

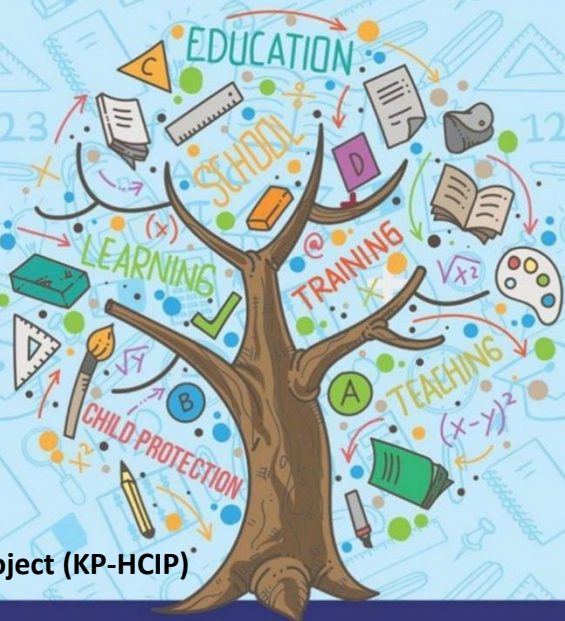


Putting People First!
30 years and counting...



Society For
Sustainable Development

One Day Session with Members of Parents Teachers Councils, Village Education Committees, Village Network Forums and Teachers on School-Related Safety/Safeguards



All rights reserved with the KP HCIP Peshawar, Pakistan

Module designed by KP HCIP

Approved by Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa

Authors:

1. Fouzia Anjum Environmental & Social Specialist, KPHCIP
2. Sadia Khan Gender Specialist, KPHCIP
3. Dr Safia Noor GBV Specialist, KPHCIP

Review Supervision:

Gohar Ali Khan, Director, Curriculum and Teacher Education, Khyber Pakhtunkhwa

Review Coordination:

Muhammad Ashfaq Khan Jadoon, Additional Director Curriculum and Teacher Education, Khyber Pakhtunkhwa

Review Committee:

1. Mr. Aman Ullah, Instructor RPDC(M) Peshawar
2. Mr. Noshad Abbasi, Subject Specialist GHSS Rich Behn Abbottabad
3. Mr. Raza Hassan, Principal GHSS Mohammad Zai Kohat
4. Dr. Sher Bahadur, Subject Specialist GHSS Spin Dhand Bara, Khyber
5. Mr. Gul Khatab, Subject Specialist, Curriculum and Teacher Education, Khyber Pakhtunkhwa

Table of Contents

Introduction	1
Training Agenda	2
Session 1: Tone Setting & Building a Child Protection Leadership Mindset	3
Session 2: Understanding Safe and Unsafe School Environments.....	5
Expected Output	6
Session 3: Understanding Violence in Society & PTC Leadership in Prevention.....	7
Session 4: Creating Safe School Environments – PTC Leadership Role.....	12
Session 5: Functional School Safeguarding Systems & Accountability	14
Session 6: Commitments and Way Forward	16
Reflection on Learning (10 minutes).....	16
Annexures	18

Acknowledgment

Training Module School-Related Safety and Safeguarding of Children is designed for designated Focal person from 1000 School in selected districts of Khyber-Pakhtunkhwa with the aim of creating a safe environment in schools where students can learn and flourish without any fear of violence. The module is a detailed session by session training guide to run 2-day training aimed at enhancing sensitization, knowledge and skills of School Focal Person to conduct sessions with children and teachers on safety and safeguarding with profound knowledge and skills and also with sensitive and empowering attitude. It also capacitates the Focal persons to recognize, prevent, and respond to cases of violence against children in school through effective implementation of code of conduct and response redressal mechanism.

HCIP would like to express gratitude to the team of DCTE (Directorate of Curriculum and Teacher Education) for their invaluable services in reviewing and rephrasing the training modules. Their expertise and insights have been instrumental in enhancing the quality and effectiveness of these modules which are designed to educate school children on the critical issues of violence against women and children. We appreciate the time and effort invested by following team members, in thoroughly reviewing the modules and providing constructive feedback.

Mr. Aman Ullah, Instructor RPDC(M) Peshawar
Mr. Noshad Abbasi, Subject Specialist GHSS Rich Behn Abbottabad
Mr. Raza Hassan, Principal GHSS Mohammad Zai Kohat
Dr. Sher Bahadur, Subject Specialist GHSS Spin Dhand Bara, Khyber
Mr. Gul Khatab, Subject Specialist, Directorate of Curriculum and Teacher Education, Khyber Pakhtunkhwa

Approval of DCTE for the modules is a testament of quality and relevance, and we are confident that they will make a positive impact on the lives of the children who will benefit from these modules.

We are thankful to the SPO & SSD teams, which includes Dr Safia Noor, Gender Specialist Miss Rizwana Aziz, Team Lead Miss Saba Rehman, GBV Officer Miss Fozia Hanif, Field Supervisor Miss Maryam Zulfiqar, Field Supervisor Muhammad Umair Afridi, Field Supervisor Bilal Ahmad, for their technical input in development of this resource pack.

This activity was made possible through the funding support of the World Bank, under the Human Capital Investment Project (HCIP). We are grateful for their commitment to promoting education and well-being among children in Khyber Pakhtunkhwa.

ACRONYMS

CP	Child Protection
CPC	Child Protection Cell
VAC	Violence Against Children
GBV	Gender Based Violence
SH	Sexual Harassment
GRM	Grievance Redressal Mechanism
E&SED	Elementary and Secondary Education Department
KPHCIP	Khyber Pakhtunkhwa Human Capital Investment Project
VEC	Village Education Committee
VNFs	Village Network Forums
NC	Neighborhood Council
PMU	Project Management Unit
DEO	District Education Officer
ASDEO	Assistant Sub-Divisional Education Officer
PTC	Parent Teacher Council
ESMPs	Environmental and Social Management Plan
EMIS	Education Management Information System
UNFP	United Nations Fund for Population
WHO	World Health Organization
UNHCR	United Nations High Commission for Refugees
SGBV	Sexual and Gender-Based Violence

Introduction

The Training Module “School-Related Safety and Safeguarding of Children” is designed for capacity-building of Parents Teachers Councils (PTCs), Village Education Committees (VECs), Village Network Forums (VNFs), and teachers in selected districts of Khyber Pakhtunkhwa.

