Education Sector Policies and plans

Aligned to national, subnational and local disaster management plans

- Safe site selection
- Building codes
- Disaster-resilient and 'green' design
- Performance standards

**Pillar One:
Safe Learning Facilities**

- Builder training
- Construction supervision
- Quality control
- Remodeling
- Retrofit
- Water, sanitation and hygiene

- Building maintenance
- Non-structural mitigation
- Fire safety
- Green school practices

- Structural safety education
- Construction as educational opportunity
- Community engagement in construction

- Assessment and planning
- Physical, environmental and social protection
- Response skills and provisions

Pillar Two: School Disaster Management

- Representative/participatory SDM linked to school-based management
- Educational continuity planning
- Standard operating procedures
- Contingency planning

- Household disaster plan
- Family reunification plan
- School drills
- Learning without fear
- School as zones of peace

- Education for sustainable development
- Child-centred learning
- Formal curriculum Integrations and infusion
- National consensus-based key messages

**Pillar Three:
Risk Reduction and Resilience Education**

- Teacher training and staff development
- Extracurricular and community-based informal education
- Conflict sensitive education for diversity acceptance, peace and social cohesion

- Multi-hazard risk-assessment
- Education sector analysis
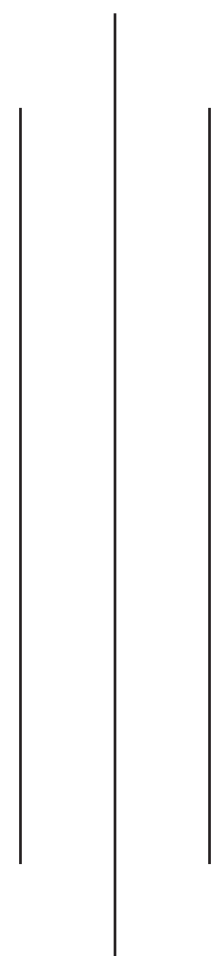- Child-centered assessment and planning

COMPREHENSIVE SCHOOL SAFETY COMMUNICATION AND DISSEMINATION STRATEGY, 2075

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

COMPREHENSIVE SCHOOL SAFETY COMMUNICATION AND DISSEMINATION STRATEGY, 2075

(Approved by the Office of the Minister, Ministry of Education Science and Technology on 25th of February, 2019)

The Government of Nepal
Ministry of Education Science and Technology
Singhadurbar

MAIN POINTS

Goal – The goal of this Comprehensive School Safety (CSS) Communication and Dissemination Strategy is to increase knowledge and understanding on the importance of safe schools and engender commitment towards making all schools safe for every child particularly by implementing the Minimum Package. This recognises that the Minimum Package is the best way to achieve comprehensive school safety in all Nepal's schools.

Purpose – This strategy identifies the various ways and means of communicating and disseminating the importance of CSS and the Minimum Package to influence and persuade all levels and types of stakeholders to implement and support the implementation of CSS and the Minimum Package and to use the Implementation Guidelines.

Scope– This strategy is applicable to all school-related stakeholders across Nepal from early childhood education to secondary schooling across the government and private education sectors.

Users – The main users of this strategy are organisations that seek to carry out or support the carrying out of communication campaigns and communication activities to promote the rollout of the CSS Minimum Package in Nepal's schools. The main users are therefore the Ministry of Education, Science and Technology (MoEST) and its central level agencies, provincial ministries of social development (which cover education in provincial governments), NGOs, INGOs and development partners. Other potential users include local governments, private businesses, representative organisations and federations and other implementing partners. Implementing partners include NGOs, community based organisations, federations and local influential persons.

How to use this strategy – This strategy is a guide to identifying target audiences of CSS communication activities and activities to increase knowledge and awareness about CSS in general and specifically on implementing the CSS Minimum Package.

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ABBREVIATIONS

CEHRD	Centre for Education and Human Resource Development (formerly Department of Education)
CSS	Comprehensive School Safety
DRR	Disaster Risk Reduction
GESI	Gender Equality and Social Inclusion
IEC	Information, Education and Communication
INGO	International Non-Government Organisation
MoEST	Ministry of Education, Science and Technology
NDRC	National Disaster Risk Reduction Centre
NGO	Non-Government Organisation
PTA	Parent–teacher Association
SDG	Sustainable Development Goal
SMC	School Management Committee
SZOP	Schools as Zones of Peace
UNICEF	United Nations Children's Fund

1 INTRODUCTION

1.1 Threats to school safety

Good progress has been made on extending and improving Nepal's school education system. However, these gains and the safety of schools and students are at risk from natural disasters and other threats to student safety.

Vulnerability to natural hazards – Nepal is very prone to natural disasters. UNDP has ranked Nepal as the fourth most vulnerable country in the world to climate change-induced hazards, the eleventh most vulnerable to earthquakes and the thirtieth most vulnerable to floods. These hazards can kill, injure and traumatise students and teachers, disrupt education and damage schools. Many of Nepal's school buildings are vulnerable to earthquake damage. The 2015 earthquakes partially or completely damaged 35,000 classrooms, leaving more than one million children without safe permanent learning places. Had the 25 April 2015 earthquake struck in school hours, tens of thousands of students would have been killed or injured under collapsing school buildings. Floods also pose a major threat with the education of 220,000 affected by the August 2017 floods in the southern Terai plains. Landslides and storms also threaten school education. Measures are needed to prevent natural disasters affecting schools, to protect schools from them and to be prepared to respond to them to minimise impacts.

Other threats – Student's safety and their education is also threatened by i) armed conflict and other kinds of violence; ii) party political interventions in schools, and iii) the discrimination, abuse, neglect and exploitation of students. Measures are needed to protect students and make schools into zones of peace.

Definition – The term 'comprehensive school safety' (CSS) refers to measures and interventions to protect schools, students, teachers, all school personnel and teaching and learning from natural disasters and other threats such as conflict and discrimination. Note that although disaster risk reduction (DRR) is the major component of CSS the other types of threats also need addressing for *comprehensive* school safety. CSS is a holistic approach to school safety encompassing all activities from disaster prevention and responses to child protection and schools as zones of peace.

1.2 CSS Master Plan

[1]This communication strategy is directly linked to the Comprehensive School Safety Master Plan and two other associated documents produced in 2017/18 by the Ministry of Education, Science and Technology (MoEST) and its Centre for Education and Human Resources Development (CEHRD). These documents detail the need for and the implementation and promotion of comprehensive school safety in Nepal.

The Comprehensive School Safety Master Plan – Previous fragmented school safety initiatives and the damage caused to Nepal's schools by the April and May 2015 earthquakes prompted MoEST to see the need for an overarching plan and strategy to make Nepal's schools safe. The production and implementation of a Comprehensive School Safety Master Plan was thus included in the overarching strategy for school education in Nepal – the School Sector Development Plan (SSDP, 2016–2023).

The CSS Master Plan provides a roadmap for ensuring that all students are educated in safe schools. The first part gives an overview of natural hazards in Nepal and the impacts of recent disasters and explains the country's disaster risk reduction policies and institutional framework. It analyses the causes of vulnerability of Nepal's schools and the responses to the 2015 earthquakes and presents lessons learned on making Nepal's schools safer. The second part presents a comprehensive action plan for making Nepal's schools safer and institutional and implementation arrangements for operationalizing the plan.

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1   Previously the Department of Education

The Comprehensive School Safety Minimum Package — A key part of the Master Plan is a minimum package of measures to achieve an adequate level of safety to transform Nepal's schools into safe learning environments. The Minimum Package is made up of four activity areas for safe learning facilities, eight activity areas for school disaster management and four activity areas for risk reduction and resilience education(see Annex 1). The government plans the phased roll out of the Minimum Package to all schools with the aim of meeting minimum school safety criteria in all Nepal's schools by 2030. MoEST requires that all schools, including early childhood development and public and private schools, implement the package.

Comprehensive School Safety Implementation Guidelines – The CSS Implementation Guidelines are a standalone guide for schools and local governments to implement the CSS Minimum Package. They detail the 15 activity areas (see Annex 2) and associated activities for implementing the Minimum Package with 9 activity areas for schools and 6 for local governments to implement. They also provide more than 30 practical tools and guides for implementing CSS.

1.3   Rationale of this communication and dissemination strategy

There is an urgent need to improve knowledge and motivation to implement and support the implementation of CSS in Nepal's schools. Most school management committees (SMCs), students, teachers. local governments, parents and other stakeholders lack adequate knowledge and skills on CSS and do not see the value of CSS activities and thus lack the motivation to press for and implement CSS. These attitudes arise from the following tendencies:

- The widespread belief that natural disasters are unpredictable and little can be done to prevent them.
- Most teachers lack the skills and motivation to advise and interact with students on extra-curricular subjects as CSS and DRR as they prefer to just follow the academic curriculum as their performance is mostly evaluated on how their students perform in examinations rather than on other educational issues such as CSS.
- Most parents prioritise their children's performance in exams and give little importance to non-academic and extra-curricular activities.
- The curriculum lacks adequate coverage of CSS.

