: 804
- Training and Workshops: Covered under logistical costs of result 1.
- Office running cost: Covered under logistical costs of result 1.

**4.3.2.2.2 Intermediate report**- **Total amount: 6,411 EUR**

<b>Update<sup>16</sup> on indicators</b>	<b>Update<sup>5</sup> on activities</b>	<b>Update<sup>5</sup> on beneficiaries (status + number)</b>
- Fully developed Disaster Management Risk Model customized for India	A Multi Hazard Risk Model (DMGIS) has been developed for the school safety initiative. <i>(For more information on the Risk Model developed, refer to annexure 3).</i>	All the direct beneficiaries of Gujarat, India, as in case of research and dissemination.
- Data collected from initial risk assessment for 265 schools entered into GMIS system	Data of 254 schools collected from the initial risk assessment (1.1) entered into the DMGIS.	All the direct beneficiaries of Gujarat, India, as in case of research and dissemination.
- Updated prioritized list of at-risk schools produced	25 most at-risk schools identified through a prioritised list based on the risk score using the risk calculation algorithm. <i>(Find the list of 25 schools identified as being most at risk in the initial risk assessment report attached as annexure 1).</i>	Approximately 72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools.
- Data for detail HVCA assessment in 25 prioritised schools entered in the DMGIS	Data of 25 schools collected from the HVCA (1.3) entered into the DMGIS.	72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools.
- Risk maps for each of the targeted 25 schools developed	GIS based risk maps of the targeted 25 schools have been developed. To develop the maps, hazard and risk location in and around the school was collected using the GPS device. These locations are positioned on digitalised maps and satellite Google images.	72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools.
- All field maps digitalised and entered into DMGIS	Field maps (school social, hazard & risk, vulnerability, capacity and evacuation map) of 9 schools digitalised and entered into DMGIS system.	72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools.

**Update<sup>5</sup> on means and related costs:**

- HVCA Team:

<sup>16</sup> Update and explanation to be provided on progress as well as on changes made to the proposal.

- Risk Analyst: 5,357
- Materials: None
- Donor Visibility: None
- Equipments and Software:
- GPS device: 804
- GIS Software: 250 (Expected cost of GIS Software is revised from 804 to 250)
- Training and Workshops: Covered under logistical costs of result 1.
- Office running cost: Covered under logistical costs of result 1.

#### **4.3.2.2.3 Final report**

**Total amount: 794 EUR**

**Sector: Mapping and Data Computerisation**

**Update<sup>5</sup> on means and related costs:**

- GPS device: 794



Update <sup>17</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
- Fully developed Disaster Management Risk Model customized for India	A multi hazard Risk Model (DMGIS) has been developed for the school safety initiative. <i>(For more information on the Risk Model developed, refer to annexure 3).</i>	All the direct beneficiaries of Gujarat, India, as in case of research and dissemination.
- Data collected from initial risk assessment for 265 schools entered into GMIS system	Data of 254 schools collected from the initial risk assessment (1.1) entered into the DMGIS.	All the direct beneficiaries of Gujarat, India, as in case of research and dissemination.
- Updated prioritized list of at-risk schools produced	25 most at-risk schools identified through a prioritised list based on the risk score using the risk calculation algorithm. <i>(Find the list of 25 schools identified as being most at risk in the initial risk assessment report attached as annexure 1).</i>	Approximately 72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools.
- Data for detail HVCA assessment in 25 prioritised schools entered in the DMGIS	Data of 25 schools collected from the HVCA (1.3) entered into the DMGIS.	72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools.
- Risk maps for each of the targeted 25 schools developed	GIS based risk maps of the targeted 25 schools have been developed. To develop the maps, hazard and risk location in and around the school was collected using the GPS device. These locations are positioned on digitalised maps and satellite Google images.	72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools.
- All field maps digitalised and entered into DMGIS	Field maps (school social, hazard & risk, vulnerability, capacity and evacuation map) of 9 schools digitalised and entered into DMGIS system.	72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools.
	Field maps (school social, hazard & risk, vulnerability, capacity and evacuation map) of 16 schools digitalised and entered into DMGIS system.  The GIS based database with support of such digitalised maps supported the information generation and analysis of information for preparation of School Specific Disaster Management Plans. The information and data was used in developing the risk model, factors like - local geography, distance from certain/risk intensifying areas played a vital role so far the severity of a particular hazard for a particular school is concerned. Likewise location of emergency service providing agencies and their distance from the schools was also mapped. Print versions of these maps were provided in the form of maps to place it at some common place to allow the school community to regularly revisit it.  <i>Please refer to annexure 13 to view the field maps of one of the schools.</i>	72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools.
	The Multi Hazard Risk Model was packaged as user friendly software that the current and future beneficiaries can use to track scores and take the required measures based on recommendation provided by the model.	25 schools, Gujarat State Disaster Management Authority (GSDMA), AKDN institutions and selected DRR partners.

- **Finally committed means and related costs**

**4.3.2.3 Result 3**

The capacity of institutions working in disaster preparedness in Gujarat is enhanced.

**4.3.2.3.1 At proposal stage**

- **Total amount: 15,324 EUR**
- **Sector:** Institutional Strengthening
- **Related sub-sector.....**

Indicators for this result	Activities related to the result	Beneficiaries (status + number)
- Build capacity of disaster preparedness specialists through training on the risk model, GIS and GPS	Provide training on Risk Model and the use of GIS and GPS to specialists in the project	<b>Total: 69</b> (GSDMA - 4 Gujarat State Department of Education - 6 Central Board of Secondary Education - 3 Aga Khan Education Services in India - 10 Bhavnagar University Department of Geology in Gujarat - 3 Local Fire Brigades - 5
- Members of the Gujarat State Department of Education and the Central Board of Secondary Education as well as other stakeholders in DRR are more aware of the comprehensive school-based DRR approach undertaken in this program	Sharing knowledge with the Gujarat State Department of Education (GSDE) and the Central Board of Secondary Education (CBSE), to try to improve their understanding and knowledge	Local Municipal corporations - 5 Local Private Emergency Medical Services - 5 <del>Local Panchayati Raj institutions - 5</del>
- Best practices in disaster preparedness are documented	Document best practices	Other AKDN agencies in India - 15 Specialists from other AKF/FOCUS units around the world - 8)
- FOCUS cooperated and shared details of activities/lessons learnt with other DP actors nationally.	Co-organise and participate in national seminar/workshop	
- FOCUS shared details of activities, best practices and lessons learnt with other DIPECHO partners.	Participate in DIPECHO regional workshop, presenting best practices and sharing lessons learnt	

- **Activities related to the result**

3.1 Provided training on Risk Model and the use of GIS and GPS to specialists in the project (ongoing – completed by end of project).

The project will develop a comprehensive Risk Model assessment tool to evaluate and analyze hazard and risk. This tool will then be shared with the University of Bhavnagar and subsequently with other local institutions and government agencies. This will ensure the sustainability of the technical knowledge and skills developed by the project and enable optimum performance of local disaster management into the long term

3.2 Sharing knowledge with the Gujarat State Department of Education (GSDE) and the Central Board of Secondary Education (CBSE), to try to improve their understanding and knowledge. (Ongoing –completed by end of project).

Regular meetings and TOT workshops with key staff and management of the GSDE and CBSE will ensure the continuous exchange of knowledge, best practice and technical expertise as emanating from the project. FOCUS will ensure that the GSDE and the CBSE have access to the DRR training materials/literature that have been crafted for the project to enhance the impact of existing school-based programmes. Through its advocacy component, FOCUS will aim for the adoption of a comprehensive DRR approach into the school curriculum and activities whereby replication and sustainability can be achieved and ownership adopted by state and national institutions in the field of education.

3.3 Document best practices (ongoing, completed by end of 5<sup>th</sup> quarter).

The Communications/Visibility officer will ensure that lessons learned during the project implementation are properly recorded and shared. This will ensure mistakes are not repeated at the cost of project delay, budget overruns in the future.

Additionally, FOCUS will document best practice case studies of the comprehensive community- and school-based activities at private schools in order to inform and enhance existing and future approaches to school-based DRR in India.

3.4 Co-organise and participate in national seminar/workshop (5<sup>th</sup> quarter). EUR 12,620

In the 5<sup>th</sup> quarter, FOCUS will work AKESI and DIPECHO to organize a national workshop on learnings collected from the project. The aims of the workshop will include sharing best practices, enabling local and national DRR actors in India to share approaches, experiences and best practices to develop an integrated locally sensitive comprehensive approach to school and community-based DRR in India.