The module aims to create safe, supportive, and protective school environments where students can learn, grow, and flourish without fear of violence, harassment, or neglect. It provides a step-by-step, session-by-session guide to facilitate a 5-hour training program focused on enhancing the knowledge, skills, and awareness of participants on children’s safety and safeguarding.

Through this module, participants are capacitated to:

- Recognize risks and forms of violence against children (VAC), including Gender-Based Violence (GBV) and Sexual Harassment (SH).
- Understand their roles and responsibilities in preventing and responding to violence in schools.
- Constitute a child protection committee leading by the selected trained school-level safeguarding focal person.
- Implement school-level safeguarding measures, including codes of conduct, monitoring systems, and redress mechanisms for incidents affecting children.

The module emphasizes practical, action-oriented learning that equips participants to take concrete steps to enhance child safety in their schools and communities.

Overall Objectives of the Training:

By the end of the **5-hour training**, participants will be able to:

1. Deepen their understanding of the dynamics and impact of GBV, Harassment, and Violence Against Children.
2. Discuss the effects of violence on children’s learning, health, and well-being.
3. Identify practical strategies to prevent, address, and respond to cases of violence in school settings.
4. Understand school safeguarding structures and redress mechanisms, including their role as PTC members, teachers, or community stakeholders in ensuring children’s safety.
5. Develop personal and collective commitments to promote safe, supportive, and protective environments for all students.

Training Methodology:

The module uses an **interactive, participatory approach**, ensuring active engagement of participants throughout the training. Key features include:

- **Discussion-based learning:** Participants are encouraged to share experiences, challenges, and perspectives from their schools and communities.
- **Reflective exercises:** Activities such as reflection, ranking exercises, role-plays, and pledges allow participants to internalize concepts and identify practical actions.
- **Participatory facilitation:** Trainers act as **guides and facilitators**, rather than just lecturers, allowing participants to lead discussions and co-create solutions.
- **Practical application:** Sessions include concrete examples, case studies, and action planning exercises so participants can **apply learning immediately in their school environment**.

- **Collaborative problem-solving:** Group activities are designed to build teamwork, consensus, and shared responsibility among PTC members, teachers, and community representatives.
- **Use of visual aids and materials:** Flipcharts, markers, scenario cards, and pledge forms are employed to enhance understanding and engagement.

Trainers are advised to **adapt timing and activities according to the participants' context**, encourage **maximum participation**, and foster an **environment of mutual respect, trust, and openness**.

Key Principle: The training emphasizes that **creating safe schools is a shared responsibility**, and that PTC members, teachers, and community stakeholders all play a crucial role in **preventing and responding to violence against children**.

Training Agenda

Session	Title	Time	Duration
1	Tone Setting & Building a Child Protection Leadership Mindset	08:15 am – 09:00 am	45 min
2	Understanding Safe and Unsafe School Environments	09:00 am – 09:45 am	45 min
3	Understanding Violence in Society & PTC Leadership in Prevention	9:45 am – 10:45 am	60 min
Tea Break		10:45 am – 11:00 am	15 min
4	Creating Safe School Environments – PTC Leadership Role	11:00 am – 12:00 pm	60 min
5	Functional School Safeguarding Systems & Accountability	12:00 pm – 01:00 pm	60 min
6	Commitments and Way Forward	01:00 pm – 01:45 pm	45 min

Session 1: Tone Setting & Building a Child Protection Leadership Mindset (45 minutes)

Objectives:

By the end of the session, participants will be able to:

1. Introduce themselves with a focus on their role in child protection and school safety.
2. Reflect on personal experiences with children's safety and protection.
3. Establish a safe, open, and accountable environment for discussing sensitive issues.
4. Begin thinking about their leadership role in preventing violence and promoting child-friendly schools.

Required Training material: Whiteboard/Flip Chart, Marker, Sticky notes, Cards for reflection

Activity: Introduction & Leadership Icebreaker

Steps:

1	Start the session with recitation from the Holy Quran. (05 minutes)	(05
2	Trainer introduction emphasizing their experience in child protection and safeguarding. (05 minutes)	
3	Participant introductions (05 minutes) • Each participant shares: ○ Name & designation ○ One success story or challenge faced in ensuring child safety ○ One personal expectation for strengthening child protection at their school	(05
4	Reflection Activity: (10 minutes) • Ask participants to write on sticky notes: ○ One fear/challenge they have regarding child protection in their school ○ One personal strength they bring to PTC in safeguarding children • Post notes on a board under “Challenges” and “Strengths” columns.	(10
5	Norms Setting – Advanced: (10 minutes) • In addition to basic rules, include: ○ Commit to constructive problem-solving ○ Respect diverse cultural perspectives on children and discipline ○ Maintain accountability for agreed actions ○ Encourage leadership by all members in discussions and exercises	(10

6	Leadership Commitment: (10 minutes) Ask participants to share one action they will take in the next week to improve child protection in their school
---	--

Key Trainer Notes:

- Use this session to subtly introduce responsibility, accountability, and leadership mindset, not just ice-breaking.
- Set the tone that discussions may be sensitive, and the PTC members are expected to think beyond awareness, toward actionable leadership in child protection.

A sample of some common ground rules/norms

- Start on time, end on time.
- Do not interrupt while others are speaking.
- Everyone should try to listen as well as speak.
- Maintain confidentiality of what is shared, no gossiping.
- Show respect for others, and other's experiences.
- Do not make personal attacks.
- Do not judge others.
- Be aware of language difficulties i.e. speak slowly if needed.
- Keep mobile phones on silent mode or vibration.

