



NATIONAL DISASTER MANAGEMENT GUIDELINES

SCHOOL SAFETY POLICY

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NATIONAL DISASTER MANAGEMENT AUTHORITY
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Introduction

1.0 About National School safety Policy Guidelines

Access to education is a fundamental right of every child conferred by the Constitution of India. Included as one of the Millennium Development Goals, access to education has been active on the agenda of the Government of India for a long time. As with other infrastructure, schools are also exposed to disaster risk. Disasters have not only challenged the government and other stakeholders in providing access to education but also endangered the lives of children and those engaged in the pursuit of education.

There have been several instances of children losing their lives or suffering serious injuries due to various natural disasters. In 2008 Haiti earthquake, half of the schools in the country were destroyed (Reliefweb 2008) The Sichuan Earthquake in 2008 caused collapse of over 7,000 school buildings (Relief Web, 2008). The 2005 Kashmir earthquake resulted in collapse of over 8000 schools on both sides of the border; altogether over 18000 children lost their lives while at school (BBC 2005). A fire led to the death of about 200 children at the prize giving ceremony in at a school in Dabwali, Haryana in 1995; a total of 31 teachers died and 95 were injured. During the 2001 Gujarat Earthquake over 11,600 schools were destroyed or damaged; 971 students perished and 1,051 were injured. (World Bank 2001). Similarly the fire at

Lord Krishna School in Kumbakonam, Tamilnadu cost the lives of 94 children soon after thousands of students and teachers were killed, in the 2004 tsunami.

Key causes for this state of affairs has largely been, poor quality of construction, lack of disaster resilient features and poor maintenance of schools. The fact remains that schools are indeed spaces where children and teachers spend a large part of their day. Therefore the quality of these spaces has a bearing on their vulnerability to disaster risk.

Scope of the Guidelines : The National School Safety Policy Guidelines intend to draw the attention of the decision makers for school education in India, both government and private, to impress upon them the urgency of ensuring risk resilience of schools in rural as well as urban areas of the country. It is hoped that this document will be useful for these institutions to ensure that all school children across the country remain safe from any kind of disaster risk as they access their right to education.

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Introduction

2.1 Disasters as a critical threat to the well-being of children

'Disasters', are defined as "a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources"¹. Due to a range of factors, including age, physical ability, gender, health conditions and, dependency on care givers, many children are extremely vulnerable in the face of a disaster. Moreover such events cause a serious disruption in their healthy growth and development as well as overall well-being. Experiences of fear, violence, separation from parents and caregivers, exploitation and abuse, are some of the key risks that children face. Moreover, the loss of livelihood of their families can lead to homelessness and extreme poverty.

Given the fact that children are expected to spend a bulk of their time at school, safe schools attain very high importance with a view to ensuring the safety and well being of the children. Schools can be a safe haven for children that help them slowly move back to normalcy. Within the safe school premises, essential supplementary nutrition for children can be provided, along with safe water and sanitation facilities especially for adolescent girls and boys. Thus there is a global consensus that schools should be resumed at the earliest in the aftermath of a disaster.

2.2 Understanding School Safety

'School Safety' has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other emergencies, and environmental threats that can adversely affect the lives of children.² The concept has evolved over the last couple of decades as the threat to the physical well being of children has become more visible both globally and in the country.

The Hyogo Framework for Action (HFA) 2005-2015: Building the Resilience of Nations and Communities to Disasters, adopted at the World Conference on Disaster Reduction underlines the importance of knowledge and education as one of its five main priorities. It draws attention to school children and youth with the aim of making the community at large more aware of the threat of hazards and become better prepared.

1. <http://www.unisdr.org/eng/library/lib-terminology-eng%20home.htm> on 13 October 2013.