The national seminar will aim to be held in New Delhi (to achieve maximum national visibility). It will last 2 days and have approximately 150 participants. The planned budget will cover venue hire (EUR 4,242), local transport for participant (EUR 105), accommodation for 10 staff, 30 invited speakers and 10 special invitees (EUR 5,092), transport for 10 staff and 30 speakers (EUR 2,122), basic stationary/workshop materials (EUR 1,060).

3.5 Participate in DIPECHO regional workshop, presenting best practices and sharing lessons learnt (5<sup>th</sup> quarter). EUR 2,704

Through the documentation of its best practices and lessons learnt, FOCUS will communicate successful techniques used in the implementation of the project. Training materials and course materials used will be distributed to the workshop participants to encourage a thorough sharing. FOCUS will also learn from the strategic approaches of other regional DIPECHO partners.

**Means and related costs (in Euros):**

- National Seminar / Workshop: 12,620
- DIPECHO Regional Workshop: 2,704

**4.3.2.3.2 Intermediate report**

- **Total amount: 15,324 EUR**

Update <sup>18</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
- Build capacity of disaster	- One day training	<b>Total: 63</b>

<sup>18</sup> Update and explanation to be provided on progress as well as on changes made to the proposal.

<p>preparedness specialists through training on the risk model, GIS and GPS</p>	<p>programme organised for specialists in the project on use of GPS and GIS. <i>(Annexure 5 comprises the GPS training report).</i></p> <p>- Presentation cum demonstration on risk model organised for GSDMA.</p>	<p>(Gujarat State Department of Education-6 Central Board of Secondary Education - 3 Aga Khan Education Services in India - 10 Maharaja Sayajirao (MS) University, Baroda, Department of Geology in Gujarat – 3 Local Fire Brigades – 5</p>
<p>- Members of the Gujarat State Department of Education and the Central Board of Secondary Education as well as other stakeholders in DRR are more aware of the comprehensive school-based DRR approach undertaken in this program</p>	<p>- Concepts on school safety and the present proposal with its components, shared with the Gujarat State Department of Education.</p> <p>- Project updates, baseline survey format, DMGIS and the risk model were presented in the consultative meeting.</p> <p>- Local Fire Brigades, doctors and District Education Officers (DEOs) were involved in the orientation programme at school level and participated in SDMP process.</p> <p>- Professors from Maharaja Sayajirao (MS) University, Baroda, Department of Geology regularly kept in touch for technical support, feedback and suggestions.</p> <p><i>(To view reports of the consultative meetings, refer to annexure 6).</i></p>	<p>Local Private Emergency Medical Services – 5 Other AKDN agencies in India – 15) Specialists from other AKF/FOCUS units around the world – 8 GSDMA – 4 Project staffs – 6)</p> <p><i>(NB: Proposed “5” beneficiaries from Panchayati Raj institutions can’t be addressed as the project schools are not coming under the Panchayati Area)</i></p>
<p>- Best practices in disaster preparedness are documented</p>	<p>Documentation of best practices i.e. (i) Development of Risk Model (ii) GIS in school safety (iii) Participatory School Disaster Management Planning are in progress.</p>	
<p>- FOCUS cooperated and shared details of activities/lessons learnt with other DP actors nationally.</p>	<p>No update.</p>	
<p>- FOCUS shared details of activities, best practices and lessons learnt with other DIPECHO partners.</p>	<p>Consultative meetings with GSDMA and local DRR actors.</p>	

**Update<sup>5</sup> on means and related costs: No Change**

**4.3.2.3.3 Final report**

**Total amount: 7,117 EUR**

**Sector: Institutional Strengthening**

**Means and related costs (in Euros)**

- National Seminar / Workshop: 6,694
- DIPECHO Regional Workshop: 423

Update <sup>19</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
<ul style="list-style-type: none"> <li>- Build capacity of disaster preparedness specialists through training on the risk model, GIS and GPS</li> </ul>	<ul style="list-style-type: none"> <li>- One day training programme organised for specialists in the project on use of GPS and GIS. <i>(Annexure 5 comprises the GPS training report).</i></li> <li>- Presentation cum demonstration on risk model organised for GSDMA.</li> </ul>	<p><b>Total: 56 + 80 (Conference)</b></p> <p>(Gujarat State Department of Education-6</p> <p>Aga Khan Education Services in India - 10</p> <p>Maharaja Sayajirao (MS) University, Baroda, Department of Geology in Gujarat – 3</p>
<ul style="list-style-type: none"> <li>- Members of the Gujarat State Department of Education and the Central Board of Secondary Education as well as other stakeholders in DRR are more aware of the comprehensive school-based DRR approach undertaken in this program</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts on school safety and the present proposal with its components, shared with the Gujarat State Department of Education.</li> <li>- Project updates, baseline survey format, DMGIS and the risk model were presented in the consultative meeting.</li> <li>- Local Fire Brigades, doctors and District Education Officers (DEOs) were involved in the orientation programme at school level and participated in SDMP process.</li> <li>- Professors from Maharaja Sayajirao (MS) University, Baroda, Department of Geology regularly kept in touch for technical support, feedback and suggestions.</li> </ul> <p><i>(To view reports of the consultative meetings, refer to annexure 6).</i></p>	<p>Local Fire Brigades – 5</p> <p>Local Private Emergency Medical Services – 5</p> <p>Other AKDN agencies in India – 15)</p> <p>Specialists from other AKF/FOCUS units around the world – 8</p> <p>GSDMA – 4</p> <p>Note: Initial target was 63 beneficiaries however, only 56 attended as some institutions like CBSE did not attend the workshop</p> <p><i>(NB: Proposed “5” beneficiaries from Panchayati Raj institutions can’t be addressed as the project schools are not coming under the Panchayati Area)</i></p> <p>Beneficiaries for the national Conference</p>
<ul style="list-style-type: none"> <li>- Best practices in disaster preparedness are documented</li> </ul>	<p>Documentation of best practices i.e. (i) Development of Risk Model (ii) GIS in school safety (iii) Participatory School Disaster Management Planning are in progress.</p>	<ul style="list-style-type: none"> <li>- 12 local NGOs</li> <li>- 5 DIPECHO Partners</li> <li>- 25 schools principals</li> <li>- Representatives of NIDM, CEE, UNDP, NDMA</li> <li>- 14 expert speakers and speakers invited</li> </ul>
<ul style="list-style-type: none"> <li>- FOCUS cooperated</li> </ul>	<p>National level seminar organised in</p>	

<sup>19</sup> Update and explanation to be provided on progress as well as on changes made to the proposal.

and shared details of activities/lessons learnt with other DP actors nationally.	January 2009 to share details of activities, good practices, /lessons learnt with the objective to exchange valuable information with DRR bodies and actors.  <i>To read the report on the National Conference, please refer to annexure 14.</i>	from the field of DRR (structural and non structural).  - Local representatives from the media, schools, NGOs, government and other stakeholders.
- FOCUS shared details of activities, best practices and lessons learnt with other DIPECHO partners.	Details of activities, best practices and lessons learnt shared with other DIPECHO partners in DIPECHO coordination meetings, national seminar, and the DIPECHO regional workshop in Nepal.	

**- Finally committed means and related costs**

**4.3.2.4 Result 4**

Targeted high risk schools in Gujarat become more disaster resilient, with improved Disaster Preparedness knowledge and capabilities of teachers, administrators and members of emergency committees by end of project.

**4.3.2.4.1 At proposal stage**

- **Total amount: 4,867 EUR**
- **Sector:** Local Capacity Building/training
- **Related sub-sector.....**

<b>Indicators for this result</b>	<b>Activities related to the result</b>	<b>Beneficiaries (status + number)</b>
Risk profile for 25 targeted high- risk schools developed.	Produce a risk profile for each of the 25 targeted schools by 3 <sup>rd</sup> quarter.	<b>26,375</b> (Students – 25,000 (1,000 per school x 25 schools) Teachers – 1,250 (50 per school x 25 schools) Administrative staff – 125 (5 per school x 25 schools)
Hazard catalogue for 25 targeted high risk schools developed	Develop a hazard catalogue for each of the 25 targeted schools	
School Disaster Management Plans (SDMPs) and emergency committees specific for each of the 25 targeted schools developed.	Develop School Disaster Management Plans (SDMPs) and emergency committees specific for each of the 25 targeted schools	
The most at risk out of the high-risk schools are supplied with additional disaster preparedness supplies.	Equip highest at-risk schools pertinent emergency management supplies	
The long-term capacity for Disaster preparedness in the targeted schools is enhanced	Provide the schools with training and course material to continue to deliver DRR training to	

	students beyond the end of the project	
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**- Activities related to the result**

4.1 Produce a risk profile for each of the 25 targeted schools by 3<sup>rd</sup> quarter.

Once the 25 private schools have been established, FOCUS will identify the areas of risk for each. This will include listing and mapping out specific weaknesses of the school e.g. on-site school locations susceptible of acute damage during disasters, bodies of water or other natural and man-made constructions that are within close proximity to the school and pose a threat during disaster time. The risk profile will outline the distance between the school and these locations as well as indicate probable impact areas related to identified hazards (from the HVCA assessment).