Session 2: Understanding Safe and Unsafe School Environments (45 minutes)

Objectives:

By the end of this session, participants will be able to:

- Describe the characteristics of a safe and supportive school environment
- Identify risks and unsafe situations affecting children in and around the school
- Recognize the role of PTCs, teachers, and parents in improving school safety

Material Required:

Flipchart / Whiteboard, Markers, Cards or sticky notes

Steps:

1	Introduction – Why Safety Matters (5 minutes) Ask participants: When children feel safe, what does their school environment look like? • Write responses on the flipchart. Encourage answers under two areas: • Physical safety (boundary wall, toilets, safe buildings, drinking water) • Emotional and social safety (respectful behavior, no bullying, no corporal punishment) Key Message: A safe school ensures both physical protection and emotional well-being.
2	Identifying Unsafe Situations: (15 minutes) Ask participants: What situations make children feel unsafe in school or on the way to school? • Provide them cards/sticky notes. • Participants write one issue per card. Examples may include: • Bullying or peer violence • Harassment or inappropriate behavior • Corporal punishment • Unsafe toilets or buildings • Harassment on the way to school • Neglect or discrimination Group similar responses under categories: • Physical risks • Behavioral/social risks • Environmental/community risks

3	Prioritizing Key Risks (15 minutes) Ask participants to select the top 3–5 major safety concerns affecting their school. Discuss: • Why these risks are serious? • Who is responsible for addressing them? • How PTCs and teachers can support prevention? Facilitator Note: Link this discussion to the next session: These risks are part of the wider issue of violence and unsafe environments in society, which we will discuss next.
4	Role of PTC and Community (05 minutes) Facilitator asks: • What actions can PTC take? • How can parents support safety? • How can teachers promote a safe environment? Write key actions on flipchart.
5	Conclusion: (05 minutes) Summarize the session by sharing the following points: • Safety includes physical, emotional, and social protection • Schools may have multiple risks that need attention • PTCs, teachers, and parents share responsibility Transition Statement: “Understanding risks helps us recognize different forms of violence, which we will explore in the next session.”
6	Expected Output • List of safe school characteristics • Identified and prioritized school safety risks • Initial understanding of PTC’s role in prevention
7	Key Trainer Notes for next session: • Encourage participants to think beyond rules and policies, focus on attitudes, relationships, and leadership. • Use real KP school examples where appropriate to make discussions relatable. • Keep timing tight: 15–20 min brainstorming + categorization, 10 min iceberg discussion, 10 min scenario exercise, 5 min wrap-up.

Session 3: Understanding Violence in Society & PTC Leadership in Prevention (60 min)

Objectives

By the end of the session, participants will be able to:

1. Understand the various forms of GBV and VAC, including physical, emotional, sexual, and structural violence.
2. Analyze the systemic, social, and cultural factors that make children and women vulnerable in KP society.
3. Identify early warning signs and patterns of violence in school and community settings.
4. Discuss their role as PTC members in preventing and mitigating violence.

Material Required:

White board/Flip Charts, paper tapes, Permanent and board markers

Handouts:

- Case Studies with scenarios
- GBV and VAC

Activity Steps: Case Study Analysis & Systemic Mapping

1	Introduction: (05 minutes) • Briefly outline the session objectives. • Emphasize that understanding violence is key to prevention.
2	Case Study Exercise: (20 minutes) • Divide participants into three groups and assign the same case studies (Bilal, Ahmed, Zain). • Add analytical questions for advanced discussion: ○ Identify root causes of violence (family, community, school, cultural norms). ○ Map perpetrators, enablers, and affected individuals. ○ Suggest preventive strategies PTCs could implement to protect children.
3	Group Presentations & Discussion: (20 minutes) • Invite representative from each group to present their assign task: ○ Type of violence ○ Systemic contributing factors ○ Suggested interventions by PTCs or school leadership
4	Linking Theory & Practice: (10 minutes) • Briefly summarize: GBV, VAC definitions, and types, highlighting systemic vulnerabilities with the help of handouts. • Introduce the idea of school risk mapping – identifying situations and locations where children are most vulnerable (e.g., fields, corridors, school transport etc.)
5	KP Context Discussion & Leadership Role: (05 minutes) • Highlight local KP-specific factors (early marriages, harassment in route to school, refugee children, cyber risks). • Ask participants to reflect: “As PTC members, what actions can we take to reduce these risks?” • Note ideas on flip chart for later reference in the prevention planning session.
6	Appreciate participants for their ideas and their participation.

Wrap-Up Key Messages:

- Violence is multi-dimensional; solutions must address attitudes, behavior, and systemic barriers.
- PTCs have a strategic role in creating safe, child-friendly schools.
- Personal stories may evoke strong emotions; facilitators must manage sensitivity and provide support resources.
-

Trainer Notes:

- Encourage participants to think beyond awareness toward prevention and systemic change.
- Emphasize multi-level intervention: school policy, teacher attitudes, community engagement.
- Use sticky notes to map risks visually, connecting perpetrators, enablers, and safe zones.

Case Studies:

Case Study-Group 1	Bilal is a 13-year-old boy living in a low-income neighborhood. His father works as a daily wage labourer, and his mother stays at home to care for the younger children. Because the family's income is very limited, Bilal's parents often struggle to afford basic necessities. Bilal was once a regular student at the local government school and enjoyed studying, especially mathematics. However, when his father fell ill and could no longer work regularly, the family's financial situation worsened. To support the household, Bilal's parents asked him to stop attending school and start working at a nearby mechanic workshop. Bilal now spends long hours each day repairing motorcycles and cleaning tools. The work is physically demanding and sometimes dangerous. Although he earns a small amount of money, he feels tired and misses school and his friends. Sometimes he sees children in school uniforms passing by and wishes he could return to school. Over time, Bilal's chances of continuing his education are becoming smaller, and he worries about what his future will look like	Bilal is a 13-year-old boy wearing school uniform (White shalwar, kameez, and black shoes). He will be having unique facial features so that he can be identified. Scenario 1: Bilal is now working in a mechanic workshop wearing dirty clothes and in a situation that is uncomfortable
Case Study-Group 2	Ahmad is a 14-year-old student studying in Grade 8. He used to be a good student who enjoyed playing cricket with his friends after school. Recently, Ahmad received a smartphone from his older cousin. At first, he used the phone to	Ahmad is a 14-year-old boy wearing school uniform (White shalwar, kameez, and black shoes). He will be having unique facial features so that he can be identified.