²Ahmedabad Action Agenda for School Safety, Outcome document of the International Conference on School Safety, 18th - 20th January, 2007, Ahmedabad, India

In addition to the Hyogo Framework for Action, India is also a signatory to the United Nations Convention on The Rights of the Child (UNCRC). It guarantees children, their inalienable rights in all circumstances, during disasters as well as in non-emergency situations. It is a legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. Children's right to participate in disaster risk reduction has also been an emerging concern globally. Other than in the area of nutrition, child-focused initiatives before disasters are rare. Schools are thus being promoted as centres for community disaster risk reduction, by promoting initiatives among children that make them leaders in risk reduction in the community.

The agenda of School Safety, as is visible in India today is preceded by the efforts of different governments in the country to promote the constitutional mandate of providing access to free and compulsory education for all children up to the age of 14 years. This was followed up in the National Policy of Education (NPE) and the Programme of Action (POA) 1992 that led to a number of schemes and programmes including Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhya (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), District Primary Education Programme (DPEP) and currently the Sarva Shiksha Abhiyan (SSA). The mandate of SSA goes beyond provision of education alone per se; rather it aims to provide 'useful' and 'quality' elementary

School Safety actions under GoI- UNDP, Disaster Risk Management Programme

The GoI- UNDP Disaster Risk Management Programme (DRM) launched in 2002 was one of the largest community-based disaster risk management programme in Asia. In order to generate awareness among students and teachers on how to respond to disasters, a component on School Safety was developed under the DRM Programme. The prime objective of this initiative was "school safety through education and building safer schools". It brought together children, teachers and school managers through participatory activities that concern children's safety during disasters. Under this component, School level disaster management plans were developed and capacity enhancement programmes including mock-drills were conducted for School Community. Extensive disaster management trainings were conducted for teachers, school managers and education department officials from Central and State Boards of Secondary Education . In total, 125,817 teachers were trained on Disaster Management at the district level. The Programme reached out to 4105 schools with 130,000 enrolled children.

(Source: UNDP, 2007)

education to all children in the 6 - 14 age group. About 33% funds of SSA are spent on civil works including construction of schools, additional classrooms and Block Resource Centres / Urban Resource Centres / Cluster Resource Centres. These are designed in line with the Whole School Development Plan that includes a focus on safety. For children over the age of 14, the Rashtriya Madhyamik Shiksha Abhiyan has been launched.

Disaster Management was introduced as a subject in the Central Board school curriculum, as well as several State Education Boards. A Handbook on School Safety was developed by the Ministry of Home Affairs in 2004.

In 2011, the National School Safety Project was launched by the National Disaster Management Authority, covering two districts in each of the 22 seismically vulnerable states of India. The Vision of the project was "To promote a culture of disaster preparedness in the school" through policy level changes for ensuring safe school environment and sensitisation and capacity building of different stakeholders including children and the school community. The project included non-structural mitigation measures as well as demonstrative structural retrofitting in select schools.

In parallel, the work of the UN bodies, several NGOs and INGOs have provided many useful lessons in developing the substantive aspects of the agenda.

The school safety agenda has thus evolved over the years. What initially was seen as a

simple provision of (child friendly) classrooms to protect children from the elements so that their education progresses uninterrupted, expanded to look at structural safety, non-structural mitigation as well as capacity building of the larger school community for promoting safety.

The concept of school safety in its current form, includes safety issues both inside and outside the school. It includes issues of child protection and safety that look at all forms of violence and deprivation that affect the physical and mental wellbeing of children. As it stands today therefore, School Safety is a concept that encompasses "the creation of safe environments for children starting from their homes to their schools and back³."

³Ahmedabad Action Agenda for School Safety, Outcome document of the International Conference on School Safety, 18th - 20th January, 2007, Ahmedabad, India

3

Vision, Approach and Objectives of the Guidelines

3.1 Vision

The National School Safety Policy Guidelines apply to all schools in the country – whether government, aided or private, irrespective of their location in rural or urban areas. They apply to all stakeholders involved in delivery of education to children in India. The Guidelines stand for a vision of India where all children and their teachers, and others in the school community are safe from any kind of preventable risks due to natural hazards that may threaten their well-being during the pursuit of education. The guidelines also actively promote that educational continuity is maintained / resumed even in the immediate aftermath of a disaster so that children are physically, mentally and emotionally secure within their schools.