Risk prone infrastructure and assets are also identified and listed. This could include weak staircases, crumbling foundation, cracked windows, etc. on the structural front and in terms of assets, computers, desks, chairs, etc., that are present in the schools. An infrastructural inventory is of paramount importance as it informs what to pay heed to when evacuating and which routes in the school building are the safest to take in times of disaster. Moreover, it allows for relocating at-risk assets to protect investments and cut losses.

A risk profile is not complete without an assessment of those individuals who fall into a high-risk category. This includes but is not limited to children and staffs who are physically or mentally challenged those who have special needs (e.g. pregnant, old age) or those children who form the youngest part of the student body. The number and names of these individuals will be identified and their location during the day in the school will be noted. This is done to facilitate access to and assistance during disaster time as information pertaining to the exact nature of the handicap and the location of the individual will be on hand and readily available.

4.2 Develop a hazard catalogue for each of the 25 targeted schools in 3<sup>rd</sup> quarter.

Using the HVCA as a basis, a hazard catalogue will be amassed for each of the 25 schools. The catalogue will list the various types of hazards, both natural and man-made (e.g.: floods, earthquakes, cyclones, riots, etc). and the characteristics thereof. It will list which areas are prone to such hazards, the potential impact if the hazard were to realize, and a hazard calendar, which will provide a brief historical timeline of past hazards, the period of occurrence and the loss sustained.

4.3 Develop School Disaster Management Plans (SDMPs) and emergency committees specific for each of the 25 targeted schools by 4<sup>th</sup> quarter.

A School Disaster Management Plan (SDMP) will be developed for the 25 most-at-risk schools, customized to needs as identified in the detailed HVCRA assessment (see activity 1.2 above).

The SDMP is intended to describe how a school can: a) Respond to disasters if and when they occur b) Mitigate the impact of potential disaster. Functionally, the plan is divided into two sections. The first section identifies what students, teachers and administration should know and do **before, during and after a disaster**, including:

- The location of hazards, impact areas and risk levels in the school
- Actions a school might take for hazard risk reduction before a disaster occurs.

The second section of the plan includes:

- General information about the school collected in the HVCA process
- The characteristic of each natural hazard threatening a community
- Information about vulnerability of the school body and infrastructure in the case of disaster

The SDMP will outline measures to be taken to mitigate, prevent or prepare for disasters (eg evacuation paths and safe havens, emergency stockpiles). It will also describe the standard operating procedures and who is in-charge of what task during a disaster aka an emergency committee. With roles clearly defined, a sense of ownership and accountability will be nurtured thus encouraging responsibility among the actors.

4.4 Equip highest at-risk schools with pertinent school emergency stockpiles (EUR 4,867 – see section 6.3.2 for details).

Once the hazards and risks have been identified, a thorough list of required emergency stock and supplies will be compiled for the most at-risk out of the high risk schools. Given that each school might be prone to different disasters, the lists will reflect the relevant materials according to the geographical and social location of the school. Merchandise will be purchased and procured locally, to the extent possible.

The stockpiles will be located in strategically selected safe areas, based on the HVCA assessment. Their location will be made known to the entire student body, as well as staff and administration. Additionally, the stockpile will be monitored yearly to ensure that materials are still functional and that stock is not depleted. FOCUS will provide training on the operation and maintenance of the stockpile.

These supplies are intended to start the process of disaster preparedness in schools. This project will provide the initial supplies, but future replenishment will be the responsibility of the schools.

4.5 Provide the schools with training and course material to continue to deliver DRR training to students beyond the end of the project (course materials finalised by start of final quarter).

FOCUS will give the 25 schools the training materials and course materials used, such as posters, flip charts, booklets, power point presentations, etc. They will then instruct the teachers on how to use these different tools and techniques to communicate DRR awareness to their students. Ultimately, with the teachers relying on and making use of the materials, DRR will be incorporated into the school learning culture, as appropriate.

- **Means and related costs:**

- Emergency Supplies
  - Fire Extinguishers: 1,786
  - Refilling Cost: 2,679
  - First aid kit: 179
  - First aid material: 223

**4.3.2.4.2 Intermediate report**

- **Total amount: EUR 8,010**



<b>Update<sup>20</sup> on indicators</b>	<b>Update<sup>5</sup> on activities</b>	<b>Update<sup>5</sup> on beneficiaries (status + number)</b>
- Risk profile for 25 targeted high- risk schools developed.	- Risk profile of each of the 25 targeted schools is prepared. <i>(To view the CFID report and the school wise structural recommendation refer to annexure 4 and 8).</i>	Approximately 72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools (actual nos. as per the primary data collected through baseline survey)
- Hazard catalogue for 25 targeted high risk schools developed	- Hazard catalog for each of the 25 targeted schools is prepared. <i>(The HVCA findings are listed in annexure 7).</i>	
- School Disaster Management Plans (SDMPs) and emergency committees specific for each of the 25 targeted schools developed.	- Developed a facilitator's guide book for process facilitation of School Disaster Management Plans (SDMP). <i>(For a copy of the SDMP Guide Book, refer to annexure 9).</i> - SDMP, formation of School Emergency Management Committee (SEMC) and task force groups completed in 9 schools. <i>(To access a copy of the SDMP refer to annexure 9).</i>	
- The most at risk out of the high-risk schools are supplied with additional disaster preparedness supplies	- Highest at risk 5 schools selected as per the risk score and need assessment completed for emergency management supplies.	

**- Update<sup>5</sup> on means and related costs:**

- Emergency Supplies

- Fire Extinguishers: 1,786
- Refilling Cost: 2,679
- First aid kit: 179
- First aid material: 223
- Emergency Stockpile: 3,143 (This additional cost is to be covered by additional grant to be received for Euros 20,000. Hence the difference in amount at the proposal stage (4,867) and Interim stage (8,010)).

**4.3.2.4.3 Final report**

**Total amount: 8,285 EUR**

**Sector: Local Capacity Building/training**

<sup>20</sup> Update and explanation to be provided on progress as well as on changes made to the proposal.

**Update<sup>5</sup> on means and related costs:**

- Emergency Supplies
  - Fire Extinguishers: 3,946
  - First aid kit & materials: 602
  - Emergency Stockpile (Search & Rescue materials): 3,737

Update <sup>21</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
- Risk profile for 25 targeted high- risk schools developed.	- Risk profile of each of the 25 targeted schools is prepared. <i>(To view the CFID report and the school wise structural recommendation refer to annexure 4 and 8).</i>	Approximately 72,583 students, 1,904 teachers and 817 non teaching staff of 25 schools (actual nos. as per the primary data collected through baseline survey)
- Hazard catalogue for 25 targeted high risk schools developed	- Hazard catalog for each of the 25 targeted schools is prepared. <i>(The HVCA findings are listed in annexure 7).</i>	
- School Disaster Management Plans (SDMPs) and emergency committees specific for each of the 25 targeted schools developed.	- Developed a facilitator's guide book for process facilitation of School Disaster Management Plans (SDMP). <i>(For a copy of the SDMP Guide Book, refer to annexure 9).</i> - SDMP, formation of School Emergency Management Committee (SEMC) and task force groups completed in 9 schools. <i>(To view a copy of the SDMP, refer to annexure 9).</i>	
School Disaster Management Plans (SDMPs) and emergency committees specific for each of the 25 targeted schools developed.	Formation of School Emergency Management Committee (SEMC) and task force groups completed in 16 schools.	
- The most at risk out of the high-risk schools are supplied with additional disaster preparedness supplies.	- 7 highest schools selected based on their vulnerability score (derived by applying the risk model) were equipped with emergency relief items. - First aid kits were supplied to each of the 25 project schools.  <i>Please refer to annexure 15 to view pictures of the stockpile provided to schools.</i>	
-The long-term capacity for Disaster preparedness in the targeted schools is enhanced.	The project schools have been provided with training and course material to continue to deliver DRR training to students after the end of the project.  All the documents have been developed in English as well as Gujarati for easy reference of the local school community. Teachers and students have been trained in development and updating of SDMP.  Posters with DP messages and school maps (social, hazard & risk, vulnerability, capacity, and evacuation route) were developed and provided to the schools.	