	watch educational videos and communicate with his classmates. Soon, Ahmad discovered online games and started playing them during his free time. Gradually, the games became more interesting and competitive, and he began spending several hours every day playing them. Sometimes he stayed awake late at night to complete gaming levels or play with online players. Because of this habit, Ahmad started waking up late in the morning and often went to school feeling tired. His homework remained incomplete, and his grades began to drop. His teachers noticed that he was losing interest in classroom activities, and he stopped participating in sports and group work. Ahmad's parents became concerned when they saw that he preferred playing games on his phone rather than talking with family members or studying. When they tried to limit his screen time, Ahmad became irritated and angry. Over time, Ahmad became socially isolated and less focused on his studies. His parents and teachers are now worried about how online gaming is affecting his health, education, and behavior, and they are trying to find ways to help him regain a healthy balance between technology use, studies, and daily life.	Scenario 1: He is seen playing cricket with his friends. Scenario 2: He is seen using a smartphone and playing games online. Scenario 3: He is struggling with grades and he can be seen holding a result card that has an F grade on it with his parents in the background being concerned about his educational career.
Case Study-Group 3	9-year-old Zain goes to a local public school. His parents migrated to another country few years back. Zain is a happy kid who loves learning and making friends. But things change when he becomes the target of bullying by some older kids at school. These older kids are known for being mean and they pick on younger children like Zain. They push him around, call him names, and often taunts him of being a refugee. This makes him feel scared and sad. Zain tries to tell his teachers, but the bullying doesn't stop. He feels alone and doesn't know what to do. Zain's parents notice that his behavior has a drastic change, but he's too afraid to tell them about the bullying. They tell him to	Zain is a school going chubby boy wearing school uniform (having identifiable facial features). While other bullying boys will have no specific facial features but wearing the same school uniform.

be brave, but they don't know how much he's hurting.	
--	--

Handout: Gender-Based Violence (GBV) and Violence Against Children (VAC)

Gender-Based Violence (GBV):

Definition:

Gender-Based Violence refers to any harmful act directed at an individual based on their gender, often rooted in social norms, discrimination, and power imbalances. It includes physical, sexual, psychological, or economic harm, coercion, or deprivation of liberty, and can occur in public or private spaces.

Key Points for Advanced Understanding:

- GBV is systemic — it often stems from societal, cultural, and institutional norms.
- Recognizing GBV requires attention to both direct actions (e.g., hitting, harassment) and structural factors (e.g., discriminatory school policies, community norms, inappropriate wordings).

Types of GBV:

1. Physical Violence: Deliberate use of force causing injury or harm.
2. Emotional / Psychological Violence: Continuous attacks on feelings, causing mental harm or distress.
including coercion and exploitation.
3. Early / Forced Marriage: Marriages under 18 or without full, free, informed consent.
4. Sexual Harassment: Pervasive behavior that creates a hostile environment, including:
 - Derogatory comments, jokes, or teasing
 - Inappropriate touching or gestures
 - Sexualized language or behavior
 - Cyber-based harassment

Perspective:

- GBV interventions must address root causes, including social norms, unequal power dynamics, and institutional gaps.
- Prevention is multi-layered: school policies, teacher training, community engagement, and reporting mechanisms.

Violence Against Children (VAC)

Definition:

“All forms of physical or mental violence, injury, abuse, neglect, or exploitation, including sexual abuse.”

Types of VACs:

1. Physical Violence: Non-accidental use of force causing risk or injury; includes hitting, slapping, or other harm.
2. Emotional / Psychological Violence: Criticism, humiliation, intimidation, or restriction of movement impacting development.
3. Sexual Abuse: Any sexual activity involving a child, including early/forced marriage, indecent touching, or coercion.
4. Neglect: Failure to meet physical, emotional, or educational needs, or protect from harm when resources are available.

5. Bullying & Cyberbullying: Repeated aggression causing physical, emotional, or social harm. Cyberbullying includes:
 - Posting embarrassing material online
 - Sending threatening messages
 - Impersonating someone online for harassment

Perspective:

- VAC often intersects with GBV and broader social inequalities (gender, ethnicity, refugee status).
- Early identification of patterns and risk factors is critical for prevention.
- PTCs and school leaders play a preventive role by monitoring, reporting, and creating safe spaces.

Effects of GBV and VAC

Violence can affect children and adolescents physically, emotionally, behaviorally, and socially:

- Physical: injuries, burns, regressive behaviors
- Emotional / Mental: depression, withdrawal, aggression, self-harm, fear of touch
- Behavioral / Social: school avoidance, inability to concentrate, social isolation, loss of trust
- Developmental: delayed physical, cognitive, and emotional growth, compulsive or neurotic behaviors

Perspective:

- Effects are multi-layered and cumulative, often interacting with socio-cultural vulnerabilities.
- Recognizing early signs enables proactive intervention at school and community levels.

Facilitator Notes

- GBV and VAC are interconnected with systemic inequalities. Facilitators should highlight power dynamics, cultural norms, and structural factors.
 - Encourage participants to analyze both immediate behaviors and underlying causes.
 - Reinforce that school leadership and PTCs can act as catalysts for prevention and systemic change.
- Discussions may evoke personal experiences; provide private support options.

Session 4: Creating Safe School Environments – PTC Leadership Role (60 minutes)

Objectives:

By the end of the session, participants will be able to:

1. Assess potential risks and safety gaps in school environments (physical and social).
2. Identify strategies to prevent and mitigate violence against children at school.
3. Understand the PTC's role in creating and sustaining safe, child-friendly school environments.
4. Constitute a child protection committee on school level.
5. Develop an actionable plan for school safety monitoring and improvement.