1.4   Purpose and goal

Goal – The goal of this CSS Communication and Dissemination Strategy is to increase knowledge and understanding on the importance of safe schools and engender commitment towards making all schools safe for every child particularly by implementing the Minimum Package. This recognises that the Minimum Package is the best way to achieve comprehensive school safety in all Nepal's schools.

Purpose – This strategy identifies the various ways and means of communicating and disseminating the importance of CSS and the Minimum Package to influence and persuade all levels and types of stakeholders to implement and support the implementation of CSS and the Minimum Package and to use the Implementation Guidelines.

Expected results – It is expected that the resulting increased knowledge and motivation of schools will increase their willingness to implement CSS in general and the Minimum Package in particular, leading to them developing plans and allocating budgets for implementing their plans. In the same way the resulting increased knowledge of local governments should increase their motivation to make plans, allocate resources, carry out monitoring and prepare local regulations for implementing the minimum level of school safety in all their schools.

1.5   Users of the strategy

The main users of this communication strategy are organisations that seek to carry out or support the carrying out of communication campaigns and communication activities to promote the rollout of the CSS Minimum Package in Nepal's schools. The main users are therefore MoEST and its central level agencies, provincial ministries of social development (which cover education at the provincial level of government), NGOs, INGOs and development partners. Other users could include active

local governments, private businesses and representative organisations and federations such as the Private and Boarding Schools Organization Nepal (PABSON), N-PABSON and other implementing partners. Implementing partners will include NGOs, community-based organisations, federations and local influential persons. Some of the main tasks of users are summarised in Box 1.

> **Box 1: How users of the strategy can help roll it out**
> - Disseminate key messages through their communication activities, products and materials.
> - Support all levels of government to implement the strategy.
> - Support or lead the production of communication products and materials (print, electronic, digital, etc.) and activities (rallies, workshops, training, other community-based activities).
> - Support or lead the dissemination of products and materials.
> - Support or do social mobilization on CSS.
> - Support or lead advocacy initiatives.

2 ELEMENTS OF THE STRATEGY

The successful implementation of CSS depends on improving the knowledge, attitudes, practices and behaviour of the people and organisations responsible for implementing and supporting the implementation of CSS and the Minimum Package. This chapter identifies the main target audiencesof communication initiatives for school safety and provides an overview of their roles in making schools safe, the types of key messages that need disseminating, and the channels and means of disseminating them.

2.1 Target audiences

The following are the main target audiences for communicating the importance of CSS to and the need to implement the CSS Minimum Package. The following entities have an important role to play in influencing and supporting the rollout of CSS and the Minimum Package and need to know more about these subjects.

Students are the main rightholders and beneficiaries of CSS. They can play a crucial role in implementing CSS by advocating for safer schools and by influencing SMCs, teachers and parents. The need is to make them more aware of school safety issues and enable them to demand the implementation of the Minimum Package.

Head teachers, CSS and GESI focal teachers and all teachers have a key role to play in implementing CSS and the Minimum Package. They have authority and control over resources and decision-making in school-led activities. The need is to enhance their knowledge and persuade them to fully implement the Minimum Package in their schools.

School management committees (SMCs) are responsible for managing schools and hence for implementing CSS in schools. School disaster management committees (SDMCs) are SMC sub-committees with specific responsibilities for implementing CSS. The need is to enhance their knowledge and persuade them to fully implement the Minimum Package in their schools.

Parents are key influencers of SMCs, local governments and students. The need is to make them aware of the importance of CSS for protecting students and enhancing learning opportunities so as they demand that the Minimum Package is implemented in their children's schools. Parent-teacher associations (PTAs) are the main representative bodies of parents in schools.

The 'parents' target audience is extended here to include local communities and their local groups such as user groups and mothers' groups and local influential people that may well incorporate parents. Trusted community representatives and local groups need to be engaged for the local buy-in of CSS and Minimum Package activities.

Local governments are directly responsible for implementing CSS and the Minimum Package in partnership with schools. Their DRR-CSS focal persons, local disaster and climate resilience committees and education sections are the main responsible entities. They need to be persuaded to invest in CSS and the Minimum Package as they are responsible for resourcing schools to implement certain Minimum Package activities. They also have a key role to play in influencing and supporting schools to implement CSS and the Minimum Package and should contribute by developing policies that stress the importance of safe schools. Note that i) local governments are both an audience and potential user of this strategy and ii) this audience also covers local political parties and politicians.

Federal (central) and provincial governments, including provincial and federal ministries of education and education agencies, members of parliament, ministers and officials,need to be convinced of the importance of CSS and the Minimum Package to create a conducive policy and legislative environment for implementing and providing resources for CSS.Their buy-in and support is essential. MoEST and its subordinate offices and agencies are the main national CSS stakeholders who have produced and own the CSS Master Plan and associated documents. This audience also includes national and provincial political parties, who are potential influencers of local politicians and local governments to press for the rollout of the Minimum Package.

Non-government organisations, including national and local NGOs and faith-based organisations,need more knowledge as implementing partners of CSS and the Minimum Package.They should be involved in both the rollout of CSS measures and communication initiatives.They work in and are often trusted by local communities, can provide an entry point into communities and are likely to have resources and infrastructure on the ground to support communication responses.

INGOs, development partners(bilateral donor agencies and United Nations agencies)and their networks and consortia need informing about the specific context of CSS and the Minimum Package to inform them how they can technically and financially support this important work. UNICEF,other United Nations agencies and bilateral agencies already support the government to implement CSS.

The national and local media and communication agencies are an important target audience for generating public awareness and momentum for change.They include radio, television, social media and advertising organizations, and artists, designers, journalists and public relations professionals, who can develop materials and disseminate messages. Community radio stations are particularly important for disseminating information in remote areas and broadcasting programmes that engage communities. NGOs that work with national and local media exist at all levels and can help identify and coordinate media actors.They all need to be sensitized about CSS, the Minimum Package and the Implementation Guidelines to encourage them to disseminate messages and news on them.

These audiences can be grouped into different levels (Figure 1) that were used to inform the development of the target audience-wise strategies in Chapter 3 and the action plans in Annex 7. The key features of communication interventions needed at each level are summarised in Table 1.

Table1: **Key features of communication interventions needed by level of target audience**

Level	Key features of communication interventions
Individual and school levels • SMCs, teachers and students	• Focus on individual knowledge, attitudes, motivations, self-efficacy, skills building, and behaviour change • Work through interpersonal communication, and mass and social media.
Community level • Parents, PTAs and local communities	• Focus on enabling groups of individuals to engage in a participatory process to define their needs, demand their rights, and collaborate to transform their social system. • Emphasise dialogue to change behaviour of SMCs and local representatives. • Work through interpersonal communication, community dialogue, and mass and social media.

| Organization level	• Focus on uniting partners at local government and community levels for a common purpose.
• Local government and NGOs	• Emphasise collective efficacy and empowerment to create an enabling environment.
	• Work through dialogue, coalition building, group and organizational activities.
Policy and enabling environment level	• Focus on policy environment and seeks to develop or change laws, policies, and administration.
• Provincial and federal governments, INGOs	• Work through dialogue and mass media.
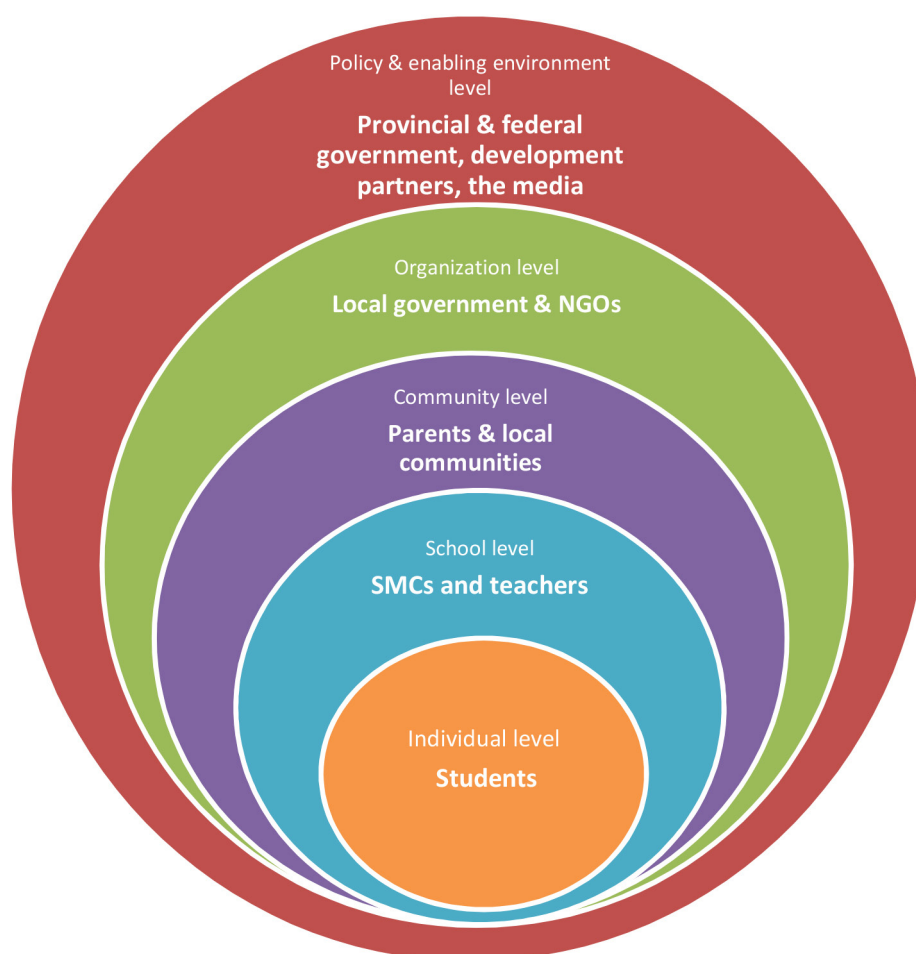
Figure 1: The main target audiences that need convincing of the importance of CSS and the Minimum Package

