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COMPREHENSIVE SCHOOL SAFETY IMPLEMENTATION GUIDELINES

2075



The Government of Nepal
Ministry of Education Science and Technology
Singhadurbar

**The Government of Nepal
Ministry of Education Science and Technology
Singhadurbar**

Phone: **014200383**

Website: www.moest.gov.np

Email: info@moe.gov.np

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Technology on 25th of February, 2019)



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ABOUT THE COMPREHENSIVE SCHOOL SAFETY IMPLEMENTATION GUIDELINES

a. What are the CSS Implementation Guidelines?

- These Comprehensive School Safety Implementation Guidelines (the guidelines) are a comprehensive standalone guide for schools and local governments to implement the Government of Nepal's Comprehensive School Safety Minimum Package.
- These guidelines have been developed to guide the implementation of the CSS Minimum Package (CEHRD 2018a). They specify how to implement the minimum activities that were envisaged under the School Sector Development Plan (SSDP) 2016–2023 (MoE 2016) and provisioned in the CSS Master Plan (MoEST 2017). A separate CSS Communication and Dissemination Strategy guides government agencies and supporting partners to run and support campaigns to communicate and disseminate key messages on CSS and promote the implementation of CSS (CEHRD 2018b).
- These guidelines cover the minimum activities that need to be implemented to achieve a minimum level of safety in schools. However, it is recommended that schools implement other measures to aim for maximum school safety to (i) protect students and teachers from death, injury and harm in school; (ii) enable school continuity after foreseeable disasters and emergencies; (iii) safeguard investments in the education sector; and (iv) strengthen risk reduction and resilience through education.
- Students are the main intended beneficiaries and are key actors for comprehensive school safety and hence, they should participate in the assessment, planning and execution of the CSS process. The guidelines stress that school management committees (SMCs) and teachers should be fully aware of and accountable towards their students and ensure students' engagement in implementing CSS as far as is possible and practical.
- A central focus of these guidelines is the production and annual updating of CSS action plans as an integral part of school improvement plans (SIPs) to plan and budget for CSS activities.

b. The objectives of the CSS Implementation Guidelines

The overall objective of these guidelines is to guide the operationalization of the CSS Minimum Package in a systematic and strategic way, including by specifying the roles and responsibilities of stakeholders to promote the minimum level of school safety at all levels of public and private schools including early childhood development centres.

The specific objectives of the guidelines are as follows:

- To improve the safety of schools' physical infrastructure through construction, reconstruction and retrofitting that addresses potential hazard risks.
- To facilitate the mainstreaming and institutionalization of disaster risk management in school education in federal, provincial and local governments and schools.
- To provide a reference guide to develop and integrate CSS into curricula and teaching-learning practices and to disseminate related guidance to students, teachers, SMCs and parent-teachers associations (PTAs).
- To support institutional capacity and readiness in the education sector to meet the above objectives, especially developing the capacity of schools and local governments to implement the Minimum Package.

c. Who are the CSS Implementation Guidelines for?

These guidelines are designed specifically for schools and local governments and overall for the range of education sector stakeholders, who include government and non-government agencies, development partners working on education and disaster risk reduction (DRR), planners, policymakers, programme developers, CSS programme-facilitating agencies, and provincial and federal governments.

These guidelines contain the introduction and background in Chapter 1, the guidelines for schools and local, provincial, and federal governments in Chapter 2 and more than 30 annexes of practical and technical tools and guides for implementing CSS. The guidelines in Chapter 2 are the heart of the document. They present the activities that need to be carried out including step-wise guides for each activity.

The primary users of these guidelines are schools and local governments:

- **Schools** – The guidelines guide members of SMCs, PTAs, head teachers, CSS focal teachers, GESI focal teachers, teachers, parents, and child clubs to implement activities to achieve the minimum level of safety in schools.
- **Local government** – The guidelines guide elected local representatives and education officials, (including engineers, district education development coordination units [EDCUs], local government education and DRR committees), to assist decision-making on school safety, resource allocation, monitoring, and the preparation of local education regulations.

The secondary users are provincial and federal governments, and district education development coordination units:

- **District education development coordination units** – The guidelines guide the units to collect and disseminate information in coordination with all local governments, schools and other organizations within the district, and to facilitate monitoring and reporting.
- **Provincial governments** – The guidelines guide provincial ministries of social development and other province-level education stakeholders to build an enabling policy environment for school safety, to harmonize norms and standards, to enable decision-making, to allocate resources, to monitor CSS activities, and to manage data under their education management information system (EMIS).
- **The federal government** – The guidelines guide the Ministry of Education, Science and Technology (MoEST), the Centre for Education and Human Resource Development (CEHRD), MoEST's Central Level Project Implementation Unit (CLPIU), and other central level education stakeholders to develop an enabling CSS policy environment, to harmonize CSS norms and standards, to enable CSS-related decision-making, to guide the allocation of resources for CSS, and to support CSS data management.

The guidelines also serve as reference material for other education-related stakeholders, including development partners, United Nations agencies, international and national non-governmental organizations and community-based organizations working on school safety.

d. How should the CSS Implementation Guidelines be used?

These guidelines are a reference document for implementing the school safety activities in the CSS Minimum Package. The Minimum Package categorizes essential school safety activities on the basis of the three pillars of the CSS framework of (i) safe learning facilities, (ii) school disaster management, and (iii) risk reduction and resilience education.

These guidelines categorize CSS activities based on the respective roles of schools and local governments for local planning, budgeting, and monitoring and evaluation (M&E), rather than grouping them pillar-wise.

In the past, the implementation of Pillar I on safe learning facilities was emphasised than the other two pillars. However, Pillar I was seen as involving technical tasks that only governments and technical experts could implement meaning that local stakeholders only had limited involvement. These Implementation Guidelines therefore take the more user-friendly approach of recommending, enabling and specifying the greater involvement of school and local government stakeholders across all activities. The guidelines cover activities under all three pillars and recognize that all three pillars need to be addressed simultaneously to ensure comprehensive school safety.

These guidelines guide the preparation and updating of school improvement plan (SIPs) and the Minimum Package activities in SIP's CSS action plans. The guidelines also help annual planning, resource mobilization, and budget allocation on CSS by local governments.

The guidelines indicate how schools and local, provincial, and federal governments can cooperate to achieve comprehensive school safety. They provide step-wise activities for making schools safer. While doing so, the physical and social barriers faced by vulnerable children (adolescent girls, children with disabilities, Dalit students, and students from socially excluded castes and groups), and pregnant or lactating teachers and SMC members are also considered.

The users of these guidelines are encouraged to adapt the activities and the tools and other things provided in the annexes to their own contexts, such as by preparing context-specific training and orientation models that address the main types of local hazards.

These guidelines are meant to be a dynamic document and should be regularly revised based on good practices and lesson learned.

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Abbreviations

B.S.	Bikram Sambat (Nepali dates)
CBO	Community-Based Organization
CCDRR	Child-Centred Disaster Risk Reduction (Consortium)
CEHRD	Centre for Education and Human Resource Development
CLPIU	Central Level Project Implementation Unit
CSEB	Compressed Stabilized Earth Block
CSS	Comprehensive School Safety
DoE	Department of Education
DRR	Disaster Risk Reduction
EDCU	Education Development Coordination Unit
EMIS	Education Management Information System
GESI	Gender Equality and Social Inclusion
HVCA	Hazard, Vulnerability and Capacity Assessment
IEC	Information, Education and Communication
INGO	International Non-Government Organization
LDMP	Local Disaster Management Plan
LDCRP	Local Disaster and Climate Resilience Plan
MoEST	Ministry of Education, Science and Technology
NDRC	National Disaster Risk Reduction Centre
NGO	Non-Government Organization
PTA	Parent–Teacher Association
RBC	Reinforced Brick and Concrete
RCC	Reinforced Concrete Cement
SDGs	Sustainable Development Goals
SDMC	School Disaster Management Committee
SDRMP	School Disaster Risk Management Plan
SIP	School Improvement Plan
SMC	School Management Committee
SOP	Standard Operating Procedure
SSDP	School Sector Development Plan
SZOP	Schools as Zones Of Peace
TNA	Training Needs Assessment
ToR	Terms of Reference
UNICEF	United Nations Children Fund
UNISDR	United Nations Office for Disaster Risk Reduction

Glossary of terms

Annual school calendar	The calendar made by each school of the dates of the major events in each school year.
Child protection	The protection of children from violence, exploitation, abuse and neglect.
Comprehensive school safety (CSS)	A comprehensive approach to enabling and supporting safe learning, disaster management, risk reduction and resilience in schools and promoting gender, child, and disability rights.
CSS action plans	Action plans produced by schools made up of (i) risk reduction activities, (ii) preparedness activities for response to emergencies, (iii) child protection activities, and (iv) school continuity activities. These plans are a part of school improvement plans (SIPs).
DRR-CSS focal persons	Local government officers from the forest, environment, waste management and disaster management section who are in charge of overseeing CSS and DRR-related activities in schools and communities.
CSS focal teachers	The teacher who is responsible for managing the carrying out of CSS-related activities in their school.
CSS Minimum Package	A government document that specifies the 16 activities that need to be implemented to ensure the minimum level of safety in schools.
Contingency plans	Plans that analyse potential emergency situations and make advance arrangements to support responses. These plans can be formulated at school, institution, local government or any other level.
Educational continuity plan	Plans made by schools to ensure that schooling continues normally for up to a week after disasters.
Education Management Information System (EMIS)	The government repository of school education-related data. It provides the basis for evidence-based educational planning and monitoring up to now only at the federal level, but from now also at local government and provincial levels.
Gender equality and social inclusion focal teacher	The teacher responsible for promoting gender equality and social inclusion (GESI) in their school.
A hazard	A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury, other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage (UNISDR definition)
Hazard, vulnerability and capacity assessment (HVCA)	HVCAs are a participatory tool that gauges hazards, people's exposure to hazards and their capacity to resist them.
Local disaster and climate resilience plan (LDCRP)	Plans to be made by local governments to improve resilience in the face of disasters and climate change.
Schools as Zones of Peace (SZOP)	The government is committed under the Schools as Zones of Peace initiative to protect school students; avoid the disruption of education; secure protective learning environments in conflict and post-conflict situations; raise awareness among communities, school management and children; and build local and national-level engagement to protect the education system.
SIP working groups	School improvement plan working groups are responsible for the initial development and annual updating of school improvement plans.
School families	School families include teachers, students, other school staff and members of SMCs and PTAs as representatives of the local community.
SMC CSS focal members	The school management committee (SMC) member responsible for the overall coordination and supervision of CSS activities in a school.
Vulnerability	The characteristics and circumstances of a community, system or asset that makes it susceptible to the damaging effects of hazards (UNISDR definition).

1. INTRODUCTION

1.1 Background

The Comprehensive School Safety Master Plan aims to ensure every child's right to access quality education in safe learning environments (MoEST2017). The government's strategic plan for the school sector – the School Sector Development Plan (SSDP) (2016/17–2022/23), highlights comprehensive school safety (CSS) as a key component to increase the resilience of the education system to disasters and hazards (MoE 2016). The associated CSS Minimum Package presents a set of minimum conditions needed in schools for them to be deemed safe, including the facilitating arrangements that need to be in place at local, provincial, and federal levels of government (CEHRD 2018a).

In Nepal, disasters regularly impact the education sector by damaging school infrastructure, disrupting teaching and learning, forcing children to drop out of school, and shaking the resilience of local communities. Time and again, disasters have exposed the lack of safe learning environments for most children in Nepal.

The global CSS framework was produced by the United Nations Office for Disaster Risk Reduction and the Global Alliance for Disaster Risk Reduction and Resilience to provide an overarching framework on school safety (Figure 1). This framework has the three pillars of safe learning facilities, school disaster management, and risk reduction and resilience education. The achievement of these pillars comes under education sector policies and plans, aligned to national, provincial, and local disaster and climate-resilience plans, with hazard risk assessments, education sector analysis, and child-centred assessment as core elements.

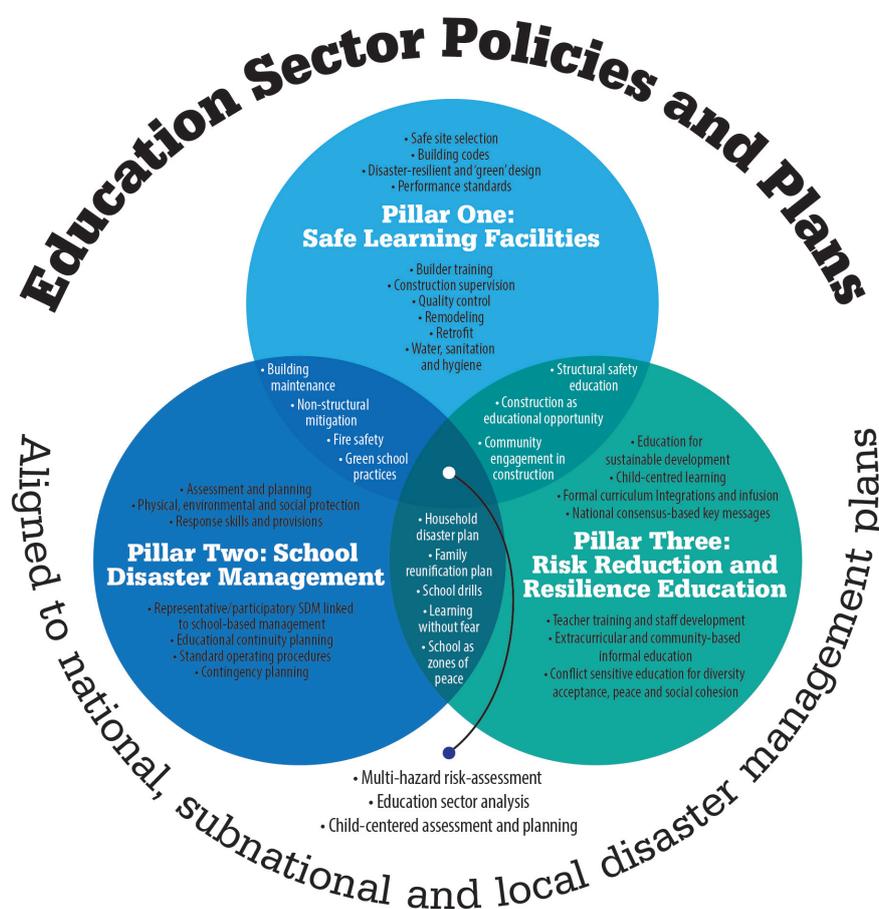


Figure 1: Comprehensive school safety framework (UNISDR and GADRRRES 2017)

Although launched in 1997, and recognized as one of Nepal's DRR flagship programmes in 2011, school safety gained insufficient momentum in Nepal as it has not been mainstreamed in policies. The understanding of CSS by the key education stakeholders of school management committees (SMCs) and local governments, is limited.

Disaster risk reduction (DRR) activities are often considered as extra work and are thus given little attention. However, a few donor-funded projects were implemented under the school DRR and retrofitting component of Flagship I of the Nepal Risk Reduction Consortium (2011–2015); but the notion of comprehensiveness was largely missing. This was evident in the aftermath of the April and May 2015 earthquakes where education recovery programmes mostly focussed on Pillar I of providing safe learning facilities.

The Government of Nepal has taken several policy initiatives for DRR and school safety since 2008. The School Sector Reform Plan (SSRP) (MoE 2009) led to the establishment of the Disaster Management Section under the Department of Education (DoE) in 2011.¹ The SSDP identifies school safety and resilience education as one of the five dimensions for strengthening school education in Nepal.

The Ministry of Education developed the CSS Master Plan under the SSDP in 2017 based on the three pillars of the global CSS framework. The Master Plan has the three associated components of a CSS Minimum Package, CSS Implementation Guidelines, and a Comprehensive CSS Communication and Dissemination Strategy. These Implementation Guidelines comprise a range of facilitating tools and techniques to translate the CSS Minimum Package into action at different levels.

1.2 Gaps in available school safety tools

A variety of school safety tools and techniques have been developed by government organizations, United Nations (UN) agencies, international and national non-government organizations (INGOs and NGOs) and community-based organizations (CBOs).

The following are the main government policy and other documents on comprehensive school safety. Note that they are mostly focused on federal central level concerns:

- Child Friendly Schools National Framework for Quality Education (DoE 2010).
- Supplementary Training Manual on Annual School Improvement Plan Updating and Reference Materials for Disaster Preparedness (DoE 2016b);
- Contingency Plan for Nepal Education Cluster (DoE 2017b);
- School Improvement Plan (SIP) Development Guidelines (2017a);
- Nepal Safe School Policy (MoE 2017, draft);
- CSS Master Plan (MoEST 2017); and
- CSS Minimum Package (CEHRD 2018a).

NGOs and INGOs working in Nepal have developed the toolkits, standards, and guidelines for school safety and DRR, with the major ones listed in Box 1.

¹ Note that the DoE is now called the Centre for Education and Human Resource Development (CEHRD).

Box 1: Toolkits, standards, and guidelines for school safety and DRR in Nepal

- Working Together for School Safety (Save the Children 2017/18).
- Teachers Resource Manual on School Safety and Teachers Professional Development: (NCED 2016/17).
- School-based Child-Centred Disaster Risk Reduction and Child Protection Training book, (Lalitpur DEO and Luniva 2016).
- Training Manual on School-based Disaster Risk Reduction and Climate Change Adaptation (DoE, UNICEF and NSET 2015).
- Safe School Policies and Practices: Good Initiatives, Gaps, Implications and the Way Forward. (Plan International Nepal 2013a).
- Safe School Toolkit (Plan International Nepal 2013b).
- Disaster Preparedness for Safer Schools in Nepal (DPSS-2 and NRCS 2012)
- Guidelines to Safe School Standards for the Terai Region of Nepal. (DoE, Mercy Corps, Action Aid Nepal and NDRC Nepal 2012).
- School-Based Disaster Preparedness and Facilitators Reference Book for conducting Model Sessions (ActionAid 2010).
- School Safety Approach (ActionAid Nepal 2007).

However, these tools and techniques are yet to be mainstreamed into the management of schools. Furthermore, many of them relate to specific contexts and are mostly confined to the achievement of the objectives of particular projects, cover limited geographical areas and tend to recommend costly interventions. There is an urgent need to integrate and align their contents and in particular align them with the school improvement plan (SIP) development and updating process that all schools carry out.

Schools generally require the following support from their local governments:

- technical support on engineering; health, water, sanitation and hygiene (WASH), environment and child protection (from violence, exploitation, abuse and neglect);
- financial support (materials and cash);
- management support for updating SIPs, for declaring schools as zones of peace (SZOP), for child protection, and for monitoring and supervision of CSS activities; and
- other support including human resources, books and information, and education and communication materials.

1.3 Need for the CSS Implementation Guidelines

These CSS Implementation Guidelines enable Nepal's schools to implement the CSS Minimum Package and institute safe learning environments. They guide schools and local governments how to implement the Minimum Package. They address all children's right to education in a safe learning environment as guaranteed under Nepal's Constitution (2015) and advocated for under the Child-Friendly Schools National Framework (DoE 2010) and the draft Safe Schools Policy (MoE 2017). They present practical steps to carry out school safety activities and incorporate interventions in annual government plans.

The guidelines present a wealth of ideas for assessing potential hazards to schools, identifying resources available for responding to disasters, formulating school disaster management plans, integrating these plans in SIPs to strengthen school disaster risk management. Furthermore, they pave the way for educational continuity and education in emergencies planning at the local level.

