

# ***REHABILITATION OF SCHOOLS IN TANGI DISTRICT CHARSAKDA***

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**(Impacted Area of UC MIRZA DHER from Devastated Floods)**

- 1. Government Primary School (Mian Wolley, UC Mirza Dher)*
- 2. Community School for Girls (Issogay, UC Mirza Dher)*
- 3. Government Primary School (Mian Sahib Garhi, UC Mirza Dher)*
- 4. Government Girls Primary School (Mian Sahib Garhi, UC Mirza Dher)*

**Project Proposal by:**

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## PROJECT BACKGROUND

Recent floods have affected more than 20-millions of people (approximately 10% of population). Devastating communities throughout the country, in an area of at least 160,000 square kilometres (larger than England) the floods killed more than 1,700 people, and damaged or destroyed nearly 1.9 million homes<sup>1</sup>.

In the province of KPK, 3.8 million people have been affected. Following table explain the extent of damage in the province.

Province	Deaths	Injured	Houses Damaged	Population affected	Affected districts
KPK	1,156	1,198	200,799	3,800,000	Abbottabad, Bannu, Battagram, Buner,  Charsada, Chitral, DI Khan, Dir Lower, Dir Upper, Hangu, Haripur, Karak, Kohat, Kohistan, Lakki Marwat, Malakand, Mansehra, Mardan, Nowshera, Peshawar, Shangla, Swabi, Swat, Tank

The following table shows number of people in need in the education cluster in the aftermath of 2010 flooding Pakistan.

Cluster	People in need of assistance
Education	9 million Children

The disaster and its aftermath are a direct threat on Pakistan's prospects of achieving the Millennium Development Goals (MDGs), particularly with regards to education, health, poverty reduction, and mother and child health. Depending upon the environmental management of housing reconstruction, there may be threats to Pakistan's MDG on the environment as well. Many years of hard work to achieve progress on the MDGs will have been literally wiped away by the floods and it will take many years of even harder work to get back on track. If relief and life-saving measures are not immediately accompanied and followed by actions to ensure a swift recovery of the affected areas and the country as a

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<sup>1</sup> [UN OCHA](#): 17 September 2010

whole, there is a potential risk of large numbers of people entering a downward spiral of increasing vulnerability. Early recovery will be the key to providing a bridging plan for the restitution of millions affected by the floods. The nature of this disaster has created a unique situation where government and the humanitarian community have had to engage in rescue, relief and early recovery simultaneously across different geographical areas. Restoring and re-establishment of basic community service of education systems is the need of the hour.

## **EDUCATION SECTOR**

The disaster is of extreme magnitude resulting in severe wreckage to Education sector in addition to health, communal infrastructure and human loss. Urban schools are completely razed ground or ineffective in the flood affected areas of Nowshera, Swat and Charsadda. The infrastructure has been badly deteriorated and schools are not operational due to unavailability of essential resources. In addition to that, the children are wandering here and there in search of relief commodities resulting in least attendance in the schools. It has been observed that-after such crisis- the situation of children is worsen among affected population. It has been examined as critical problem considering education as backbone of the society building.

Education recovery needs will be significant. According to the MCRAM assessment, schools through out affected areas were closed for vacation. However, the Government reports that more than 10,900 schools are damaged or destroyed and 5,633 school buildings are being used as collective centers. Past experience in Pakistan has shown that when public buildings such as schools are used as collective centers, they need to be *rehabilitated* before they can again be suitable for the resumption of education activities. Temporary structures are also required for totally damaged schools to ensure that education continues during the transition period. The priority would be to:

- Ensure that all children, adolescents and young people affected by the floods have access to safe learning opportunities.
- Provide opportunities for teachers and other education personnel to gain skills to address emergency issues and support quality teaching and learning.

Damaging about 400 government run schools by flash floods in Pakistan's Khyber Pakhtunkhwa province are going to affect the studies of students. Out of the total affected, 60 schools' buildings have been flattened and nothing has been left behind. According to sources, 334 schools have been partially affected. According to data collected by the Elementary and Secondary Education (E & SE) department, among the damaged schools as many as 269 are for boys and 125 for girls. As many as 255 schools are primary, 28 middle and 111 high and higher secondary ones. These schools are located in the worst affected areas, including Swat, Shangla, Dir Upper, Dir Lower, Buner, Charsadda, Nowshera and Battagram. The ESE Directorate for planning and development KPK state that the number of fully and partially damaged schools in Nowshera with 134 schools, Swat is 69 and similarly with the detailed analysis of Charsadda's schools as follows.