2.2 Multiple roles

Most of the target audiences have multiple roles implementing the Minimum Package (see Table 2). For example, students are both beneficiaries and influencers of implementors (schools) while the media can both influence and support implementors. It is particularly the supporters of influencers that this communication strategy is aimed at.

Table 2: The roles of target audiences in implementing CSS and the Minimum Package

Entity	Direct beneficiaries and implementors	Influencers of implementors	Supporters of influencers
Students	x	x	
Teachers	x		
SMCs	x		
Parents		x	
Local governments	x	x	
Federal and provincial government		x	x
MoEST, provincial education ministries and their agencies		x	x
NGOs and INGOs			x
The media		x	x

2.3 Target audiences' roles, knowledge needs and barriers and facilitators

This communication strategy is designed around the tasks that the target audiences need to carry out to implement the Minimum Package, the related things they need to know and the barriers and facilitating factors for them to implement the Minimum Package. These factors were analysed to inform the production of the strategies for students, teachers, SMCs, parents, local governments and federal and local governments in Chapter 3. The full analysis is given in Annex 3.

- The Implementation Guidelines detail the particular tasks that schools and local governments are to carry out, which are summarised in Annex 3 of this strategy. Based on their roles, which are outlined in the Implementation Guidelines, the analysis found that all stakeholders need to know: what CSS is and that implementing the Minimum Package will make schools safe;

- the key features of the Minimum Package and Implementation Guidelines; and

- their roles and responsibilities implementing the Minimum Package.

In brief, the main barriers to implementing CSS are target audiences' limited knowledge of CSS, the Minimum Package, the Implementation Guidelines, and their roles implementing CSS and the Minimum Package. Another major barrier is other competing areas of work. Specific barriers include teachers' reluctance to do extra work besides teaching the curriculum and lack of political commitment to making schools safe. The main facilitating factors are adequate budgets and the desire to make schools safe.

2.4 Key messages

A range of key messages have been identified and developed and are listed under the individual strategies for the main target audiences in Chapter 3. They include generic messages, such as those in Box 2, and audience-specific messages including outlining specific responsibilities. This strategy also provides a summary of the main benefits of the Minimum Package in Annex 4.

2.5   Channels and means of communicating key messages

Main channels

The following are the main channels for disseminating information, education and communication (IEC) materials and key messages:

- **Interpersonal communication channels,** including training and orientation programmes, door-to-door visits, meetings and exposure visits.
- **Community-based communication channels,** including rallies, drama performances, celebrating special days, notice boards and disseminating messages through the programmes of community-based organisations. This also includes education-related campaigns such as on schools as zones of peace (SZOP).
- **The mass media,** including newspapers, magazines, radio, TV, Facebook and other social media, internet-based news portals and text messages (SMSs).
- **Implementing partners,** such as community organisations and other stakeholders, who may also be target audiences as parts of local communities.
- **Representative organisations,** including national and provincial federations and associations of students, teachers, SMCs and PTAs as they can influence their memberships to implement CSS and the package and are a useful channel for reaching their members.

IEC materials

Communication initiatives can use either existing IEC materials or produce their own better-targeted materials. A wide range of IEC materials have been produced by DRR and child protection programmes, but many are not available or locally applicable. Materials specifically for disseminating information on the Minimum Package are under development by the National Disaster Risk Reduction Centre (NDRC). A template for guiding the production of new IEC materials is provided at Annex 5.

This strategy calls for providing 'prototype' examples of IEC materials for the development of local IEC materials. These prototypes should be developed by communication and subject experts.

The range of IEC materials includes the following:

- Print materials including targeted posters, flex charts, pocket books, and brochures; news and op-ed articles in newspapers and online news, and presentations to facilitate meetings and workshops.
- Audio-visual materials including videos of the importance of CSS, the Minimum Package, and the Implementation Guidelines; video profiles of schools' vulnerabilities to disasters; CSS radio dramas and TV serials; public service announcements and roundtable television and radio discussions with government officials.
- Internet-based materials include internet-based edutainment series, CSS messages on CEHRD and local government websites, and social media.
- Others include bulk text messages, a handbook of information and key messages on CSS, wall paintings in public places, commitments by government to CSS in mass media, and advocacy kits.

3 THE STRATEGIES

This chapter gives suggested strategies for informing the main target audiences about CSS and the Minimum Package in terms of the key messages to be communicated, the main communication channels and main types of IEC materials to use. Users of this strategy are encouraged to add other appropriate key messages, channels and IEC materials.

3.1 Students

Students need to be made aware about CSS and the Minimum Package, to get them to press SMCs and teachers to implement the Minimum Package.

Table 3: **Key CSS messages for students and how to communicate them**

Key messages	Communication channels
1. The implementation of the Minimum Package is the best way to make schools safe and resilient to disasters and will help protect students from many types of threats.	1. Interpersonal communication: • CSS-related extra-curricular activities • Train child club members on CSS • School-based training including drills and simulation exercises.
2. A major benefit of implementing the Minimum Package is the production of school disaster preparedness, disaster response, education continuity and child protection plans.	2. Community-based communication: • Notice boards • CSS themed street dramas • CSS themed wall paintings • Youth clubs, child clubs, scouts and other young people's organisations.
3. Implementing the Minimum Package will achieve an adequate level of safety in schools and a sense of security and confidence among teachers, students and SMCs to cope with disasters and emergencies before, during and after they happen.	3. Mass media: • TV and radio • Social media (Facebook, etc.).
4. Teachers, SMCs and local governments are responsible for implementing the Minimum Package.	**IEC materials**
5. Talk to your teachers and parents to know more about CSS and ask them to implement it in *your* school for *your* safety.	• Posters and pictorial illustrations of CSS messages • CSS-related radio dramas and TV serials • Internet based edutainment series • Facebook postings • Textbooks.

3.2 Teachers

Teachers need to be made more aware of the importance of implementing CSS and the Minimum Package.

Table 4: Key CSS messages for head teachers, CSS and GESI focal teachers and other interested teachers and how to communicate them

Key messages	Communication channels

1. CSS is a holistic approach to school safety encompassing disaster prevention and responses, child protection and schools as zones of peace.
 	
2. The Minimum Package aims to:
 	
• ensure a safe environment for students, teachers, and other school staff
 	
• put in place school disaster preparedness and response plans and post-disaster education continuity plans
 	
• develop a minimum level of safety, a sense of security and confidence among teachers, students and SMCs to cope with disasters and emergencies before, during and after they occur.
 	
3. The Minimum Package comprises 16 activities that need implementing for an adequate level of safety in schools and urges teachers to roll them out in their schools.
 	
4. The implementation of the Minimum Package will enhance students' trust in their teachers.
 	
5. The Minimum Package guarantees school safety, which will improve teachers' and students' performance.
 	
6. CSS and GESI focal teachers are responsible for:
 	
• developing CSS action plans on risk reduction, preparedness, child protection and school continuity
 	
• implementing non-structural and small-scale mitigation measures
 	
• conducting CSS, child protection, SZOP, and GESI awareness sessions in schools
 	
• organizing interaction sessions between school families[3] and communities on CSS.
	1. Interpersonal communication:
	
	• Knowledge-sharing between trained and untrained teachers.
	
	• School-based training including drills and simulation exercises.
	
	• Cascade training for Nepal Teachers Federation members at federal, province and local government levels.
	
	• Exposure visits to see other schools' CSS initiatives.
	