3.2 Approach to Implementation

Fundamental principles that form the core approach of these guidelines are given below:

3.2.1 All hazard approach

School Safety efforts need to take cognizance of all kinds of hazards that may affect the well-being of children. These may include natural hazards such as floods and earthquakes as well as manmade hazards. Hazards include structural and non-structural factors. Structural factors include dilapidated structures, poorly designed structures, faulty construction, poorly maintained structures, loose building

elements etc while non structural factors include loosely placed heavy objects such as almirahs, infestation of the campus by snakes and any other pests, broken or no boundary walls, uneven flooring, blocked evacuation routes, poorly designed and placed furniture that may cause accidents and injury, inadequate sanitation facilities etc.

Safety of children, their teachers and parents needs to be approached holistically to include visible as well as invisible risks that may be sudden on-set or build-up slowly and over time.

3.2.2 Strengthening existing policy provisions to make schools safer

There has been substantial investment by the Government in creating infrastructure for the education sector. There is need to ensure that all the existing and new infrastructure is resilient to locally relevant hazards through the design and construction processes. Unsafe structures can enhance the vulnerability of children who are the primary target group of such efforts. Thus it is important to ensure that all development actions taken even in non-emergency times are designed with a view to ensuring their performance during emergencies.

Further, the implementation framework of different policies and programmes of the centre and the state government such as Sarva Shiksha Abhiyan, have mandated well-defined institutions to play a role in their functioning .It is imperative that these

existing institutions are strengthened and capacitated to take responsibility of school safety planning and action. Such a step will not only ensure that development policies and programmes are strengthened but also provide the necessary succor to safety actions.

3.2.3 School Safety as an indicator of quality for planning, execution and monitoring

School Safety is not a one time effort. Safety principles need to be imbibed in the day to day functioning of the educational institutions in the country, cutting across the traditional stages of the disaster cycle : preparedness, response and recovery. Thus institutions involved in providing education in the country need to evolve a methodology and an approach of their own that looks at safety as a continuously monitored indicator of quality.

3.3 Objectives of the Policy Guidelines

The primary objective of the National School Safety Policy Guidelines is to ensure the creation of safe learning environment for children. The Policy Guidelines also seek to highlight specific actions towards school safety, that can be undertaken by different stakeholders even within the existing framework for delivery of education.

4

Positioning School Safety within the Policy Arena

Right to Education is a fundamental right enshrined in the Constitution of India. In order to facilitate access of all children in the country to the Right to Education, it is important to ensure that children remain safe as they access and enjoy their Right to Education.

This section presents some of the key policy instruments at the national and the state level that influence the school safety agenda in the country.

4.1 National Policy Instruments

National Disaster Management Act, 2005 provides for effective management of disasters in the country. It provides for the establishment of a well defined institutional structure for disaster management in the country including the formation of, the National Disaster Management Authority, State Disaster Management Authorities, and District Disaster Management Authorities. The Act also lays down the various functions of these authorities along with the preparation of National Plan, State Plan and District Plan for disaster management. Through the National Institute of Disaster management, the Act envisages promotion of safety awareness among stakeholders including college or school teachers and students, etc.

National Policy on Disaster Management, 2009 aims to build a safe and disaster resilient India by developing a holistic, proactive, multi-disaster oriented and technology driven strategy through a culture of prevention, mitigation, preparedness and response.

The National DM Policy 2009 also highlights the need for structural as well as non-structural safety in schools and educational institutions. In the chapter on Techno-legal Regime, in section 6.4.1, the Policy identifies school buildings as a national priority and enables provision for designing the school buildings/hostels with earthquake resilient features and equip them with appropriate fire safety measures. In the chapter on capacity development under section 10.2.2, the policy also emphasizes disaster management training in all educational institutions including schools. Section 10.5.1 makes a reference to the role of National Cadet Corps (NCC) and boys scouts in schools and colleges for disaster management related work. Section 10.6.1 discusses the introduction of subject of disaster management in the curriculum through the Central and State Boards of Secondary Education. The education content will inculcate skill based training, psychological resilience and qualities of leadership.