**4.3.2.5 Result 5**

Pupils in targeted high risk private schools gain increased knowledge and understanding of disaster preparedness.

**4.3.2.5.1 At proposal stage**

- **Total amount: 52,676 EUR**
- **Sector: Education**
- **Related sub-sector:**

Indicators for this result	Activities related to the result	Beneficiaries (status + number)
- Disaster Preparedness education materials are developed	- Develop Training materials and prepare for trainings.	<b>25,000</b> Students – 25,000 (1000 per school x 25 schools)
- Disaster Preparedness education materials are produced	- Print and procure training materials	
- Teachers are trained on DRR, first aid and basic fire fighting skills	- Conduct multi-hazard DRR training for teachers	
- Pupils targeted in schools undergo education on disaster preparedness	- Conduct school-based DRR awareness trainings in 25 schools	

- **Activities related to the result**

**5.1 Develop Training materials and prepare for trainings by end of 2<sup>nd</sup> quarter.**

Private schools in Gujarat do not benefit from linkages to Government agencies, linkages that exist in Government schools. Private schools have no school safety initiative in place, which translates into an absence of disaster awareness in the school curriculum and a lack of basic disaster response training.

FOCUS will study the training materials used by SEEDS and the UNDP under the Gujarat School safety initiative, which targets Government schools, and determine which materials are the most useful and effective for its purposes. These materials will then be adapted to a private school context and adopted by FOCUS.

Given that training materials will form the basis of the training that FOCUS will give to teachers and to students on disaster awareness and preparedness, it is crucial that they be relevant and useful to each target audience and community where they are used. Relying on the knowledge gathered from their analysis on SEEDS and UNDP best practices, FOCUS, India along with AKESI will develop appropriate booklets, texts, presentations, demonstrations and activities to ensure optimum knowledge transfer and communication of important messages in a community- and age-sensitive approach. One set of training materials will be devised for teachers and another for students. This latter module will be more in depth, covering not only the disaster awareness component, but also extending to emergency response, first aid and basic fire fighting. The training materials for the students will be more geared towards basic disaster awareness, with an introduction to emergency response for students in upper levels.

These materials will be compiled and organized over the course of the 1<sup>st</sup> and 2<sup>nd</sup> quarter in order to be ready for production by the end of the 2<sup>nd</sup> quarter.

**5.2 Print and procure training materials by mid of 3<sup>rd</sup> quarter. (EUR 43,033 see section 6.3.2 for breakdown of this figure).**

Once the training materials have been established and decided upon by AKF/FOCUS, the materials for use for the teachers as well as the 25 schools will be prepared by procuring them, compiling them, and printing

them where applicable. FOCUS will also ensure that supplies for presentations and activities are readily accessible.

The training modules for teachers must be completed by mid 3<sup>rd</sup> quarter, as teachers are scheduled to be trained between mid to end of the 3<sup>rd</sup> quarter. Students will be trained in the fifth quarter, after the teachers, as it is important that teachers participate in the FOCUS initiated student trainings.

5.3 Conduct multi-hazard DRR training for teachers between mid to end of 3<sup>rd</sup> quarter. (EUR 9,643 for accommodation, transport etc)

Based on the experience, standards and best practices from previous school capacity building projects AKF/FOCUS has conducted in India in cooperation with AKES, AKF/FOCUS will develop and deliver training modules for the following:

- Multi-hazard disaster-awareness and preparedness
- Basic Fire fighting
- Basic First Aid

These modules will be interactive, educative and will deliver valuable information on DRR. The trainings will be held throughout the months of June and July.

5.4 Conduct school-based DRR awareness trainings in 25 schools by start of 5<sup>th</sup> quarter.

Using the newly prepared training materials, FOCUS, with the assistance of the teachers, will train students in the selected schools on disaster awareness. Interactive presentations and activities will be carried out in order to sustain the interest of the children, and to ensure maximum information absorption. Booklets and texts will be used and will serve as future reference guides and refresher tools. The trainings will be spread over a few days, so as not to overload students with profuse amounts of information.

**Means and related costs:**

- Accommodation for Training: 9,643
- Training Manuals: 5,580
- Posters: 5,692
- Banners: 446
- Booklets for schools: 17,857
- Lesson Plans and CDs: 65
- OHP Slides: 4,464
- Stationery: 8,929

#### 4.3.2.5.2 Intermediate report

- Total amount: 51,440 EUR

Update <sup>22</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
- Disaster Preparedness education materials are developed	<ul style="list-style-type: none"> <li>- Draft training materials prepared for training of School Emergency Management Committee.</li> <li>- Development of materials for training of teachers and training of students is in progress.</li> <li>- Draft Posters developed on (i) Earthquake (ii) Flood (iii) Cyclone (iv) Fire (v) Road safety (vi) Lightening (vii) Bomb blast etc.</li> </ul> <p><i>(To view the content of these posters, refer to annexure 10).</i></p>	<ul style="list-style-type: none"> <li>- 72,583 students of selected 25 high at risk schools.</li> </ul> <p>(Actual nos. as per the primary data collected through baseline survey)</p> <p><i>(The initial risk assessment report is attached as annexure 1).</i></p>
- Disaster Preparedness education materials are produced	Development of training material is in progress.	
- Teachers are trained on DRR, first aid and basic fire fighting skills	Not applicable at interim stage.	
- Pupils targeted in schools undergo education on disaster preparedness	Not applicable at interim stage.	

#### Update<sup>5</sup> on means and related costs:

- Accommodation for Training: 9,643
- Training Manuals: 5,580
- Posters: 5,692
- Banners: 446
- Booklets for schools: 16,621 (Euros 1236 has been moved to 'Other Costs' to justify higher durable costs incurred as part of Support Costs (see budget sheet for 'support costs').
- Lesson Plans and CDs: 65
- OHP Slides: 4,464

<sup>22</sup> Update and explanation to be provided on progress as well as on changes made to the proposal.

- Stationery: 8,929

#### **4.3.2.5.3 Final report**

**Total amount: 68,058 EUR**

**Sector: Education**

- Accommodation/Travel for Training: 7,645
- Training Manuals: 6,720
- Posters: 4,633
- Booklets for schools: 15,985
- Animation film: 21,362
- Others: 11,713

Update <sup>23</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
<p>- Disaster Preparedness education materials are developed</p> <p>- Disaster Preparedness education materials are produced</p>	<ul style="list-style-type: none"> <li>- Draft training materials prepared for training of School Emergency Management Committees.</li> <li>- Development of materials for training of teachers and training of students is in progress.</li> <li>- Draft Posters developed on (i) Earthquake (ii) Flood (iii) Cyclone (iv) Fire (v) Road safety (vi) Lightening (vii) Bomb blast etc.</li> </ul> <p>The following training materials were developed in both English as well as Gujarati:            (i) Resource book for SEMC members, (ii) Resource book for training of teachers,            (iii) Resource book for task force members,            (iv) Primary and secondary reference curriculum for students,            (v) An animation movie on earthquake was developed</p> <p><i>A copy of the animation movie has been shared with ECHO's India office. Due to a large file size, if required it can be sent via an external website, or through a CD.</i></p> <p><i>To view the IEC materials developed, please refer to annexure 16.</i></p> <p>12 posters and school book labels with different DP messages have been printed and a set of this has been delivered and distributed in all project schools.</p> <p><i>To view a copy of the illustrated Posters and School Book labels, please refer to annexure 17.</i></p>	<p>- 72,583 students of selected 25 high at risk schools.</p> <p>(Actual nos. as per the primary data collected through baseline survey)</p> <p><i>(The initial risk assessment report is attached as annexure 1).</i></p>
<p>- Teachers are trained on DRR, first aid and basic fire fighting skills</p>	<p>Teachers, parents, students and representatives of the school management as members of SEMC underwent training on DP, School DRR and the roles and responsibilities of SEMC. Such type of trainings were organised in clusters.</p>	
<p>- Pupils targeted in schools undergo education on disaster preparedness</p>	<p>A team of 25-30 teachers from each project school underwent the Training of Teachers (ToT).</p> <p>Task force members (4 task forces of 10 members each - 8 students including boys and girls and 2 teachers) underwent training on School DRR and specialised in first aid, fire fight, Search &amp; Rescue, early warning and evacuation.</p>	

*To view pictures of the project activities please refer to annexure 18.*

<sup>23</sup> Update and explanation to be provided on progress as well as on changes made to the proposal.