Material Required:

- Whiteboard / Flip Charts / Markers, Paper, sticky notes, tape

Handout

- School Safety Audit Checklist

Steps / Activities:

1	Introduction & Objective Brief (05 minutes) • Welcome participants and outline session objectives. • Emphasize that PTCs are key leaders in ensuring children's safety and well-being. • Ask participants to briefly share any safety concerns they have noticed in their school.
2	Brainstorming Risks & Hazards (20 minutes) • Divide participants into small groups. • Ask each group to brainstorm risks to children at school, considering: ◦ Physical risks: unsafe playgrounds, toilets, classrooms, furniture, school commute. ◦ Social risks: bullying, harassment, peer pressure, exclusion. ◦ Procedural risks: lack of reporting mechanisms, unclear rules, weak supervision. • Each group lists top 5 risks on sticky notes and places them on a board. • Trainer helps categorize into Physical, Social, Procedural risks. • Share with participants the sample school audit checklist with the help of handout.
3	Developing Preventive Strategies (20 minutes) • Ask groups to propose practical strategies for each identified risk: ◦ Example: Broken playground equipment → schedule repairs, supervise playtime. ◦ Example: Bullying → peer support programs, teacher training, clear rules. ◦ Example: Unsafe commute → assign parent volunteers for walking groups, safe route mapping. • Encourage low-cost, high-impact solutions that PTCs can implement immediately. • Each group presents one key solution per category.
4	PTC Roles in School Safety (10 minutes) • Trainer presents PTC responsibilities in child protection, linking to brainstormed solutions: ◦ Monitor physical infrastructure and report hazards. ◦ Create and enforce school codes of conduct and anti-bullying policies. ◦ Facilitate safe reporting channels for students, teachers, and parents. ◦ Conduct regular safety audits and follow up on corrective actions.

	○ Engage the community to support school safety initiatives (parents, local authorities to assign role in child protection committee). • Emphasize leadership and accountability rather than passive oversight.
5	Action Planning & Wrap-Up (05 minutes) • Each group develops one actionable plan for improving school safety (can be a simple 3-step plan). • Trainer summarizes: ○ Safe school environments protect children from physical, emotional, and social harm. ○ PTCs can lead by example, coordinate with teachers, and mobilize community support. ○ Safety is continuous, not one-time — monitoring and adaptation are essential.

Notes for Facilitators:

- Focus on practical, real-world actions; avoid theory-heavy discussion.
- Encourage critical thinking — participants should identify hidden or systemic risks, not just obvious hazards.
- Link physical safety to emotional and social well-being.
- Highlight collaboration: PTCs, teachers, students, and community members must work together.
- Provide examples from local context (KP schools) to make discussions relatable and actionable.

Handouts:

School Safety Audit Checklist (Sample Items):

- Playground and classroom equipment is safe and well-maintained
- Toilets and sanitation facilities are clean, private, and functional
- Students are supervised during breaks and commute
- Bullying and harassment reporting mechanism is in place and functional
- School rules are communicated to students and parents
- Emergency and first aid protocols are available and known
- Constitute a child protection committee and assign specific role to each members.
- PTC conducts regular safety reviews and takes corrective actions

Session 5: Functional School Safeguarding Systems & Accountability (60 minutes)

Objectives:

By the end of the session, participants will be able to:

- Understand how an effective school safeguarding system works in practice.
- Identify gaps between written policies and real implementation in schools.
- Clarify PTC, teacher, and school leadership roles of child protection committee in prevention, reporting, and follow-up.
- Strengthen accountability mechanisms to ensure child safety.

Material Required:

- Flip charts, markers, Sticky notes, Sample school scenario cards (prepared by facilitator)

Steps:

1	Introduction (05 minutes) • Introduce the session objectives. • Emphasize that policies alone do not protect children—systems, clarity of roles, and accountability do. • Ask participants: <i>“What usually happens in schools after a child reports a problem?”</i> • Note 2–3 responses to highlight gaps or challenges.
2	Understanding a Functional Safeguarding System (15 minutes) • Explain that an effective school safeguarding system has four core components: ○ Prevention: clear rules, supervision, awareness ○ Reporting: safe, accessible, child-friendly channels ○ Response: timely, confidential, appropriate action ○ Follow-up: monitoring, documentation, protection from retaliation • Clarify that weakness in any one component makes the entire system ineffective. • Link discussion to local school realities in KP.
3	Scenario-Based System Analysis (20 minutes) • Divide participants into small groups. • Provide each group with a school-based scenario, such as: ○ A child reports bullying, but teachers ignore it. ○ A complaint is shared publicly, breaking confidentiality. ○ A teacher discourages reporting to “protect the school’s image.” • Ask groups to discuss: ○ What part of the safeguarding system failed? (prevention, reporting, response, follow-up) ○ Who should have acted, and how? ○ What could PTCs have done differently? • Groups record key points on flip charts.

4	Roles, Accountability & Decision-Making (15 minutes) - Facilitate a discussion on clear role division: - PTCs: oversight, monitoring, ensuring systems exist and function - Teachers: first responders, listeners, reporters - Head Teachers: enforcement, documentation, coordination - Emphasize: - Accountability is not punishment — it is responsibility with follow-up. - Child protection requires documentation, decisions, and tracking, not verbal assurances.
5	Reflection & Key Takeaways (05 minutes) - Ask participants to reflect: <i>“What is one safeguarding action we can strengthen immediately in our school child protection committee?”</i> - Summarize: - Safe schools depend on systems, not individuals. - PTCs must move from symbolic roles to active safeguarding leadership. - Prevention and redressal must work together to protect children.

Facilitator Notes:

- Keep discussion practical and grounded in real school experiences.
- Avoid legal jargon; focus on decision-making and accountability pathways.
- Reinforce that safeguarding is a continuous process, not a one-time response.
- Be attentive to emotional reactions and provide space for individual support if needed.
- Use KP-specific examples (rural schools, mixed-gender settings, refugee children, digital risks).

Session 6: Commitments and Way Forward (45 minutes)

Objectives:

By the end of this session, participants will be able to:

- Identify practical actions they can personally take to promote school safety
- Commit to PTC-level actions for a safer learning environment
- Demonstrate ownership by signing a School Safety Pledge

Material required: Whiteboard/Flipchart, marker

Training Material: Printed Pledge Forms, Training Post-Evaluation Form

Steps:

1	Reflection on Learning (10 minutes) • Ask participants to reflect individually on the training. • Pose the guiding question: Based on what you have learned today, what three actions can you personally take to make your school safer and more supportive for students? • Allow 2–3 minutes for silent reflection. • Invite 3–4 participants to share their actions. • Record common actions on the flipchart. Examples to prompt discussion (if needed): • Speak to students with respect and dignity • Monitor school environment, including toilets and playgrounds • Report safety concerns through the child protection committee including PTC. • Encourage regular attendance, especially for girls Key Message: “A safe and supportive environment helps every child to learn and grow.”
2	Individual Commitment – Pledge Completion (15 minutes) • Distribute the School Safety Pledge form to all participants. • Ask participants to write down three realistic actions they can take to promote safety and protection in their school. • Remind participants: This pledge is your personal commitment. Think about actions you can realistically do in your role as a PTC member in child protection committee.
3	Peer Accountability – Witness Signing (10 minutes) • Ask participants to form pairs. • Each participant: ○ Reads their pledge to their partner ○ Partner signs as a witness