1.4 Preparation of the Implementation Guidelines

These guidelines were prepared by the Centre for Education and Human Resource Development (CEHRD), with technical assistance from UNICEF Nepal and the National Disaster Risk Reduction Centre (NDRC), through the four steps in Figure 2:



Figure 2: The preparation of the CSS Implementation Guidelines

a. Review of documents: First, existing related guidelines were reviewed to see how they aligned with the CSS Minimum Package and to identify areas that needed modifying in light of the on-going administrative reforms, including within MoEST. The major CSS related national legal framework documents were identified as:

- The Local Disaster and Climate Resilient Planning Guidelines, 2075 (draft) (MoFALD2018).
- The Guidelines for Water, Sanitation and Hygiene in Schools, 2075 (draft) (DoE 2017d).
- The Local Government Operations Act, 2074 (MoFALD 2017).
- The National Disaster Risk Reduction Policy and Strategic Action Plan, 2075 (MoHA 2017b).
- The Nepal Disaster Risk Reduction Management Act. Kathmandu: Ministry of Home Affairs (MoHA 2017a).
- The Guidelines for Developing Type Designs for School Building in Nepal, 2073 (DoE 2016a).

b. Information collection at consultations and interactions: Information for the guidelines was collected at a national-level consultation on 13 July 2018 with officials from MoEST, CLPIU, CEHRD, and Kathmandu Metropolitan City's Education Unit; and at other interactions. The draft guidelines were shared and feedback solicited at the main consultation meeting on 3 August 2018, Major development partners, including the Japan International Cooperation Agency (JICA), United Nations Children's Fund (UNICEF), the Nepal Safe School Project (NSSP) consortium (supported by DFID), the Asian Development Bank, the CCDRR Consortium, and the SMC Federation were also consulted.

c. Information validation: A field visit to Shankharapur municipality in the northeast of the Kathmandu Valley was carried out by NDRC to share the CSS Minimum Package and draft Implementation Guidelines with local stakeholders, triangulate secondary information, and assess the user-friendliness of the guidelines. Discussions were held with a private school, a government school, the municipality's education section and with SMC and PTA members, teachers, students and guardians and relevant feedback and suggestions were subsequently incorporated in the guidelines.

d. Synthesis, analysis, and amendment: The information was synthesized, analysed, and modified in congruence with the CSS Master Plan and Minimum Package. Appropriate tools and techniques were compiled for schools and local governments to execute. The improved guidelines were then shared at the national consultation and relevant feedback and suggestions incorporated into this final version.

2. CSS IMPLEMENTATION GUIDELINES

These guidelines guide the implementation of the 16 school safety activities in the CSS Minimum Package that are detailed in Chapter 6 of the Minimum Package. The Minimum Package categorizes essential school safety activities on the basis of the three pillars of the CSS framework. These guidelines categorize activities based on the respective roles of school and local governments, which makes them more user-friendly and less complex and technical.

The promotion of SZOP and child protection (protecting children from violence, exploitation, abuse and neglect), as committed to by the Government of Nepal, is incorporated along with measures to develop the capacity of parents and communities on comprehensive school safety.

This chapter outlines the guidelines for implementing the key minimum actions that schools and local governments need to take for school safety. Related details and tools are given in the annexes. One key initial point is to emphasize that, as far as possible, students should be involved through curricular and extra-curricular activities in the range of activities to implement these guidelines.

2.1 CSS Implementation Guidelines for Schools

The nine overall tasks for schools to implement for CSS are presented in Figure 3 with the guidelines for implementing them in sub-sections 2.1.1 to 2.1.9 below.

The main focal point of enabling and supporting CSS is the production, annual updating and implementation of CSS action plans by all schools. These plans form an important part of the school improvements plans that each school must initially produce and then update each year within the first two months of each school year (Baisakh and Jestha – mid-April to mid-June). The main planned activities for each school year are listed in school calendars. All important CSS activities should be included in these calendars. The suggested timing of CSS and DRR activities are given in Table 1.

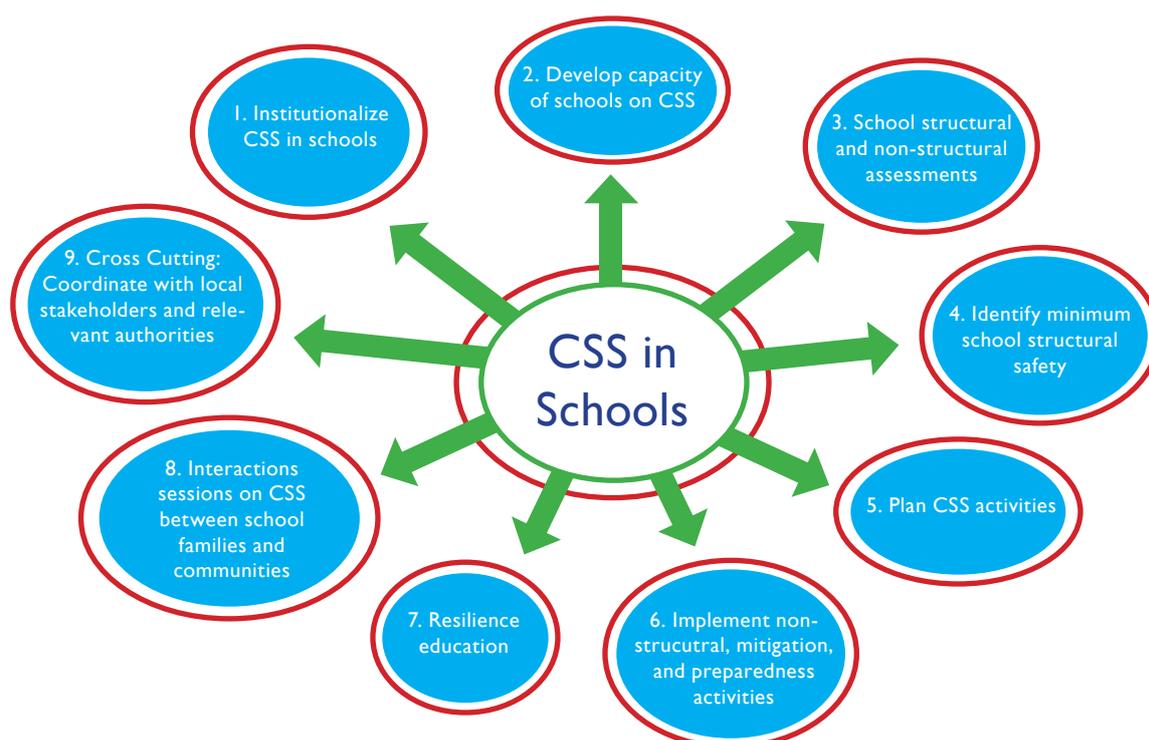


Figure 3: The nine school-level comprehensive school safety tasks

Table 1: The scheduling of the nine school-level comprehensive school safety tasks

SN	Tasks	Timing
1	Institutionalize CSS in schools	Chaitra–Baisakh (March/April–April/May)
2	Develop the capacity of schools on CSS	Kartik–Falgun (October/November–February/March)
3	Carry out school structural and non-structural assessments	Baisakh–Jestha (April/May–May/June)
4	Identify minimum structural safety	Jestha (May/June)
5	Plan CSS activities	Jestha (May/June)
6	Implement structural, non-structural, mitigation, and preparedness activities	Aswin–Chaitra (September/October–March/April)
7	Build the resilience of students, teachers and schools	Aswin–Falgun (September/October– February/March)
8	Hold interaction sessions on CSS between school families ² parents and local communities	Every 3 months, based on seasonal hazard calendar.
9	Coordinate with local stakeholders and relevant authorities	Year-round

2.1.1 Institutionalising comprehensive school safety in schools

A key part of enabling CSS is to establish the following institutional structure in schools to promote comprehensive school safety (see Figure 4):

CSS-related committees and task forces:

- **School management committees** — Each school has an SMC, which is responsible for overall school management. They are made up of head teachers (member secretaries) and teacher and parent representatives.
- **SIP working groups** produce and annually update SIPs. They should comprise at least five members and are led by head teachers (DoE 2017a).
- **SDMCs** – Each school should form a school disaster management committee (SDMC) under their SMC to implement CSS (DoE 2016b, DoE 2017a). These committees are chaired by SMC CSS focal members with head teachers as member secretaries and CSS and GESI focal teachers, a child club representative and a parent as members. The main roles of SDMCs are listed in Box 2.
- **Task forces** – SDMCs should in turn form the three types of 3–5-member task forces. Note that the following task forces are activated during emergency responses:
 - o First aid task forces to save lives and provide on-the-spot treatment during emergencies.
 - o Search and rescue task forces to rescue trapped persons and stabilize or evacuate survivors.
 - o Communication, awareness and early warning task forces to enable at-risk communities to prepare and minimize damage when disaster strikes. Note that committees similar to SDMCs and task forces may already exist (maybe with different names) or previously existed in schools where DRR programmes were run.

² Note: School families include teachers, students, other staff and members of SMCs and PTAs as representatives of the local community.

B. CSS personnel: Under the overall leadership of head teachers, each school should appoint the following three personnel with the following responsibilities for CSS.³ (Note that these positions only exist in a few schools where DRR-related programmes have run):

- **SMC CSS focal members** (1 per school) are new positions responsible for leading CSS assessments, and preparing, implementing, monitoring and follow up on the implementation of CSS action plans. See *Annex 1* for roles and responsibilities.
- **CSS focal teachers** (1 per school) are new positions, although schools in DRR programme areas may have or have had DRR focal teachers. The role of CSS focal teachers is to promote CSS as a priority for safe learning environments and establish a culture of safety in schools (see *Box 3* and *Annex 2* for more details).
- **Gender equality and social inclusion (GESI) focal teachers** (1 per school) are also new positions. These teachers are responsible for promoting school safety and the protection of students, and enabling the participation of vulnerable children in school and educational activities. Their role is particularly important as disasters disproportionately impact girls, minor children, children with disabilities, and pregnant and lactating teachers. See *Annex 3* for their roles and responsibilities.

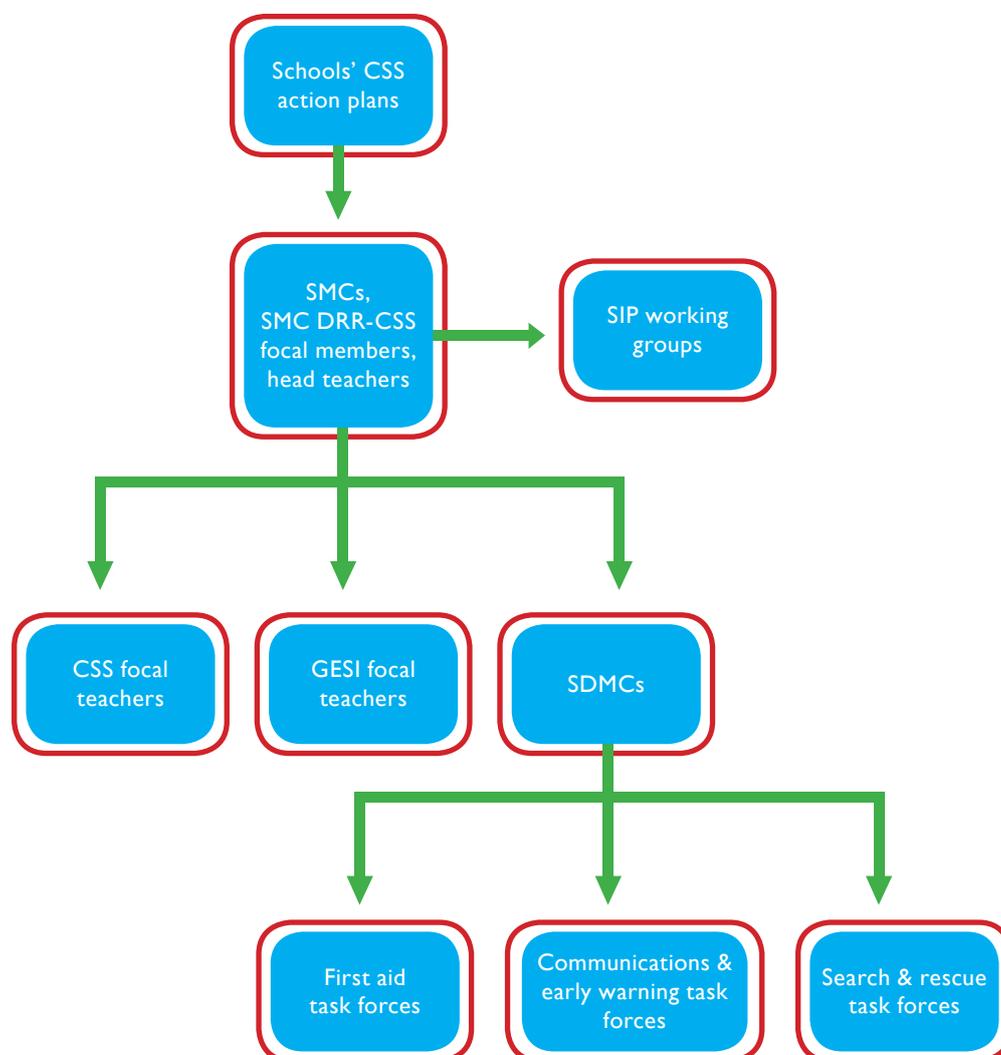


Figure 4: The main school bodies and personnel responsible for implementing the CSS Minimum Package

³ A circular sent by DoE to all district education offices (DEOs) in 2014 said that all SMCs should appoint DRR focal teachers and GESI focal teachers.

Box 2: The roles and responsibilities of SDMCs (based on DoE 2017a)

- Maintaining an updating record of parents' contact details.
- Anchoring heavy furniture and hanging objects in classrooms and on walls.
- Overseeing the regular maintenance of school buildings, WASH structures, furniture and temporary learning centres.
- Establishing emergency tools kits, first aid boxes, go bags and teaching-learning aids
- Identifying safe and unsafe places and assembly points for after and during disasters.
- Establishing emergency funds to support emergency response and early recovery.
- Regularly conducting natural disaster response drills.
- Preparing long-term plans for earthquake-resistance building construction and retrofitting.

Box 3: The roles and responsibilities of CSS focal teachers (based on DoE 2016b)

- Support head teachers to carry out all SDMC-related tasks.
- Participate in training events related to school disaster risk management and train other teachers and staff on this subject.
- Develop CSS action plans and lead the facilitation and mobilization of school families for implementation of the plan.
- Lead the carrying out of CSS simulation and drill exercises.
- Maintain an emergency communication tree for the school family.

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

- 1. Form an 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. Box 2 outlines the role of SDMCs.
- 2. Appointments** – Assign SMC CSS focal members, CSS focal teachers and GESI focal teachers and renew these assignments each year if performance is satisfactory.
- 3. Prepare ToRs** – SMCs prepare formal terms of reference (ToR) for SMC CSS focal members, CSS focal teachers and GESI focal teachers in consultation with head teachers. These ToRs should be in line with the SIP Guidelines (DoE 2017a) taking *Annexes 1–3* as guides for their production.
- 4. Performance reviews** – SMCs and head teachers annually review the performance of the focal member and two focal teachers by assessing how well they carried out their ToRs.

2.1.2 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.

These orientations and trainings should be run by teachers, other staff or education resource persons who have been trained as CSS and DRR trainers at the courses run by local governments outlined in *Annex 30*. The training manuals and reference materials developed by the National Centre for Education Development (NCED) should be used (NCED 2016/17). It is expected that, in addition, local governments will develop DRR and CSS training manuals and reference materials based on local contexts.

Knowledge and skills on CSS need to be continuously developed. Therefore, school families will be enabled and encouraged to take part in special day celebrations, and interaction sessions, as well as to use teaching–learning and communication materials and extra-curricular activities related to CSS

Steps for schools to build knowledge, awareness and capacity on CSS:

- 1. Needs assessments** – Head teachers lead the carrying out of rapid training need assessments (TNAs) supported by SDMCs, SMC CSS focal members, focal teachers and local government education officers to identify capacity gaps and develop training content and session plans for one-day orientations and two-day trainings. See *Annex 27* for how to carry out a rapid TNA.
- 2. Design curriculum** – Design training curricula for the one-day CSS orientation guided by the suggested content in *Annex 4* and for the two-day training on CSS guided by the suggested content in *Annex 5*. The content should be in line with the training manual and reference materials for education resource persons developed by the National Centre for Education Development (NCED 2016/17).
- 3. Training** – Hold two-day trainings on CSS for the members of SIP working groups, SMC CSS focal persons, CSS and GESI focal teachers, youth and child club members and representatives of local NGOs and CBOs. This training should clarify the concept of CSS and enable participants to carry out hazard risk assessments of their schools and prepare CSS action plans. Trainers will use CEHRD'S orientation and training manuals on DRR and School Safety including the SIP development guidelines and the School Safety Teachers' Training Reference Materials (DoE 2017a; NCED 2016/17). These training events a major means of strengthening SDMCs.
- 4. Orientations** – Conduct one-day orientations for SMC and PTA members and teachers.

2.1.3 Carry out school structural and non-structural assessments

Structural and non-structural hazard assessments need carrying out to identify activities to include in updated CSS action plans. These two types of assessment should be carried out simultaneously, using hazard vulnerability and capacity assessment (HVCA) tools prior to SIPs being prepared or updated *Annex 6* gives the assessment tools. The assessments should be updated every year a part of the SIP updating process. The aim is to make school structures and facilities safe able to withstand potential the various hazard



i. Structural assessments

Structural assessments assess the potential exposure of school structures to hazards that create vulnerability. All fixed and permanent elements in school buildings and premises need assessing. Structural assessments should be carried out by SIP working groups. If necessary, schools should consult with and make use of the expertise of local government engineers, education officers, trainers, environmental officers, social welfare officers, paramedical officers, in coordination with the local government education unit to carry out assessments. Local government may also coordinate with provincial and federal bodies for assistance in assessing complicated engineering structures. Figure 5 shows the persons and bodies who are responsible for and should be involved in carrying out HVCA and structural assessments of schools.