#### 4.3.2.6 Result 6

Communities where target schools exist have increased awareness about the hazards surrounding them and are better informed and prepared for how to act in the event of a potential disaster.

##### 4.3.2.6.1 At proposal stage

- **Total amount: 12,054 EUR**
- **Sector:** Advocacy and Public Awareness Raising
- **Related sub-sector:**

Indicators for this result	Activities related to the result	Beneficiaries (status + number)
Disaster preparedness awareness raising materials are developed.	Design and develop print and radio media outputs	<b>N/A</b> <i>(The estimated catchment population reached through the media campaign is 6,000,000)</i>
The most appropriate Media outlets are identified for the media campaign	Research most suitable media outlets, negotiate terms and sign contracts for media campaign	
The awareness of disaster preparedness of communities surrounding the targeted schools is raised	Conduct print and radio media campaign by through media outlets	
The project has visibility with DIPECHO support acknowledged.	Conduct activities outlined in visibility plan	
Communities in areas surrounding targeted schools gain increased awareness of disaster preparedness.	Disaster awareness and preparedness messages are delivered to target communities where schools are located	

##### - Activities related to the result

###### 6.1 Design and develop print and radio media outputs by end of 2<sup>nd</sup> quarter.

The baseline survey conducted in the 1<sup>st</sup> quarter (See activity 1.2) will help identify the key area-specific disaster awareness/preparedness messages to be delivered to the communities, specifically pertaining to local vulnerabilities, knowledge, attitudes and practices. It will also determine the various local target groups e.g. women, children, youth, etc that need to be targeted with specific messages.

On the basis of these key findings, and informed by other local school DRR media campaigns; specific materials and outputs for the media campaign will be developed.

Lessons will be drawn from the successful disaster awareness campaign that FOCUS has implemented in 3 villages of Mundra Taluka in Gujarat, using local folk media (traditional songs and puppet shows) as part of AKDN's MSRRP (Multi-sectoral Rehabilitation and Reconstruction Programme) programme in response to the Bhuj earthquake.

Best practices from the UNDP DRM campaign will also be incorporated. SEEDs will also be consulted as materials are being developed (see also section 10.1).

## 6.2 Research most suitable media outlets, negotiate terms and sign contracts for media campaign by end of 2<sup>nd</sup> quarter.

Local media outlets, in terms of production houses, broadcasters, printers, newspapers as well as the required human resources in terms of artistes, illustrators, etc will be identified, contacted and negotiated with. Contracts for the implementation of the campaign will be signed with the relevant parties on the basis of cost-effectiveness and quality of output.

Newspapers will be selected on the basis of their readership and preferences in our target areas. The circulation figures for major Gujarati newspapers are provided in the Annex: Gujarat Newspaper Circulation.

Media activities will be designed taking into account the socio-economic makeup of the target population, literacy rates etc, which will be determined by the baseline survey at the start of the project (see activity 1.2).

### **Baseline survey media questions:**

The baseline survey (activity 1.2) will include questions related to media such as – Are you aware of the potential risks you might have to face? Do you know that you can be prepared for a potential disaster to minimise its effects? How and who conveyed you the message/ who made you aware about disaster preparedness? Did you take any actions? Etc. The methodology used will be one to one interviews and also participatory group discussions.

The survey will also bring out the effective medium to convey key messages. Both primary and secondary sources will be used for this. A questionnaire will be developed to find out the most effective medium in every target area. Questions such as – Which newspapers do you read? What do you like to read – articles, news or ads? Which television channel do you watch? Which is the program that your family watches together? Do you listen to the radio? Which programs do you prefer? Etc. Press releases, articles will be published on important days for example World Disaster Preparedness Day. Radio messages can be in the form of jingles, news of events or programs such as an interview with the school children/ principal from the school awarded for best safety practices. Traditional media will be used in areas where radio and print is inaccessible or ineffective.

### **Key messages**

The key messages within the purview of disaster preparedness will be decided after the vulnerability assessment of the selected schools and community residing in those areas is completed. These area specific messages will make them aware of the preparedness measures to be taken to overcome their vulnerabilities.

## 6.3 Conduct print and radio media campaign by through media outlets (ongoing for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> quarters). (EUR 6,027 for print media, EUR 6,027 for radio).

The IEC campaign will be guided by 3 main considerations- local sensitivity, inclusiveness and comprehensive coverage. Thus, a variety of media will be used to communicate key messages to the communities.

Press releases and articles will be published in the most accessible print media e.g. newspapers, on significant days like local festivals, World Disaster Preparedness Day, etc. The Radio will be used to deliver key messages through the use of radio spots, disseminating news of project events or sponsored programs such as an interview with the school children/ principal from the school awarded the Model School award for best safety practices.

Traditional media like puppet shows, folk songs and /or street theatre will be used in areas where radio and print is inaccessible or ineffective.

## 6.4 Conduct activities outlined in visibility plan

Visibility will be promoted through a series of integrated activities as outlined in the Visibility Plan (See Annex – Visibility Plan)

Some of the visibility tools used, e.g. banners and display board will be used to provide information about the project, the partner and the Commission in the local language.

Events that attract media attention will be used as vehicles for visibility dissemination, with a focus on multipliers (people who are likely to spread information), such as youth. ECHO and local community leaders will be invited to participate as well as regional/national politicians where appropriate as this can boost media coverage.

Included in the visibility plan is an event on International Disaster Preparedness Day:

- Targeting communities through children as change agents: On disaster preparedness day children from the 25 selected schools will take out an awareness rally (“Prabhat Pheri”) in their respective communities/ neighbourhoods highlighting key disaster preparedness messages and distributing IEC material.
- Later in the day mock drills will be conducted within the schools and prizes distributed to students and teachers that perform their roles effectively. An overall prize can be given to the “safest” school.
- Messages on family safety will be printed in newspapers and/or aired on the local radio network to mark the significance of the day.

6.5 Disaster awareness and preparedness messages are delivered to target communities where schools are located (ongoing – completed by end of project).

To evaluate the percolation of the messages delivered through the media campaign on disaster awareness implemented in the local communities (see 6.3), an impact assessment survey will be conducted by FOCUS at the EOP (see 1.4).

**Means and related costs:**

- Media Campaign through Print: 6,027
- Media Campaign through Radio: 6,027

**4.3.2.6.2 Intermediate report**

- **Total amount: 33,090 EUR**

Update <sup>24</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
- Disaster preparedness awareness raising materials are developed.	- Themes and contents were developed and designed for print media - Development of themes for radio media is in progress.	<p><b>N/A</b> <i>(The estimated catchment population reached through the media campaign is 6,000,000)</i></p>
- The most appropriate Media outlets are identified for the media campaign	- Local print and radio media were identified as per the community choice and preference through primary survey and collection of secondary data	
- The awareness of disaster preparedness of communities surrounding the targeted schools is raised	- Finalisation of print & radio media output is in progress	
- The project has visibility with DIPECHO support acknowledged.	<ul style="list-style-type: none"> <li>- Project leaflets developed and distributed.</li> <li>- Project activity details disseminated through focus news letter.</li> <li>- Display panels (25 nos.) posted at key locations of the project schools.</li> <li>- Stickers developed and used on materials/equipments i.e. computer, LCD, camera, vehicle etc.</li> <li>- Banner developed for special events i.e. SDMP orientation meetings, consultative meet etc.</li> <li>- Project information disseminated through AKDN/Focus, Website (Find the details on <a href="http://www.akdn.org">www.akdn.org</a> <a href="http://www.akdn.org/news/focus/spring2008.htm">http://www.akdn.org/news/focus/spring2008.htm</a>)</li> <li>- Photographs of each activity are part of photo documentation.</li> <li>- Case studies collected from the field and its documentation is in process for dissemination to the key audience.</li> </ul> <p><i>(To view the design of the project leaflet and the photos of the visibility materials developed, refer to annexure 11).</i></p>	
- Communities in areas surrounding targeted schools gain increased awareness of disaster preparedness.	- Development of slogans related to hazard specific awareness is in progress. They will be painted on the walls of the public places close to schools.	

**Update on Means and related costs (in Euros):**

- Media Campaign through Print: 6,027
- Media Campaign through Radio: 6,027

<sup>24</sup> Update and explanation to be provided on progress as well as on changes made to the proposal.

- Visibility and Communication: 4,355 (Euros 4,355 is cost incurred as part of Support Costs (see budget sheet for 'support costs; visibility and communication').