There has been a major **revision in the requirements of the Expenditure and Finance Committee (EFC)** of Ministry of Finance, Government of India for approval of ongoing and new programmes and schemes of all the Ministries. Since 2009, the EFC note to be submitted by all ministries includes a well defined set of questions with regard to disaster management.

Extracts from a communication from Ministry of Finance regarding Revision of EFC Format to address disaster management concerns in all the programmes and schemes of the government

As per a communication from Ministry of Finance to all Ministries and Departments (ref no. 37(4) / PFII/ 2003) of 19th June 2009, the Expenditure and Finance Committee (EFC) Note for approval of all ongoing and new programmes and schemes need to answer the following questions :

- " 3F) Does the project involve any creation/modification of structural/ engineering assets including land reclamation or changes to existing land use plans? If yes, then the costs involved in prevention and mitigation of disaster(s) (natural and man-made) would need to be included fully in the project cost.
- b) Identify the possible risks and analyze the likelihood and impact from earthquakes, floods, cyclones and landslides due to the location of the project sites as well as through secondary evidence.
- c) What are the landuse directives, regulations applicable? List preventive measures enshrined in regulations which are to be complied with and confirm compliance.
- d) Based on the prioritization of risks, the mitigation measures being contemplated, both structural and non-structural. Confirmation that the implementation of the selected mitigation measures will not create new risks.
- e) Confirmation that the design and engineering of the structure has taken into consideration the National Building Code 2005, the appropriate BIS Codes and the NDMA guidelines. Other sources such as Indian Road Congress Manual, Ministry of Road Transport, Highways and Shipping manual, Railway Board manual, Central Public Health Engineering Organisation (Min. of Urban Development) manual, Central Electricity Authority manual and Central Water Commission manual etc may also be consulted where applicable.
- f) Has the cost of disaster treatment/mitigation measures been included in the overall project cost?**
- g) Also indicate that the whole process of risk assessment has been done based on available information and secondary evidence and the mitigation measure(s) are in conformity with the statutory and other regulatory requirements and are the most viable ones in the present circumstances."

National Policy on Education (NPE) 1968, revised in 1992 originally attributed "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes and the Scheduled Caste communities through scholarships, adult education, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE calls for a "child-centred approach" in primary education, but does not contain a specific reference to school safety or disaster risk issues of children.

Right to Education (RTE) Act 2009 guarantees free and compulsory education to all the children in the country till the age of 14. The Act sets minimum norms and standards with regard to location and quality of schools and in Clause 19, lays down that no school shall be established, or recognized unless it fulfills the norms and standards specified in the schedule. One of the key standards is in relation to access to "all weather buildings" ; in "areas with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for young children in the approach...the state Government / Local Authority shall locate the school in such a manner as to avoid such dangers". The Act lays down the formation of the School Management Committee for planning of infrastructure and other requirements in the functioning of schools. The School Development Plan, as laid out by the Act, spells out the physical requirements of additional infrastructure and equipments to meet the norms spelt out in the schedule including " that in relation to all weather

buildings". The Schedule is also open to amendment (addition or omitting) of any norm and standard through a notification by the central government. The RTE Rules provide detailed guidance on implementation of the Act on the ground.