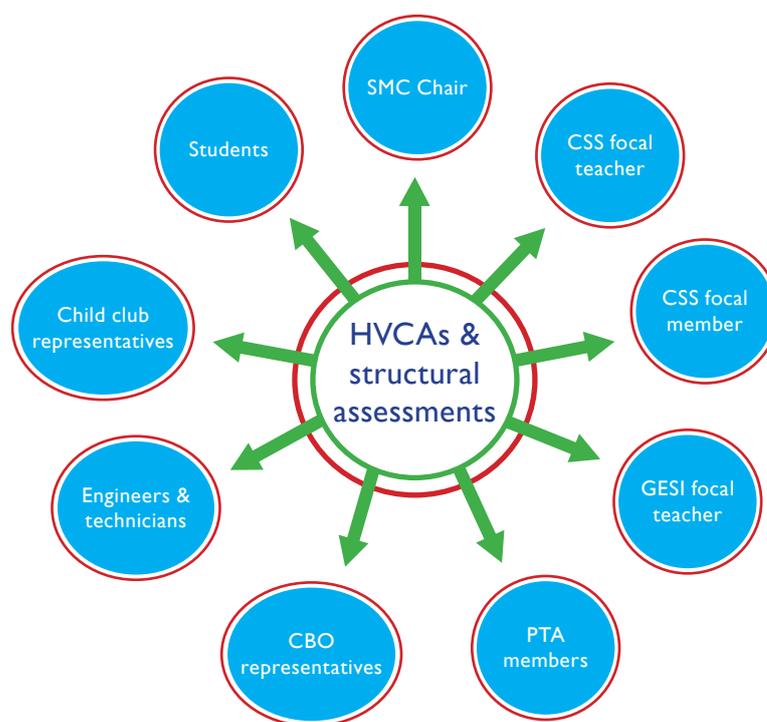


Figure 5: Entities to be involved in carrying out hazard, vulnerability and capacity (HVCAs) and structural assessments

Steps to assess school buildings and other structures:

- 1. Request technical assistance** – Head teachers request their local government to provide a local government DRR-CSS focal person and engineer to support and facilitate the carrying out of the structural assessments of the school buildings and premises.
- 2. The assessments** – SIP working groups manage the carrying out of the structural assessments through the following steps:
 - o Identify structures in schools and their premises using the tool in *Annex 7*.
 - o Identify hazards in school areas and assess the exposure of structures to particular hazards using the tool in *Annex 8*.
 - o Assess the safety sensitivity of structures other than school buildings using the tool in *Annex 9*.
 - o Assess the capacity of structures and determine the scale of vulnerability using tool in *Annex 10*.
- 3. First level assessment** –SDMCs lead the carrying out of first level structural assessments by assessing the typology, size, photos and diagrams, site for foundation, materials and workmanship, structural details, other vulnerabilities and past interventions.
- 4. Second level assessment** –SDMCs, with the help of a local government engineer, carry out the second type of assessment on any highly vulnerable structures identified in the first level assessment. An engineer should carry these out as per the seismic vulnerability assessment guidelines (DUDBC 2011).
- 5. Other subjects** – SIP working groups ensure that structural assessments also cover the impact of climate change (by advising climate-resilient structures), and the needs and issues of adolescent girls and women, people with disabilities, pregnant and lactating teachers, and children from marginalized and socially excluded groups.

ii. Non-structural assessments

Non-structural assessments identify and assess the physical environment around schools, social protection issues, and safety factors, school support institutions (focal persons and teachers, SDMCs, task forces and child clubs), and assesses gaps.

Steps to carry out non-structural assessments:

1. **Assessments** – Prior to annual SIP updating SDMCs meet and use *Annex 11* as a checklist to carry out non-structural assessments and to identify gaps in child protection issues, GESI, schools as zones of peace and children during times of emergencies.
2. **Potential mitigation measures** – SDMCs then use *Annex 12* as a checklist to identify non-structural mitigation measures within classrooms, school buildings and school premises.
3. **CSS action planning** — Use assessments to inform the annual updating of the CSS action plan.

2.1.4 Identify minimum structural safety in schools

Safe schools will lead to fewer injuries and fatalities from natural disasters and will better safeguard investments in education infrastructure. Based on the above assessments, SMCs need to identify what needs doing to make school buildings and other structures in school premises safe. The following steps should be applied to convert high risk school buildings into moderate or low risk buildings and to assure the safety of new constructions.

Steps to identify and prepare for minimum structural safety activities

1. **Identify needed activities** – SMCs list activities needed to achieve minimum structural safety based on the structural assessments.
2. **Categorise activities** – SMCs categorize the activities into those that can be done with and without additional financial resources.
3. **CSS action planning** — Include identified activities in CSS action plans.
4. **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. *Annex 13* lists the main types of structural risk mitigation measures and the institutions responsible for carrying them out. See *Annex 31* for how CSS action plans and local disaster and climate resilience plans (LDCRP) should be integrated to facilitate structural improvements and works.
5. **Support** – Schools seek technical and financial support from their local government for large-scale construction and reconstruction projects.

2.1.5 Plan CSS activities

CSS action plans are the main focal point of promoting comprehensive school safety. Note that these plans were previously called school disaster risk management plans (SDRMPs) in school-related DRR programmes. These action plans are a key part of the school improvement plans (SIPs) that all schools have to produce and then annually update before each new academic year to detail CSS activities for the coming year (DoE 2016b). Subsequently, SMCs and head teachers need to ensure that the CSS action plans are incorporated in local government plans. CSS action plans are to be more comprehensive than SDRMPs and should be made up of the following four parts:

- i. 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 at *Annex 6*.

ii. 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. *Annex 17* gives guidelines on integrating CSS activities in school calendars, *Annexes 18 and 20* provide evacuation planning tips, *Annex 19* gives disaster response standard operating procedures while *Annex 23* list procedures for reuniting students with their parents.

Box 4: Search and rescue materials to preposition in readiness for disasters

Schools should preposition at least the following search and rescue supplies in a secure and accessible place:

- Tarpaulin sheets
- Water purifiers
- First aid kits
- Stationery and old books
- Fire extinguishers
- Buckets, sand and shovels.

iii. 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. The government is committed to addressing these issues through the SZOP concept to protect school children; to avoid disruptions to learning and teaching; to secure a more protective teaching–learning environment during conflict, post-conflict and disaster situations; to raise awareness among communities, school management and children; to build local and national-level engagement to protect the education system, and to facilitate a culture of safety. *Annex 21* gives points to include in school codes of conduct on child protection and local government codes of conduct on schools as zones of peace while *Annex 22* suggest the processes for referring and supporting child victims of abuse. Note that having students’ complaints managed by GESI focal teachers allows students to complain about their class teachers.

These sub-plans should promote the safety and protection of children, adolescents, and people with disabilities during disasters and in emergency situations. Key measures include schools providing ramps and handrails for children with disabilities, safe spaces for children during emergencies, and separate privacy room and WASH facilities for adolescent girls.

iv. School continuity sub-plans: School continuity sub-plans guide schools on resuming teaching and learning after disasters (see recommended content in Box 5). Education is a human right and should be guaranteed and protected at all times including in the aftermath of disasters. The continuity of education is important to help students regain a sense of stability as well as for emotional and physical protection. Continuity plans should specify how schooling will continue even when classrooms are damaged or destroyed and staff and teachers absent.

Box 5: Recommended components of education continuity plans (NCED 2016/17)

- **Reimburse lost time:** Estimate the missed days or hours of schooling and make up for them either by using leave days or by running additional sessions and adding teacher shifts.
- **Establish temporary learning centres** – When school buildings are heavily damaged, shift schools to temporary learning centres or another suitable building.
- **Flexible calendar and alternative teaching methodologies** – Encourage pair education, home working, and independent study by students.
- **Develop the capacity of teachers and staff** – Where teachers and staff are unable to perform their regular tasks, try and build their capacity on how to teach amidst disruption.
- **Use of schools as temporary shelters** – Generally, schools should not be used as temporary shelters for displaced persons. However, where communities need to use them, sub-plans should consider how to minimise disruption to schooling, such as by providing access to classrooms for teaching and learning during school hours.
- **Child protection** – If available, provide psychosocial counselling to traumatised students.

Steps for producing CSS action plans

1. **Production** – SDMCs lead the production and annual updating of CSS action plans with support from SIP working groups as these plans are a part of SIPs.
2. **Produce action plans** — The who, when and how of producing and updating CSS action plans is given in Table 2.
3. **Include activities in calendars** – Schools include the main points from their CSS action plans in their annual calendars. Refer to *Annex 17* for guidelines on including CSS activities in school calendars.
4. **Monitoring** — Promote the proper implementation of CSS action plans by local communities carrying out social auditing and SIP reporting mechanisms. It is also the duty of local government education units to enquire about and recommend corrective measures if action plans are not implemented.

Table 2: Summary details of CSS sub-action plans

Key theme	When	Who is responsible	What	Notes
1. Risk reduction sub-plans	March-April	<ul style="list-style-type: none">• SMCs and head teachers• Local government education section officer	<ul style="list-style-type: none">• Orientate teachers, students, and parents on CSS.• Run HVCA exercises.• Identify and prioritize hazards and risks.• Identify structural and non-structural mitigation measures.• Develop risk reduction action plans.	Engage students and parents
2. Preparedness sub-plans	April-May	<ul style="list-style-type: none">• SMCs and head teachers• Local government education section officer• Students and parents	<ul style="list-style-type: none">• Run awareness raising programmes.• Identify safe and unsafe places around the school.• Fix safe evacuation routes.• Hold regular response drills.• Pre-position search and rescue materials.• Develop disaster response SOPs.	Prepare a sketch map of the school premises, including buildings and all other structures.

3. Child protection sub-plans	March-April	<ul style="list-style-type: none"> SMCs and head teachers CSS and GESI focal teachers 	<ul style="list-style-type: none"> Identify any bullying or discrimination through consultations and counselling. Raise awareness among communities, school management and children about child protection issues. Build local government engagement to protect the education system and establish and facilitate a culture of safety. Disseminate the codes of conduct on child protection and schools as zones of peace (SZOP). Develop child protection action plans. 	Engage with local government and civils society organisations to carry out these activities.
4. School continuity sub-plans	By end of May	<ul style="list-style-type: none"> SMCs and head teachers CSS and GESI focal teachers SMCs and head teachers Local government education section officer 	<ul style="list-style-type: none"> Develop provisions for alternative temporary learning spaces and flexible academic calendar and teaching methods. Build the capacity of persons to work as teacher and school staff substitutes. Develop school continuity plans to avoid education disruptions and to secure protective learning environments. 	Record the details of local supporting agencies and update the school continuity plan.
5. Monitoring implementation of the sub-plans	Regularly	<ul style="list-style-type: none"> SMCs and head teachers Local government education section officer 	<ul style="list-style-type: none"> Promote the proper implementation of CSS action plans by local communities carrying out social auditing and SIP reporting. Local government education units to regularly enquire about the implementation of plans and ensure corrective measures are taken if shortcomings identified. 	Systematically monitor the achievement of all parts of CSS action plans.

2.1.6 Implement structural, non-structural, mitigation and preparedness measures

Schools must address their safety needs through small-scale mitigation and preparedness activities under CSS action plans that align with school's annual calendars. Non-structural and small-scale mitigation activities include strengthening facilities, knowledge, skills, and capacity for preparedness and response.

Steps for implementing non-structural mitigation and preparedness and response activities:

- 1. Adequate resources** – Schools allocate or seek adequate resources to implement CSS action plans.
- 2. Capacity development** – Schools engage with local governments to build the capacity of school families on CSS.
- 3. Training** – Train SMC members, CSS focal members, head teachers, CSS and GESI focal teachers, and school staff on CSS as per *Annex 5*.
- 4. Orientation** — Conduct orientation and follow-up sessions to improve the capacity, knowledge and skills of school families on CSS as per *Annex 4*. *Annex 25* suggests topics to be covered.

5. **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.
6. **Technical support** – Schools seek technical support from local government and other stakeholders to implement CSS action plans.
7. **Implementation** — Carry out response drills (see Box 6) and other non-structural mitigation and preparedness and response activities.

Box 6: Drills for school disaster response

- Drills should cover issues like child protection, information sharing, search and rescue, first aid, fire suppression, water safety and swimming skills.
- Drills should consider the impact of hazards on the most vulnerable groups including girls, students with disabilities, students from single parent and poor families, pregnant and lactating teachers and students.
- Earthquake response drills should follow the recommended nine-step drill.

Steps for promoting quality construction

1. **Make safety plans** – Once activities are identified to achieve minimum structural safety, SMCs should prepare short-term (one year) and long-term (three year) school structural safety plans in the format given at *Annex 14*. They also need to request their local government for technical and financial support to implement these plans, which will often require considerable expenditure and technical expertise.
2. **Make quality assurance plans** – Head teachers with support from their SMC, SDMC and a local government engineer prepare a quality assurance plan as shown in *Annex 15*. These plans should detail:
 - o the site selection of new school buildings
 - o the preparation of a site plan of school premises.
 - o the design of new construction and modifications
 - o the design of any retrofitting
 - o repair and maintenance works to be carried out
 - o who will supervise the works.
3. **Trained masons** – Schools recruit trained masons (builders) to carry out retrofitting, new constructions and major maintenance to ensure quality and workmanship. Schools should hire trained and skilled masons from local government rosters, which should be maintained by the office for housing and urban development or request the local government engineer to identify suitable masons.
4. **Display information boards** – For transparency and accountability, install information display boards that give summary details of construction projects including estimated costs and timeframe. Display a sketch printed on a flex in a visible area showing new construction and estimated costs.
5. **Monitoring and supervision** – Form and mobilize a five-member monitoring and supervision team made up of a local government engineer, the local government education chief, the head teacher, a representative of the school construction committee and a ward representative to assure quality construction through regular visits, supervision and inspection.

- 6. Building supervision** – A qualified engineer assesses existing structures and supervises new constructions and repairs, retrofitting and improvements. In case of new construction, it is recommended that the Construction Monitoring and Supervision Guidelines (CLPIU, ADB and NSET 2016) are followed.
- 7. Annual reports** – Head teachers with the help of their SDMCs and CSS focal teachers prepare an annual summary report of implemented structural risk mitigation activities (refer to *Annex 16*). Schools should update “situation of physical facilities” as provisioned in the SIP Development Guidelines (2074 BS).

2.1.7 Resilience education

The government’s education policies encourage schools to include local DRR and climate change adaptation issues in school curricula. The SSDP and the National Disaster Risk Reduction and Strategic Action Plan (GoN 2018) stress the need for including resilience education in local curricula.

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 also make use of CSS and DRR posters and other IEC materials in lessons and to raise awareness among students and all school family members and local communities about CSS and DRR. The latter task can be guided by the key messages and means of communication contained in the CSS Communication and Dissemination Strategy.

Steps to teach students about CSS:

- 1. Familiarisation** – Head and subject teachers familiarize themselves with the new and revised curricula on school safety, DRR and child protection by reviewing the instructional and resource materials that cover school safety, the role of DRR in school safety, GESI issues and child protection.
- 2. Gather materials** – SMCs or head teachers collect instructional and resource materials related to CSS from the Curriculum Development Centre (CDC), CEHRD, resource centres and local government education units and make them available to teachers and students.
Lesson plans – Teachers prepare lesson plans using the instructional materials on child protection and SZOP developed by MoEST.
- 3. Teaching materials** – Use information, education, and communication (IEC) materials (see Box 7) and instructional and resource materials for teaching students about CSS. Use visual and auditory instructional and resource materials for effective learning – videos, graphics, illustrated stories, cartoons, posters, songs, radio messages and drama.
- 4. Field visits** – Organize excursions in the school catchment area to build the practical knowledge of students on different hazards and ongoing DRR initiatives linked to the formal curricula. See *Annex 17* for tips on organizing observation visits.

Box 7: Types of IEC materials for teaching students about CSS

- DRR pocket books
- Learning games
- Leaflets, pamphlets, and calendars
- Disaster preparedness colouring books, and
- Posters on preparedness for major hazards

Steps to raise awareness on child protection and SZOP in schools:

Building the awareness of students and school families on the importance of child protection and SZOP is very important to ensure child rights and to encourage, build and protect the psychosocial well-being and resilience of students and also of teachers and schools in general. Schools will only be truly safe when there is adequate awareness of child protection and SZOP among all school staff, teachers and students. Sensitise school families on CSS through the following steps:

- 1. Child protection codes of conduct** – Schools develop, adopt, disseminate and enforce school child protection codes of conduct on including points from part I of *Annex 21*.
- 2. Referral mechanism** – Establish referral mechanisms for student victims of violence and abuse and ensure that proper remedy, care, and support is provided using the processes shown in *Annex 22*.
- 3. SZOP** – Schools are involved in the production of local government-produced SZOP codes of conduct.
- 4. Display SZOP commitments** — Schools to display their local government produced commitment on SZOP as committed to by local political parties. Refer to Section 2.2 below for ideas on SZOP commitments.
- 5. Feedback mechanism** — Each school establishes a feedback-cum complaint and grievance handling mechanism with a box for delivering points to. These boxes should be checked regularly, and all genuine points addressed immediately. Fix the boxes at accessible places and heights for children.
- 6. Address feedback** – Head teachers ensure that received suggestions, feedback, complaints and grievances are registered and resolved.
- 7. Communicate performance** – Schools to communicate their performance on handling feedback etc. to parents at annual meetings and social auditing events.

Steps to run extra-curricular activities on CSS and promotional events

Extra-curricular activities on CSS, child protection and SZOP, along with celebrating national and international days, and student involvement in CSS activities can enhance knowledge and improve the attitudes and behaviour of students (and teachers). Activities should be based on CSS action plans to help students (and teachers) internalize CSS issues whilst having fun. CSS and GESI focal teachers are mainly responsible for running these activities. Box 8 lists three key approaches for building the resilience of students and their awareness on CSS issues.

Box 8: Approaches to building student awareness on CSS through extra-curricular activities

- Encourage the involvement of students in the range of CSS activities to build their awareness on CSS.
- Encourage the participation of girl students, children with disabilities, and children from socially excluded groups in CSS extra-curricular activities.
- Focus on solutions and precautionary measures, particularly for the most vulnerable (children, adolescent girls, lactating/pregnant teachers and students, the elderly and students with disabilities).

- 1. Include in calendars** – Include school safety-related activities and informal promotional events in annual school calendars. *Annex 17* gives tips on CSS-related extra-curricular activities and promotional events.
- 2. Student involvement** – Schools to encourage and facilitate students to run CSS activities such as child clubs forming school safety groups and students taking part in extra-curricular activities on CSS. See Box 9 for the main types of student involvement in promoting CSS.
- 3. Publicise dates** – Communicate dates of activities to local government and education resource persons for their participation in CSS extra-curricular activities.
- 4. Resourcing** – Schools allocate funding in their budgets and mobilize local resources in coordination with local stakeholders for school’s promotional events.
- 5. Keep records** — Record CSS extra-curricular activities including photos and news coverage for reporting against the achievement of CSS action plans.

Box 9: Student participation in implementing and promoting CSS

- Representatives from youth and child clubs are to be members of SDMCs, which are the main school bodies for implementing CSS.
- Representatives from youth and child clubs are to be involved in carrying out non-structural assessments and so will ‘learn by doing’.
- Youth clubs and child clubs will be encouraged to form school safety groups

Note: Students will directly learn about CSS and DRR in the curriculum, during field visits and in CSS-related extra-curricular activities and representatives from youth and child clubs are to be trained on CSS in the two-day CSS training events.

2.1.8 Interactions on CSS between school families, parents and local communities

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. School safety is enabled by disseminating CSS messages to local communities. These interactions should also cover emergency preparedness, response and evacuation plans. CSS and GESI focal teachers should participate and encourage the participation of parents with disabilities, women and parents from disadvantaged groups.

Steps for holding CSS interaction events:

- 1. Identify topics** – Identify topics and issues to be discussed in interaction sessions beforehand at meetings of CSS and GESI focal teachers and head teachers and guided by the suggested content in *Annex 24*. Topics should include the outcomes of CSS assessment and action plans, information on local hazards, seasonal preparedness issues, updating emergency communication trees, disaster response mechanisms, psycho-social support tips and the contents of CSS action plans and local disaster and climate resilience plans (LDCRPs).
- 2. Regular interactions** – Schools hold interaction sessions between SMC members and parents every three months to raise awareness among parents and local community members about CSS, child protection and SZOP. Manage the interactions to encourage less vocal and people from excluded and disadvantaged groups to participate.
- 3. Communicate dates** – Communicate the dates of interactions to local governments and their DRR-CSS focal persons and include dates in school calendars.
- 4. Keep records** —CSS focal teachers keep a record of interaction sessions (attendance of participants and issues discussed) for reporting against the achievement of CSS action plans.

