

Comprehensive School Safety Plan- Brief Overview

Background

The Comprehensive School Safety Master Plan has to be developed as a result of the 2015 Gorkha earthquakes. More than a million students were left without secure, long-term learning environments as a result of the earthquakes, which underlined the need to make sure that all school structures are secure ensuring schools are earthquake-resistant and that local communities and school administration are prepared to lessen the risk of schools and students.

In light of this, the Ministry of Education, Nepal has deployed the Comprehensive School Safety Master Plan, which is based on the three pillars of the international Comprehensive School Safety Framework (UNISDR and GADRRRES 2017). The framework highlights the three overlapping pillars for school safety of (1) safe learning facilities, (2) school disaster management, and (3) risk reduction and resilience education.

Objective of Comprehensive School Safety Plan:

- Establish the foundations for overall school safety: Promote gender equality and social inclusion (GESI)-friendly school safety in all Nepal's schools.
- Better quality education: Plan builds the confidence of teachers and parents to improve enrolment and attendance by improving schools' physical and social environment under school improvements plans (SIPs).

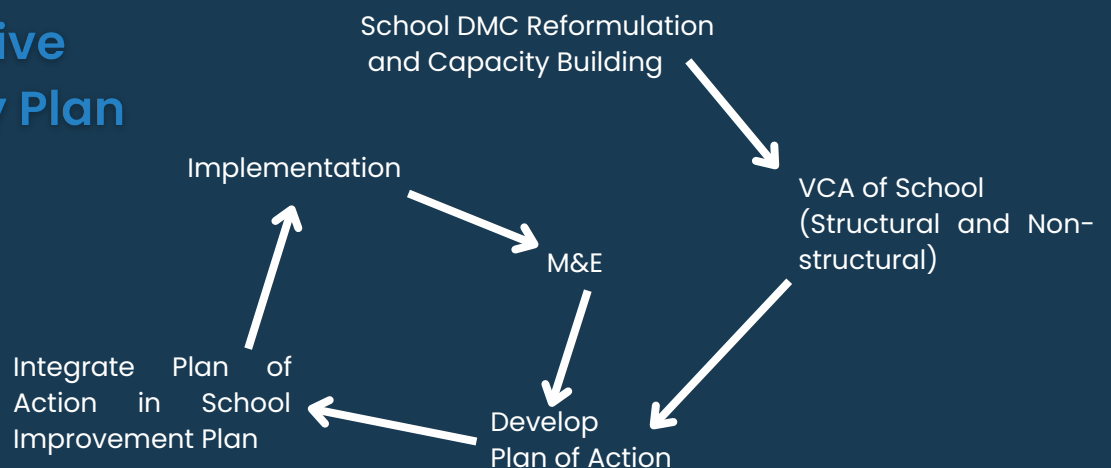


- Improved social protection environment: The addressing of child protection issues enhances the sense of social security of parents and their children thus promoting more equal access to education.
- Enhancing students' and parents' contributions to resilient education: The engagement of SMCs and parents in the package's informal and non-formal activities raises their awareness, knowledge and skills on managing disaster risks.
- Institutional accountability: The package helps identify and emphasize the accountability of education sector stakeholders to promote minimum school safety in their areas of responsibility.
- Government involvement: The implementation of the package enables the different levels of government to implement and monitor minimum school safety in an objective and comparable way.
- The SDGs: The implementation of the package contributes to Nepal's achievement of the Sustainable Development Goals

Target Group/Beneficiaries:

The Comprehensive School Safety Plan are meant to serve as a guide for school management committees, administrators, teachers, and local governments as they implement minimum school safety measures as a vital part of school development initiatives to ensure quality education.

Process of Comprehensive School Safety Plan formation:



1. Institutionalizing comprehensive school safety in schools:

Steps to institutionalize CSS in schools while developing and updating SIPs are done at the beginning of each academic session:

Formation of School Disaster Management Committee (SDMC)

If an SDMC does not already exist, SMC meeting should decide to form an SDMC and its three thematic task forces to facilitate disaster mitigation, preparedness, and response and recovery activities and make their head teacher primarily responsible for it. Following SDMC formation CSS focal teacher and GENDER EQUALITY AND SOCIAL INCLUSION (GESI) focal teacher is appointed.

Task forces includes 3–5-member structure task forces responsible during emergency responses. The three types of Task force include:

- First aid forces us to save lives and provide on-the-spot treatment during emergencies.
- Search and rescue task forces to rescue trapped persons and stabilize or evacuate survivors.
- Communication, awareness and early warning task forces to enable at-risk communities to prepare and minimize damage when disaster strikes.

Develop the capacity of schools on CSS:

A key CSS activity is to build the knowledge, awareness and capacity of students, teachers, SMCs and PTAs. The following two activities should be run to initially build this knowledge:

- One-day orientations to sensitize school families on CSS; and
- Two-day trainings to enable schools to understand and carry out hazard risk assessments of schools structural and non-structural elements.

Followed Rapid Training Need Assessment Conduct two-day CSS training sessions for SIP working group participants, SMC CSS focal people, CSS and GESI focal teachers, youth and child club participants, and representatives of nearby NGOs and CBOs. Through this program, participants should be able to conduct risk and hazard assessments of their schools and create CSS action plans.