	Key Message: Sharing your commitment strengthens accountability and encourages action.
4	Way Forward – Sustaining School Safety (05 minutes) - Encourage PTC members to: - Discuss school safety regularly during PTC meetings - Support teachers in maintaining a safe and protective environment - Report concerns promptly and respectfully - Remind participants: “Your active involvement in child protection committee as a PTC member can prevent harm and promote learning for all children.”
5	Wrap-Up & Closure (05 minutes) - Thank participants for their active participation and contributions. - Reinforce the key message: “As PTC members, you are role models and agents of positive change in your schools.” - Distribute Training Post-Evaluation Form. - Formally close the session.

School Safety Pledge – Participant Handout

I, _____, as a member of the Parent-Teacher Council, commit to promoting a safe, supportive, and protective environment for all girls/ boys in my school by taking the following actions:

I understand that school safety is a shared responsibility, and I will act honestly and responsibly to protect all students.

Signed: _____

Witnessed by: _____

Date: _____

Additional Notes for Facilitators

- Language:** Use simple, culturally appropriate Urdu/Pashto terms for safety, protection, and GBV.
- Participation:** Encourage sharing real experiences; avoid blaming.
- Timing:** Stick to times, but allow flexibility for discussion if participants are engaged.
- Documentation:** Keep flipcharts and pledges for reporting and follow-up in PTC meetings.
- Key Messages to Reinforce Across Sessions:**
 - Safety is both physical and emotional.
 - Violence is never acceptable.
 - Parents and teachers together (PTC) as member of child protection committee are key to school safety.
 - Monitoring and reporting are part of shared responsibility.

Annexures

Material for Extensive Learning

Annex-1:

Legal and Policy Framework for Child Safety and Safeguarding in Khyber Pakhtunkhwa

This School Safety Training Module is grounded in the national and provincial legal and policy framework of Pakistan and Khyber Pakhtunkhwa (KP), which mandates the protection, safety, dignity, and well-being of children in educational settings. The framework places shared responsibility on the state, schools, parents, teachers, and community institutions, including Parent-Teacher Councils (PTCs).

1. Constitutional Framework of Pakistan

The Constitution of the Islamic Republic of Pakistan provides the foundation for child protection and education:

- Article 25-A: Guarantees the right to free and compulsory education for children aged 5–16 years.
- Article 14: Ensures the dignity of man and protection from degrading treatment.
- Article 35: Obligates the State to protect children and the family.

These provisions reinforce the responsibility of schools and communities to ensure safe, respectful, and non-violent learning environments.

2. International Commitments

Pakistan is a signatory to international conventions that guide child safeguarding:

- United Nations Convention on the Rights of the Child (UNCRC)
 - Protects children from all forms of violence, abuse, neglect, and exploitation.
 - Emphasizes the child's right to education in a safe and supportive environment.
- Sustainable Development Goals (SDGs)
 - SDG 4: Quality education in safe and inclusive learning environments.
 - SDG 16: Promotion of peaceful and inclusive societies and protection of children from violence.

These commitments inform national and provincial child protection policies and school safety initiatives.

3. Provincial Legal Framework – Khyber Pakhtunkhwa

a. Khyber Pakhtunkhwa Child Protection and Welfare Act, 2010

- Provides legal protection to children against abuse, neglect, exploitation, and violence.
- Establishes child protection mechanisms and mandates reporting of child abuse.
- Reinforces the role of institutions and communities in preventing and responding to violence against children.

b. Khyber Pakhtunkhwa Protection against Harassment of Women at the Workplace Act

- Prohibits harassment in workplaces, including educational institutions.
- Requires institutions to adopt codes of conduct and complaint mechanisms.
- Applicable to teachers, staff, and school environments where harassment may occur.

c. Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act

- Reinforces access to education in a safe and enabling environment.
- Supports retention of students, especially girls, by addressing safety concerns.

4. Education Sector Policies and Guidelines

a. School Codes of Conduct

- Teachers and school staff are required to follow professional and ethical standards.

- Prohibit corporal punishment, harassment, discrimination, and abusive behavior.
- Emphasize respectful communication and positive discipline.

b. School Prevention and Redressal Mechanisms

- Schools are required to establish internal mechanisms for:
 - Reporting safety concerns
 - Addressing complaints
 - Ensuring confidentiality and child-friendly responses

PTCs play a critical role in monitoring implementation, raising concerns, and supporting corrective actions.

5. Role of Parent-Teacher Councils (PTCs) under the Legal Framework

Under KP education policies and child protection laws, PTCs are expected to:

- Support schools in maintaining safe and supportive environments
- Monitor school conditions and student well-being
- Report concerns related to violence, abuse, or neglect
- Promote awareness among parents and community members
- Participate in school-level prevention and redress processes

PTCs act as a bridge between schools, families, and communities, ensuring that child safety concerns are addressed promptly and responsibly.

6. Relevance of Legal Framework to the 5-Hour Training Module

This training module supports the legal framework by enabling participants to:

- Understand their legal and moral responsibilities toward children
- Recognize behaviors and practices that violate child protection laws
- Apply school codes of conduct in daily interactions
- Use appropriate reporting and redress mechanisms
- Make informed commitments to prevent and respond to violence against children

Key Message for Participants

“Child safety is not only a moral duty—it is a legal responsibility. As parents, teachers, and PTC members, we are required by law and policy to protect every child from harm and ensure safe learning environments.”

Annex-2:

Role of the GBV Focal Person in School Safety and Safeguarding

In the context of the **School Safety and Safeguarding Training Module**, the **GBV Focal Person** plays a key role in **prevention, identification, referral, and response** to cases of **Gender-Based Violence (GBV), Sexual Harassment (SH), and Violence Against Children (VAC)** within the school environment.

The GBV Focal Person acts as a **designated, trusted point of contact** to ensure that concerns related to violence are handled **safely, confidentially, and in line with legal and institutional requirements**.