2.1.9 Coordination with local stakeholders and authorities

Apart from school families and surrounding communities, schools also need to coordinate with local stakeholders across all the above eight activities to foster shared ownership on CSS interventions and optimize resource sharing. 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 centres, 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. Note that local governments are also mandated to produce rosters of DRR support agencies (see Section 2.2).

Steps for schools to coordinate with local stakeholders and authorities

- 1. Identification** – Identify local agencies that can support school safety, disaster preparedness, disaster responses and school continuity activities.
- 2. Prepare a roster** – CSS focal teachers prepare rosters of local support agencies and focal persons using the format at *Annex 26* listing area of expertise and contact details.
- 3. Update** – Update rosters annually or as changes become apparent.

2.2 CSS Implementation Guidelines for Local Governments

Local governments⁴ have an important role to play in ensuring every child's access to quality education in a safe learning environment. Under the new decentralised federal system of government local governments have a leading role to play in promoting school safety by developing and enforcing favourable policies, guidelines, and locally suitable education regulations.

The main elements of the local government framework for promoting CSS and DRR in schools are as follows (Figure 6):

- Local government DRR-CSS focal persons (previously called DRR focal persons), who cover school and non-school related DRR. They are officers from the forest, environment, waste management, and disaster management section.
- Local government education officers.
- Local government engineers.
- Local government GESI focal persons.
- Local disaster and climate resilience committees (previously called local DRR committees).
- Local government education committees.
- The production and annual updating of local disaster and climate resilience plans (LDCRP), previously called local disaster management plans.

This section highlights the seven key areas of responsibility of local government on CSS (see Figure 7).

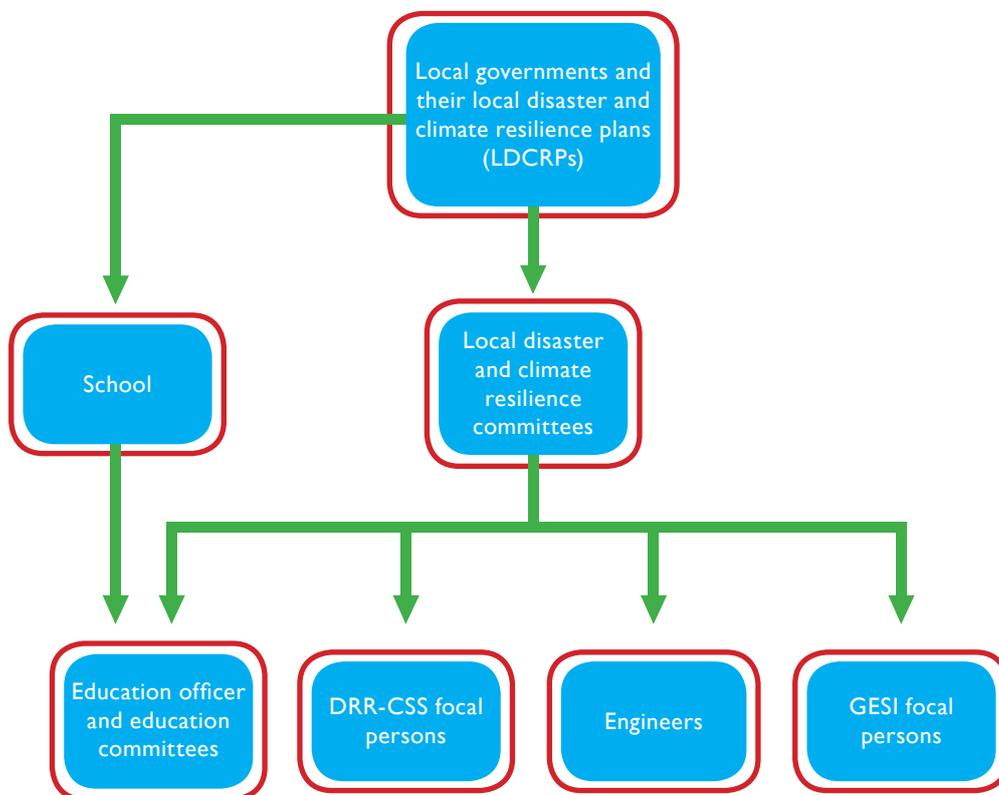


Figure 6: Local government personnel, bodies and planning processes on CSS and DRR

⁴ Under the new federal system of government, instituted in 2016/17, Nepal has four types of local governments — metropolitan cities, sub-metropolitan cities, municipalities and village municipalities, made up of elected officials and bureaucrats.



Figure 7: CSS tasks of local governments

2.2.1 Develop the capacity of local governments on CSS

In the new three-tier federal governance system, local governments are responsible for ensuring the delivery of quality education and can prepare and implement local education policies and regulations. The roles and responsibilities of SMCs on CSS have yet to be finalised. Local governments need to define the roles and responsibilities of SMCs on CSS in line with the Local Government Operation Guidelines 2074 BS and the draft LDCRP Guidelines 2074 elaborated in local education regulation and acts.

Local governments need to first build their capacity on CSS and then facilitate and provide resources for schools to implement CSS activities including child protection and SZOP, support school teaching on CSS and build coordination mechanisms.

Steps for building local government capacity on CSS:

1. **DRR-CSS focal persons** – Appoint an officer from the local government’s education unit as DRR-CSS focal person to support CSS activities in the area’s schools. See *Annex 28* for an indicative ToR.
2. **Resource persons** – Request the district education development coordination unit (EDCU) or the provincial education directorate to provide resource persons for running orientations.
3. **Orientations** – Allocate budget and other resources for conducting occasional one-day orientations on the CSS Minimum Package for local government personnel including education resource persons, DRR-CSS focal persons, education officers, GESI focal persons, and local government engineers. See *Annex 29* for suggested content.
4. **CSS standard operating procedures** – Formulate local government CSS SOPs guided by the points in *Annex 32*.

2.2.2 Facilitate the implementation of CSS in schools

The Local Government Operation Act (MoFALD 2017) and Disaster Risk Reduction Management Act (MoHA 2017a) say that local governments are responsible for ensuring quality education in safe

environments. A key responsibility of local governments is to provide technical and financial support for structural safety in schools as few schools possess the technical human resources to carry out such activities. Local governments therefore need to provide DRR-CSS focal persons, engineers, technicians and other human resources and budget for CSS activities. Facilitation by local governments is crucial to support schools to implement CSS interventions.

Steps to support schools to build their capacity on CSS:

- 1. Train trainers** – Allocate budget and other resources for conducting the local government-facilitated two-day training of school trainers on CSS for head teachers, CSS focal teachers, GESI focal teachers, SMC chairs, and SMC focal members. These should be run occasionally as per need. See *Annex 30* for suggested content.
- 2. Training** – Local governments to mobilize social development officers, child protection officers and DRR-CSS focal persons to facilitate training on child protection and SZOP in all schools.
- 3. Roster** — DRR-CSS focal persons to maintain a database of trainers to be used as facilitators for CSS training events.

Steps to support schools to carry out CSS activities

- 1. Support** – Provide technical, resource and mobilization support for schools to run orientations and training of trainer events.
- 2. CSS action planning** – Provide technical support to schools to help them develop CSS action plans. See Section 5 of the SIP Development Guidelines (DoE 2017a) and Section 2.1 above for how schools should prepare CSS action plans.
- 3. Integration of CSS in local plans** – Ensure that the main points of school's CSS action plans are covered in settlement and ward level (cluster level) plans and subsequently included in local government annual plans and local disaster and climate resilience plans. See *Annex 31* for how CSS action planning should be fed into the production of local disaster and climate resilient committee (LDCRC), which are a part of local government plans.
- 4. Allocate budgets** – Allocate annual budgets to schools to carry out CSS activities with the amounts based on the level of risk identified in structural and non-structural assessments.
- 5. Mobilise funds** – Request additional funds and resources from provincial and federal education bodies and elsewhere where costly reconstruction is needed.
- 6. Mobilise technical support** – Mobilize and assign technicians to support schools to carry out assessments, monitoring, supervision, quality assurance and the preparation of reports.
- 7. Lead HVCA**s – Lead hazard risk assessments of schools using HVCA tools (see *Annex 6* tools).
- 8. Awareness raising** – Provide technical and coordination support and monitor and follow-up with schools to organize CSS awareness-raising events and activities for school families and communities in collaboration with district-level agencies and other stakeholders.
- 9. Support structural safety assessments** — Deploy DRR-CSS focal persons and orient them to support schools to carry out structural safety assessments of schools as per *Annexes 9 and 10*. Focal persons should be supported by engineers, sub-engineers and others to do this technical backstopping work.
- 1. Databases** – Encourage and enable DRR-CSS focal persons to develop and use appropriate forms and templates (written or computer-based) to maintain databases of CSS-related plans and interventions to feed into the EMIS at local government level.
- 2. Records** — DRR-CSS focal persons to maintain records of CSS trainings and orientations for feeding into the EMIS.

Step to promote the implementation of CSS:

Use available CSS-related IEC and communications materials and approaches outlined in the CSS Communication and Dissemination Strategy to promote schools and other CSS stakeholders to implement and support the implementation of CSS activities.

Step to preposition supplies:

1. **Preposition supplies** – Preposition education in emergency and child protection in emergency materials and supplies at local government HQ in a safe, secure and accessible place.

2.2.3 Facilitate the development and implementation of child protection and SZOP codes of conduct

Nepal's Constitution guarantees the protection of children and every child's right to be educated in safe and peaceful environments. Schools need local government commitment and support to be zones of peace.

Steps for local governments to promote child protection and schools as zones of peace:

1. **SZOP preparation** – Take the lead in preparing and adopting SZOP declarations based on the points in the second part of *Annex 21*. Prepare declarations in coordination with local schools and political parties, and once finalised facilitate agreement and signing by all local political parties, SMCs and teachers.
Publicise SZOP declarations – Make the SZOP declarations public and disseminate them through
2. different channels and the mass and social media and display at all schools.
Transparency – Maintain a transparency board, a citizen's charter and a feedback-complaint-grievances
3. box to cover all subjects including CSS.
Press releases – Issue SZOP press releases to local media stressing the points in Box 10.
4. **Enforce codes of conduct** — Monitor and review the following of school's codes of conduct on
5. child protection and ensure that each school provides a minimum of 192 teaching–learning days as verified through SIP progress reports.

Box 10: Points to include in media press releases on SZOP (MoE 2011)

- Keep schools free of armed conflict and other types of violence.
- Keep schools free of political and other types of interference.
- Keep schools free of discrimination, violence, harassment, indifference, and exploitation.
- Ensure a minimum of 192 teaching–learning days for students and that schools open for at least 220 days per school year.

2.2.4 Support school teaching on CSS

Local governments should aim for every citizen to be aware of CSS issues. The simplest way to sensitize citizens to CSS is to include the subject in school curricula.

Steps to ensure that CSS and child protection are covered in school teaching:

1. **Identify needs** – Identify local needs (CSS, climate change, child protection and GESI issues) through gap analysis, and by reviewing SIPs (CSS assessment report, HVCA, and action plans) and LDCRPs.
Local curricula content– Prepare local content for all levels of curricula from early childhood
2. development to secondary school level on the basis of identified needs as per the weightage per subject for local content specified by the Curriculum Development Centre (CDC).

3. Materials – Prepare or source disaster risk reduction, climate change and resilience-related educational reference and instructional materials, considering the needs of vulnerable groups identified in the needs analysis.

4. Orientations – Mobilize experts and education section officer to orientate head and subject teachers on local curriculum content.

5. Update – Revise and update educational materials to include the most pertinent CSS, DRR and climate change issues, in consultation with expert agencies, provincial education directorate, and the Curriculum Development Centre, as appropriate.

6. Exam questions – Incorporate questions on CSS, DRR, climate change, child protection in emergencies, education in emergencies and SZOP in tests and examination for different levels of schooling and exams to recruit bureaucrats.



2.2.5 Oversee the implementation of CSS in schools

Local governments have a crucial role to play in overseeing the implementation of CSS by schools.

Steps for local governments to oversee the implementation of CSS by schools:

School CSS personnel – Ensure that all schools assign SMC CSS focal members, CSS focal teachers and GESI focal teachers. See *Annexes 1, 2, and 3* for ToRs of these personnel.

1. Monitoring – Monitor and facilitate schools to do the following:

- o Have CSS action plans that are integrated into their SIPs and annual calendars (see *Annexes 17 and 31*);
- 2. o Carry out minimum preparedness and mitigation measures are being carried out via HVCA exercises.
- o Carry out other school-level CSS activities including child protection, SZOP, and resilience education.
- o Produce and update continuity plans to resume schooling immediately after disasters.
- o Maintain a roster of organizations that provide psychosocial counselling support.
- o Maintain a CSS-related database and reporting.
- o Ensure the participation of a local government representative in interactions between schools, parents and local communities on CSS.

2.2.6 Coordination with local stakeholders and authorities

At all times and as appropriate local governments should coordinate with local agencies to implement CSS activities and leverage resources for them.

Steps for establishing and promoting local coordination for CSS:

1. Map local CSS agencies – Local government CSS-DRR focal person identify and map local agencies involved in CSS and DRR including search and rescue teams, Nepal Red Cross Society, Nepal Police, INGOs, NGOs, CBOs and schools.

2. Rosters – The focal persons develop and regularly maintain and update a roster with the contact details and expertise of the above agencies and their focal persons. See *Annex 33* for a format.

2.3 CSS Implementation Guidelines for Provincial Governments

Schools and local governments are the primary users of these guidelines. However, strategic inputs are needed from provincial and federal governments to support schools and especially local governments to carry out their CSS and DRR responsibilities.

Note that the brief nature of provincial and federal responsibilities reflects the fact that most responsibilities lie with schools and local governments.

Points:

1. Provincial ministries of social development and non-government education stakeholders should support schools and local governments on preparing CSS action plans, accessing resources (including for rebuilding and retrofitting school buildings), and enhance CSS interventions in their province.
2. The full implementation of these Implementation Guidelines in schools and local governments and the carrying out of reporting responsibilities will enable province level EMIS to provide a complete picture of CSS in their schools. Note that the EMIS is currently only maintained at the federal level.
3. These guidelines can help harmonize CSS interventions across provinces.
4. These guidelines can unlock opportunities for resource sharing within provincial ministries and other education stakeholders to achieve results.
5. Note that these guidelines facilitate the adoption of the Sendai Framework for Disaster Risk Reduction and worldwide initiatives for safe schools at the provincial level by engaging with academia, children, and the youth through school-level activities.

2.4 CSS Implementation Guidelines for Federal Governments

These guidelines facilitate informed decision-making, resource allocation, planning and mobilization of resources at the federal level.

Points:

1. These guidelines are a tool to enable the federal government to develop CSS-friendly education regulations, guidelines and policies.
2. The implementation of these guidelines will enable the federal government to develop a more comprehensive EMIS for more informed decision making for allocating resources on CSS.
The implementation of these guidelines will generate information and support the federal government
3. to negotiate with development partners for more support for CSS activities.

2.5 Promoting the implementation of CSS

A separate CSS Communication and Dissemination Strategy has been prepared to provide information and guidance for federal and provincial governments, MoEST and its subordinate offices and agencies and non-government supporting agencies and partners (INGOs, NGOs, donors and the media) to run and support campaigns to communicate and disseminate key messages on CSS (CEHRD 2018b). The aim of such campaigns will be to encourage schools and local governments to be ready and willing to implement CSS measures and especially the Minimum Package. The package will also be useful for schools and local governments themselves to promote CSS to their local stakeholders.

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ANNEXES PART A: CSS IMPLEMENTATION GUIDELINE TOOLS FOR SCHOOLS

Annex I: ToRs for SMC CSS focal members

Note: Schools are encouraged to adapt these ToRs and add points to fit their local context and needs.	
Purpose of ToRs:	To specify and formalise the roles and responsibilities of school management committee comprehensive school safety (SMC CSS) focal members.
Preconditions:	Each school assigns an SMC CSS focal member. These assignments will be renewed annually on satisfactory performance.
Responsibility:	SMCs are responsible for preparing and signing ToRs.
Timeline:	ToRs will be signed on assignment and reviewed annually at the start of the school year.

1. **Introduction to the ToR:** The SMC CSS focal member will be chairperson of their school's school disaster management committee (SDMC), appointed as an active SMC member with knowledge of DRR.
2. **Overall role:** The main role of SMC CSS focal members is to lead CSS interventions in schools including the carrying out of structural and non-structural assessments, the implementation, monitoring and regular follow-up of CSS activities, and mobilizing school families for carrying out hazard risk assessments and developing CSS action plans.
3. **Specific responsibilities:**
 - 3.1 **Training and assessment**
 - Organise sensitization and capacity development training on the CSS Minimum Package and Implementation Guidelines to SMC members and school family.
 - Lead the carrying out of hazard risk assessments of structural and non-structural elements using HVCA tools at school before annual SIPs are prepared or updated.
 - 3.2 **Planning for preparedness and response**
 - Lead the preparation of CSS action plans by mobilizing other SMC and PTA members, teachers, and CSS and GESI focal teachers.
 - Form and mobilize the three CSSSDMC taskforces (first aid; search and rescue; communication, awareness raising, and early warning).
 - Liaise with local government on the prepositioning of education supplies for emergency situations. See Annex 34 for a list of materials that need to be prepositioned.
 - 3.3 **Implementation**
 - Ensure that schools' CSS action plans are part of their SIPs and the main activities are included in the annual school calendar.
 - Promote and ensure the implementation of the school's CSS action plan.
 - Mobilize and manage resources for CSS interventions.

- Establish coordination with local stakeholders and authorities within the school's catchment area.

3.4. Monitoring and follow up

- Lead the regular monitoring and follow-up of the implementation of the CSS action plan.
- Take part in support and monitoring visits of local government engineers, sub-engineers, technicians, and DRR-CSS focal persons.
- Coordinate with stakeholders to promote their participation in interaction sessions between SMCs and parents to raise awareness of CSS at school and community levels.
- Ensure that the CSS action plan has a parent–student reunification system.
- Ensure that a complaint handling and feedback mechanism and referral system is in place for students and that the school as zone of peace (SZOP) code of conduct is functioning.

SMC chairperson:

Name:

Signature:

Date:

SMC CSS focal member

Name:

Signature:

Date:



Annex 2: ToRs for CSS focal teachers

Note: Schools are encouraged to adapt these ToRs and add points to fit their local context and needs.	
Purpose of ToRs:	To specify and formalise the roles and responsibilities of comprehensive school safety (CSS) focal teachers.
Preconditions:	Each school will assign a CSS focal teacher. These assignments will be renewed each year if they perform satisfactorily.
Responsibility:	Head teachers are responsible for the preparation and signing of these ToRs.
Timeline:	ToRs will be signed on assignment and reviewed annually at the start of each school year.
Reference doc:	DoE 2016b

Introduction: Each SMC will appoint a CSS focal teacher and assess their performance annually based on these terms of reference. The focal teachers should be either a social studies or science teacher and a permanent local resident. Their name and contact details should be provided to the local government's DRR-CSS focal person for compilation and database management.

Overall role: CSS focal teachers will support the implementation of their school's CSS action plan under the leadership of the SMC CSS focal person, the school disaster management committee (SDMC) and the local government DRR-CSS focal person.