From the additional grant to be received, the following activities /expenses are forecasted:

- Advocacy and Public Awareness: 8,454
- Personnel for Advocacy: 1,515
- Visibility and Communication: 6,712

#### **4.3.2.6.3 Final report**

**Total amount: 24,448 EUR**

**Sector: Advocacy and Public Awareness Raising**

**Update on Means and related costs (in Euros):**

- Media Campaign through Print: 6,692
- Media Campaign through Radio: 2,237
- Risk Model, Printing & Guidebook: 5,275
- Visibility and Communication:
  - Stationery, Stickers & Other visibility: 6,281
  - T-Shirts & Jackets: 3,963

Update <sup>25</sup> on indicators	Update <sup>5</sup> on activities	Update <sup>5</sup> on beneficiaries (status + number)
<p>- Disaster preparedness awareness raising materials are developed.</p>	<p>- Themes and contents were developed and designed for print media</p> <p>- Development of themes for radio media is in progress.</p> <p>- Audio recording of 5 spots to disseminate/Preparedness messages was recorded in the voice of Mr. Nasiruddin Shah (a prominent film actor). The same was broadcast on All India Radio.</p> <p><i>To access the print and radio spots, please refer to annexure 19.</i></p>	<p>N/A</p> <p><i>(The estimated catchment population reached through the media campaign is 6,000,000)</i></p>
<p>- The most appropriate Media outlets are identified for the media campaign</p>	<p>- Local print and radio media were identified as per the community choice and preference through primary survey and collection of secondary data.</p>	
<p>- The awareness of disaster preparedness of communities surrounding the targeted schools is raised</p>	<p>- Finalisation of print &amp; radio media output is in progress.</p> <p>- Preparedness messages on Earthquake and Flood developed and delivered through news print media, namely, Gujarat Samachar and Kutch Mitra.</p> <p>- Awareness/Preparedness messages broadcasted in radio media during the leisure time of the local community.</p>	
<p>- The project has visibility with DIPECHO support acknowledged.</p>	<p>- Project leaflets developed and distributed.</p> <p>- Project activity details disseminated through focus news letter.</p> <p>- Display panels (25 nos.) posted at key locations of the project schools.</p> <p>- Stickers developed and used on materials/equipments i.e. computer, LCD, camera, vehicle etc.</p> <p>- Banners developed for special events i.e. SDMP orientation meetings, consultative meets, SEMC, ToT and task force trainings, observation of risk reduction day and the national conference.</p> <p>- Project information disseminated through AKDN/Focus, website</p> <p>(Find the details on <a href="http://www.akdn.org">www.akdn.org</a> <a href="http://www.akdn.org/news/focus/spring2008.htm">http://www.akdn.org/news/focus/spring2008.htm</a>)</p> <p>- Photographs of each activity are part of photo documentation.</p> <p>- Case studies collected from the field and its documentation is in process for dissemination to the key audience.</p> <p>- Information on national conference disseminated through FOCUS/DIPECHO website.</p> <p>(Find the details on <a href="http://dipechofocusindia.org/">http://dipechofocusindia.org/</a>)</p> <p>- Logos were printed on all the training materials, IEC materials, visibility items such as t-shirts, emergency jackets, training stationery, animation film and emergency kits (stock pile items).</p> <p><i>(To view photos of the visibility items, please refer to annexure 20).</i></p>	
<p>- Communities in areas surrounding targeted schools gain increased awareness of disaster preparedness.</p>	<p>- Development of slogans related to hazard specific awareness is in progress. They will be painted on the walls of the public places close to schools.</p> <p>Preparedness messages along with pictorial designs were painted on the outer walls of the schools to emphasize preparedness messages to the school as well as surrounding community.</p>	

**- Finally committed means and related costs****4.3.2.7 Other costs<sup>26</sup>**

	<b>Initial amount</b>	<b>Intermediate amount</b>	<b>Final Committed</b>
<u>Support Costs :</u>			
Durable Equipment	3,210	5,000	4,781
Specialised services	5,000	5,000	2,906
Visibility and Communication Programmes	4,355	-	--
Indirect costs	13,379	13,379	5,306
<b>Total other costs</b>	<b>25,944</b>	<b>23,379</b>	<b>12,993</b>

**4.4 Work plan (e.g. annex Gantt chart)**

See attached Annex 5 – Action Plan.

**4.4.1 [INT] Revised work plan, if changed after propos****4.4.2 1****4.5 Monitoring, evaluation, audit and other studies****4.5.1 Monitoring of activities (explain how, by whom)**

Monitoring and evaluation is an integral component of all AKF/FOCUS projects and programmes. Indeed all programme and project staff, particularly the Programme Officer, participates in regular monitoring through their written status reports, field visit reports and so on; hence, monitoring is very much built into AKF/FOCUS on-going program activities.

Regular monitoring will be conducted to assess and further document: the achievements, school-based trainings' progress and learning made within each component; to determine areas requiring improvement and relevant learning; and any potential obstacles hindering the project's implementation. Monitoring activities however are of true value when they are linked to impact. To achieve a true understanding of the impact of the DRR activities, it is proposed that an impact assessment model be developed and implemented as part of this project.

Using the expertise of content advisors, professional statisticians and project implementers, it is proposed to pilot the development and use of an impact assessment methodology based on a customized version of the Tran theoretical Model on Behavioural Change (see Annex 7).

Internal monitoring will be provided by the FOCUS national office in the form of monitoring visits by a FOCUS I Programme Officer designated as Internal Evaluation Officer (IEO). The project will submit monthly reports to the IEO reporting progress against targets as set out in the Log frame. The IEO will make periodic visits to the project to monitor progress. An internal mid-project assessment will be conducted by a FOCUS assessment team comprising Chairman, EO and the IEO.

<sup>26</sup> The last table groups the costs that have not been dedicated to one specific result (support costs, feasibility studies, audits etc. as explained in the guidelines). The total of the total amounts mentioned per result and in this table will correspond to the subtotal direct eligible costs in the table section 11.

In addition to AKF/FOCUS' own monitoring, ECHO conducts regular monitoring of the project and sends monitoring notes on their visits. The feedback from the monitoring notes will also be integrated into the future projects.

**4.5.2 Tick the box if one of the following studies will be undertaken:**

- an external evaluation during the Action**
- an external evaluation after the Action**
- an external audit during the Action**
- an external audit after the Action**
- an internal evaluation or internal audit related to the Action**

**4.5.3 Other studies:  please elaborate:**

(Please remember that for external evaluations, audits and studies financed by the Commission the Terms of Reference have to be agreed by DG ECHO before launching the selection procedure)

## **5. CROSS-CUTTING ISSUES**

### **5.1 Describe the expected level of sustainability and/or connectedness<sup>27</sup>**

All the activities of previous AKF/FOCUS school-based DRR projects and the proposed project were and will continue to be implemented with heavy and active participation of local schools, local specialists and local institutions. Through monitoring trips, AKF/FOCUS has been able to identify that all the activities implemented in the previous three school-based DRR projects have been very productive and are still serving the targeted beneficiaries. In addition, sustainability of the DRR activities beyond the length of the project was a significant factor in the decision to train teachers and provide schools with reusable teaching materials. By ensuring that one of the selection criteria is a strong commitment from the schools and providing the schools with materials and training, schools will be more likely to continue to implement DRR trainings to students and other staff beyond the duration of this DIPECHO project.

### **5.2 Continuum strategy (Linking Relief, Rehabilitation and Development)**

AKF/FOCUS' Strategic Approach to Risk Management seeks to develop disaster resilient communities in the areas where it operates. One of the key assumptions of this approach is that absolute reduction of risk is either not possible or unrealistic in terms of resources, but acceptable levels of risk are sought. This approach is driven based on knowledge generation and tools to identify the most effective DRR measures. This project targets 25 out of 265 target high at-risk schools as a means to set a model which can then be extended to other private schools.

Finally, this initiative will also contribute to AKF/FOCUS' own objective of developing and integrating relevant disaster risk management information into feasible, better-targeted programming in highly hazard-prone areas. Similarly, this initiative will contribute significantly to the development of accessible tools such as the DMGIS for long-term, sustainable development – as a local and regional development planning tools.

Through the partnership with academic institutions including the Bhavnagar University Department of Geology in Gujarat, this initiative will set the stage for such tools, once developed, tested and refined, to be adopted and sustained into the learning, researching and teaching practices of institutes of higher learning in India.

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<sup>27</sup> Sustainability and connectedness are similar concepts used to ensure that activities are carried out in a context that takes longer-term and interconnected problems into account.