1. Purpose of the GBV Focal Person

The GBV Focal Person is appointed to:

- Support the creation of a **safe, supportive, and protective school environment**
- Ensure **early identification and appropriate response** to incidents of GBV, SH, and VAC
- Strengthen implementation of **school codes of conduct and redress mechanisms**
- Act as a **link between the school, PTC, and relevant referral services**

2. Key Responsibilities of the GBV Focal Person

A. Prevention and Awareness

- Promote awareness on **child safety, GBV, and respectful behavior** among teachers, students, and parents
- Support dissemination and understanding of **school codes of conduct**
- Encourage positive discipline and non-violent behavior

B. Identification and Safe Disclosure

- Serve as a **safe and confidential contact** for students, parents, and staff to report concerns
- Identify signs of **abuse, neglect, bullying, harassment, or exploitation**
- Ensure that children are **listened to respectfully and without blame**

C. Case Handling and Referral

- Receive complaints or reports related to GBV, SH, or VAC
- Ensure **confidentiality and child-friendly response**
- Refer cases to:
 - Head teacher / school management
 - District education authorities
 - Child Protection Units or relevant service providers (as per KP referral pathways)
- **Do not investigate** cases beyond their mandate; follow established procedures

D. Coordination with PTC

- Brief the PTC (without revealing identities) on:
 - Safety trends and concerns
 - Preventive actions needed
- Support PTC in:
 - Monitoring school safety
 - Addressing risks related to infrastructure, behavior, or policy gaps

E. Documentation and Reporting

- Maintain **secure and confidential records** of reported concerns and actions taken
- Support reporting requirements in line with **school and provincial guidelines**
- Ensure information is shared strictly on a **need-to-know basis**

3. Role Boundaries and Ethical Considerations

The GBV Focal Person must:

- Maintain **confidentiality and impartiality**
- Avoid victim-blaming or informal mediation in serious cases
- Not pressure survivors to disclose or withdraw complaints
- Respect the **best interests of the child** at all times

Key Principle: The GBV Focal Person facilitates reporting and referral; they are **not a judge or investigator**.

4. Coordination with School Prevention and Redress Mechanism

The GBV Focal Person works within the school's **Prevention and Redress Mechanism** by:

- Supporting awareness of reporting channels
- Ensuring timely referral and follow-up
- Linking school-level actions with **district and provincial child protection systems**

This role directly supports **Session 6: School Prevention and Redressal Mechanism** of the training module.

5. Key Message for Participants

“The GBV Focal Person is not only a position—it is a responsibility to listen, protect, and act in the best interest of children, with confidentiality, care, and respect.”

Annex-3:

Grievance Redressal Mechanism (GRM) KPHCIP

Introduction

KPHCIP - GRM has been designed to provide a timely, responsive, and effective system of resolving community/ PTCs/ or individual grievances related to the KPHCIP project (education component). It is a multi-tiered process starting at the PTC (school)/ community and ending at the Provincial - Project Management Unit (PMU)/ E&SED level. The KPHCIP GRM function with designated members at each level (PMU, DEO office and community if any). The project has set up a formal Complaint Cell at each level and suitable staff is nominated to take responsibility for GRM management throughout the processes. A manual register of all complaints and actions taken will be maintained at relevant offices.

Objectives of Grievance Redress Mechanism

An effective grievance/complaint redress mechanism gives an opportunity to the project to implement a set of specific measures to ensure good governance and accountability, by improving the effectiveness of the project activities, increasing transparency and managing/mitigating risks of fraud and corruption. The KPHCIP GRM has the following specific objectives:

- Ensure effective implementation of the project elements directly relevant to improving governance and accountability,
- Protect against and reduce fiduciary risks, particularly those of fraud and corruption,
- Enable beneficiary and general citizen to receive and provide information about the project operations and performance,
- To provide an opportunity to the aggrieved party and the project implementers to resolve disputes in a short time before they escalate.
- Safeguard the credibility of implementing agencies.

Jurisdiction of Grievance Redressal Mechanism

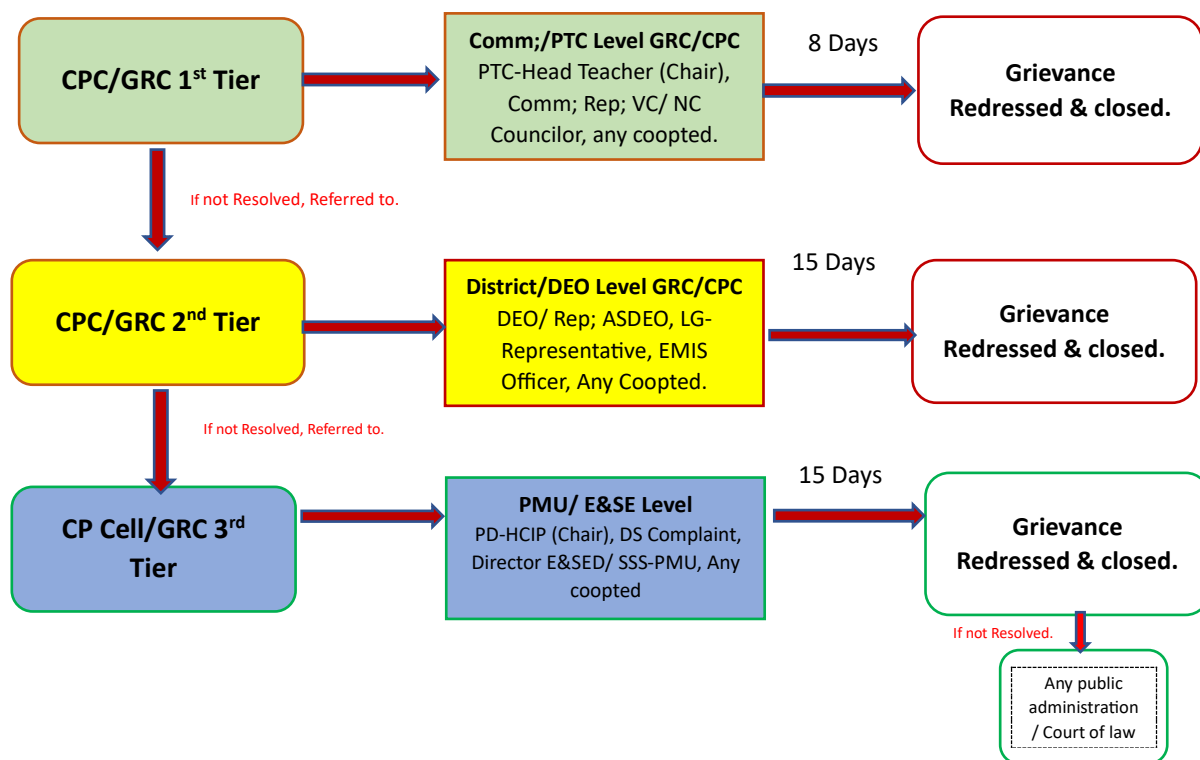
The GRM will cover the KPHCIP operational areas of Districts Peshawar, Nowshera, Swabi and Haripur and proposed flood affected 9 districts (Dir Payan, Charsadda and Abbottabad, Lakki Marwat and D.I. Khan, Upper Chitral, Dir Bala, Swat and Tank) will focus on specific activities financed under the Project.