	• CEHRD, MoEST and other education stakeholders' online news portals and bulletins
	
	2. Community-based communication:
	
	• Celebrating CSS events and special days
	
	• National education campaigns including on schools as zones of peace.
	
	3. Mass media:
	   • Newspapers and magazines
	   • TV and radio
	   • Internet-based media, including Facebook, Viber and YouTube channels.

	IEC materials
	• IEC print materials • Bulk CSS text messages and reminder texts for head teachers • CSS training manuals • Public service announcements on CSS.

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3   School families include teachers, students, other school staff and members of SMCs and PTAs as representatives of the local community.

3.3 School management committees

School management committees need to be made aware about CSS and the Minimum Package to get them to implement the Minimum Package.

Table 5: Key CSS messages for SMCs and how to communicate them

Key messages	Communication channels
1. CSS is a holistic approach to school safety encompassing disaster prevention and responses, child protection and schools as zones of peace. 2. The Minimum Package and its Implementation Guidelines comprise a series of interventions for creating an adequate level of safety in schools for students, teachers and other staff. 3. The aims of the Minimum Package are: • to ensure a safe environment for students, teachers, and other school staff • put in place school disaster preparedness and response plans and post-disaster education continuity plans • to develop a minimum level of safety, a sense of security and confidence among students, teachers and SMCs to cope with disasters and emergencies before, during and after they happen • to enable quality education. 4. The Minimum Package contains 16 activities to achieve an adequate level of school safety. 5. Many Minimum Package activities can be funded from schools' own resources. Schools should do what they can for comprehensive school safety CSS from their own resources – local governments should provide funding and advice to do the rest. 6. The Implementation Guidelines outline schools' and local governments' responsibilities for implementing the Minimum Package. 7. SMCs lead the implementation of the Minimum Package. Their actions therefore govern whether or not hundreds of thousands of students are safe at school accessing quality education. 8. SMCs are responsible for: • institutional set-up and strengthening. • developing the capacity of head and focal teachers on CSS • the carrying out of school structural assessments • developing CSS action plans for risk reduction, preparedness, child protection and education continuity • identifying and implementing minimum structural safety activities and assuring quality construction.	1. Interpersonal communication: • School-based CSS training • Orientations for SMC federal, provincial and local government federation members • Dialogues on CSS between teachers, students, SMCs and local governments • PowerPoint presentations • CSS docudramas. 2. Community-based communication: • Interaction meetings on CSS through community organisations • SMC federation meetings • Celebrating special events and holding rallies • National education campaigns such as on schools as zones of peace. 3. Mass media • Newspapers, magazines • TV and radio • Internet-based media, including social networks • Bulk text messages • Bulletins produced by CEHRD and other stakeholders. • CEHRD, MoEST and other education stakeholders' websites.
	IEC materials
	• Commitment and endorsement by government authorities in the mass media • News and op-ed articles in newspapers and online portals • Facebook pages and YouTube channel • Radio and TV programmes and spots • CSS messages in radio and TV shows including news • Targeted IEC print materials (posters and brochures) • Handbook of information and key messages on CSS • Illustrations and messages on websites hosted by CEHRD and local governments.

3.4   Parents and local communities

Parents and local communities need to be made aware about CSS and the Minimum Package to get them to press SMCs and teachers to implement the Minimum Package.

Table 6:   Key CSS messages for parents and how to communicate them

Key messages	Communication channels
1. CSS is an approach to reducing risks from all types of hazards in schools and to enhance the school environment to enable children to learn. 2. The Minimum Package is a government endorsed package of measures to achieve an adequate level of school safety. 3. The Minimum Package and its Implementation Guidelines contain practical measures on making schools safe from all kinds of hazards and threats. 4. The benefits of the Minimum Package are: • to ensure a safe environment for students, teachers, and other school staff • to put school preparedness and response plans in place for disaster management and the continuity of education in the aftermath of disasters • to develop an adequate level of safety and a sense of security and confidence among teachers, students and SMCs to cope with disasters and emergencies before, during and after they happen. 5. The Minimum Package contains 16 minimum activities for school safety and urges teachers to implement them to make their schools safe. 6. Parents should show their concern about CSS by visiting and interacting with their children's schools to press SMCs and schools to implement the Minimum Package. 7. Advocating for school safety represents responsible parenting.	2. Community-based communication: • CSS dialogues and discussions in PTAs, mothers' groups, user groups and other community organisations. • National education campaigns such as on schools as zones of peace. 3. Mass media: • TV and radio • Online and social media • *Weekly Shichhyak* radio programme for teachers.
	IEC materials
	• CSS messages on popular radio and TV shows including the news • Print materials: posters, flexes, pocket books, etc. • Wall paintings in schools and public places • News, articles, blogs • Audio-visual materials on online media and social networking sites.

3.5   Local governments and local and national media

Local government representatives and officials and the local and national media need to be made aware about CSS and the Minimum Package to enable them to persuade and facilitate schools to implement CSS and the Minimum Package. This will involve working through dialogue, coalition building, and group and organizational activities.

Table 7:   Key CSS messages for local governments and how to communicate them

Key messages	Social mobilisation
1. CSS is a holistic approach to school safety encompassing disaster prevention and response, child protection and schools as zones of peace. 2. The Minimum Package is a comprehensive approach to reducing risks to the education sector from all hazards by addressing the three pillars of school safety of: • Safe learning facilities • School disaster management • Risk reduction and resilience education. 3. The Minimum Package is in line with the government's long-term strategic plan (the SSDP) for improving school education. 4. The benefits of the Minimum Package are: • to ensure a safe environment for students, teachers, and other school staff • to put school preparedness and response plans in place for disaster management and education continuity after disasters • to develop a minimum level of safety and a sense of security and confidence among teachers, students and SMCs to cope with disasters and emergencies before, during and after they happen. 5. Exercise your power to ensure quality education and demonstrate competent local governance! 6. Prepare and add local content on CSS to all levels of school curricula. 7. Local governments should commit to schools as zones of peace. 8. Local governments are responsible for rolling out the following Minimum Package tasks: • Providing technical support, and allocating and mobilizing resources for CSS. • Coordinating local stakeholders to implement CSS. • Facilitating the development of child protection and SZOP codes of conduct in schools and monitoring implementation.	Steps for social mobilization for CSS: • Develop an action plan for the social mobilisation of implementing partners. • Identify local mobilizers (community volunteers, youth groups, parents' group, etc.) who are knowledgeable on CSS, the Minimum Package and the Implementation Guidelines. • Orient and train mobilizers on interpersonal communication skills, meeting facilitation, delivering key messages and using interactive methods. • Produce creative and locally appropriate communication materials, tools and media products, such as reports on the CSS situation of local schools, to show the need for local government support to rollout the Minimum Package. • Sensitize the local media on CSS and DRR, the Minimum Package and Implementation Guidelines and persuade them to advocate for them.
	Communication channels
	1. Interpersonal communication: • Capacity building workshops for officials and political leaders • Site visits, orientations and workshops for local media • Train local government officials on the Minimum Package and Implementation Guidelines. 2. Community-based communication: • National education campaigns such as on schools as zones of peace. 3. Mass media: • Radio, TV, bulk text messages, social media.
	IEC materials
	• Commitment to and endorsement of CSS by provincial and federal level governments in mass media. • CSS-related spots and discussions on local and national radio, TV and online • Bulk text messages with CSS key messages • Video profiles of schools, highlighting their vulnerability to disasters • Targeted information materials such as posters and presentations to facilitate meetings and workshops.

3.6   Federal and provincial governments, NGOs, INGOs and development partners

Federal and provincial governments, NGOs, INGOs and development partners need to be made aware about CSS and the Minimum Package to encourage them to improve the CSS policy and enabling environment and fund and support the rollout of the Minimum Package.

Table 8:   Key CSS messages for federal and provincial governments, NGOs, INGOs and the media and how to communicate them

Key messages	Communication channels

1. CSS is a holistic approach on school safety encompassing disaster prevention and responses, child protection and schools as zones of peace.
 	
2. The Minimum Package provides a comprehensive approach to reducing risks from hazards to the education sector by addressing the three pillars of school safety:
 	
• Safe learning facilities
 	
• School disaster management
 	
• Risk reduction and resilience education.
 	
3. The Minimum Package aims to reduce risks from disasters throughout the education sector and assure universal access to quality education.
 	
4. The Minimum Package is in line with the Constitution, the Fourteenth Plan (2016–2019) and the School Sector Development Plan (2016/17–2022/23) and contributes to SDG 4.
 	