## **PROJECT AREA**

Gandhara Development Society addresses the marginalized and underserved schools of Tangi District Charsadda of Khyber Pakhtoonkhwa Pakistan. The baseline data collected from Statistics Department, according to 1998 census report is 10,22,364 persons out of which male are 51.91% and female are 48.09%. Similarly, the recent population is estimated to be 1,375,693 of which male is 714,142 and female are 661,551.

The schools of concern are UC Mirza Dher of Tehsil Tangi District Charsadda. It is worth mentioning that Tangi itself is not a flood affected area but 9-Union councils of the area are severely affected by recent calamity. The floods have caused more than 48% population and 104 schools out of 973 are also damaged (either partially or completely).

## **SCHOOLS OF CONCERN**

According to the real time analysis, the following requirement with respect to schools is found to be cured urgently:

➤ GOVERNMENT PRIMARY SCHOOL MIAN WALLE

The school has been partially destroyed due to recent floods. Two class rooms, two bathrooms along with boundary wall. Furthermore, water pump, water tank, electrification and white wash are urgent needs to be fulfilled.

➤ COMMUNITY SCHOOL FOR GIRLS ISSOGAY

The school has been maximally damaged in the floods resulting in destruction of one class room, one bathroom, boundary wall, Hand pump, Water Tank, Electrification, and White Wash.

➤ GPS MIAN SAHIB GARHI

The school has been severely affected in the recent havoc which resulted in losing two class rooms, electrification, hand pump, water tank and two bath rooms whereas white wash and boundary wall has been covered by Pak Army.

➤ GOVERNMENT GIRLS PRIMARY SCHOOL MIAN SAHIB GARH

The urgent requirements of the school are one classroom, two bathrooms, electrification, hand pump, and water tank. The white wash and boundary wall has been initiated by Pak Army whereas the rest of the needs are still unfulfilled.

## GOAL / OBJECTIVES

The goal of the project is to

“To increase the literacy rate of the poor children, build their capacity through giving them love, care, education and simple activities to do so that they become productive in the society”.

The specific objectives of the project are:

- Rehabilitation of educational infrastructure destroyed by flooding be restoration/rehabilitation of schools.
- Increase children’s school enrolment.
- Reduce school dropout rate in the project area, especially school girls.
- Increase the literary rate in project area.
- Increase the project area community’s awareness on the importance of educating children and minimize gender disparity in the stipulation of basic education, by working on affirmative action with the community

## MAJOR COMPONENTS OF THE PROJECT

### STEP-1: PROVIDING ESSENTIAL CLASSROOM ELEMENTS

Based on initial assessments, it has been critically observed that the enrolment ratio is very low implying a greater loss to the future of already education-deficit country. In order to reach the real problem, it is planned to provide the impacted schools with essential and necessary classroom elements. The schools are lacking the basic classroom facilities including Tables, chairs, Benches, Blackboards, whiteboards, dusters, markers, white-chalks, registers, Floor Mats and much more. Furthermore, as the floods have seriously swept all the home-essentialities, children are lacking school uniform, bags, notebooks, geometry box, pencil, pen and much more. As most of schools are re-opened, the reports are threatening to severe shortage of the stated items. Each school is projected to require the following items in below proportion:

### PACKAGE OF NECESSARY ITEMS FOR 4-SCHOOLS

<i>S.No</i>	<i>Item Description</i>	<i>Quantity</i>	<i>Unit</i>
1	Benches and Desks (A set for three students) (Pics Attached)	221	Sets
2	Teacher and Principal Chairs	28	Chairs
3	Teacher and Principal Tables	28	Tables

4	Blackboards	28	Numbers
5	White Chalks	32	Carton Boxes
6	Blackboard Dusters	56	Units
7	Uniform Sets (small) for students of Nursery, Prep, 1 & 2	374	Uniforms (Either sewed or unstitched)
8	Uniform Sets (Medium) for students of 3,4,5	279	// // //
9	Notebooks (sets)	653	Set of 8 notebooks
10	School Bags (Small and Medium Size) <sup>1</sup>	653	Parachute Bags

## STEP:2 REHABILITATION OF SCHOOLS

The schools are mostly affected due to torrential rains and are incapable to be used for school-purposes. The walls, classrooms and offices are critically affected. The schools are needed to be rehabilitated through reconstructing damaged areas, white wash, and reinstating the co-curricular activities with the rehabilitation process of Sports, Libraries and other relevant actions. To ensure that the program takes maximum advantage of locally available and particularly salvageable materials and resources, proponent shall utilize a flexible approach for the rehabilitation activities. The primary model is fast to complete and affordable yet safer and more durable than simple temporary school shelters. Appealing agency's design provides for the quick rehabilitation of facilities that are immediately ready for longer-term use.