Sarva Shiksha Abhiyan (SSA), the flagship programme of Government of India to promote school education, now recognizes the need to focus on safe construction practices in school construction as well as maintenance, repair and up-gradation of school buildings. Further, Kendriya Vidyalaya Sangathan Institutions have specified the space norms and appropriate sizes for school classrooms etc. in Kendriya Vidyalaya schools that are administered by the Sangathan.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) guides the expansion strategy for Secondary Schools & Higher Secondary Schools. To provide access to secondary school for students, RMSA proposes up-gradation of upper primary schools through construction of classrooms laboratories, computer rooms, headmaster room, library rooms , separate toilets for girls and boys, appointment of additional teachers and strengthening of existing secondary schools. This scheme identifies Environment Management as an important aspect for improving quality and improving access of secondary education. It makes a reference to location/site selection related issues, and issues related to design in the difficult sites. RMSA also makes a reference to special purpose designs, construction related impacts, and issues related to provision and maintenance of facilities.

Kasturba Gandhi BalikaVidyalayas (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. Initially it ran as a separate scheme, but was merged with the SSA with effect from 1st April, 2007. With the RTE Act, 2009 coming into force with effect from 1st April 2010, and the SSA Framework of Implementation being revised to correspond to the RTE Act, the KGBV component of SSA is being implemented in the overall context of child rights and child entitlements and in harmony with the spirit and stipulations of the Act.

National Building Code of India (NBC), published by Bureau of Indian Standards in 2005 serves as a Model Code for adoption by all agencies involved in school construction works.

The Code attributes an ‘importance factor’ to ascertain the structural design of different types of building, depending on the functional use of the structure, characterised by hazardous consequences of its failure, its post-earthquake functional need, historic value, or economic importance. In section 5.3.4, the Code attributes **Importance Factor of 1.5** to Schools, higher than all other buildings indicating the importance of schools.

Hon'ble Supreme Court of India has also come out with its judgment in support of schools safety, and insisted on adherence to NBC standards in school building specifications and construction. In its judgment of April 13, 2009 on Writ

Petition(Civil)no. 483 of 2004, the court has recognized that “Right to education incorporates the provision of safer schools” and given direction on several aspects of school safety including :

- a) Fire Safety Measures in Schools (Point 3.1 page 23)
- b) Training of School Teachers and other Staffs (Point 3.2 page 25)
- c) School Building Specifications (Point 3.3 page 27)
- d) Clearances & Certificates (Point 3.4 page 29)

in response to Writ Petition (Civil) no.483 of 2004⁴, the court held that *“Evaluation of structural aspect of the school may be carried out periodically...the concerned engineers and officials must strictly follow the National Building Code. The safety certificate be issued only after proper inspection. Dereliction in duty must attract immediate disciplinary action against the concerned officials.”*

In addition to policy interest in addressing structural aspects of safety, there have been changes in the school curriculum as well. The SSA, Central Board of Secondary Education (CBSE) and state boards have introduced disaster education in curriculum for school education.

The most recent initiative by the government was the **National School Safety Project** implemented by NDMA in 47 districts of 22 states of the country. The Programme, essentially pilot in nature, had the following components:

⁴http://supremecourtofindia.nic.in/courtnews/2009_isue_2.pdf

- i. Development of draft National School Safety Policy.
- ii. Development of model school DM plan, including format for Mock drill;
- iii. Review and approval of School DM Plans in selected schools.
- iv. Development of training modules for training of state level master trainers.
- v. Development of model templates for IEC material as well as Translation and printing of IEC material in local language.
- vi. Development of non-structural mitigation guidelines / checklist for Rapid Visual Survey
- vii. Development of retrofitting guidelines and implementation in selected schools

Government of Gujarat, initiated two programs namely Gujarat School Safety Initiative– I & II, for promoting a culture of disaster safety in schools and reduce risk through structural and non-structural measures in the schools. The programme focused on 152 schools in Phase I covering 1,00,000 students (primary and secondary standards) and 1,500 teachers in the basics of disaster management. As part of the long-term sustainability of the program, an assessment of non-structural mitigation measures was completed and school safety clubs have been opened in all the project schools. In Phase II, Gujarat State Disaster Management Authority is working towards creation of cadre of master trainers and a pool of trained teachers at district level in disaster risk reduction across all the 25 districts of the State.