5. Strong policies, directives, and financial, technical and institutional support are needed to create an enabling environment to rollout the Minimum Package in all Nepal's schools.
	1. Interpersonal communication:
	   • National and provincial level dialogue and discussions on the Minimum Package
	   • Invite provincial and federal government official to participate in CSS-related school and local government activities and events
	   • Other advocacy activities.
	2. Community-based communication:
	   • National education campaigns such as on schools as zones of peace.
	3. Mass media
	   • Newspapers and magazines
	   • TV and radio
	   • Social media and internet portals
	   • Video profiles of schools showing their vulnerability to natural disasters

	IEC materials
	• Advocacy kits • Targeted information materials such as posters and presentations to facilitate meetings and workshops. • Spots, discussions and programmes on radio, TV and online. • Roundtable television and radio discussions by government officials • Factual reports on schools highlighting the importance of CSS, the Minimum Package, and the Implementation Guidelines.

4 IMPLEMENTING THE STRATEGY

4.1 Implementation approaches

This strategy seeks to persuade target audiences to implement and support the implementation of CSS and the Minimum Package. It comprises strategies for the main target audiences (see Chapter 4) and example action plans for rolling out the strategies (Annex 7). The main approaches under which the strategies were designed and the recommended approaches for implementing communication initiatives are described in this chapter.

Communication for development approaches

UNICEF defines Communication for Development (C4D) as follows:

C4D involves understanding people, their beliefs and values, the social and cultural norms that shape their lives. It involves engaging communities and listening to adults and children as they identify problems, propose solutions and act upon them. Communication for development is seen as a two-way process for sharing ideas and knowledge using a range of communication tools and approaches that empower individuals and communities to take actions to improve their lives.

The strategies include the C4D approaches of behaviour change communication, social mobilization and advocacy.

- **Behaviour change communication** is recommended as the main means of reaching students, teachers, SMCs and parents. Behaviour change communication involves face-to-face dialogue with individuals or groups to inform them about CSS and the Minimum Package and motivating them to act. Change is needed in so far as students, parents and communities need to be persuaded to act proactively to demand safer schools.

- **Social mobilization** is recommended as a means of engaging and empowering local governments and the local and national media. In this strategy social mobilization refers to engaging target audiences and users to provide a supportive environment to implement the

Minimum Package mainly through activities run by implementing partners. The intention is that local governments and the media will be reached to convince them to implement and support CSS and the Minimum Package. Social mobilization partners include civil society organizations, networks and associations, media, parents and students who can influence and bring about change.

- **Advocacy** is recommended as the main means of reaching federal and provincial governments, NGOs, INGOs and development partners to inform and motivate them to support CSS and the Minimum Package including through providing technical and financial resources and an enabling policy environment. Advocacy can be carried out by preparing and presenting advocacy toolkits of PowerPoint presentations, brochures and videos on the importance of implementing the Minimum Package.

Media engagement

The media should be engaged to publicise the importance of CSS and the rollout of the Minimum Package by taking every opportunity to catch their interest and provide interesting and informative material for them to use. This can happen through the following activities:

- Prepare a media plan with a database of journalists and a media kit of information about the CSS campaign, the Minimum Package and the Implementation Guidelines.

- Hold orientation and sensitization meetings for national and local media representatives (radio, TV, online and newspaper) to encourage the coverage of issues.

- Conduct media briefings and media conferences on CSS and the Minimum Package.

- Disseminate press releases and other media materials.

- Providing prompt responses to enquiries from the media.

Implementation principles

- Put audiences at the centre by involving them in developing and pretesting messages.

- Mainstream gender and social inclusion (GESI) in all communication initiatives including interventions targeted at particular vulnerable groups (see Box 3).

- Recognise the right to information by ensuring that every student, teacher, SMC member and other stakeholders have access to information on CSS, DRR and the Minimum Package.

- Develop and disseminate clear, consistent, simple, appealing, and culturally appropriate message for different audiences.

- Pre-test all communication materials and messages to ensure they are inclusive and correctly focused and address the local context.

- Working through existing structures and entities will make activities more likely to be accepted, owned and sustained by governments and communities.

- Use a mix of different kinds of media to reach different audiences and reinforce messages in Nepali and local languages. Different channels play different roles: for example, television and radio spot advertisements work well to raise awareness, while website and print materials such as brochures and newsletters provide in-depth information. Research suggests that most teachers and SMC members prefer the communication channels of social media, television, radio, and print materials while students prefer radio dramas and TV series. Use whatever is appropriate and effective!

> **Box 3: Mainstream gender equality and social inclusion in all activities**
>
> Disasters disproportionately impact girls, young children, children with a disability, pregnant and lactating teachers and students and poor students from poor households. It is therefore crucial that GESI issues are mainstreamed and addressed in CSS communications and the implementation of the Minimum Package. GESI focal teachers have a key role to play and representatives of vulnerable groups should be involved in rolling out CSS communication campaigns. The need is for all communication materials to be GESI-sensitive and designed to reach all sectors including vulnerable groups. This will entail producing them in major local languages and producing materials with the following types of key messages as well as messages for child protection and schools as zone of peace:
>
> - Provide girl students with separate toilets with sufficient water and access to sanitary pads and resting places during menstrual pain.
>
> - Install ramps with railings and disability-friendly toilets for students with a disability.
>
> - Provide menstrual hygiene management facilities in times of disaster.
>
> - Identify safe spaces for victims and adolescent girls and lactating and pregnant teachers and students after disasters.
>
> - Provide psychosocial counselling support for traumatised students.

4.2   Overall implementation framework

National coordination mechanism– CEHRD will lead the overall implementation of this strategy through provincial and local government CSS-DRR focal persons and the support of users and other stakeholders. CSS-DRR focal persons will be responsible for coordinating with partners and service providers to ensure that communication programmes are carried out in line with the strategy and deliver consistent messages. These focal persons need to be orientated about the strategy in line with the suggested orientation plan at Annex 6.

CEHRD should identify existing coordination mechanisms, technical working groups and other relevant structures among partners and stakeholders at the national level to facilitate the implementation of the strategy. Lists and maps of potential stakeholders may already be available with organizations such as UNICEF, the SZOP Consortium, the National Society for Earthquake Technology (NSET), Mercy Corps, the Child-Centred Disaster Risk Reduction Consortium, the Association of INGOs in Nepal, and SMC federations.

Provincial coordination mechanisms – Ministries of social development will assign a focal person and identify partners and facilitate coordination at provincial level. Note that responsibilities for this new tier of government are still being worked out.

Local coordination mechanisms– Local government level coordination mechanisms are needed to share information and forge partnerships to implement this strategy. Focal persons will work through local government DRR and climate resilience committees to promote integrated and consistent communication activities for promoting the Minimum Package. Another important task of these committees will be to assign working areas and subjects and minimise duplication and overlapping responsibilities

Reach of programme – Users will target particular geographical areas such as local governments or particular target audiences. This strategy is designed such that users can address specific target audiences or can aim to reach all or most audiences in one area.

Identifying users and target audiences– The types of users and target audiences are specified in Sections 1.5 and 2.1 above. Based on this categorisation, CSS-DRR focal persons should identify and list the target audiences in their areas and add any important missing ones. Focal persons should

then map them geographically and thematically based on their intervention areas, key activities and roles and responsibilities. As social mobilization is an essential part of the strategy, it is worthwhile highlighting community mobilizers and members of youth networks, SMC federations and local government federations as they can greatly enhance the reach of activities and messages.

4.3   Action Plans

Users should develop action plans for their communication interventions. This strategy provides example action plans for the main target audiences in Annex 7 that INGOs, NGOs, development partners, government organisations and others can use to produce action plans for their programmes to reach their target audiences in their working areas. Each example plan lists the main communication objectives and suggested activities. Users need to decide who will implement the activities, and indicate resource and costs needs and implementation timelines. Note that implementors can either use existing available IEC materials or produce their own while mass media activities can be directed at either or all of local, provincial and national media outlets.

4.4   Monitoring and evaluation

Monitoring is needed to determine if communication interventions are having the desired impact towards achieving the goal of increasing knowledge and understanding on the importance of safe schools and on implementing the Minimum Package. A suggested monitoring framework is provided in Annex 8 with government-approved standard indicators. Stakeholders can also develop their own indicators to better cover the types of activities they run and the expected impact. But note that all indicators must be measurable, and in many instances time-bound, and that achievable targets need setting for all indicators.

This monitoring work should begin by users establishing a baseline of the level of knowledge and attitudes and practices of target audiences prior to the rollout of the strategy and setting achievable targets for all indicators. Thereafter monitoring should be regularly and systematically carried out with MoEST monitoring the impact of resulting communication activities at the federal level and local government education committees monitoring impacts at the local level. This monitoring will have the dual purpose of monitoring the implementation of the strategy and identifying needed adjustments to the approach and activities if impact is less than expected.

Annex 1: CSS Minimum Package activity areas

This annex lists the 16 activities of the Minimum Package grouped by the three pillars of the global framework for comprehensive school safety.