Key roles and responsibilities:

- Support the head teacher in all tasks of the SDMC.
- Participate in all types of training related to CSS and train other teachers and staff on CSS.
- Develop and update school CSS action plans and take the lead in facilitating and mobilizing the school family to implement the plan.
- Take the lead in carrying out natural disaster response simulation and drill exercises.
- Work in coordination with SMC and PTA members on CSS activities.

Additional roles and responsibilities for capacity development, preparedness and response:

- Lead the carrying out of one-day school level orientations on the importance of CSS interventions in school to SMC and PTA members and other teachers.
- Support the carrying out of hazard risk assessments of structural and non-structural elements using HVCA tools and techniques.
- Support the identification of small-scale mitigation and non-structural activities.
- Work closely with the SIP working group on carrying out assessments.
- Support head teachers to integrate CSS action plan in local government planning.
- Facilitate coordination meetings with local government and other stakeholders.
- Maintain a written inventory of active local CSS-related institutions, the support they offer, contact persons and their contact numbers.
- Invite and host interaction sessions between SMCs and parents to raise awareness on CSS.
- Help prepare local DRR-related learning materials.
- Assist SMC and local government CSS focal member in response and recovery activities.

Head teacher:

Name:

Signature:

Date:

CSS focal teacher

Name:

Signature:

Date:

Annex 3: ToRs for GESI focal teachers

Note: Schools are encouraged to adapt these ToRs and add points to fit their local context and needs.	
Purpose of ToRs:	To specify and formalise the roles and responsibilities of gender equality and social inclusion (GESI) focal teachers.
Preconditions:	Each school will assign a GESI focal teacher. These assignments will be renewed each year if they perform satisfactorily.
Responsibility:	SMCs are responsible for the preparation and signing of these ToRs.
Timeline:	ToRs will be signed on assignment and reviewed annually at the start of each school year.

Introduction: Each SMC will appoint a gender equality and social inclusion (GESI) focal teacher and annually assess their performance based on their terms of reference. They will preferably be local permanently resident women teachers with knowledge of or training on GESI.

Overall role: To promote school safety and the protection of students, and enable the participation of vulnerable children in school and educational activities.

Major roles and responsibilities

- Ensure that GESI components are fully integrated in CSS interventions and the school's action plan.
- Ensure that the SDMC and the SMDC task forces are inclusive and have representation of women, people with disabilities and socially excluded groups.
- Ensure that their school has gender, child and disable-friendly structures such as ramps and railings.
- Ensure that their school has safe drinking water and well-maintained sanitation facilities.
- Ensure that their schools have separate toilets for girls and safe spaces for menstrual hygiene management.
- Ensure that their school has a referral system for students in need of psychosocial counselling.
- Maintain a contact list of psychosocial counsellors and related organizations.
- Ensure the participation of women, people with disabilities, and socially excluded people in capacity development training on CSS.
- Take the lead in implementing child protection and schools as zones of peace (SZOP) commitments.
- Play an active role in coordination meetings with local partners, health facilities, the Red Cross, Nepal Police, INGOs and NGOs on school safety, disaster response and continuity activities.
- Play an active role in interaction sessions between SMCs and parents to raise awareness of GESI issues in the school and local community.

Head teacher:

Name:
Signature:
Date:

GESI focal teacher

Name:
Signature:
Date:

Annex 4: Guide on orientating teachers and SMC and PTA members on CSS

Note: The specific training content should focus on addressing local contexts and local needs.	
Purpose of Annex 4:	To suggest the content and organisation of one-day sessions to orientate teachers and SMC and PTA members on comprehensive school safety (CSS).
Purpose of orientations	To sensitize teachers and SMC and PTA members on CSS and to enable them to support the carrying out of hazard risk assessments of their schools.
Responsibility:	The orientations will be organised by SMCs
Resource persons:	The orientations will be facilitated by school staff who have taken the training of trainers course on CSS organized by local governments (see Annex 30 about these courses).
Participants:	All SMC and PTA members and teachers (20–25 persons).
Preconditions:	Beforehand, head teachers will lead the carrying out of a training need assessment (TNA) to identify the knowledge and skills gaps of participants. The findings will be used in association with the suggested content below and the local context to design orientations.
Timing:	One day, although can be extended to 2 days if needed.
Costs:	Budget for refreshments and logistics will be provided by schools.

CSS orientation content: The following table provides indicative content which should be adapted in line with the local context and the findings of the TNA

One-day orientation to SMC and PTA members and teachers			
Session 1	Session 2	Session 3	Session 4
<p>Registration and welcome</p> <ul style="list-style-type: none"> • Introductions of participants • Collect expectations of participants • Norm setting • Objectives of the training • Introduction to DRR terminology and situation in Nepal • Policy overview. 	<p>Roles and responsibilities of key persons and entities</p> <ul style="list-style-type: none"> • SMC CSS focal members • CSS focal teachers • GESI focal teachers • local government DRR-CSS focal person • SDMCs • CSS taskforces (first aid; search and rescue; and communication, awareness and early warning) 	<p>How to prepare annual hazard calendars and coordination with local stakeholders</p> <ul style="list-style-type: none"> • Introduction to HVCA tools • How to carry out structural and non-structural hazard risk assessments • How to prioritize of hazards • How to prepare annual hazards calendars. • Importance of and how to coordinate with other institutions & stakeholders within school catchment areas on CSS. 	<p>Preparation of CSS action plans and evaluation</p> <ul style="list-style-type: none"> • How to prepare CSS action plans and reflect activities in annual school calendar • Presentation on child protection, SZOP, climate change, resilience and CSS in curriculum and extra-curricular activities • How to support GESI concerns and SZOP • Participants' evaluation of orientation • Closing

Annex 5: Guide on training school families, youth clubs, child clubs, NGOs and CBOs on CSS

Note: The specific training content should focus on the local context and local needs	
Purpose of Annex 5:	To suggest the organisation and content of two-day training events in schools for school families, youth clubs, child clubs, NGOs and CBOs on comprehensive school safety (CSS).
Purpose of training	<ul style="list-style-type: none"> • To explain CSS and increase participants awareness, skills and knowledge on CSS; • To enable participants to carry out hazard risk assessments of their schools using hazard, vulnerability and capacity assessment (HVCA) tools and techniques. • To enable participants to prepare CSS action plans. • To explain how to mobilize resources for implementing action plans.
Responsibility:	These training events will be organised by SMCs.
Resource persons:	The training events will be facilitated by school staff who have taken the training of trainers on CSS organized by local government (see Annex 30).
Participants:	SIP taskforces, SMC CSS focal members, CSS focal teachers, GESI focal teachers, youth and child clubs and NGO and CBO representatives (15–20 participants).
Preconditions:	Beforehand, head teachers will lead a training need assessment to identify participants' knowledge and skill gaps. The findings will be used in association with the suggested content and local context to design the training course.
Timing:	Two days.
Costs:	Budget for refreshments and logistics will be provided by schools.

CSS orientation content: The following table provides indicative content of the 2-day trainings, which should be adapted in line with the local context and the findings of the TNA.

Two-day training on CSS			
Day I			
Session 1	Session 2	Session 3	Session 4
<p>Welcome and opening remarks</p> <ul style="list-style-type: none"> • Introduction of participants • Training objectives • Participants' expectations • Norm setting <p>Introduction to DRR in Nepal</p> <ul style="list-style-type: none"> • Terminology • Context of DRR in Nepal • Policy overview: i) School Sector Development Plan, ii) Comprehensive School Safety Master Plan 2018, iii) CSS Minimum Packages 2018 and iv) CSS Implementation Guidelines. <p>Introduction to school improvement plans:</p> <ul style="list-style-type: none"> • development process • annual school calendar • CSS action plans 	<p>Roles and responsibilities of:</p> <ul style="list-style-type: none"> • SMC CSS focal members • CSS focal teachers • GESI focal teachers • local government DRR-CSS focal persons • the 3 SDMC task forces (first aid; search and rescue; communication, awareness and early warning) during disaster and after disasters. 	<p>Understanding HVCA tools</p> <ul style="list-style-type: none"> • Procedures to carry out structural and non-structural hazard risk assessments • Practising the use of some HVCA tools. 	<p>Practicing the use of HVCA tools (continued)</p> <ul style="list-style-type: none"> • Vulnerability and risk mapping • Capacity and institutions mapping • Resource mapping.

Day 2			
Session 1	Session 2	Session 3	Session 4
<p>Practising the use of HVCA tools (continued):</p> <ul style="list-style-type: none"> • Making historical hazard timelines • Prioritising and ranking hazards 	<p>Hazard calendars and coordination:</p> <ul style="list-style-type: none"> • Prioritization and preparation of hazard calendars • How to coordinate with other CSS institutions and stakeholders within school catchment area 	<p>Preparation of CSS action plans, etc.:</p> <ul style="list-style-type: none"> • How to prepare CSS action plans and include activities in annual school calendars • Rationale of child protection, SZOP, CSS curriculum and CSS-related extra-curricular activities 	<p>Connecting CSS and DRR integrated SIP with local planning:</p> <ul style="list-style-type: none"> • Connecting CSS integrated SIPs with local planning process. • How to develop local content for curricula informed by HVCA findings • How to carry out simulation and drill exercises • Evaluation of training • Closing

Annex 6: Tools for carrying out hazard, vulnerability and capacity assessments (HVCA)

Note: These tools can be adapted to suit the local context and local needs	
Purpose of the tools:	To assess the types of hazards and the level of threat they pose to schools and their neighbouring communities to inform the production of CSS action plans
Responsibility:	SMCs and SDMCs are responsible for carrying out hazard assessments
Preconditions:	Responsible SMC and SDMC members have been adequately trained on carrying out HVCA in the two-day training courses.
Timing:	Updated each year in Chaitra/Baisakh at beginning of school year as part of SIP updating.
Costs:	Schools will cover any costs.
Reference documents	The tools are adapted from School Safety Trainers' Guide and Teachers' Training Reference Material, 2073 (NCED), and the Nepal school safety toolkit, 2012 (Plan International 2013b)
How to complete the tool:	Carry out HVCA assessments by assessing potential hazards, mapping the proximity of hazards, assessing vulnerability and risks, and assessing the capacity of the school and the local community to cope with, withstand, prepare for, prevent, mitigate and recover from disasters.
Costs:	Budget for refreshments and logistics will be provided by schools.

A. Carry out a hazard assessment

- Discuss the likelihood of the reoccurrence of each type of hazard. If available, use data from government authorities. Some hazards are ever-present, some seasonal, some increasing, and some infrequent but inevitable.
- Prepare a seasonal hazards calendar (Table 6.1).

Table A6.1: Seasonal hazard calendar

	Baisakh	Jestha	Asar	Shrawan	Bhadra	Aswin	Kartik	Mangsir	Poush	Magh	Falgun	Chaitra
Earthquake												
Landslide												
Flood												
Fire												
Epidemics												
Add other localized hazards...												

Note: Fill colour to indicate the likelihood of occurrence of disaster in the particular month

Steps for preparing a hazard ranking table:

- Prepare a table in a newsprint and add the hazards identified in the top row and first column (Table 6.2).

Table A6.2: Hazard ranking

Hazard	Earthquake	Landslide	Flood	Fire	Epidemics	Add other localized hazards...
Earthquake						
Landslide						
Flood						
Fire						
Epidemics						
Add other localized hazards...						
Total score						
Rank						

- Ask participants to compare the hazards in the top row and the first column and note down the hazard with more impact. Consider the following to decide which hazard has more impact:
 - o Human – number of deaths, injuries, disabilities.
 - o Physical – number and extent of damage to buildings, equipment and supplies.
 - o Socio-cultural – destruction of social assets and cultural heritage.
 - o Economic – costs to repair and replace assets and loss of livelihoods.
 - o Environmental – degradation of natural resources and habitats.
 - o Psychosocial – loss of educational continuity and hope.
- After considering the impact of all hazards, score each hazard on the basis of how many times it has been repeated in the table
- Rank the hazards based on the score received by each hazard

C. Vulnerability and risk assessments

Vulnerability is a set of conditions that adversely affect people's ability to prevent, mitigate, prepare for and respond to hazards. Carry out vulnerability assessment by identifying:

- Structural vulnerabilities (refer Annex 7-10)
- Non-structural vulnerabilities (refer Annex 11 and 12)
- Infrastructural vulnerabilities (status of drinking water quality, road, bridge, electric wires and transmission lines in and around the school)
- Environmental vulnerabilities (status of forests, rivers/streams, ponds, land)
- Social vulnerabilities (factors affecting vulnerabilities such as social discrimination, disabilities)

Disaster risk is a function of the characteristics and frequency of hazards, the degree to which schools and their neighbourhoods are exposed, and the degree of their vulnerability and resilience. Risk is a function of the probability of a particular hazardous event occurring and the losses it will cause. Understanding the hazards, vulnerability and capacity analysis will enable risk assessment. Evacuation plans are an important tool for reducing risks.

Carry out a risk assessment by:

- identifying the major risk factors;
- preparing a risk profile of the school and its neighbourhood including a sketch map of hazards;
- exploring the major risks posed by each type of hazard;
- identifying the mechanisms used in the past to cope with each type of hazard;
- identifying coordinated institutional efforts used to reduce the possibility of impacts and risks; and
- preparing risk reduction plans using information garnered.

Table A6.4: Risk profile of a school and its neighbourhood

Factors that cause risks	Risks posed	Coping mechanisms	Coordination with other institutions	Risks posed
Petrol pumps				
Human settlements				
Rivers and streams				
Small torrents and streams				
Shrubland around school				
Electricity lines				
Open wells				

D. Capacity assessments

In this context capacity is the resources, means and strengths in households, schools and communities that enable them to cope with, withstand, prepare for, prevent, mitigate and recover from disasters. Capacity assessments assess the resources that schools have that enable them to reduce risks. Hazards only become a disaster when coping capacity is less than vulnerability. The frequency or likelihood of hazards and the vulnerability of communities govern the level of risk of being severely affected.

Carry out a capacity assessment:

- Identify materials and resources available for the school to reduce disaster risk and who has access to and control over them.
- Identify people with knowledge, skills, and provisions and find out how they can activate that capacity to reduce risks and speed recovery.
- Prepare a roster of locally available technical persons (electricians, firepersons, plumbers and health staff) in the school and its neighbourhood and their contact details.
- Identify the school's and local communities' previous experiences with hazards, how they coped, and the skills they have for preparedness and response.
- Assess training needs and build capacities through training to fill gaps.

Enlarge the risk map produced above on a big sheet of paper or noticeboard, making sure it has a clear legend and symbols. Display it at a strategic location near the school to inform stakeholders and to create disaster prevention awareness in the school and in its neighbourhood.

Annex 7: Tools to identify structures in schools

Note: These tools can be adapted to suit the local context and local needs	
Purpose of tools:	To identify structures in schools and to record their condition as the initial information for assessing their vulnerability.
Responsibility:	SDMCs are responsible for collecting the information and completing the formats.
Timing:	Annually during SIP and CSS action plan updating.
Reference documents	The following formats are based on Table 6 in the School Improvement Plan Development Guidelines (DoE 2017b).
How to complete the tool	Fill in the two formats and produce an accompanying sketch map.
Once completed submit copies to the local government DRR-CSS focal person who maintains a database of school CSS related information.	The tools are adapted from the Nepal school safety toolkit, 2012 (Plan International 2013b)
How to complete the tool:	Carry out HVCA assessments by assessing potential hazards, mapping the proximity of hazards, assessing vulnerability and risks, and assessing the capacity of the school and the local community to cope with, withstand, prepare for, prevent, mitigate and recover from disasters.

Table A7.1: No. of separate land locations (sites): _____ sites (if relevant)

Location ID	Name and details of location	Remarks

Table A7.2: Inventory of structures

Description of structures	Location and other details	Location ID	Condition
1) Gates and compound walls			
2) Buildings			
3) Toilet and washroom blocks			
4) Temples, statues and other structures			
5) Retaining structures (retaining walls)			
6) Electricity poles, towers and other potentially hazardous structures			
7) Open areas and pathways			
8) Nearby potentially hazardous structures and natural features			

Produce an accompanying sketch map

The formats should be accompanied by a sketch map of the school area showing all structures and infrastructures using a code on the tables and maps to identify them; e.g. 1.1 for the first gate.

Annex 8: Tool to identify hazards in school areas and assess exposure of structures to hazards

Note: This tool can be adapted to suit the local context and local needs	
Purpose of the tools:	To identify to what extent school structures are threatened by hazards within the next three to five-year period.
Responsibility:	SDMCs are responsible for collecting the information and completing the format.
Timing:	Annually during SIP and CSS action plan updating
Reference documents:	The following list of hazards is adopted from the Supplementary Training Manual on Annual SIP Updating (DoE 2016b).
Note:	The information should be included in the annual hazards calendar (adopted from CSS Minimum Package – MoEST 2018a)
How to complete the tool:	Fill in the format.

Table A8.1: Probability of hazards occurring within the next year

S.N.	Hazards	Probability ¹ of hazard occurring	Low exposure ² structures	High exposure ³ structures	Notes and history
1	Earthquakes				
2	Floods				
3	Landslides				
4	Fires, including forest fires				
5	Strong winds				
6	Cold waves or extreme cold				
7	Snow fall				
8	Extreme heat				
9	Hail storms				
10	Animal attacks (by tigers, snow leopards, leopards, elephants, rhinos, snakes)				
11	Other				
<p>Note:</p> <p>¹ The probability (Nil, Low, Medium, or High) of the chance of occurrence of the hazard within the next year, based on judgement.</p> <p>² Low exposure means that a structure is only exposed to a low extent to the hazard (not life threatening)</p> <p>³ High exposure means that a structure will be directly impacted by the hazard to a high degree threatening the stability of the structure and hence lives.</p>					

Annex 9: Tool to assess the safety sensitivity of structures other than school buildings

Note: This tool can be adapted to suit the local context and local needs. Add more space or use a separate sheet of paper for longer answers.	
Purpose of the tools:	To identify the safety sensitivity of structures other than school buildings annually. Note: Identified issues of concern should be discussed with local government engineers to inform the preparation of CSS action plans.
Responsibility:	SIP working groups and SDMCs will lead the carrying out of these assessments with support from local government engineers.
Timing:	Annually during SIP and CSS action plan updating.
Reference document:	This tool is based on Tools for the Assessment of Schools and Hospital Safety for Hazards in South Asia (UNISDR 2013) and the SIDA questionnaires (World Bank 2015), as adapted from the CSS Minimum Package.
How to complete the tools:	<ul style="list-style-type: none"> • Circle the applicable answer in Table A9.1. • Then summarise the identified issues of concern in Table A9.2, Note that answers in bold are the desirable situation.