But to continue even further, the project seeks to also sustain and integrate the comprehensive school-based DRR approach into state and national curriculum through partnership and advocacy with the Gujarat State Department of Education and the Central Board of Secondary Education. Additionally, through the documented best practice case study of this initiative and the AKF/FOCUS network in other parts of South and Central Asia, the project also seeks to replicate, where possible, these activities in other countries in the region.

This (or a similar) Action is under way since: 2002

As the disaster management arm of the Aga Khan Development Network (AKDN), AKF/FOCUS activities are inherently integrated within the development actions of the AKDN. AKDN presence in communities equivocates to a long-term investment into that community. The AKDN has improved the quality of lives and livelihoods for decades in South and Central Asia and Africa. As a result, AKDN strategies in India, as well as other countries where it operates, go much beyond that of the typical short-term 3 and 5 year plans of other agencies.

Activities in schools proposed under this project will complement the activities of Aga Khan Education Services (AKES), strengthening the project impact through drawing on the foundations laid by AKES. Thus, targeted schools and their surrounding communities will benefit from the integration of development and DRR initiatives.

The present initiative supports AKDN's long-term country strategy which is to foster disaster-resilient communities by increasing their capacity to identify, prepare for and mitigate the impacts of hazards that threaten them. To this end, AKDN institutions and affiliates work with local communities and organizations in the project area through a participatory process, to convey assessment findings, mitigate against hazards, reduce vulnerability and increase village-level and local-level preparedness.

This approach to disaster risk management ensures that: all activities are integrated and mutually reinforcing to maximize impact; a combination of risk-reduction efforts is employed; sustainable partnerships which encourage ownership by local residents are developed and sustained; community members are both empowered and key actors in the process; and local organizations and networks are reinforced in the process.

### **5.3 Mainstreaming (e.g. Disaster Risk Reduction, Children, Human rights, Gender, Environmental impacts, others to be specified)**

In all its initiatives, AKDN seeks to ensure that women are adequately and appropriately involved in all aspects of the project cycle – from project design and decision-making to implementation and evaluation. To this end, all training and community meetings seek to involve the men, women and youth. The targeted schools in the State of Gujarat have a majority of female teachers (estimated 1000 of the overall 1250 teachers will be women). All youths (male and female) in the most at risk 25 schools will receive comprehensive DRR school-based trainings. Furthermore, the Disaster Preparedness and Awareness Media Campaign will ensure that all segments of society are targeted for increased awareness.

### **5.4 [INT] In case of changes or problems to be addressed, please explain**

**Lack of interest of some rich private schools to participate in the programme:** Schools like 1) JH Ambani, Surat 2) Ryan International (2 schools) and 3) Vidhya Bharati were short listed as high risk schools as per the risk assessment carried out. At the time of programme execution, these schools refused to participate and the process had to be repeated to identify the next schools facing a substantial threat from hazards.

### **5.5 [FIN] In case of changes or problems to be addressed, please explain**

Due to an internal busy schedule of three schools there was inadequate orientation of the chief functionaries (at the initial stage). The schools - *MT Zariwala, Surat, St. Marys, Rajkot* and *St. Mary's Bhavnagar* were

not able to spare time as per the scheduled project activities. The same delayed the entire process of finalisation of SDMP and completion of trainings.

## 6. FIELD COORDINATION

### 6.1 Field co-ordination (indicate the Humanitarian Organisation's participation in coordination mechanisms with other relevant stakeholders, e.g. clusters, NGOs, UN agencies, others to be specified as well as the links with the Consolidated Appeal Process, when relevant)

Through its school-based DRR projects, affiliation with the Aga Khan Development Network and other initiatives, AKF/FOCUS has developed a productive working relationship with the authorities at the national, provincial, district and community levels particularly the private school administrators whom AKF/FOCUS has engaged with. The proposed project will enable AKF/FOCUS to further strengthen the capacity of the target schools and communities and other local structures responsible for disaster risk management at the district, state and national levels. These partners include but are not limited to:

- Aga Khan Education Services, India
- SEEDS India
- Gujarat State Department of Education
- Gujarat State Disaster Management Authority
- Bhavnagar University Department of Geology in Gujarat
- Red Cross
- Various public and private schools and day care centres in Gujarat
- Various emergency management services agencies in Gujarat

Close cooperation with UNDP will be ensured through sharing communication materials, and incorporating best practices from UNDP communication strategy.

#### Coordination with GSDMA:

- Acquiring relevant *secondary* baseline data on local disaster history, vulnerabilities, social and economic profiles for target communities, etc
- Generating GSDMA support for FOCUS' advocacy efforts with Gujarat State Education Board and CBSE
- Sharing programme best practices- mutual learning
- Building linkages with other local stakeholders and agencies through GSDMA's resource pool

#### Coordination with UNDP:

- Acquiring information on curriculum development from UNDP's Gujarat model
- Sharing programme best practices- mutual local learnings, particularly on media campaigns and IEC material development
- Sharing training modules developed for School DRM programmes
- Building linkages with other local stakeholders and agencies through UNDP's resource pool

### 6.2 National and local authorities (relations established, authorisations, coordination)

AKF/FOCUS will work with relevant local, national and international agencies to ensure the smooth and successful implementation of the present project. Given its experience from the previous school-based DRR projects and the relationships that it has developed with local and national partners, AKF/FOCUS does not foresee any significant obstacles in effectively coordinating its activities. Field coordination partners include but are not limited to:

- Aga Khan Education Services, India

- SEEDS India
- Gujarat State Department of Education
- Gujarat State Disaster Management Authority
- Red Cross
- Various public and private schools and day care centres in Gujarat
- Various emergency management services agencies in Gujarat

**6.3 Co-ordination with DG ECHO (indicate the Humanitarian Organisation's contacts with DG ECHO and its technical assistants in the field)**

The Monitoring Officer from ECHO, Delhi, paid a visit to interact with the beneficiaries and staff on field as part of the project monitoring mission.

Considering the baseline findings and her personal observations during the visit, she too (along with the team) voiced the need for additional activities in the areas of advocacy, visibility and stockpile.

The monitoring officer furnished the necessary guidelines in preparing the concept note comprising a break up of the activities and the supporting rationale in proposing for an additional grant.

**6.4 [INT] In case of changes or co-ordination problems, please explain**

**6.5 [FIN] In case of changes or co-ordination problems, please explain**

Regular communication and feedback was exchanged during the development of the animation movie, appointment of evaluator and completion of Impact Assessment.

The website designed for the conference, as all other materials was done in consultation with ECHO. The same was made public after due approvals were received from ECHO.

**7. IMPLEMENTING PARTNERS**

**7.1 Name and address of implementing partner(s)**

Focus Humanitarian Assistance (India)  
305 Maker Bhavan No. 3  
21 New Marine Lines  
Mumbai 400 020

Tel: + 91 (22) 2201 7175 /76

Fax: + 91 (22) 2201 7173

**7.2 Status of implementing partners (e.g. NGO, local authorities, etc.) and their role**

Name of the implementing organisation: Focus Humanitarian Assistance (India)

Legal status: Company registered under Section 25 of Indian Companies Act, 1956

Registrations: **U74999DL2002GAP114364** (Company Registration Number)

Area of operation: Disaster Preparedness, Mitigation and Response

**7.3 Type of relationship with implementing partner(s) and the expected reporting by the implementing partner**

FOCUS will serve as the implementing agency for this project and be responsible for the coordination and implementation of all project activities. FOCUS will be undertaking these activities given its experience in the area of disaster risk management, in particular within the region, as well as its strong relationship with

local schools and its developmental partnership with Aga Khan Education Services under the Aga Khan Development Network.

The Aga Khan Foundation is a signatory to the new Framework Partnership Agreement. For previous DIPECHO grants in Tajikistan and Pakistan implemented by FOCUS, the agreements have been signed by AKF, which is an agency of the Aga Khan Development Network of which FOCUS is an affiliate.

The previous ECHO and DIPECHO grants on disaster risk management implemented by FOCUS were also channelled through the Aga Khan Foundation (UK). Channelling projects through the Foundation has served to ensure that all humanitarian assistance and disaster risk management projects are part of an overall attempt to reduce local dependency on humanitarian aid and facilitate the transition of local communities to sustainable, self-reliant, long-term development.