1. Pillar 1: Safe learning facilities Assess structural safety.
2. Identify activities to achieve minimum structural safety.
3. Implement minimum structural safety activities including maintenance.
4. Assure quality in all types of construction and rehabilitation activities.

Pillar 2: School disaster management

5. Define the roles and responsibility of SMCs.
6. Select disaster risk reduction (DRR)/school safety and GESI focal teachers.
7. Train school head teachers, SMC DRR/school safety focal persons and DRR focal teachers on school DRR and planning the implementation of the Minimum Package.
8. DRR trained head teachers, teachers and SMCs organize school level orientations to conduct multi hazard risk assessments including child protection and schools as zones of peace.
9. Develop action plans on (i) risk reduction activities, (ii) preparedness activities for response, (iii) child protection activities, and (iv) school continuity activities, and incorporate in school improvement plans.
10. Implement non-structural and small-scale mitigation activities as reflected in school improvements plans.
11. Implement school disaster preparedness for response activities that are included in school improvements plans.
12. Coordinate with local stakeholders and authorities.

Pillar 3: Risk reduction and resilience education

13. Schools conduct sessions on school safety and DRR and child protection as specified in the curriculum.
14. School safety related extra-curricular activities and informal promotional events conducted.
15. Raise awareness on child protection and SZOP in schools.
16. Raise awareness on DRR in schools and communities through interaction sessions between SMCs and parents.

Annex 2: CSS Implementation Guidelines activity areas

This annex lists the 15 activity areas of the Implementation Guidelines for schools and local governments to implement.

CSS Implementation Guidelines for Schools

1. Institutionalise comprehensive school safety in schools.
2. Develop the capacity of schools on CSS.
3. Carry out school structural and non-structural assessments.
4. Identify minimum structural safety in schools.
5. Plan CSS activities.
6. Implement structural, non-structural, mitigation and preparedness measures.
7. Resilience education.
8. Interactions on CSS between school families, parents and local communities.
9. Coordination with local stakeholders and authorities.

CSS Implementation Guidelines for Local Governments

1. Develop the capacity of local governments on CSS.
2. Facilitate the implementation of CSS in schools.
3. Facilitate the development and implementation of child protection and SZOP codes of conduct.
4. Support school teaching on CSS.
5. Oversee the implementation of CSS in schools.
6. Coordination with local stakeholders and authorities.

Annex 3: CSS-related tasks and analysis of knowledge needs and barriers and facilitators for implementing the Minimum Package

Issue	Analysis findings
1. Students	
Need to do:	• Advocate for the implementation of the Minimum Package in their schools.
Need to know:	• What CSS is and the benefits of implementing the Minimum Package. • The roles and responsibilities of SMCs and local government for implementing the Minimum Package.
Barriers to doing:	• Limited knowledge of CSS. • Reluctant to demand CSS education, information and activities in their schools.
Facilitators for doing:	• Desire to be safe during disasters. • Desire to be brave and intelligent.
2. Head teachers and CSS and GESI focal teachers	
Need to do:	Implement the Minimum Package: • Develop risk reduction, preparedness, child protection, and school continuity sub-plans. • Implement non-structural and small-scale mitigation activities. • Develop and conduct CSS, child protection, schools as zones of peace (SZOP), and gender equality and social inclusion (GESI) awareness sessions in schools. • Organize interaction sessions on CSS between school families and local communities.
Need to know:	• The availability of the Minimum Package and Implementation Guidelines documents. • The benefits of the Minimum Package for teachers, students and schools. • The key features of the Minimum Package and that the Implementation Guidelines facilitate its implementation. • Their roles and responsibilities on implementing the Minimum Package. • Believe that the package is the best option for implementing CSS in schools.
Barriers to doing:	• Limited knowledge on how to make schools safer. • Lack of awareness of the Minimum Package and Implementation Guidelines. • Reluctance to take on extra work besides teaching the curriculum as their performance is judged against students' exam results. • Feeling of not being responsible for CSS and unable to influence it.
Facilitators for doing:	• Desire to maintain safe schools. • They are key players in implementing the Minimum Package.

3. School management committees	
Need to do:	Implement the Minimum Package in coordination with teachers and local government: • Institutional set-up and strengthening through school improvement planning. • Develop the capacity of head and focal teachers by developing plans and activities and allocating budgets. • Carry out structural assessments of schools. • Identify and implement minimum structural safety activities and quality assure construction. • Coordinate with local stakeholders and relevant authorities on CSS.
Need to know:	• The CSS Minimum Package is the best option for promoting CSS and DRR. • The benefits of the Minimum Package for students, teachers and SMCs. • The Implementation Guidelines guide the implementation of the Minimum Package. • Their roles and responsibilities implementing the Minimum Package.
Barriers to doing:	• Limited knowledge of what is needed to make schools safe. • Lack of awareness of the Minimum Package and Implementation Guidelines. • Limited knowledge of the prominent role SMCs should play for CSS. • Rely on head teachers for school DRR and CSS activities. • Inadequate skills to access and use resources for CSS.
Facilitators for doing:	• Desire to make schools safe from hazards and risks.
4. Parents, parent-teacher associations and local communities	
Need to do:	• Visit their children's school to demand implementation of the Minimum Package. • At least every two months the PTA discusses progress on implementing the Minimum Package with the SMC and teachers.
Need to know:	• The condition (safe or unsafe) of the school where their children are studying. • What the Minimum Package is and that it should be implemented to make schools safe. • SMCs, teachers and local governments are responsible for implementing the Minimum Package. • Parents' active involvement in schools catalyses the implementation of the Minimum Package.
Barriers to doing:	• Limited knowledge of CSS and DRR and the Minimum Package • Do not care about CSS.
Facilitators for doing:	• Desire for their children to be safe. • Sense of pride in local school being risk-free.

5. Local governments:	

Need to do:	• Redefine the roles and responsibilities of SMCs on CSS.
	• Implement the Minimum Package by:
	  • developing the capacity of local government on CSS
	  • providing technical support and resources to schools to implement the package
	  • coordinating with local stakeholders and authorities to implement CSS activities
	  • facilitating the development of child protection and SZOP codes of conduct in schools, endorsing themand monitoring implementation
	  • supporting and monitoring safety, DRR and child protection in schools.

Need to know:	• MoEST has endorsed the Minimum Package and its Implementation Guidelines. • The benefits of the Minimum Package and how it ensures CSS. • When and what should be done to implement the Minimum Package. • That local governments have a key role to play in implementing the Minimum Package and mobilising SMCs to implement it. • Local government commitment is crucial for the implementation of the Minimum Package.
Barriers to doing:	• Limited knowledge of CSS. • Unaware of Minimum Package and the Implementation Guidelines. • Lack of political commitment to make schools safe.
Facilitators for doing:	• Competent local governments. • Political pride in having safe schools in their areas.
6. Federal and local governments, NGOs, INGOs, development partners and the media	
Need to do:	• Governments show commitment and desire for the implementation of the Minimum Package as reflected in enabling policies and directives. • Governments issue administrative directives and public pronouncements. • Governments allocate resources for CSS activities. • Develop and strengthen CSS institutions, mechanisms and capacities • Support communication campaigns and activities.
Need to know:	• The implementation of the Minimum Package in schools is a national priority. • This target audience play a key role in CSS agenda-setting and resource mobilization.
Barriers to doing:	• Limited knowledge of CSS and DRR. • Limited awareness of the CSS Master Plan, Minimum Package and Implementation Guidelines. • Other competing priorities.
Facilitators for doing:	• Knowing the importance of CSS. • Adequate budgets for CSS. • Sense of pride in making schools safe. • Image building.

This guide provides the basis for explaining the basic components and main benefits of implementing CSS and the Minimum Package in Nepal's schools.

Why implement the CSS Minimum Package?

Benefits for the general public:

- It will help protect students and school staff from injury and death from natural hazards and disasters.
- It will safeguard investments in schools' infrastructure, facilities and other assets.
- It will ensure that students study in safe learning environments.
- It will ensure that education continues even after disasters and other emergencies.
- It will strengthen knowledge of how to reduce disaster risks and how to respond to disasters.
- It will protect students from all types of harm and foster their education.
- It will foster parents-teacher cooperation for more resilient schools.

Benefits for school management committees and local governments:

- The implementation of the CSS Minimum Package will be a leap forwards towards the target of declaring all Nepal's school safe places for learning and teaching by 2030.
- It will help institutionalise accountability for reducing disaster risks in schools.
- It will ensure that all Nepal's schools can achieve an adequate level of safety as envisioned in the government's CSS Master Plan, 2017.
- Its implementation will help Nepal achieve its international commitments to child rights, child protection and quality education under the Sustainable Development Goals, the Sendai Framework for Disaster Risk Reduction, the School Sector Development Plan and government policies and strategies.

Annex 5: Template for producing new IEC materials

This template is a tool to guide the development of IEC activities and materials. It should be filled in with the participation of a range of stakeholders.