Table A9.1: Safety status of school non-building structures

S.N.	Issues	Details
1	Building location and pounding	Are school buildings spaced sufficiently apart to avoid pounding ⁵ between them? All/some/none/None, but an engineering assessment has been carried out and corrective measures taken.
2	Any falling hazards in school area	No/yes/yes but properly anchored. Unconfined parapets and inadequately secured flower pots, railings, overhead tiles, cladding, light fittings, antenna and roof coverings.
3	Foundation soil classification and water-table	Type of soil: Loose clay/loose silt/sand/clay and gravel/other, specify: Test pit method: Hard/medium/soft/weak Indentation method: Hard/medium/soft/weak Minimum water-table depth below ground (rainy season): >2m, <2m, <2m but potential adverse effects have been mitigated
4	Fixing of outdoor equipment	Generators/water-tanks/add others _____ . are 1. Securely fixed against sliding in earthquakes? Are properly fixed/somehow fixed/not fixed or anchored/not applicable 2. Elevated to protect against flooding: Properly fixed/somehow fixed/not fixed or anchored/not applicable
5	Fixing of rooftop structures	Antenna, water-tanks, solar panels, water heaters, other: _____ Are they: Properly fixed/somehow fixed/not fixed or anchored/not applicable
6	Compound walls (Assess individual walls separately)	Type of wall: Brick/rubble stone/dressed stone/timber/other Mortar: Dry/mud-mortar/cement-mortar/sulky-lime (powdered brick) mortar Thickness of wall (m): _____; Height of wall (m): _____; Continuous band on Top? Yes/no/No but height/thickness of wall<5. Vertical reinforcement provided? And interval? _____ mm bar @ _____ m spacing Vulnerability of wall (to be filled in by local government technician): Low/medium/high Obstruction to exits/imposed vulnerability in case of damage (judgmental): Low/medium/high

Table A9.2: Summary of infrastructure safety assessment I (facilities other than buildings)

SN	Structure or its components	Identified issues (or vulnerabilities)	Remarks

Annex 10: Tools to assess the safety of structures in schools and the threats they may pose

Note: These tools can be adapted to suit the local context and local needs	
Purpose of the tools:	To assess the safety of structures in schools and to identify any threats they pose to students, teachers and other building users.
Responsibility:	<ul style="list-style-type: none"> • Level 1 assessments (steps A to D) are to be carried out by schools • Level 2 assessments (steps E to H) are to be carried out by local government engineers together with SIP working groups and SDMCs.
Preconditions	The carrying out of the level 1 assessments assumes that responsible persons have been trained or orientated on CSS.
Timing:	Annually before each new school year.
Reference documents:	These tools are based on: <ul style="list-style-type: none"> • Tools for the Assessment of Schools and Hospital Safety for Hazards in South Asia (UNISDR 2013) and the SIDA questionnaires (World Bank 2015), as adapted from the CSS Minimum Package • DoE (CEHRD) Model school questionnaires (DoE 2017c) • The model school questionnaires (DoE 2017c) • DUDBC’s seismic vulnerability evaluation guidelines (DUDBC 2011) — all adapted from the CSS Minimum Package.

Level 1 Assessment – to be carried out by schools, for each building

Carry out the following steps for each school building:

- Make a list of school buildings and assign them numbers using the information collected in Table A7.2 in Annex 7 (row 2).
- Complete tool A of assessment background information.
- Complete tool B by circling applicable types and adding in sizes.
- In tool C, circle applicable condition to indicate highly and very highly vulnerable structures, which will go for the level 2 assessment.
- Add photos and diagrams of highly and very highly vulnerable buildings in tool D.

A. STRUCTURAL ASSESSMENT DETAILS		
1.	Building number:	GPS location (N/E):
2.	Block name and identifying characteristics (consistent with school site plan):	
3.	Surveyor’s name, position and phone no.:	
	Date, time and weather conditions when assessment carried out:	

B. TYPOLOGY AND SIZE			
Building number:			
		Types	Notes
1.	Structural typology (Tick the major system and make short note)	a) Reinforced concrete: b) Load bearing: c) Steel frame: d) Reinforced concrete & load bearing: e) Steel post & load bearing: f) Timber posts & load bearing: g) Timber frame: h) Other:	
		Load bearing wall: Masonry unit: Brick/rubble stone/dressed stone/compressed stabilized earth blocks (CSEB) / concrete block/other: Mortar: Dry/mud/lime/lime-surki/cement / other: Non-Bearing wall (including infill and partition): Masonry unit: Brick/rubble stone/dressed stone / CSEB / concrete block / other: Mortar: Dry/mud/lime/lime-surki/cement / other:	
2.	Storeys	No. of storeys above ground:	Storey heights of ground floor (m)
3.	Building size	Length (m) =	Breadth (B) = Height (m) =
4.	Floor Type (for multi-storeys)	Rigid (reinforced concrete cement [RCC] slab, reinforced brick and concrete (RBC) slab, steel plate with concrete topping) Semi-rigid (timber joists with brace, steel plate with brace) Flexible (timber without brace, steel without brace)	
5.	Roof Type	Rigid (RCC Slab, RBC Slab, Steel plate with concrete topping) Semi-Rigid (Timber joists with brace, Steel plate with brace) Flexible (Timber without brace, Steel without brace)	
6.	Construction Class	Weak: No seismic enhancements Average: Few seismic enhancements like lintels, continuous roof-band Good: Many seismic enhancements like through stones, lock on timber joists, continuous lintel bands, limited opening (<50% for 1 storey, <40% for two storey, <30% for 3 storeys)	
7.	Past Intervention	None / repairs / rehabilitation / retrofitting / other:	
8.	Summary (based on vulnerability class definition table)	Vulnerability Class: Very High / High / Medium / Low Buildings under Vulnerability Class “Very High” and not retrofitted in past must be attended to immediately (retrofit or demolish as appropriate). For other, at least local (component-level) vulnerability should be reduced through appropriate vulnerability reduction activities.	

C. Tool for indicating vulnerability class of structures

Building number:				
Type of construction	Condition of structure (circle one)	Expected damage at VII shaking Intensity	Expected damage at IX shaking Intensity	Vulnerability Class
Adobe or Field stone masonry	Weak Average Good	DG5 DG4 DG3	DG5 DG5 DG4	Very High Very High High
Brick in mud (general)	Weak Average Good	DG4 DG3 DG2	DG5 DG5 DG4	Very High High High
Brick in mud (well built) or Brick in cement (ordinary)	Weak Average Good	DG3 DG2 DG1	DG5 DG4 DG3	High High Medium
Non-engineered reinforced concrete frame buildings (>=4 storey)	Weak Average Good	DG2 DG1 DG1	DG5 DG4 DG3	High Medium Medium
Non-engineered reinforced concrete frame buildings (<=3 storey) or Engineered reinforced concrete buildings or Reinforced masonry building	Weak Average Good	DG2 DG1 -	DG4 DG3 DG2	High Medium Low

Note 1: Evaluate other typologies by comparing with equivalent system above.

Note 3: Damage grades (DG) are as per the Seismic Vulnerability Evaluation Guidelines (DUDBC 2011). Vulnerability classes have been defined based on expected level of damage grade at two intensities of earthquake as follows:

- Very high: Life threatening at VII intensity of earthquake shaking
- High: Life threatening at IX intensity of earthquake shaking
- Medium: Partial collapse of reduced life safety threat at IX intensity of earthquake shaking
- Low: Life safety threat is not expected up to IX intensity of earthquake shaking.

Reference: DUDBC (2011). Seismic Vulnerability Evaluation Guideline for Private and Public Buildings in Nepal

D. PHOTOS AND DIAGRAMS

Attach photos of each of the four sides of the building, of the roof and of the ground profile for buildings identified as highly or very highly vulnerable in tool C.

Building number:

Draw a double line diagram of the ground floor plan, the front elevation and the side elevation. Use multiple sheets if necessary:

Level 2 Assessment – to be carried out by local government engineers

These assessments should be carried out by local government engineers for buildings identified as in the very high and high vulnerability classes in tool C.

E. SITE FOR FOUNDATION (Tick)			
Building number:			
1.	Terrain	<input type="checkbox"/> Flat (<5-degree slope)	<input type="checkbox"/> Mild slope (up to 20 degree)
		<input type="checkbox"/> Steep slope: (>20 degree)	<input type="checkbox"/> Depressed area
Explain measures taken against the sloped terrain:			
2.	Foundation soil [As per visual soil classification]	Weak/fill	Soft
		Medium	Hard
3. Notes:			

F. MATERIALS AND WORKMANSHIP				
Building number:				
1.	Construction	Started: B.S.	Completed: B.S.	
		Funded by:	Supervised by:	
2.	Construction funded by	<input type="checkbox"/> None <input type="checkbox"/> school <input type="checkbox"/> DoE <input type="checkbox"/> project <input type="checkbox"/> NRA <input type="checkbox"/> NGO Specify any other:		
	Supervision frequency (by engineer/ overseer)	<input type="checkbox"/> Continuous, intermittent (up to 20 visits per storey), <input type="checkbox"/> Few visits (up to 10 visits per storey), <input type="checkbox"/> Rare visits (less than 3 visits per storey)		
	Who supervised construction	<input type="checkbox"/> None <input type="checkbox"/> school <input type="checkbox"/> DoE <input type="checkbox"/> project <input type="checkbox"/> NRA <input type="checkbox"/> NGO. Specify any other:		
3.	Quality of construction materials [Scale between 1 to 5] with 1=poor to 5=best; U=unknown, N=unused] Give scale and add details (brands, observations, issues, etc)		Scale	Detail
		Cement:		
		Sand:		
		Rebar:		
		Aggregate:		
		Steel:		
		Brick:		
		Stone:		
		Water:		
Timber:				
4.	Material handling	Masons:	Untrained/experienced/trained	
		Mortar proportion (for walls):		
		Plastering done?	None/mud/cement /lime / lime-surki /	
		Vibrator used:	Footing/pedestal/tie-beam/column/ beam/slab	
		Mixer used:	Footing/pedestal/tie-beam/column/ beam/slab	
Any defect observations		Out of plumb construction: Honeycombed concrete: Insufficient mortar:		
5.	Other Observation:			
6. Notes:				

G. OTHER VULNERABILITIES AND PAST INTERVENTIONS

Building number:		
Frequency of repairs	Not required/frequent (as required)/occasional/rare	
Quality of repairs	Good/insufficient/very insufficient	
Additions	None/light additions on roof/heavy additions on roof/plan extension	
Painting of exteriors and steel sections	Not required/frequent/occasional/rare	
Past evaluations	None/rapid/detailed Results: safe/vulnerable/very vulnerable	Done by: Done on (date):
Retrofitting	None/partial/complete/not required; Who did?	
What retrofitting?	Jacketing of beams or columns/steel caging of beams or columns/addition of footing size, raft, shear wall, steel brace/ separation of blocks/other:	
Shape	Rectangular, short, long, other:	
Plan irregularity	None/slight/moderate/severe	?
Soft storey	None/slight/moderate/severe	?
Vertical irregularity	None/slight/moderate/severe	?
Floor mass variation	None/slight/moderate/severe	?
Wall not below wall	None/slight/moderate/severe	?
Floating columns	None/slight/moderate/severe	?
Discontinuous diaphragm	None/slight/moderate/severe	?
Mezzanine floors	None/slight/moderate/severe	?
Beam-bar splicing	None/slight/moderate/severe	?
Column-bar splicing	None/slight/moderate/severe	?
Pounding effect	None/slight/moderate/severe	Minimum gap (mm):
Risk to adjacent structure	High/medium/low/none	? adjoining structure:
Other functional requirement of building	Normal educational/post-disaster function/post-disaster service	

H. SUMMARY OF ASSESSMENT AND VULNERABILITY BASED ON ABOVE OBSERVATIONS

Building number:	
Structural Typology:	
Construction Class of Building:	
Vulnerability Class as per Table: Vulnerability Levels (Update the vulnerability-class from school level assessment if necessary): Very High / High / Medium / Low	
Notes for further assessment and countermeasures:	

Annex II: Points to consider for assessing child protection and SZOP

Note: Please identify and add in any other important points to consider	
Purpose of the list of points:	To show the main points related to child protection (protecting children from violence, exploitation, abuse and neglect) and schools as zones of peace (SZOP) and to focus the carrying out of assessments on these issues to understand the existing situation and prepare plans to minimize threats to child protection and schools as zones of peace.
How to use the list of points:	Use the lists of points under A–D and identify any other points to identify the main threats to child protection and SZOP in your school and produce a brief written assessment.
Use these assessments to inform CSS action plan updating.	The carrying out of the level I assessments assumes that responsible persons have been trained or orientated on CSS.
Responsible:	SMCs lead the carrying out of the assessments.
Timing:	Annually during SIP and CSS action plan updating.

A. General child protection issues in schools
Existing practices of corporal punishment to students
The bullying, abuse and exploitation of students
Add other points:
B. GESI issues
The lack of separate toilets for boys and girls
Adolescents girls feel discriminated against during their monthly periods
Gender, race, caste, disability and other types of discrimination against students
Lack of disabled-friendly structures and facilities in school.
Add any others:
C. Schools used for political activities
Students used in political party rallies
Schools closed due to political strikes and conflicts between political organizations
Students forced to join or support political parties
Add any others:
D. Children during times of emergency
Children join or serve conflicting parties (either voluntary or forced)
Sexual exploitation, abuse, rape, pornography and prostitution during emergencies
Child trafficking during emergencies
The use of children as drug carriers and the use of drugs by children during emergencies.
Add any others:

Annex 12: List of non-structural mitigation measures for CSS

Note: Please identify and add in any other important non-structural mitigation measures for CSS.	
Purpose of the list:	To indicate the main kinds of non-structural risk mitigation measures that can be implemented for school safety
How to use the list:	Use the list of points below and identify any other relevant points to inform the production of CSS action plans.
Responsible	SDMCs
Timing:	Annually during SIP and CSS action plan updating
Reference document	This checklist is adapted from the CSS Minimum Package Volume 2 (MoEST 2018a).

A. Within classrooms and school buildings

1. Fix and tighten insecure objects such as tables, cabinets, computers, ceiling fans, flower pots, water tanks and chemicals.
2. Repair classroom doors and ensure they open to the outside of rooms.
3. Detach desks and benches and, if not detached, manage them to help students move outside easily by rearranging desks and benches.
4. Keep heavy items below head level and mostly at ground floor level.
5. Maintain electrical wiring.
6. Keep flammable items, such as gas, kerosene, petrol, safely isolated from classrooms and other accommodation.
7. Make windows and doors strong and rooves more secure by securing with J hooks and other techniques.
8. Regularly repair and maintain school buildings and infrastructure.

B. School premises

1. Remove old trees, dead branches and fallen branches and dust and debris from school premises.
2. Level school grounds to the same level, block holes and clear bushes to reduce snake habitats.
3. Make fire lines and dig trenches between forest areas and schools.
4. Keep fire places (e.g. stoves in canteen) away from stores, flammable materials and soft-wooden structures.
5. Install warning signs in school areas including images of students walking with bags and drive slowly (maximum 5km/hour).
6. Manage school waste systematically.
7. Establish plantations around school premises.
8. Install gabion and protective walls against landslide, flood-prone and falling rock areas.
9. Install and arrange drainage to divert surface runoff away from school premises.
10. Regularly maintain school water and sanitation facilities.

C. Local governments should support schools to fix the following mitigation measures

1. Secure school compounds with fences, walls and gates.
2. Protect flood or landslide vulnerable areas of schools with gabion walls.
3. Build and manage proper water drainage outlets.
4. Build the capacity of teachers and head teachers on disaster risk management, risk assessment and planning.
5. Construct disabled and child-friendly ramps, toilets and other structures.
6. Install railings on stairs and rooves.
7. Put water supply and sanitation facilities on raised platforms in flood prone areas.

Annex 13: Listing structural risks mitigation activities and responsible institutions

Note: Identify and add in any other important structural mitigation measures for CSS.	
Purpose of the checklist:	To indicate the main kinds of structural risk mitigation measures that can be implemented in schools for school safety
How to use the checklist:	Identify applicable school infrastructures in right hand column. Use this information to inform the production and updating of CSS action plans
Responsibility:	SDMCs
Timing:	Annually during SIP and CSS action plan updating.

Table A13.1: Structural risks mitigation activities and responsible institutions

	Activity	Responsible institutions	Applicable for which infrastructure
A. Buildings			
1.	Rebuild or retrofit most vulnerable structures (multi-storied random rubble stone mud-mortar masonry)	Local government	
2.	Provide buttresses along long walls	Local government	
3.	Replace masonry gables	Schools and local government	
4.	Corner-stitch weak masonry	Schools and local government	
5.	Regular maintenance of buildings	Schools and local government	
6.	Bracing or anchoring of rooves (against wind and enlarge area for wind to pass through)	Schools and local government	
7.	Brace and anchor floors (and enlarge area for wind to pass through)	Schools and local government	
8.	Replace deteriorated steel and timber sections and connections (beams, purlins, posts, bolts, plates, etc)	Schools and local government (minor)	
9.	Remove filled gaps between buildings (if any)	Schools	
10.	Provide retaining structures for buildings and other facilities.	Schools and local government	
11.	Manage the ingress of water into building foundations	Schools	
12.	Manage non-structural hazards in building	Schools	
13.	Install anchors and bands over parapets	Schools and local government	
14.	Fix loose wall units that are situated high up	Schools	
15.	Reduce wall openings	Schools and local government (minor)	
16.	Fix temporary braces on walls	Schools and local government (minor)	
17.	Waterproof leaking roof slabs	Schools and local government	
18.	Improve stair supports	Schools and local government	
19.	Anchor weak infill walls with steel or concrete frames	Schools and local governments	
20.	Improve truss and roofing structures	Schools and local government	
	Add any others		

	Activity	Responsible institutions	Applicable for which infrastructure
B. Hazards			
1.	Establish retaining structures and river training works against flooding	Local government	
2.	Improve drainage system against inundation	Schools	
3.	Separate canteens and laboratories to reduce fire risks	Schools	
4.	Install lightning rods	Local government	
5.	Install retaining structures (protection measures) against landslides and rockfalls	Local government	
6.	Remove or prune down large trees	Schools	
7.	Relocate electric poles and electric fencing	Schools and local government	
8.	Make school building exits unobstructed and sufficient	Schools	
9.	Mitigate threats from nearby vulnerable structures (trees, towers, etc) by fitting ties, braces, anchors, etc.	Schools and local government	
	Add any others:		
C. Other structures			
1.	Fix and stabilize outdoor equipment (generators, tanks, etc)	Schools	
2.	Buttress compound walls	Schools and local government	
3.	Brace sheds	Schools	
	Add any others:		

Annex 14: Tool for school structural safety action plans

Note: This tool can be adapted to suit the local context and local needs	
Purpose of the tools:	A template for producing school structural safety action plans to promote quality construction of school buildings and other structures
How to complete:	List the activities, prepare budget estimate and complete the format below.
Responsibility:	SDMCs
Preconditions:	This tool should be completed after the structural assessments as it based on the results of these assessments
Timing:	Annually during SIP and CSS action plan updating.