With renewed confidence in the present security situation in post-conflict/disaster areas, humanitarian agencies are stepping forward to rehabilitate destroyed schools and reinstate students as quickly as possible. Need of the hour is not only the Rehabilitation of the destroyed schools but also to its as important to provide the **safe building design** as the region is prone to earthquakes, heavy rains and floods. Safer standards of construction will add to the national strategy of safer constructions.

S.No	Work Description
1	White Wash for 2-Schools
2	Necessary Electrification for 4- fully damaged schools inline
3	Construction Works 6-rooms of 4-schools damaged (Room size: 16' x 25') with varandah (9' x 25') Boundary Wall: 600 Rft
4	Steel Gate for 2-schools Size: 9'x6'

## STEP: 3 WASH FACILITIES

The basic hygiene and water facilities are resulting in diseases e.g. Cholera, Diarrhoea, skin infections and other water-borne diseases. It is proposed to enhance and rebuilt the latrine facilities, hand-pumps, and water-coolers. Similarly, proper sanitation is required to be fixed in the schools of concern. Water storage tank is another essential requirement in the schools. To provide them hygiene awareness, it is appealed to start an awareness rising campaign where children will be given basic Hygiene practices and are taught with the usability to avoid threatening diseases.

Every child has the right to safe water, improved sanitation facilities and hygiene education. Yet fulfilling this right is a major challenge in the aftermath of the flooding. Developing school WASH plans to be implemented by the school community (including teachers, students, school management committees and parent-teacher associations) would be the essential part of the project. WASH in schools provides healthy, safe and secure school environments that can protect children from health hazards, abuse and exclusion. It helps ensure quality education, which in turn, leads to better health and nutrition outcomes, especially for girls. WASH in schools significantly reduces hygiene-related disease, increases students' attendance and learning achievements, and contributes to dignity and gender equality.

Based on real time assessments, the following needs are identified:

<b>S.No</b>	<b>Water &amp; Sanitation Component</b>	<b>Total Quantity for 5-schools</b>
1	Installation of LATRINES along with WC and sanitary facility	7
2	Hand Pumps Installation	8-Numbers
3	Water Storage Tanks	8-numbers

## **PROJECT DELIVERABLES**

The project results in:

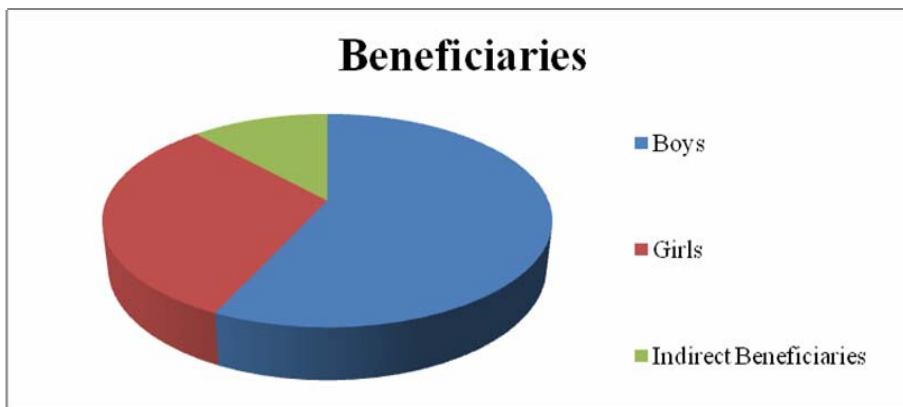
- 221 benches and 221 desks provided
- 28 numbers of blackboards fixed
- 32 carton boxes of white chawks delivered
- 653 uniform sets (small and medium sizes) unstitched provided for male and female children
- 653 notebooks sets distributed
- 653 School bags distributed among EVI's
- White wash for 2-schools completed