4.3 State Government Initiatives

Government of Assam has made it compulsory for all schools to have a Disaster Management Plan on the lines of a Model Disaster Management Plan uploaded on the official website of the Secondary Education Department. Amendments are also being made in the Assam Non-Government Educational Institutions (Management &Control) Act, 2006 to make it compulsory for all Non-Government Educational Institutions to adopt construction approved by GMC/GMDA with appropriate design. There is also an amendment to make it compulsory to hold mock drills at regular intervals. Fire extinguishers have also being provided to every school in the state.

Government of Himachal Pradesh, as part of the state Education Code 2013, has issued instructions to all schools in the state for preparation of their own disaster management plan, which captures school specific hazards, vulnerabilities, resources and plan for mitigation. Detailed guidelines have also been issued for conducting mock drills, development of School safety Plans and School Fire Safety DM Plan. The state has also developed a range of audio-visual materials for raising awareness on safety issues among children. All of these activities have been carried out as part of the GoI – UNDP DRR programme 2009 - 2012 . As part of another initiative retrofitting of few schools has also been carried out in the state.

Government of NCT of Delhi, in its circular No. F.16/Estate/CC/Fire Safety/2011/3298 to 3398 passed on 01/03/2011, issued directions to schools specifically with regard to fire safety. These include detailed directions for different types of buildings for access, number of doors in a class room, staircases, fire extinguishers, use of basement and captive water storage for Fire Fighting and pumping arrangements. In the General measures, directive is laid out on the use of non-combustible material for construction of the school building, maintenance of escape routes, storage of LPG cylinders in the laboratories and electrical circuits.

Training course for the teacher on crisis management and first aid is recommended. The state has issued additional orders in 2012 suggesting measures to be followed for the safety of children studying in schools in all government / government aided and private schools in Tamil Nadu. These include structural safety measures, safety precautions with regard to open wells, water tanks, septic tanks and staircases etc. The order also talks of safe drinking water provision as well as safe sanitation facilities. In addition, safe electrical connections, seating arrangements, assembly class room environment and infrastructure, school vehicles and first aid have been covered.

Government of Tamil Nadu, has issued G.O. Ms.No.131, Department of School Education, in continuance to G.O.Ms.No.1179, Public (law and orders) Department dated 20.7.2004. The order follows from the Commission of enquiry for the incident of death due to fire accident at Sri Krishna Aided Primary School at Kumbakonam, Thanjavur District on 16-07-2004. With regard to school safety, the Commission made specific recommendations. A thorough review of the recognition / approval granted to the existing schools has to be undertaken. With reference to those schools who have not obtained permission / approval / recognition, strict compliance with the micro level fulfillment of norms should be ensured by the Inspecting Officer concerned, through physical verification before recommending for permission / approval / recognition.

Periodical monitoring through spot inspection towards upkeep of the infrastructure has to be ensured. Crash

4.4 Key Challenges for Safe Schools

National and state level policy interest in school safety is still at a nascent stage. Key challenges in implementation that have been reported include:

- **Disconnect between institutions:** There is a visible disconnect between the 'non-emergency' schemes such as Sarva Shiksha Abhiyan and Disaster response / preparedness. Education programmes are executed in most states with little synergy or policy links with the SDMA / DDMA .
- **Limited convergence between schemes:** Resources required for effective implementation of a scheme cannot be leveraged in the absence of a mechanism for collaborative working with other budget holders. For instance, land development within the school campus may be funded through Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). However, close coordination between micro planning activity for MGNREGA and School Development Plan preparation would be necessary for convergence.
- **Limited understanding of school safety concept :** It is evident that the existing education machinery in the country is keen to promote safe learning environment for children and teachers but actual implementation of programmes on ground points to limited understanding the concept of safety. At best, new school designs incorporate earthquake safety features in many areas; however floods, cyclones, landslides have been given little attention in design and costing of schools. In

addition non-structural elements are often not understood as threats to safety. At the level of teachers and students, safety issues are discussed and pursued as one off activities. School timetable and curriculum need suitable modifications to make safety understanding a routine activity.