Besides, Capacity development of task force (First Aid, Search and Rescue) are conducted according to their responsibility.

2. Vulnerability Capacity Analysis

It is necessary to conduct evaluations of both structural and non-structural hazards to determine the actions to be included in CSS action plans. Utilizing hazard, vulnerability, and capacity assessment (HVCA) methodologies, these two types of assessments should be conducted simultaneously.

Structural Risk Analysis:

Structural evaluations analyze the possible susceptibility of school structures to disasters. All fixed and permanent features in school buildings and premises must be evaluated. SIP working groups should carry out thorough structural evaluations. To conduct out evaluations, schools should consult with and utilize the knowledge of local government engineers, education officers, trainers, environmental officers, social welfare officers, and paramedical officers, as needed, in collaboration with the local government education unit. The buildings should be evaluated as per the seismic vulnerability assessment guidelines Department of Urban Development and Building Construction (DUDBC) 2011.

Non-structural Risk Analysis:

Non-structural examinations identify and evaluate the physical environment around schools, social protection concerns and safety considerations, school support institutions (facilitators and teachers, SDMCs, task forces, and kid clubs), and gap analysis.

Besides, the prevailing capacity analysis of the school is done using tools defined by Comprehensive School Safety Implementation Guidelines 2075, Ministry of Education Science and Technology, Singhadurbar.



3. Plan Development:

Less harm and death from natural disasters will result from safe schools, and infrastructure investments in the educational system will be better protected. SMCs must decide what needs to be done to make school buildings and other facilities on school property safe based on the evaluations mentioned above. The following actions should be taken to ensure the safety of new structures and to convert high risk schools into moderate or low risk.

Identify and Prepare minimum Safety Activities:

- Identify needed activities: SMCs list activities needed to achieve minimum structural and non-structural safety based on the assessments.
- Categories activities: SMCs categorize the activities into those that can be done with and without additional financial resources.
- CSS action planning: Include identified activities in CSS action plans.
- Financing: Where additional financial resources are needed, schools and SMCs coordinate with the local government local disaster and climate resilience committees and request them to allocate financial resources.

Plan School Safety Activities:

CSS action plans are the primary focus of increasing overall school safety. These action plans are an important component of the school improvement plans (SIPs) that all schools must create and then yearly update before to the start of each new academic year to describe CSS actions for the next year. As a result, SMCs and principals must ensure that CSS action plans are included into local government plans. CSS action plans should be more thorough than SDRMPs and should include the following four components:

- Risk reduction sub-plans should be prepared based on the hazard, vulnerability, and capacity assessment (HVCA) exercises to classify high, medium, and low risk structures following the checklist for HVCA exercises.

- Preparedness sub-plans show schools what to do when disasters strike. This should cover raising awareness on what to do, identifying safe and unsafe places to go to and safe evacuation routes, the carrying out of regular response drills, the prepositioning of search and rescue materials (Box 4), and the preparation of standard operating procedures on what to do and how to reunify students with their parents or guardians
- Child protection sub-plans: These plans should be based on the assessment of child protection issues including the presence or absence of bullying and discrimination based on gender, caste, ethnicity, language and disability
- School continuity sub-plans: School continuity sub-plans guide schools on resuming teaching and learning after disasters. Continuity plans should specify how schooling will continue even when classrooms are damaged or destroyed and staff and teachers absent.

4. Implementation

Schools must address their safety needs through small-scale mitigation and preparedness activities under CSS action plans that align with school's annual calendars.

The major strategies of implementation of Plan are:

- Capacity Building of Staff and students.
- Resource allocation for implementing identified Corrective/ Preventive actions.
- Calendars – Head teachers ensure that the main CSS action plans activities are included in school's annual calendars including the dates for drills and other capacity-building activities, and for monitoring progress.



- Extra-curricular activities, project work, and exposure visits will also enhance students' knowledge on CSS. School-to-family preparedness activities should be included here to educate parents and communities about the culture of safety.
- Schools should regularly hold CSS interaction meetings to raise awareness in local communities on CSS, child protection and SZOP and to encourage local people's participation and ownership of the CSS process. Increased community understanding will help schools facilitate children from different castes, ethnic backgrounds, and economic status to grow up in safe learning environments.
- Schools should coordinate CSS and DRR activities with local governments through their DRR-CSS focal persons, local disaster and climate resilience committees and education committees. Other key local stakeholders include local government ward offices, service centers, cooperatives, hospitals, health posts, Red Cross societies, police posts, CBOs, NGOs and INGOs. The basis of this should be school rosters of institutions that could support the school after disasters.

Thus developed School safety plan activities is incorporated on the School Improvement Plan (SIP). School structural Vulnerability assessment report and Plan developed against disaster will act as the supporting document to justify the status of prevailing building, improvement needs and details of technical analysis for improvement mentioned on the School Improvement Plan which are submitted by Government schools to their Local Level & Education Office or Unit.

Strengthening Community Resilience Project (SCRP)



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