- Electrification in 4-schools completed
- Construction of 6-rooms
- 5-boundary walls constructed
- 7-latrines installed with sanitary facilities and hand washing
- 8-Water Storage Tanks distributed
- 8-Hand pumps constructed and installed
- 2-steel gates provided

## **BENEFICIARIES**

Number of direct beneficiaries and in-direct beneficiaries from this project are in the following ratio:



Projected number of Boys getting benefit from the project is 653 whereas 227 girls of the impacted schools will be assisted in addition to 426 boys. Moreover, the 40 teachers and other staff of the respective schools in quantitative analysis are benefitted. Similarly, indirect beneficiaries are approximately 100 parents who will be helped through the project in awareness and acknowledgement of the efforts of non-state actors.

## **PROJECT MONITORING, EVALUATION AND REPORTING**

The project will be overall supervised by the appealing organization whereas special visits to the project sites will be arranged for donor agency as well. Similarly, at each stage of the project, the visibility through reporting will be the utmost responsibility of the proposing agency. In order to get optimum results of the project, proper involvement of the community will be ensured in all respects. Similarly, third party evaluation may take place such that the project transparency be made sure in all respects.

An external quality auditor may thoroughly visit the project site in order to maximize the project transparency in resources allocation. Moreover, community involvement will be the core principle of the project such that project be visible to all the stakeholders. Stakeholders involve Government officials (District Coordination Officer, Executive District Officer, ADOs etc...), Cluster Members (UNICEF & Save the Children), and Community representatives (elected members and Mashran).

Observing the standards at each stage, following measures will be taken:

- Project activities are properly implemented within designated time frame and budget
- Adequate community and other stakeholders' involvement is there
- Beneficiaries are satisfied with the project activities.
- Donor agency and cluster members are taken on board in decision making and important issues

## **QUESTIONNAIRE / FEEDBACK / FOLLOWUP**

The designing of questionnaire and feedback form to be performed by M & E team of proposing agency and contributor. The criterion of follow up visits and report generation will be thoroughly performed and visibility of the project is one of the core principles to be kept under consideration during the execution phase. In addition to that, to maintain transparency in every phase, the pertinent government agencies and relevant stakeholders (including third party auditors and cluster members) along with community representatives are involved actively right from the beginning to the termination of project.

The follow up visits are also arranged in order to observe the effective utilization of the items given to vulnerable. With the support of relevant stakeholders and interns, following tasks will be carried out:

- Follow up visits to each cluster
- Feedback from Teachers, Parents and Students
- Sharing ideas for future planning and activities
- Assessing the needs and plan accordingly
- Network formation for need assessment and decision making on various educational matters
- Improvements (if any) for further programs



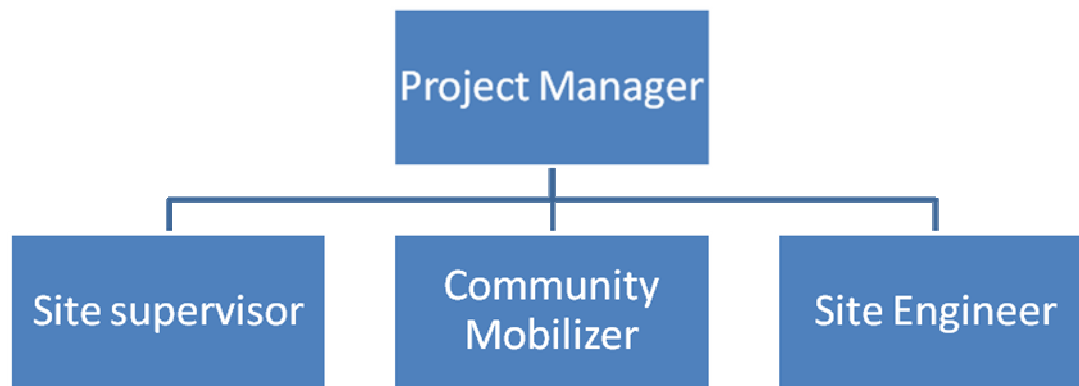
## PROJECT TIMELINES

Below is the projected timeline of the project. The project has been designed flexible in order to achieve maximum output.