Structure of Grievance Redressal Mechanism

Grievance Redress Committees (GRCs) /child protection committee is established to ensure accessibility for the aggrieved parties. The members of the GRC/CPC include designated/notified HCIP staff, PTC members and Local Government representatives, community notables and Elementary & Secondary Education staff. Grievances can be received at multiple levels which are most accessible for the complainants, but the unresolved grievances will be escalated and redirected to the higher level GRC,/CPC as shown in Figure 1.

There is a three-tier mechanism (community/ PTC level, district/ DEOs level and provincial/ HCIP & secretariat level). The GRM structure, composition and functions of the three-tier are given below.

Figure 1. GRM Structure with Multiple Levels



First Tier – PTC/ Community level Grievance Redressal Committee

Complaints can be received at PTC/ community level. The Head Teacher/ PTC Chairman will act as secretary to PTC/ community level committee and get the grievances recorded, investigated, and discussed and inform the complainant(s) about project in accordance with provisions of the ESMPs. Selected community level Grievance Redress Committee/Child protection committee will consist of:

1. Head Teacher (Chair)
2. Community Representative
3. Local Government Representative/ Councilor, Village Council (VC)/Neighborhood Council (NC)
4. Any other co-opted member/ representative

A decision will be made within 8 days of receiving the complaint.

Function of Tier-1 GRC:

- The GRC will acknowledge the complaint, scrutinize, investigate, and ensure the complaints are processed immediately.
- Ensure that follow-up actions in response to grievances are taken within an agreed timeframe.
- Ensure the availability of grievance registration forms (in Pashtu, Urdu & Hindko) in the project respective school/ community.
- Help female complainants/ APs to file grievances, and ensure grievances registered by female complainants are heard in GRC.
- Maintain a complaint register/ database of all registered grievances, along with details on the nature of the issues raised and actions taken.

- Refer the complaint to the 2nd tier if the complaint cannot be redressed at tier-1 GRC.

2nd Tier District-Level child protection cell/Grievance Redressal Committee

If a grievance is not resolved at the PTC/ Community Level, the GRC will elevate it to District/ DEO level. It will be the responsibility of ASDEO and EMIS Officer to provide the required feedback and update to the District Education Officer on the process made at PTC/ Community level to resolve the issue.

The GRC/CPC at District level will comprise:

1. District Education Officer (DEO) (Chairman)/ Representative
2. Assistant Sub-Divisional Education Officer/ ADEO Establishment
3. EMIS Officer (Secretary)
4. Local Government Representative
5. Any other co-opted member

Following the preliminary assessment, the DEO will investigate the complaint through Assistant Sub-Divisional Education Officer in coordination with local government representative, which will share its facts finding report with DEO in 7 days of receipt of complaint. After receipt of the fact-finding report, within next 8 days the District Education Officer and ASDEO will convene its meeting with other members as provided above for deliberation and will viable resolution. However, if the complainant/ aggrieved persons are not satisfied with District/ DEO Office GRC/CPC decision or if there are delays in resolution, the complainant can request the Committee to elevate complaint to Tier-3 PMU headed by the PD-HCIP at Provincial/CPC E&SED level.

Functions of District/ DEO level GRC/CPC

- To review all the complaints received from the Community (tier 1)
- To make sure that complaints are processed immediately.
- To ensure that handling of grievances is in accordance with national laws and World Bank procedures,
- Ensure that follow-up actions in response to grievances are taken within an agreed timeframe,
- Maintain a database of all registered grievances, along with details on the nature of the issues and further shared with EMIS at CPC E&SED,
- Ensure the availability of grievance registration forms (in Pashto, Urdu & Hindko) in the project area.
- Coordinate with community representatives on the effectiveness of grievance redress procedures and recommend changes if any required.

3rd Tier - Project Management Unit/ Child Protection Cell E&SE Department-level (Provincial Level)

The Project Director HCIP project will be the Chairperson of the Tier-3 level GRC/CPC.

The GRC at PMU/ E&SED (Provincial level) will consist of:

1. Project Director – HCIP (Chair)
2. Deputy Secretary – E&SED
3. Director E&SED/ Representative
4. Social Safeguards Specialist-HCIP-PMU
5. M&E Specialist-HCIP-PMU
6. Any other co-opted member

Functions of the 3 – Tier GRC/child protection cell

- Upon receipt of complaint, the Tier-3 GRC at PMU & CPC E&SED will review the record and decide on the appropriate action to be taken to ensure quick resolution of the complaint/ issue.
- The GRC/CPC will decide regarding the complaint following which the aggrieved person will be informed and the GRC/CPC will ensure required execution on-ground and closure of the grievance process within 15 days.
- The Complainant may decide to take legal action or any other recourse if he/she is not satisfied with the resolutions due to the deliberations of the tiers of GRM. Maintain updated on-line GRM database/complaints' Log (EMIS).

قومی ترانہ

پاک سر زمین شاد باد کشورِ حسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان!

مرکزِ یقین شاد باد

پاک سر زمین کا نظام قوتِ اُخوتِ عوام
قوم، ملک، سلطنت پائندہ، تابندہ باد

شاد باد منزلِ مراد

پرچم ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال!

سایہٴ خدائے ذوالجلال