	Start and end dates (timeline)	Activity	Target infrastructure	Estimated budget	Financial support needed from local government	Other necessary arrangements
1						
2						
3						

Annex 15: Guide on producing quality assurance plans for structural works

Note: The specific training content should focus on addressing the local context and needs	
Purpose of guide:	To guide the production of quality assurance plans for structural works in schools
Responsibility:	Quality assurance plans are produced by SDMCs
Timing:	Annually during SIP and CSS action plan updating.
Reference documents	Adapted from CSS Minimum Package (MoEST 2018a)

	Type of activities	Reference document for compliance	Responsible organization	Required documents
1.	Site selection for new buildings	Construction Monitoring and Supervision Guidelines (CLPIU, ADB and NSET (2016).)	Schools select sites. Local government approves selection.	Written approval of sites by local governments
2.	Design of new construction and modifications (including additions) to existing structures. Must be hazard resilient.	Designs must comply with Construction Monitoring and Supervision Guideline (CLPIU, ADB and NSET (2016), Guidelines for Developing Type Designs for School Buildings in Nepal (DoE 2016a); and all Nepal building codes, or approved type designs.	Schools (to a lesser extent) and local governments, with schools requesting local governments for approved designs	Approval document from MoEST's CLPIU
3.	Supervision of materials, construction and modifications	Approved design document	Schools and local government technicians	Monitoring reports of schools and supervision reports of technicians
4.	Hazard resilient retrofitting	Seismic Retrofitting guidelines of buildings in Nepal (DUDBC 2016)	Designs by local government technicians that satisfy schools' requirements	Approved retrofitting design documents
5.	Maintenance, repair and vulnerability reduction	School safety assessment guidelines from the CSS Minimum Package (MoEST 2018a)	Schools	Approved activity proposal made by schools
6.	Site plan of school	All aspects of the Minimum School Safety Package	Schools and local governments	Approved site plan on overall structural safety of school premises
7.	Educate students on structure safety (involving students where possible)	Minimum School Safety Package	Schools	Training and education plans, approved by local governments
8.	Mason and builder training – sufficient to work in local government	Construction Monitoring and Supervision Guidelines (CLPIU, ADB and NSET 2016) and National Building Code (NBC)	Local governments	Training modules and resources at local government and mason training certificates.

Annex 16: Tool for the annual reporting of the implementation of CSS action plan activities

Note: This tool can be adapted to suit the local context and local needs	
Purpose of the tools:	A template for producing annual reports on the implementation of CSS activities including CSS action plan activities
How to complete:	List the major activities from the current CSS action plan and complete the tool.
Responsibility:	SDMCs
Timing:	During SIP and CSS action plan updating

SN	Start date	Completion date	Activity	Target infrastructure	Total budget	External support	Activity report*
1							
2							
3							

* All activities should be documented in activity reports with details including budget, name of person involved, timeline, any variations, and any experiences and recommendations for future interventions.

Annex 17: Guide on integrating CSS in school calendars

Purpose of annex:	To guide the inclusion of CSS events in annual school calendars
How to prepare:	<ul style="list-style-type: none"> Follow SIP development guidelines (DoE 2017b) Pay Jetha salary of school staff only after the submission of the SIP with CSS action plan SDMCs are responsible for identifying the main CC-related activities for inclusion in school calendars. These activities will be as per CSS action plans. CSS focal teachers are responsible for facilitating the inclusion of major CSS activities in school calendars.
Responsible:	SIP working group
Preconditions:	School have prepared their annual plans and updated their CSS action plans
Timing:	During annual SIP and CSS action plan updating
Reference:	SIP Development Guidelines (DoE 2017b)

Table A17.1: CSS and DRR activities for including in school calendars

Activities to include CSS in annual school calendars	No. events	Notes
General reminders:		<ul style="list-style-type: none"> Ensure that at least 192 teaching-learning days are achieved Include sessions on school safety/DRR and child protection in school curricula. Display local government SZOP commitments in the school premises.
At least 2 earthquake response events and 2 events for responding to the main types of local hazards	4 events	<ul style="list-style-type: none"> Identify local hazards based on HVCA exercise and LDCRP report. Invite local government reps to attend drills.
Special day celebrations: Earthquake Safety Day and World Environment Day	Events	<ul style="list-style-type: none"> As per each year's theme.
Student focused CSS activities day including competitions (quiz, drawing, speech, dance, song) and games (e.g. Ludo disaster games)	1 event	<ul style="list-style-type: none"> Link fun activities with CSS at school and home Encourage the participation of girls, children with disabilities, and children from poor and Dalit families.
School safety measures and promotional events Guest lectures and demonstration events	1 event each	<ul style="list-style-type: none"> Demonstrate school and local risks Demonstrate safety measures taken and needed. Demonstrate safety measures for girl students and students with disabilities.
Observation visit to local disaster affected and hazard prone areas	1 event	<ul style="list-style-type: none"> To link project activities with practical knowledge on hazards and disaster risk reduction.
Interaction session on CSS between SMCs and parents	4 events	<ul style="list-style-type: none"> Cover e.g. complaint hearing, referral mechanisms, child and disabled friendly spaces, codes of conduct, psycho-social support and family reunification procedures.
Sessions to increase awareness on CSS in school and local community		
Orientation to school teachers and other staff on child protection		

Annex 18: Guide to making school emergency evacuation plans

Purpose of annex:	To show how to produce school emergency evacuation plans.
How to prepare:	SDMCs are responsible for producing evacuation plans.
Preconditions:	School have prepared their annual plans and updated their CSS action plans
Timing:	During annual SIP and CSS action plan updating
Reference:	SIP Development Guidelines (DoE 2017b)

Steps for producing school emergency evacuation plans

1. Draw or acquire a floor plan of the school for all floors of all school buildings.
2. Identify and draw a map of evacuation routes, assembly points and safe places. Fix the map in a visible place in school and make teachers and students aware of it.
3. Mark safe escape routes on the plan in the event of all types of disasters.
4. As informed by the HVCA exercise (Annex 6) list escape procedures for each type of potential disaster (earthquakes, fires, floods, and landslides).
5. Specify who will be in charge of evacuation (probably class teachers).
6. Follow the points in Annex 20 for safely evacuating students with disabilities.
7. Stress the need to walk calmly and quickly during evacuations, not to run and to prioritise own personal safety.
8. Check bathrooms if anyone is trapped in the bathrooms or toilets.
9. Ensure that means of communication (e.g. a cell phone) are available in case of an emergency.
10. Specify who will be in charge of contacting parents after the disaster.
11. Identify the closest, safe areas for assembling after evacuation and potential alternative gathering areas for each type of emergency?
12. Keep record of the nearest emergency Red Cross local government shelter.

Annex 19: Points to include in disaster response standard operating procedures

Note: Please identify and add any other important points.	
Purpose of the list of points:	To identify the responsibilities and things that responsible persons should do in the event of a disaster.
How to use the list:	SDMCs are responsible for ensuring that SMCs, head teachers and CSS and GESI focal teachers are aware of their responsibilities.
Timing:	SDMCs should ensure that each year the SMC and the three position holders revisit, and if necessary, update their responsibilities in light of experiences.

A. School management committees including DRR-CSS focal members

- Call an emergency meeting of the SMC and SDMC and activate the three task forces.
- Inform security personnel about the occurrence of a disaster and manage the security of students.
- Inform the local government about the incidence of the disaster.
- Coordinate with local health facilities, Red Cross, police and other institutions to support the immediate and short-term response.
- Carry out a damage and needs assessment.
- If school buildings are unsafe, create a safe space for resuming schooling (temporary learning centre).

B. Head teachers

- Activate the school emergency evacuation plan (see Annex 18)
- Carry out a head count of school staff and students.
- Lead coordination effort with the health facility, Red Cross, Police and other local institutions.
- Coordinate with DRR organizations including to provide psychosocial support to students and teachers.
- Inform parents about the safety of their children.
- Manage the safety of students, especially the most vulnerable including students whose guardian are out of contact, students with a disability, adolescent students, students from single-headed households and lactating and pregnant teachers and students.
- With the GESI focal teacher, prioritize the needs of the most vulnerable students and teachers.
- Ensure that students are reunited with their parents or guardians in line with agreed procedures (see Annex 23)
- Lead actions to re-establish teaching and learning (school continuity).
- Provide information and regular updates to the local emergency operation centre or local government.

C. CSS focal teachers

- Support the head teacher and SMC as required.
- Manage first aid for the injured.
- Support the carrying out of a head count and parent/guardian–student reunification.
- Support the carrying out of damage and needs assessments.
- Support the head teacher and SMC to manage a safe space for restarting school.
- Coordinate with the SDMC and head teacher if the school is used as a shelter to minimise disruption of teaching and learning.

D. GESI focal teachers

- Identify the needs of the most vulnerable students (see above for list of main types).
- Access psychosocial support for needy students and teachers prioritizing those most in need.

Annex 20: Points to consider for safely evacuating people with disabilities

Note: Please identify and add any other important points.	
Purpose of the points:	To identify the special treatment that students and teachers with disabilities may need for safely leaving school buildings and premises following disasters. The GESI focal teacher will use the points here in interaction and orientation sessions at least twice a year.
How to use the list:	Use the points to help design CSS training and orientation sessions.
Responsible person:	The GESI focal teacher will support the use of these points to design training and orientation sessions.
Reference document	The points are adapted from the School Safety Teachers' Training Reference Material (NCED 2016/17).

Safe evacuation from school buildings after disasters strike is especially important for students and teachers with disabilities. Therefore, safe evacuation plans (Annex 18) should consider the needs of persons with a disability:



Wheelchair users: For wheelchair users, find out if the person can be taken to a safe place. If not, include a plan to build a disability friendly path to enter and exit school buildings and premises. Required funds should be allocated in school improvement plans. Consider who will push wheelchairs during evacuations and ensure they know how to handle a wheelchair safely.



Blind students: Blind students need special attention during evacuations. They can usually move around freely in areas they know, but during earthquakes and other disasters, they may lose confidence to move around and may be risk in open areas they are unfamiliar with. Even if they are able to come out safely during evacuation drills, they may need support when earthquakes occur. Find out what kind of support blind students need during evacuation drills.



Deaf students: Deaf students can easily sense disaster risks without any support and can usually leave buildings themselves. But during evacuation drills they will not hear commands or noises. Therefore, it is important to design illustrations, maps and other materials to inform them what to do and what will happen in the different stages of evacuation.



Students with intellectual disabilities: Students with an intellectual disability may not have problems to leave premises safely, but may have to be repeatedly informed what should happen at different stages of drills and why it is important. They need to be made aware about the different stages of drills to help them understand how to behave appropriately when disasters occur.

Annex 2I: Points to include in child protection and SZOP codes of conduct

Note: Please identify and add any other important points.	
Purpose of the points:	To identify points to include in: <ul style="list-style-type: none"> • the child protection codes of conduct that all schools should produce; and • the SZOP codes of conduct that all local governments should produce in coordination with schools and political parties.
Responsibility:	Head teachers should lead the production of these codes of conduct.
Timing:	The codes of conduct should be regularly reviewed and updated in the light of experience.

1. Child protection code of conduct points (schools to produce):

- Teachers and students should speak respectfully with all students irrespective of their age, sex, caste, religion and geographical region and deal with them with respect and compassion.
- Establish student friendly and participatory learning environments in classrooms.
- Teachers should regularly inform parents about their children’s progress.
- Teachers should not physically or mentally torture students as punishment. Corporal punishment is against the law in Nepal!
- No student should be discriminated against on the basis of caste, age, gender, religion, physical condition, or sexual or political orientation.
- Teachers should avoid touching students to harass them.
- Teachers should not have romantic or sexual relations with their students.
- Teachers should protect students from harm while they are under their care.
- Schools should take a zero-tolerance approach to students bullying or abusing other students.

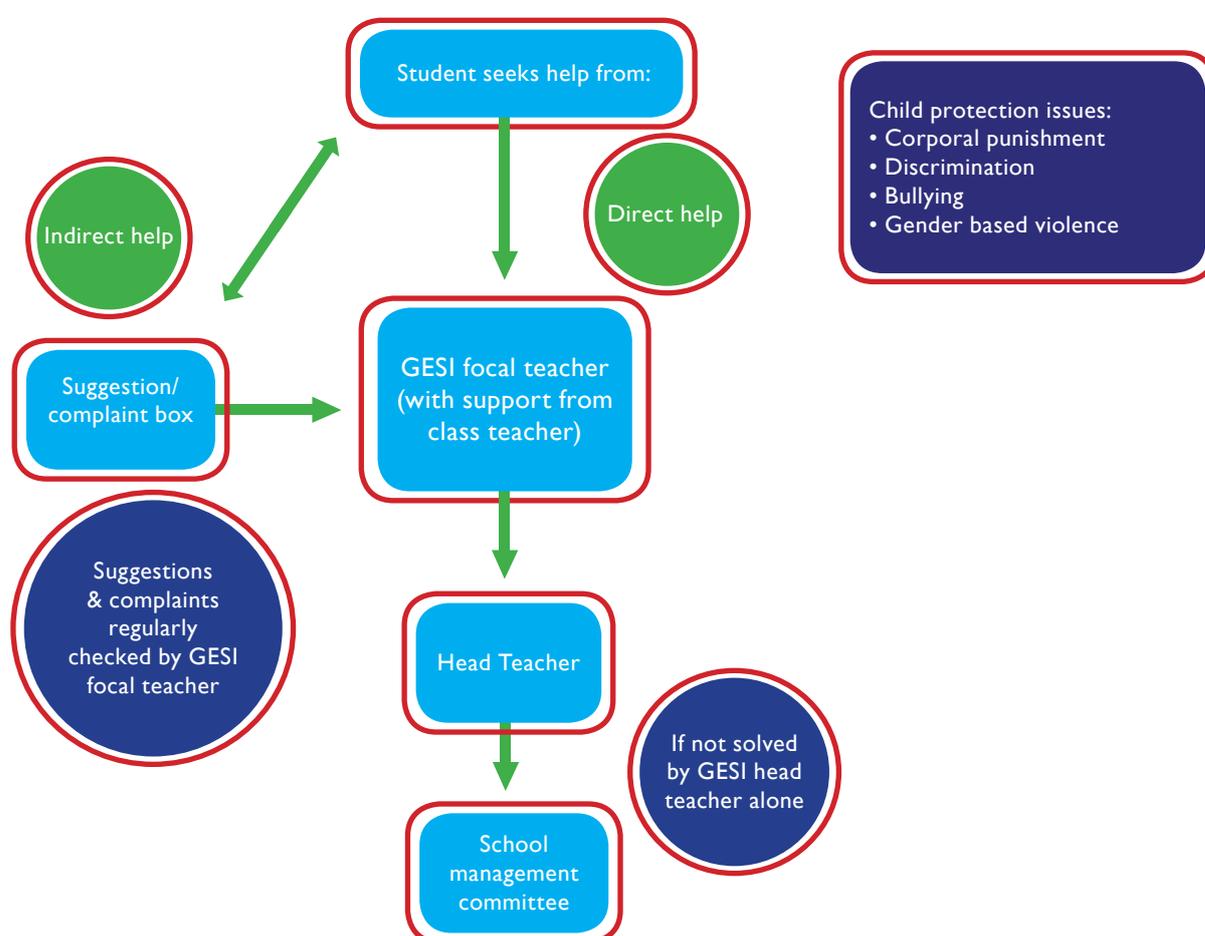
2. SZOP code of conduct points (local governments to produce in coordination with schools and political parties)

- School areas and school property (including school vehicles) should not be used for any political activity.
- School managements should not be influenced for fulfilling any political interests.
- Students and school staff should not be engaged in any political activity including forming parties, or organizing and holding rally and protests.
- Schools and students should be exempt from observing shutdowns and strikes (bandhs) called by political parties and other groups and organisations: i.e. schools should be allowed to open during bandhs and other protests.
- All political parties, their sister organizations and other political stakeholders should respect and be committed to the right of all children to study in a safe environment as guaranteed by Nepal’s constitution.

Annex 22: Process flow chart for referring student victims of violence and abuse

Note: Please identify and add any other important 'places' for referral.	
Purpose of flow chart:	To show the paths and framework for referring child victims of violence and abuse for appropriate care.
Summary:	Children in need should initially seek direct help from GESI focal teachers supported by class teachers. They can also seek help by posting their problems in complaints boxes.
Note:	Having the GESI focal teacher managing complaints will allow students to complain against their class teachers.

Suggested referral mechanism for child protection in schools:



Annex 23: Procedures for reuniting students with parents or guardians

Note: Please identify and add any other important procedures needed to reunite students with their parents or guardians.

Purpose of procedures:

To specify the procedures for reuniting students with their parents or guardians after disasters.

Steps:

- CSS focal teachers identify and assign a reunification area that is safe and secure for parents or guardians to pick up their children from. The area must be away from the incident. Note that a first aid area may need to be assigned.
- Update student rosters that include parents' and guardians' contact details at the start of each school year and more often if necessary.
- Make each year's roster available to SMC members, head teachers, CSS focal teachers and GESI focal teachers and keep a copy in the school office.
- Assign a school staff member to be in-charge of reunification. They should use a name list or pictures to identify the person or child whose whereabouts is being inquired about.
- Assign another school staff or teacher to escort students to the reunification area.
- Parents and guardians report to the assigned area and present the name of their child or children to the responsible staff member.
- The identification of parents and guardians is checked and then they sign a form indicating they have picked up their child including date and time of pickup.
- Students should not be released to people not listed on the guardian-parents roster. A well-intentioned friend may offer to take a child home; however, school staff must be certain that students are only released to appropriate people so that students' families know where they are.
- If the child or children in question is receiving first aid, the parent or guardian will be escorted to that area for reunification.
- If needed, locate mental health support people or crisis counsellors close to the first aid area.
- Some parents or guardians may refuse to cooperate with reunification procedures. This situation can be avoided by discussing the need to follow procedures in SMC-parent interaction sessions by stressing that the safety of the children is the school's utmost priority. It is a good idea to include this material in student's books and notebooks that are distributed at the start of the school year.
- It is a good idea to post a security person at the reunification area.

Annex 24: Points to cover in SMC–parent interaction sessions on CSS

Note: Include other relevant points and focus on the local context and local needs	
Purpose of Annex 24:	To guide the content covered in SMC–parents interaction sessions on CSS
Purpose of interaction sessions	To orientate parents on CSS and share issues of concern and how to address them. Interaction sessions between SMCs and parents are a good way to raise awareness on school safety issues and identify and address CSS related concerns of both parties.
Preparations	The school to invite the local government DRR-CSS focal person to participate in these interactions.
Participants	School families led by SMCs, parents, local community members
Responsibility:	The training events will be organised and run by CSS focal teachers
Timing:	Within school hour or at a time convenient for parents.

Interaction topic	Issues to inform about and discuss	How
1. Comprehensive school safety (CSS)	<ul style="list-style-type: none"> • The rationale of CSS • The 3 pillars of CSS (safe learning facilities, school disaster management, risk reduction and resilience education,) • Local hazards, seasonal preparedness (e.g. pre-monsoon preparedness), update the emergency communications tree, climate change adaptation, disaster response mechanism, psycho-social support tips. 	<ul style="list-style-type: none"> • Presentation by CSS focal teacher followed by questions, answers and discussions.
2. Gender equity and social inclusion (GESI) and child protection	<ul style="list-style-type: none"> • Discrimination and bullying • Gender specific needs • Child protection in emergencies and normal time. • GESI issues in CSS • Referral mechanisms for psychosocial counselling for students in need (girl students, disabled students, poor students of single-headed households, lactating or pregnant teachers and students) • Reunification procedures (Annex 23) 	<ul style="list-style-type: none"> • Discussions led by GESI focal teacher
3. Schools as zones of peace (SZOP)	<ul style="list-style-type: none"> • The concept of SZOP • Commitment of schools and local government to SZOP 	<ul style="list-style-type: none"> • Show written commitment by local government
4. School improvement plan (SIP)	<ul style="list-style-type: none"> • CSS action plan • Work schedule of CSS action plan 	<ul style="list-style-type: none"> • Presentation by head teacher or SMC representative followed by questions and discussions

Annex 25: Summary of preparedness activities for disaster responses

Note: Identify and add any other important preparedness activities in line with the local context and needs.	
Purpose:	To indicate the types of activities that should be run to prepare to respond to future disasters. Reviewing this list can lead to the identification of other activities.
How to use the list:	The list can be used also usefully be referred to in interaction, orientation and training sessions.
Timing:	SDMCs should review the list annually
Reference document:	Adopted from CSS Minimum Package Volume 2 (MoEST 2018a)

A. School level – implement at least top seven points

1. Identify and draw a map of evacuation routes, assembly points and safe places. Fix it in a visible place in school and make teachers and students aware of it. This is the same as point 1 in Annex 18 on making evacuation plans.
2. Hold regular drills (at least four times per year) on earthquakes and other local hazards with the participation of SMCs, teachers, parents and students.
3. Prepare first aid kits and train teachers and students to use them.
4. Schools keep a list of all students' parents' contact phone numbers.
5. Distribute or manage whistles and name tags for all students. Tags should include parents' names and updated contact numbers.
6. Keep a list of useful organizations and their contact information for emergencies including the police, health facilities, the Red Cross and other relevant organizations (see Annex 26).
7. Develop hazard specific SOPs and display them at visible places in school.