The National School Safety Policy Guidelines emphasise on the need for active mainstreaming of disaster risk reduction in all the school education initiatives in the country. This would require a collaborative approach between the state education departments and the state disaster management machinery. Collaboration would be necessary especially for software activities such as sensitization of officials, raising large scale awareness on disasters, training of students and teachers, pre-positioning equipment for emergency response, creation of educational material on disasters and, monitoring of risk.

5.1 Strengthening Institutional Commitment to Safe Learning Environment for Children

The first and foremost step in promoting safety of learning spaces is to sensitize and strengthen official structures responsible for safety at the State, District and Local levels.

5.1.1 Institutional Strengthening at the State and District Level

The Constitution of India, through its various Acts, has laid down the institutional framework for realizing the Right to Education as well as Disaster Management in the country. For ensuring that students and their teachers remain safe in the pursuit of education, it is necessary that the two institutional frameworks act in convergence with each other, through the phases of preparedness, response and recovery.

The Right to Education Act guarantees free and compulsory education to all the children in the country till the age of 14 based on minimum norms and standards that are mandatory for any school in the country to be “established, or recognized”. It recognizes the need for “**all weather buildings**” and limitations posed by difficulty of terrain, risk of landslides, floods, lack of roads and in general, danger for young children in approach etc.

The RTE Act thus serves as a strong base for promoting school safety. The guidance provided by the RTE Rules for implementation of the Act need to be modified suitably to reinforce this intent. (Refer Annex 1)

The National Disaster Management Act, 2005 expects the State Disaster Management Authorities to provide guidelines for different departments to integrate disaster prevention and mitigation measures in their development plans and provide necessary technical assistance thereof. The SDMA needs to work closely with the Education department at the state level to support the school safety efforts at the state level.

There is a need to co-opt senior officials of the Department of Education at the State and the District level as part of the State and District Disaster Management Authorities for promotion of safe schools. In addition, a School Safety Advisory Committee may be formed to advise the education department on the subject.

This will ensure that school safety can be practically promoted through convergent action by the SDMA / DDMA and the education machinery at the state and district level.

As a direct consequence of this institutional dovetailing / convergence, the state and district disaster management plans will include a focus on educational

infrastructure and supportive action thereof, such as status of education infrastructure from a disaster perspective, capacity building of different stakeholders on safety aspects, and large scale awareness on disasters among students and the community at large.

In parallel, the education machinery also needs to strengthen their efforts at promoting school safety for government, aided as well as private schools.

The District Education Officer must ensure that 'Recognition Certificate' under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 is issued only to those schools that comply with safety norms laid out in the Building Codes. This compliance needs to be monitored on a regular basis.

In addition, a mechanism needs to be evolved by the District Education Officer and any other Regulatory Authorities for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the Authorities shall essentially include parameters on school safety.

In addition, each district should designate the Block Education Officer or any other official as appropriate, for overseeing and facilitating school safety at the block level. The existing institutional framework for SSA thus needs to be modified suitably. (Refer Annex 2)

5.1.2 Institutional Strengthening at the Local Level for Preparedness and Response

At the local level, both in rural as well as urban areas, the school community broadly includes children, school teachers, the Principal / Headmaster and parents. These are the primary stakeholders of the school affairs and may be represented formally or informally in decision making bodies for the school. It is imperative that these existing institutions at the school level are strengthened, and their potential adequately tapped for ensuring wellbeing of children and teachers from a disaster safety perspective. This is further discussed in section 5.2 of this document.

Under the SSA, the School Management Committee has been designated as the body responsible for managing the affairs of the school in a transparent and "bottom – up" participatory manner.

The School Management Committee needs to be made responsible for taking on the safety agenda at the community and school level. The School Management Committee needs to be sensitized and oriented to their expected role.

At the school level, a School Safety Focal Point Teacher (FPT) needs to be nominated to operationally anchor safety related actions at the school level as part of his / her routine commitments in the School. The School Safety Focal Point Teachers also need to be provided the necessary training to anchor the process and foster action by

different stakeholders responsible for various activities.