Category and guidance	Responses
1. Overall aim of the communication:	
Audience	
2. Communication objectives: Directly address barriers to change	
Desired changes:	
Obstacles and barriers:	
Communication objectives:	
3. Message points (for each product and activities listed in the strategy): Should be formulated from audience's point of view	
The key promise (which often become the key messages): • A persuasive statement that conveys the most important benefit and that will motivate the audience to complete the action.	
The support statement: • A brief statement about why the target audience should believe the promise. This statement can be factual or emotional (depending on which is most persuasive) and express why the promise outweighs any barriers to completing the action.	
Call to action: • What we want the audience to do:	
The statement of ultimate and lasting impressions: • The belief or feeling that the intended population will have following exposure to the message	
Desired audience member profile: • How the target audience perceives someone who adopts the idea or behaviour that is being promoted	
4. Key content and tone	
Key content: • Bullet points grouped in order they should appear in materials and activities. What is relevant to the audience in order to achieve the communication objective that is formulated to bring about change.	
Tone and appeal: • Tone of the message (e.g., formal, informal, active, authoritative) • Type of appeal (e.g., positive emotional, fear, humour, persuasive one-sided vs. two-sided	
5. Creative considerations	
• Media mix and activities (derived from the strategy)	
• Opening: what opportunities to reach the audience	
• Creative consideration: language, style, layout, visuals	
• Branding of the materials and activities	

Annex 6: Orientations for local government CSS-DRR focal persons on the CSS Communication and Dissemination Strategy

Date:		
Location:		
Session 1	**Session 2**	**Session 3**
Explain what a communication and dissemination strategy is (slide 1):	Explain who the users of the strategy are and explain responsibilities (slides 3 and 4).	What the target audience-specific communications strategies are based on(slide 5).
• To Inform, educate and persuade about CSS, the Minimum Package and the Implementation Guidelines.	• Ministry of Education Science and Technology (MoEST) and its central level agencies and networks	Explain the communication strategies (key messages, channels and IEC materials, etc.) for reaching each audience (slides 6–12):
Explain who are the target audiences (slide 2):	• Provincial ministries of education and other concerned, provincial and local government agencies	• Students
• Students		• SMCs, Head Teacher, DRR focal teacher
• SMCs, Head teachers and CSS-DRR focal teachers	• Media organizations	• SMC members
• SMC members	• NGOs, INGOs and other development partners	• Parents
• Parents	• Advocacy groups	• Local government education officers
• Local governments	• Stakeholders working on school safety and disaster risk reduction (DRR).	• Provincial and federal government, NGOs, INGOs and development partners.
• Provincial and federal governments, NGOs, INGOs and development partners		Short video on expected impact of implementing the communication strategy and Minimum Package.
• The media.		

Annex 7: Example action plans to inform target audiences about CSS and the Minimum Package

1. Example action plan for communication initiatives to inform students about CSS and the Minimum Package

Activities	Implementers	Resources and costs	Timeline
Target audience 1: Students			
Objectives:			
• Students know the importance of CSS.			
• They know the benefits of implementing the Minimum Package.			
• They know the role and responsibilities of SMCs and local governments to implement the Minimum Package.			
• They create pressure for the implementation of the Minimum Package in their schools.			
• They know their roles and responsibilities for implementing CSS.			
Activity 1.1: Produce IEC and communications materials			
• Develop and produce general CSS IEC materials (with pictures and text) if existing materials are unavailable or inappropriate.			
• Develop and produce CSS IEC materials targeted at vulnerable children (with pictures and text) if existing materials are unavailable or inappropriate.			
• Pre-test new materials including wall painting messages			
• Make wall paintings with CSS messages in schools and public places			
• Disseminate materials through interpersonal and community-based communication channels.			
Activity 1.2: Regularly run CSS-related extra-curricular activities in schools			
• Identify local institutions and professionals to carry out in-school training and the orientation of students on CSS.			
• Orientate CSS focal teachers on the Minimum Package, the Implementation Guidelines and conducting extra-curricular activities on CSS. Use ToRs and suggested training plan in the Implementation Guidelines.			
• Train child club members on the Minimum Package and Implementation Guidelines and their roles implementing them.			

Activities			
• Orientate CSS focal teachers on the Minimum Package, the Implementation Guidelines and conducting extra-curricular activities on CSS. Use ToRs and suggested training plan in the Implementation Guidelines.			
Activity 1.3: Perform street dramas			
• Identify and develop groups to do CSS drama performances in schools.			
• Develop scripts and produce dramas			
• Perform CSS dramas in schools.			
Activity 1.4: Produce and disseminate mass media materials			
• Support the production of CSS-related radio spots, radio dramas, TV serials, TV dramas, web edutainment series.			
• Design, develop and pre-test the mass media materials			
• Create CSS related social media pages (Facebook etc.)			
• Disseminate key messages through all these channels.			

2. Example action plan for communication initiatives to inform teachers about CSS and the Minimum Package

Activities	Implementers	Resources and cost	Timeline
Target audience 2: Head teachers, CSS and GESI focal teachers and all teachers			
Objectives: • Teachers know about the CSS Minimum Package. • They know the key features of the Minimum Package and understand that the Implementation Guidelines guide the implementation of the Minimum Package. • They understand the benefits of the Minimum Package for teachers and students. • They know the roles and responsibilities of head teachers and CSS and GESI focal teachers on implementing the Minimum Package.			

Activities	Implementers	Resources and cost	Timeline
Activity 2.1: Training and awareness programmes and knowledge sharing activities for teachers			
• Identify local teacher associations to carry out training and orientation activities on CSS and the Minimum Package.			
• Develop training packages based on the Minimum Package and Implementation Guidelines and link with local level DRR programmes.			
• Run CSS training programmes.			
Activity 2.2: Produce IEC materials including posters, flexes and pocket/hand books			
• Design IEC materials preferably based on prototype examples of posters, flyers, booklets, pamphlets and other IEC materials (if appropriate materials are not already available)			
• Pre-test and produce the IEC materials.			
• Disseminate IEC materials through interpersonal and community-based communication channels.			
• Produce CSS themed docudramas to use during trainings and orientations.			
Activity 2.3: Celebrate CSS-related events			
• Produce a calendar of international, national and programme-wise special events on school safety, education and DRR.			
• Use existing materials or develop new IEC materials and posters to display and distribute during special events.			
• Share key messages through event-based bulk and reminder text messages.			
• Produce videos and photo stories of school events and CSS and share on YouTube, Facebook and other social media.			
• Appear on local FM radio talk shows to talk about school safety and related initiatives at the time of special events.			
Activity 2.4: Mobilize the media and use mass media tools			
• Invite and encourage local journalists to cover CSS special events and school CSS activities in their newspapers, FM radio and other media outlets.			

Activities	Implementers	Resources and cost	Timeline
• Produce and send opinion-based articles and success stories on CSS to newspapers, FM radio stations and other media outlets.			
• Place CSS-related advertorials in local and national newspapers and on FM radio.			

3. Example action plan for communication initiatives to inform school management committees about CSS and the Minimum Package

Activities	Implementers	Resources and costs	Timeline
Target audience 3: School management committees			
Objectives: • SMCs know about the CSS Minimum Package. • They understand the benefits of the Minimum Package for schools, students, teachers and SMCs. • They understand that the Implementation Guidelines guide the implementation of the Minimum Package. • They know what the roles and responsibilities of SMCs are for implementing the Minimum Package.			
Activity 3.1: Training and awareness building activities			
• Use the guide and other tools in the Implementation Guidelines to train SMC members.			
• Facilitate knowledge sharing between trained and untrained SMC members.			
• Prepare and cascade trainings for SMC federation members at federal, provincial and local government levels.			
• Screen CSS docudramas during trainings and meetings for and with SMC members and stakeholders.			
Activity 3.2: Produce IEC materials such as posters, flex charts and pocketbooks			
• Design IEC materials preferably based on prototype examples of posters, flyers, booklets, pamphlets and other IEC materials (if appropriate materials are not already available).			
• Pre-test materials			
• Produce materials			
• Disseminate materials through interpersonal and community-based channels			

Activities	Implementers	Resources and costs	Timeline
Activity 3.3: Celebrate special events			
• Produce a calendar of international, national and programme-wise special events on school safety, education and DRR.			
• Develop specific IEC materials and posters to display and distribute during special events (if appropriate ones are not available).			
• Submit opinion-based articles on CSS to newspapers, FM radio stations and websites at the time of special events.			
• Share key messages through event-based bulk and reminder text messages at the time of special events.			
• Produce videos, photo stories of events and share through YouTube, Facebook and other social media.			
• Coordinate with local FM stations to appear on talk shows to talk about school safety initiatives, at the time of special events.			