1. Keep a stock of sanitary pads for students and arrange a disposal system for them in toilets.
2. In schools vulnerable to floods, keep stocks of old text books and teaching and learning materials at a safe location.
3. In schools vulnerable to floods, keep cupboards and important documents at a raised height above potential inundation level.
4. Keep fire safety measures such as buckets shovel, sand and other useful materials and ways of preventing fires from spreading.
5. Schools to agree with local government on norms for using the school as a shelter after emergencies or to identify alternative shelters.
6. Establish disaster management funds to use for emergency responses.
7. Manage rest or counselling rooms for students to recover in post-emergency situations.
8. Keep a contact list of psychosocial counsellors and related organizations.
9. Keep classroom and exit doors unlocked during class times.
10. Place door locks at an accessible height for children.

B. Local government level – implement at least the top seven points

1. Train teachers on CSS and education in emergencies and disaster risk management planning for school safety.
2. Keep lists of contact numbers of head teachers, SMC chairpersons, chairperson of SDRM sub-committee, CSS focal teachers and GESI focal teachers.
3. Manage communication during emergencies such as VSATs, mobile phones, telephone or wireless communication.
4. Form and train volunteer search and rescue teams.
5. Arrange medicines, human resources and equipment for healthcare during emergencies.
6. In schools vulnerable to floods, install rainfall monitoring machines and link them to early warning systems in coordination with schools.
7. Establish or maintain fire brigades and fire suppression equipment with trained human resources.

1. Stockpile education continuity materials including copies, pencils, books and student and early childhood development kits.
2. Stockpile temporary learning centre materials such as tarpaulins, ropes, nails, hammers, pickaxes, shovels and hoes.
3. Store search and rescue materials including ropes, boats, life jackets, stretchers in a safe and accessible place.
4. Identify alternative places for shelters after disasters to avoid schools being used as shelters.
5. Facilitate students' access to psychosocial support.

Annex 26: Format for roster of school CSS partners and stakeholders

Note: This tool should be adapted to suit the local context and local needs	
Purpose of the tools:	A template for recording the details of local CSS support agencies.
Responsibility:	CSS focal teachers to prepare these rosters.
Timing:	Check and update the roster at least once a year
Reference:	Adapted from the Supplementary Training Manual on Annual SIP Updating and Reference Materials for Disaster Preparedness (DoE 2016b)

Table A26: Rosters of local school CSS partners and stakeholders

Offices	Contact persons & position	Contact number	Location & how to reach	Notes
Organizations	Police			
	Health institutions			
	Local government office			
	Fire control division			
	Red cross			
Other relevant organizations				

Annex 27: Guide to carrying out rapid training needs assessments in schools

Purpose of annex:	To show how to carry out training needs assessments in schools to identify the content of training courses and orientations.
Responsibility:	Head teachers or deputy head teachers should carry out assessments.
Timing:	Six weeks before training courses are held
Reference:	SIP Development Guidelines (DoE 2017b)

These assessments should consider needs, current competencies, training methods and time, cost and effectiveness.

The facilitator (preferably the head teacher) should take the following steps for carrying out a rapid TNA:

- Gather together representatives of the trainee group.
- Ask each participant to write down their ten most important training needs.
- Do the following to help participants identify their training needs:
 - Share the goals and objectives of the school's CSS action plan.
 - Discuss the outcomes of previous training events.
 - Discuss gaps in skills and competencies.
 - Discuss preferable training methods and time of training.
- Review the identified needs.
- Participants vote to prioritize the group's training needs.
- Identify appropriate participants for identified need.
- List training needs in order of importance.

ANNEXES PART B. CSS IMPLEMENTATION GUIDELINE TOOLS FOR LOCAL GOVERNMENTS

Annex 28: ToRs for local government DRR-CSS focal persons

Note: Local governments are encouraged to adapt these ToRs and add points to fit their local context and needs.	
Purpose of ToRs:	To specify and formalise the roles and responsibilities of local government DRR-CSS focal persons to looking after CSS issues.
Preconditions:	Each local government assigns a DRR-CSS focal person.
Responsibility:	Local government executive officers are responsible for the preparation and signing of these ToRs.
Timeline:	ToRs will be signed on assignment and reviewed annually.
Note:	The role of DRR-CSS focal persons should be emphasized in local education regulations and acts.
Reference	The Local Government Operation Guidelines 2074 (MoFALD 2017) and LDCRP Guidelines 2074 (MoFALD 2018).

Roles and responsibilities of DRR-CSS focal persons:

1. To be the local government focal person for school-based CSS intervention and community-based DRR and to support the planning and implementation of CSS on behalf of local governments.
2. To serve as member secretary of the education committee.
3. To compile records and data on local schools including on locations, education level, number of students, status of SIPs with CSS action plans, risk levels of schools (low, medium, high) as based on assessment, schools needing support, schools already supported, budget allocated, trained and untrained CSS focal teachers, trained and untrained GESI focal teachers.
4. To orientate local government teams on CSS.
5. To prepare annual sub-plans to support and monitor CSS intervention in all schools
6. To participate in school–community interactions.
7. To coordinate and collaborate with engineers on school structural risk mitigation activities including structural assessments, construction design, estimating costs, supervising work and quality assurance.
8. To ensure the integration of schools' CSS plans into local planning processes.
9. To maintain the contact details of all SMC focal members and head teachers.
10. To maintain a list of recommended materials and supplies for pre-positioning by the local governments for education in emergencies.
11. To update the list of support agencies within the area with contact details and types of services they provide.
12. To compile an annual CSS report to feed into the local government EMIS.
13. To act as focal person to report to the provincial and federal government on CSS activities.
14. To lead the preparation and signing of local government SZOP declarations and to publicise the signed declarations.
15. To monitor the addressing of child protection in all schools.

Executive officer:

Name:

Signature:

Date:

DRR-CSS focal person

Name:

Signature:

Date:

Annex 29: Guide on orientating local government personnel on CSS

Note: The specific training content should focus on addressing the local context and needs	
Purpose of Annex 29:	To suggest the content and organisation to orientate local government personnel on comprehensive school safety (CSS) (see table below)
Purpose of orientations:	To sensitize concerned local government personnel on CSS and enable them to support CSS in schools.
Responsibility:	The orientations will be organised by local government executive officers
Resource persons:	Trained local resource persons or resource persons from provincial or federal government or external trainers.
Participants:	Members of local government education and LDCR committees, education officer, education resource persons, DRR-CSS focal person, GESI focal person, engineer.
Timing:	One day
Costs:	Local government DRR-CSS focal persons will allocate resource for these events.

1-day orientation to local government CSS teams			
Session 1	Session 2	Session 3	Session 4
Registration, welcome and opening <ul style="list-style-type: none"> • Introduction of participants • Training objectives • Introduction to DRR situation in Nepal • Policy overview 	Roles and responsibilities of DRR-CSS focal persons and introduction to Implementation Guidelines: <ul style="list-style-type: none"> • Roles and responsibilities of local government DRR-CSS focal persons • CSS implementation guidelines at local government level • CSS implementation guidelines at school level (provision of SMC CSS focal members, CSS focal teachers and GESI focal teachers) • CSS Implementation Guidelines at provincial and federal level • Rational of child protection, SZOP commitment by local governments • Capacity building of head teachers, teachers and SMCs on CSS • Education in emergencies. • Prepositioning of emergency education supplies 	Education regulations, coordination mechanisms and resource allocation <ul style="list-style-type: none"> • CSS issues to include in local government education regulation • Coordination mechanism for disaster response and resource leverage (rationale and mechanism establishment process) • Resource allocation for CSS (priority activities for technical and financial support based on vulnerability of schools). 	Integration of CSS, child protection, climate change and resilience in education curricula, and preparedness <ul style="list-style-type: none"> • Integration of local CSS, climate change, resilience and child protection issues in curricula • Preparedness for response (local government) • Participation in drills and awareness raising interactions between school families and communities • Course evaluation • Closing

Annex 30: Guide on training school trainers on CSS

Note: The specific training content should focus on addressing the local context and local needs.	
Purpose of Annex 30:	To prepare a group of trainers in all schools by developing their capacity, knowledge and skills to carry out school assessments, to make CSS action plans and to implement CSS.
Organisation:	Training should be organized for clusters of adjoining schools and all schools should receive this training.
Responsibility:	The orientations will be organised by local government DRR–CSS focal persons
Resource persons:	Trained local resource persons or resource persons from provincial or federal government or external trainers.
Participants:	Five persons per school (head teachers, CSS focal teachers, GESI focal teachers, SMC chairpersons, SMC focal members)
Timing:	Two days
Costs:	Local government DRR-CSS focal persons will allocate resource for these events.

Training of trainers for key school personnel

Day I

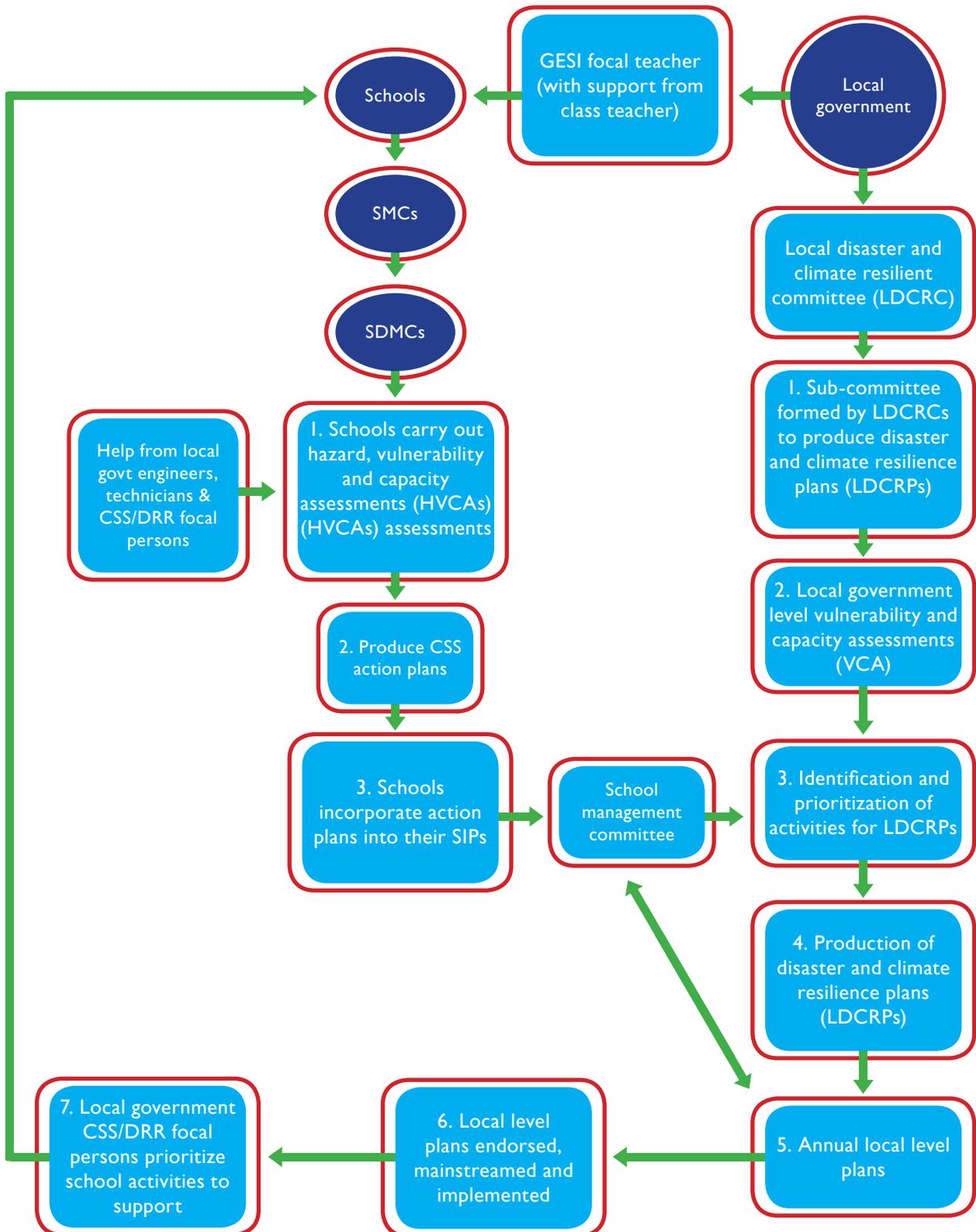
Session 1	Session 2	Session 3	Session 4
<p>Introduction</p> <ul style="list-style-type: none"> Registration, welcome and introduction of participants; objectives of training; expectations of participants and norm setting. Introduction to Nepal DRR situation DRR situation of Nepal Policy Overview including DRRM Act (2017), Local Governance Operation Act, draft Safe School Policy, SIP guidelines, National DRR Strategy and Action Plan, SSDP, Comprehensive School Safety Master Plan (2018), CSS Minimum Package (2018), CSS Implementation Guidelines Rationale of school improvement plans (SIP), development process, annual school calendars and integration of CSS in SIPs (CSS action plans) 	<p>Roles and responsibilities</p> <ul style="list-style-type: none"> Role of local government (elected representatives, DRR-CSS focal persons, engineers, technicians) Role of SMCs and CSS focal members. Roles of GESI and CSS focal teachers. 	<p>Education regulations, resource allocation and integration of CSS in curricula</p> <ul style="list-style-type: none"> CSS related points for including in local government education regulations. Resources for CSS (prioritization of schools for technical/ financial support based on their vulnerability). The integration of CSS, climate change and resilience and child protection issues in education curricula. 	<p>Rationale of child protection, capacity building plans, education in emergencies and awareness building</p> <ul style="list-style-type: none"> Rationale of child protection and SZOP commitments by local governments Capacity building of head teachers, teachers and SMCs on CSS Education in emergencies Prepositioning supplies for education in emergencies Participation in drills and awareness raising of school families and communities.

Day I			
Session 1	Session 2	Session 3	Session 4
<p>SIP formulation and implementation</p> <ul style="list-style-type: none"> SIP formulation — things to consider, links with annexes of implementation guidelines. SIP implementation — links with roles and responsibilities of stakeholders, things to consider for monitoring and progress tracking. 	<p>Progress reporting and linking of SIPs with local planning process</p> <ul style="list-style-type: none"> Importance of reporting and maintaining databases and records by schools School reporting to local governments Concept of gender, child and disability disaggregated data Linking SIPs with local level planning 	<p>Coordination and collaboration</p> <ul style="list-style-type: none"> Within local governments – link with technical and financial support With local partners – health facilities, Red Cross, Nepal Police, INGOs, and NGOs (link with disaster response and resource leverage) With parents and guardians – link with community awareness, school as a unit of communities, CSS, resilience and child protection issues. 	<p>HVCA tools, CSS action plans to implement the guidelines</p> <ul style="list-style-type: none"> Concept of HVCA tools and their use in hazard risk assessments. Practice the use of HVCA tools including (i) vulnerability and risk mapping, (ii) capacity and institutions mapping, (iii) resource mapping, (iv) historical hazard time line (v) hazard prioritization and ranking (vi) annual hazard calendars) Making CSS action plans to implement the guidelines Tips and process for preparing action plans and role of personnel Progress tracking process and tips. Course evaluation Closing

Annex 3I: How school CSS planning fits into the local level planning process

Annex 3I: How school CSS planning fits into the local level planning process

Purpose of flow chart:	To show school CSS action planning fits into the local government planning framework.
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Annex 32: Points for local government standard operating procedures on disaster responses

Note: Please identify and add any other important points.	
Purpose of the list of points:	To identify the responsibilities of local governments to respond to natural disasters to safeguard CSS.
How to use the list:	DRR-CSS focal persons should produce and update these procedures.
Timing:	DRR-CSS focal persons should occasionally review and update these procedures.
Reference:	See Annex 19 for school disaster response standard operating procedures.

Points to include in local government standard operating procedures for responding to disasters:

- Immediately mobilize the DRR-CSS focal person and LDCR committees to respond.
- Inform security personnel about the emergency situation.
- Mobilize search and rescue teams.
- Carry out damage and need assessments.
- Support school continuity by distributing prepositioned supplies, education kits and by helping establish temporary learning centres.
- Support the provision in schools of first aid, water and sanitation, and hygiene education.
- Establish shelters in pre-identified alternative places to avoid schools being used as shelters.
- Provide resources for immediate responses to disasters.
- Monitor the allocation and use of resources.

Annex 33: Format for roster of local government CSS and DRR partners

Note: This tool should be adapted to suit the local context and local needs	
Purpose:	A template for recording the details of local government CSS and DRR support agencies
Responsibility:	DRR-CSS focal persons to prepare rosters
Timing:	Check and update these rosters annually.
Reference:	Adapted from the Supplementary Training Manual on Annual SIP Updating and Reference Materials for Disaster Preparedness (DoE (2016b))
Costs:	Local government DRR-CSS focal persons will allocate resource for these events.

Organisations		Contact persons' names & positions	Contact numbers	Location, how to reach	Notes
Organizations	Police				
	Health institutions				
	Local government office				
	Fire control division				
	Red cross				
	District disaster management committee (DDMC), district education development coordination unit (EDCU)				
Other relevant organizations					

Annex 34: Materials and supplies for local governments to preposition for disaster responses

Note: Please add any other necessary materials and supplies to this list.	
Purpose of the tools:	A list of emergency materials and supplies that local governments should store at their HQ offices to use in the immediate response to disasters.
Responsibility:	DRR-CSS focal persons to place and manage these stores.
Reference:	Adapted from the Supplementary Training Manual on Annual SIP Updating and Reference Materials for Disaster Preparedness (DoE (2016b))

Materials and supplies that local governments should preposition for disaster response:

- Textbooks
- Drawing books
- Board games
- Helmets
- Firefighting helmets
- Rescue vests
- Fire boots
- Rubber boots
- Gloves
- Goggles
- Multipurpose knives
- Knee pads
- Elbow pads
- Masks
- Wheelbarrows and drums
- Petrol
- Fire extinguishers (6 kg)
- Buckets
- Static ropes
- Fire ropes
- Hoes
- Carabineers
- Figure of 8 devices
- Sheet harnesses
- Pickaxe
- Fire axe
- Copy
- Pen
- Pencils
- Erasers
- Crayons
- Schedule
- Manual
- Siren
- First aid kits
- Stretchers
- Ladders
- Bamboo and wood
- Carton boxes.