**7.4 [INT] In case of changes, please explain**

**7.5 [FIN] In case of changes, please explain**

## **8. SECURITY AND CONTINGENCY MEASURES**

### **8.1 Contingency measures (Plan B/ mitigating actions to be taken if risks and assumptions spelled out in the log-frame materialised)**

1. Train second line leadership in key partner organizations as trainers on DRR
2. Advocacy with institutional authorities like CBSE and GSE to overcome lack of commitment/interest
3. Project work plan based on local seasonality so that exigencies arising from extreme changes of climate are incorporated into the planning.
4. The possibility of delays in supplies is incorporated into the planning and timelines for all activities

### **8.2 Security considerations**

#### **8.2.1 Security situation in the field, describe briefly**

#### **8.2.2 Has a specific security protocol for this Action been established?**

Yes  No  Standard procedures \*

If yes please elaborate:

#### **8.2.3 Are field staff and expatriates informed of and trained in these procedures?**

Yes \* No

**8.3 [INT] In case of changes or problems to be addressed, please explain**

**8.4 [FIN] In case of changes or problems to be addressed, please explain**

## **9. COMMUNICATION, VISIBILITY AND INFORMATION ACTIVITIES**

### **9.1 Planned communication activities (in field and/or in Europe)**

Please see the attached Annex 8- Visibility Plan.

A full time Communication consultant will be responsible for the visibility initiatives of this project including the general communications product developments and implementation as well as the media campaign materials development and implementation.

**9.2 Visibility on durable equipment, major supplies, and at project locations**

Logos were printed on (i) all the emergency supplies (stock pile items) provided to the project schools, (ii) at the bottom of the wall mural, (iii) in each of the 12 posters and 5 maps (a set of which is provided to the schools).

**9.3 Planned publication activities****9.4 [INT] In case of changes, please explain****9.5 [FIN] Report on the relevant activities**

An end of project external evaluation was carried out in consultation with ECHO. Based on the terms specified the overall awareness and improved skills and knowledge of the beneficiaries was studied. The report is a positive document that also critically evaluated some of the core components implemented in the project. The learning was documented and recommendations listed in the report. The analysis also threw light on the possible alternative strategies that could have been adopted for some of the components of a school safety initiative for more qualitative outcomes.

*For the complete report please refer to annexure 12.*

The National Conference provided a much required platform to share current best practices in school based DRR, learn from each other's knowledge and experiences, identify issues and challenges, and develop a mechanism for further collaboration and continual sharing. Schools, DRR actors from the state and national level, government representatives, technical and subject matter experts participated in the conference.

*For the full report on the conference please refer to annexure 14.*

**HUMAN RESOURCES****9.6 Indicate global figures per function and status**

Function	Status <sup>28</sup>	Number of staff	Number of man / month in project	Comments
Project Manager	Staff of the implementing partner	One	15 Month	Joined from November 2007
Project Assistant	Staff of the implementing partner	One	15 Month	Joined From November 2007
Risk Analyst	Local	One	15 Month	Joined from January 2008
GIS Officer	Local	One	8 Month	Joined from February 2008
Communication & Visibility Officer	Local	One	15 Month	Joined from November 2007
Engineer	Local	One	8 Month	Hired an engineering firm for 4 Months
Geologist	Local	One	8 Month	Joined from February 2008
Curriculum	Local	One	6 Month	Joined from March 2008

<sup>28</sup> Expat, local staff, staff of the implementing partner,...

Developer				
VCA Member	Local	One	8 Month	Joined from December2008
Lead Trainers	Local	Three	8 Month	Joined from July 2008
First Aid Trainers	Local	Two	8 Month	Joined from July 2008
Fire Safety Trainers	Local	Three	8 Month	Joined from July 2008

**9.7 [INT] In case of changes, please explain**

**9.8 [FIN] In case of changes, please explain**

**10. FINANCIAL OVERVIEW OF THE ACTION<sup>29</sup>**

Eligible cost of Action <sup>30</sup>	Initial budget	Intermediate report		Final committed	Funding of Action	Initial	Final state
		Budget	Committed				
Personnel costs	57,539	57,539	17,317	54,623	Direct revenue from Action	-	-
Communication, visibility, information	4,355	11,067	535	10,244	Contribution by applicant	35,103	28,633
Equipment costs	3,210	5,000	4,943	4,781	Contribution by others (CARE India)	-	13,641
Disaster preparedness & mitigation	91,886	103,208	832	98,458	Bank Interest received on fund	-	581
Travel/Vehicle hiring costs	24,642	24,642	6,300	15,483	Contribution requested from ECHO	189,232	154,327
Office running & other costs	9,500	9,500	289	8,288	% of total funding	84.35 %	84.35 %
Subtotal direct eligible costs	191,132	210,956	30,216	191,876			
Indirect costs (max. 7%)	13,379	13,379	811	5,306			
Total Costs	204,511	224,335	31,027	197,182	Total Funding	224,335	197,182

Note: Conversion rate: 1 EUR = Rs. 57.65 for Final committed.

**10.1 [FIN] In case of other donors, please identify the donors and the amount provided**

<sup>29</sup> This table will constitute annex II of the signed Agreement.

<sup>30</sup> The partner can use another representation of costs in line with the current practice in its organisation. These headings will become the chapters of the final financial reporting. In case personnel costs and the costs on information, communication and visibility are not explicitly available in section 4.3.2, these have to be explicitly mentioned in this table.

## 11. ADMINISTRATIVE INFORMATION

### 11.1 FPA number (if applicable) 3-313

### 11.2 Name and title of legal representative signing the Agreement

Aly Nazerali, Chief Executive Officer

### 11.3 Name, telephone, e-mail and title of the person(s) to be mentioned in Article 7 of the Agreement

Sara Jensen

Tel: + 44 20 7591 6804

Fax: + 44 20 7589 0641

Email: [sara.jensen@akdn.org](mailto:sara.jensen@akdn.org) (since departure please contact [philip.middleton@akdn.org](mailto:philip.middleton@akdn.org))

### 11.4 Name, telephone, fax and e-mail of the representative in the area of intervention

Dr. Hasan Ladhani

Chairman

Focus Humanitarian Assistance India

Tel: + 91 22 2201 7175 / 76

Fax: +91 22 2201 7173

Email: [focusindia@focushumanitarian.org](mailto:focusindia@focushumanitarian.org)

### 11.5 Bank account

Name of bank: [Lloyds TSB Private Banking Limited]

Address of branch: [50 Grosvenor Street, London W1K 3LF]

Precise denomination of the account holder: [Aga Khan Foundation]

Full account number (including bank codes): [59 00 41 29]

IBAN account code, (or BIC country code if the IBAN code does not apply): [...]

## 12. [FIN] CONCLUSIONS AND HUMANITARIAN ORGANISATION'S COMMENTS

The project with innovative and research oriented components provided a good platform to the team members to gain ideas and develop their capacity. Involvement of experienced technical experts like geologist, GIS officer and civil engineer in the project led to a successful scientific approach.

From the participatory HVCA the school community was able to identify, understand and analyse their own vulnerabilities and existing capacities and be aware of their own level of risk. Some of the schools have already implemented mitigation measures with their own contribution based on recommendations in the action plan of the School Disaster Management Plan (based on the HVCA). For example, HGL School, Jamraval has under taken repair and retrofitting measures in the old school building while GT Seth School, Rajkot has constructed an additional/emergency staircase/exit route in the school building for easy evacuation. At the end of the project assessment, it was found that the overall risk score of the schools reduced to a moderate level not only due to development of knowledge and skills, but also due to change in practice and mitigation measures taken by the schools with their own initiative.

The initiative helped to begin the process of mainstreaming DRR into regular curriculum. A platform that we continue to use to liaise with the concerned government bodies to bring about mass awareness and percolate into the community through the medium of schools, thus ensuring a disaster resilient future generation.

Given that this was a pilot initiative, the opportunity to watch children and staff develop their understanding and skills proved to be an enlightening experience. Most of the schools are now integrating the disaster preparedness activities in the regular school programmes. In conclusion, the school safety initiative was a valued opportunity to make a difference to so many young lives, an enriching experience for all beneficiaries and stakeholders alike.



**Annex A: Procurement table<sup>31</sup>**

Description of the supplies, services or works	Quantity	Amount (EUR)	Procurement procedure <sup>32</sup>	Derogation Y/N	(Forecast) Launch date procedure <sup>33</sup>	(Forecast) Contracting date

<sup>31</sup> This table is **only mandatory for Agreements with an A-control mechanism**. It regroups the main significant procurement procedures for this Action and will be updated at proposal, intermediate report and final report stage. The Partner may attach a table with another lay-out (e.g. already used inside the project) provided that at least the above mentioned information is available. These tables do not have to be provided for Agreements with a P-control mechanism.

<sup>32</sup> Open international tender, open local tender, negotiated procedure, single quote, framework contract or use of a Humanitarian Procurement Centre (HPC).

<sup>33</sup> The dates can also be expressed in number of weeks after the start of the Action.