Activities	MONTH													
	Month-1				Month-2				Month-3				M	
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2
Final Review Period														
Assessing and Delivery of Special classroom elements	█	█	█	█	█	█	█							
Construction and Distribution of						█	█	█						
Construction of Rooms & Installation of Pit Latrines			█	█	█	█	█	█	█	█	█	█	█	█
Sanitation (White Wash, Disinfection, and Boundary)								█	█	█	█	█	█	█
Supervisory visit		█		█		█		█		█		█		█
Feedback from beneficiaries														
Monitoring, Opening Ceremony														
<b>Final Report</b>														

➤ The Projected time of project starting is in March 1, 2011 and finish on June 30, 2011.

## PROJECT HUMAN RESOURCE



- **Project Manager** is overall responsible for the smooth flow of the project activities and ensure the project is apt to its objectives and time frame.**Procurement,**
- **Site Supervisor** is accountable to make sure the quality of the materials and elements being bought. He must be a quality assurance specialists nominated specifically for the purpose of standards materials
- **Community Mobilizer** is held responsible for ensuring the proper community involvement in the project activities.
- **Site Engineer** will be an architect or an engineer who will be the in charge of the construction works carried out in accordance with environmental friendliness and long term

## PROJECT IMPACT

Clearly the project has a long lasting impact on the beneficiaries. Living standard of the children, teachers and parents are uplifted through such interventions enabling them to live in a society where human values are equally treated for both poor and rich families. Soft corner from the international stakeholders are also created through such projects improving the image of the supporters. Moreover, psychological disintegration is released through these programs improving to live in a just environment of social, economical and educational sophistication. Children are taught in the most devastated times of the era with the support of international community. Similarly, future of the children is secured through such projects as education is considered as the basic right not luxury. Providing basic necessities, it is enabled to support parents of the beneficiaries through reducing economical burden on them. Furthermore, Restoring from conflict, the children must observe there are communities who are supporting them in harder times. In order to minimize the disparaging thoughts among children, this project may be supposed to play a vital role.

## Cost Breakdown (Rs.)

Name of Applicant : GANDHARA DEVELOPMENT SOCIETY

Item	Unit	Quantity	Supplier -1		Supplier - 2		Supplier - 3	
			Name: Abdullah Traders		Name: Khan Trading Co		Name: Advance Business Solutions	
			Rate/Unit	Total Cost	Rate/Unit	Total Cost	Rate/Unit	Total Cost
Benches	No	221	<u>2500</u>	<u>552500</u>	2490	550290	2500	552500
Desks	No	221	2690	594490	<u>2500</u>	<u>552500</u>	2620	579020
Staff Chairs	No	28	2000	56000	1850	51800	<u>1650</u>	<u>46200</u>
Staff Table	No	28	<u>3000</u>	<u>84000</u>	6700	187600	5200	145600
Blackboard	No	28	<u>700</u>	<u>19600</u>	760	21280	750	21000
Blackboard Dusters	No	56	<u>100</u>	<u>5600</u>	200	11200	145	8120
White Chalks	Box	32	400	12800	<u>350</u>	<u>11200</u>	<u>350</u>	<u>11200</u>
Uniform (Small)	Set	374	<u>400</u>	<u>149600</u>	500	187000	<u>400</u>	<u>149600</u>
Uniform (Medium)	Set	279	500	139500	500	139500	<u>440</u>	<u>122760</u>
Notebooks	Set	653	250	163250	220	143660	<u>190</u>	<u>124070</u>
School Bags (Small)	Bag	279	150	41850	120	33480	<u>104</u>	<u>29016</u>
School Bags (Medium)	Bag	374	250	93500	220	82280	<u>190</u>	<u>71060</u>
White Wash (2-Schools)	Unit	2	70000	140000	67000	134000	<u>64000</u>	<u>128000</u>
Electrification (4-Schools)	Unit	2	85000	170000	74000	148000	<u>70000</u>	<u>140000</u>
Water Storage Tanks	No	10	15000	150000	<u>13200</u>	<u>132000</u>	<u>14000</u>	<u>140000</u>

Boundary Wall	Rft	500	1200	600000	1100	550000	<u>1050</u>	<u>525000</u>
Rooms construction	Unit	2	<u>600,000</u>	<u>1200000</u>	620,000	1240000	700,000	1400000
<b>Total (Rs.)</b>			4172690			4175790		4193146

The underlined are the cheapest quote for each item and thereafter

Total cost of the underlined items.

<b><u>Total Rs. 3901106</u></b>	-	-
<b>Equivalent Budget</b>	<b>US \$ 45350</b>	
<b>in US \$</b>		