Example action plan for communication initiatives to inform parents and PTAs about CSS and the Minimum Package

Activities	Implementers	Resources and costs	Timeline
Target audience 4: Parents and PTAs (and local communities)			
Objectives:			
• Parents know that schools should be safe places for students and that the Minimum Package is available to achieve this.			
• They know the condition (safe or unsafe) of their children's school.			
• They know the benefits of the Minimum Package.			
• They know that SMCs, teachers and local government are responsible for implementing the Minimum Package.			
• They know that their active involvement in their children's school can catalyse implementation of the Minimum Package.			
• They press for the implementation of the Minimum Package in their children's school.			
• The PTA frequently discusses the implementation of the Minimum Package.			

Activities	Implementers	Resources and costs	Timeline
Activity 4.1: Produce IEC materials such as posters, flex, pocket/hand books			
• Design CSS IEC materials preferably based on prototype examples of posters, flyers, booklets, pamphlets and other IEC materials (if appropriate materials not already available).			
• Pre-test and produce IEC materials.			
• Disseminate materials through interpersonal and community-based communication channels.			
• Produce a CSS docudrama to use during trainings and orientations.			
Activity 4.2: Hold dialogues and discussions about CSS, the Minimum Package and the Implementation Guidelines			
• Share and discuss CSS manuals and kits and the Implementation Guidelines at PTA meetings.			
• Hold meetings and orientations for parents and local community members on CSS showing docudramas and distributing IEC materials, pocket book and posters.			
Activity 4.3: Produce and disseminate mass media materials-			
• Prepare and provide opinion-based articles on CSS for newspapers, FM radio and other media outlets.			
• CSS stakeholders to appear in popular TV and radio shows to discuss CSS.			
• Produce audio visual materials to share on social media and other outlets.			

Example action plan for communication initiatives to inform local governments about CSS and the Minimum Package

Activities	Implementers	Resources and cost	Timeline
Target audience 5: Local governments			
Objectives:			
• Local governments know that MoEST has endorsed the CSS Minimum Package.			
• They know the benefits of the Minimum Package and how it promotes CSS.			
• They know what should they do and when for implementing the Minimum Package.			
• They facilitate and commit to the implementation of the Minimum Package in all local schools.			
• They adequately support schools to implement the Minimum Package.			

Activities	Implementers	Resources and cost	Timeline
Activity 5.1: Develop a social mobilization action plan and build the capacity of local volunteers, youth groups, parents' groups, politicians, influential people, CBOs and other stakeholders			
• Identify and list local groups concerned with CSS.			
• Organize the training and orientation of concerned local groups and persons on key concepts of the Minimum Package and Implementation Guidelines.			
• Hold regular coordination meetings on CSS with school families, local organizations and other concerned groups.			
• Invite the representatives of local groups to participate in CSS related activities and events.			
Activity 5.2: Produce and distribute target audience-specific IEC materials			
• Produce or use available flexes and hoarding boards with CSS messages and display them in local government offices.			
• Orientate local government personnel on the Minimum Package and Implementation Guidelines			
• Produce targeted CSS brochures, pamphlets and other printed materials (if appropriate materials are not available).			
• Produce a guide for local media with key CSS messages.			
• Prepare and provide CSS news and opinion-based articles to newspapers, FM radio stations and online news portals.			
• Create local government CSS Facebook pages and YouTube channels.			
• Insert CSS messages in popular radio and TV shows including news.			
• Produce and distribute bulk text messages on CSS to schools.			
• Produce and broadcast CSS radio and TV programmes and spots.			
• Hold roundtable television and radio discussions with CSS stakeholders.			

Activities	Implementers	Resources and cost	Timeline
Activity 5.3: Conduct community CSS awareness raising activities			
• Local governments hold regular CSS dialogues and interactions with school families.			
• Celebrate CSS-related days and events.			
• Hold CSS-related rallies.			

Example action plan for communication initiatives to inform provincial and federal governments and their agencies, NGOs, INGOs, development partners and the media about CSS and the Minimum Package

Activities	Implementers	Resources and cost	Timeline
Target audience 6: Provincial and federal governments and their agencies, NGOs, INGOs, development partners and the media			
Objectives:			
• Provincial and federal governments know that the implementation of the Minimum Package in all schools is mandatory and is a national priority.			
• They commit to providing an enabling environment for implementing the Minimum Package through existing and new policies and directives and other means.			
• They issue administrative directives and public pronouncements on CSS.			
• They allocate resources to local governments to implement the Minimum Package.			
• They develop and strengthen institutions, mechanisms and capacities for CSS.			
Activity 6.1: Produce and disseminate mass media materials			
• Prepare and provide news and opinion-based articles on CSS to the mass media and other outlets to influence provincial governments, ministers and parliamentarians.			
• Create a CSS Facebook page and YouTube channel and link it with provincial and federal governments.			
• Insert CSS messages in popular radio and TV shows including the news.			
• Produce and send out bulk SMS messages			
• Produce and broadcast CSS radio and TV programmes and spots			
• Hold and broadcast roundtable television and radio discussions between CSS stakeholders.			

Activities	Implementers	Resources and cost	Timeline
Activity 6.2: Advocate for CSS to provincial and federal stakeholders			
• List government documents related to school safety.			
• Organize dialogue and discussions programmes on CSS with provincial and federal stakeholders.			
• Organize campaigns on CSS and the Minimum Package.			
• Produce factual reports on CSS issues including DRR and child protection and share with media outlets.			

Annex 8: Suggested key indicators on improved understanding of CSS and the Minimum package

Indicators	Target to achieve by add period
1. Students	
1.1 • % of students (segregated by age, sex and marginalized groups) who can say what CSS is and what the benefits of the Minimum Package will be.	
1.2 • Number of times students have talked to head teacher or SMC about the implementation of the package in a defined period (segregated by age, sex and marginalized groups).	
2. Head teachers and CSS and GESI focal teachers	
2.1 • % of teachers (segregated by age, sex and marginalized groups) who have heard or read about the Minimum Package and Implementation Guidelines.	
2.2 • % of head teachers and GESI and DRR focal teachers (segregated by age, sex and marginalized groups) who can mention three Minimum Package activities they are responsible for.	
2.3 • % of teachers (segregated by age, sex and marginalized groups) who intend to implement part of the Minimum Package.	
2.4 • % of schools with copies of the Minimum Package and Implementation Guidelines.	
2.5 • % of schools that have developed action plans on (i) risk reduction, (ii) preparedness, (iii) child protection, and (iv) school continuity.	
2.6 • % of schools that have carried out non-structural and small-scale mitigation works in the past calendar year.	
2.7 • % of schools that have organized interaction sessions between school families and the local community on CSS in a defined period.	
3. School management committees	
3.1 • % of SMC members (segregated by age, sex and marginalized groups) who know what the Minimum Package is and who the Implementation Guidelines are meant for.	
3.2 • % of SMC members (segregated by age, sex and marginalized groups) who can state the Minimum Package activities they are responsible for.	
3.3 • % of SMC members (segregated by age, sex and marginalized groups) who intend to implement the Minimum Package.	
3.4 • No. of meetings or discussions about the Minimum Package and Implementation Guidelines conducted in schools in a defined period.	
3.5 • No. of schools that have revised their school improvements plans to include CSS action plans with Minimum Package activities.	
3.6 • No. of capacity development activities conducted in schools as per Implementation Guidelines.	
3.7 • % of schools that have done structural assessments and implemented minimum structural safety activities and quality assurance.	

	Indicators	Target to achieve by add period
3.8	• No. of CSS coordination meetings with local stakeholders and relevant authorities.	
4. Parents		
4.1	• % of parents who know that schools should be safe places for students and that the implementing the Minimum Package enables this.	
4.2	• % of parents who know the condition (safe or unsafe) of the school their children study at.	
4.3	• % of parents who know what the benefits of the Minimum Package are.	
4.4	• % of parents who know that SMCs, teachers and local governments are mainly responsible for implementing the Minimum Package.	
4.5	• % of parents who accept that their active involvement in their children's school can catalyse the implementation of the Minimum Package.	
4.6	• % of parents who frequently visit their children's school to create demand for the implementation of the Minimum Package.	
4.7	• % of parents who, in a defined period, have discussed with their SMC and teachers in meetings about the implementation of Minimum Package.	
5. Local governments		
5.2	• No. of local governments providing technical support to schools to implement the Minimum Package.	
5.3	• % of local government budgets allocated for CSS.	
5.4	• No. of coordination meetings with other stakeholders and authorities about implementing the Minimum Package in in a defined period.	
5.5	• No. of schools that have developed child protection and SZOP codes of conduct.	
6. Federal and provincial governments		
6.1	• The existence of federal and provincial level policies and programmes on CSS and the implementation of the Minimum Package.	
6.2	• % of current year's budget allocated to CSS.	
6.3	• Case studies documenting political will, public policies, resource allocation and programme coordination on CSS.	