The School Management Committee in each school should be adequately trained for different aspects of school safety in case of an imminent disaster, e.g. sanitation and hygiene needs of boys, girls and teachers; first aid; handling fires etc.

A Sub-committee on disaster management may be formed as part of the School Management Committee at the school level to ensure dedicated planning and action on safety issues.

Each school should also identify and develop a cadre of peer educators / trainers for ensuring that safety messages, dos and don'ts of different disasters, procedures and protocols, reach each and every student in the school. These peer educators can be trained through National Cadet Corps, National scouts and guides camps, by the Red Cross or any other agency as deemed fit by the district.

Many private schools have in place mechanisms to address everyday issues in relation to school expansion and development, fire drills, power outage procedures, early dismissals for weather events, health and safety concerns, trespassers or road/bus accidents. However the nature and effectiveness of these mechanisms varies. These mechanisms need to be made more inclusive as far as children are concerned as well as be more pro-active with regard to real issues on safety and more effective in their working.

5.2 Planning for safety

School safety planning needs to be undertaken at the district level as well as at the local /school level.

5.2.1 Planning at the district level – links with district level DM efforts

The District Disaster Management Plans need to incorporate concerns and solutions for addressing safety related gaps in all the schools in the district and their surrounding environs. Moreover schools often serve as emergency shelter locations in the immediate aftermath of a disaster. Hence the DDMA need to make sure that school safety is given due attention in the DDMPs.

DDMP should, at the minimum include:

- District level baseline of schools to be made safer. This can be assessed through 'Rapid Visual Screening' or any other tool to cover all hazards relevant to the area.
- Proximity of emergency and crisis service agencies , their capabilities and consequently their expected response time;
- Physical capacity of school infrastructure and facilities to resist known hazards that are relevant to the local context;
- Information related to existing resources and capacities within the school and the community with regard to disaster management;
- Information related to hazards and risks posed by other facilities in the vicinity of the school e.g. any industrial establishments producing hazardous materials.

5.2.2 Planning at the school level – inclusive and ongoing action

Planning for emergencies at the school level cannot be done in isolation from the school community and the official structures responsible for schools. Therefore the planning exercise must be inclusive – involving wide range of representatives from the school and its neighbouring communities, including school administrators, school principals, school staff, students and key representatives from the community.

It is equally important to recognize that planning for safety at the school level is not a one time or static process; it is an ‘ongoing’ dynamic process involving identification of safety needs, developing prevention, response and preparedness protocols, evaluating physical facilities, and providing communication and training for staff members and students.

The existing planning processes and protocols at the school level need to be adapted to adequately include safety concerns. For private and unaided schools, the National Accreditation Board for Education and Training needs to monitor safety aspects. In addition, as per the DM Act , DDMA needs to monitor all school buildings for their compliance with building codes.

For schools under SSA, the current process of preparation of annual School Development Plans needs to reinforce focus on safety aspects. A comprehensive assessment of needs, conducted prior to the development of the School Development Plan is essential for identifying the possible risks for children as

well as their capabilities to respond and recover from critical incidents. The assessment should consider the history of natural disaster risk in the area and natural vulnerabilities, physical factors, such as the location of the school with regard to existing / emerging hazards, for example flooding due to proximity of a water body, building code requirements in relation to school structures as well as non-structural components that may threaten the well-being of children. It should also consider emergency uses of the school facility such as, school being designated as a shelter in the District Disaster Management Plans.

The School Management Committee members, children and teachers being the primary users of the school are in the best position to identify and plan for addressing hazards and risks that may threaten their safety. Once the School Management Committee has been formed and oriented to school safety issues, a dedicated group of individuals is available to lead the process of identifying risks and vulnerabilities.

Any appropriate tool may be used to conduct the process of identifying needs in a participatory manner. For instance, ‘Hazard hunt’ exercise is a tested method to identify risks, both inside and outside the school precincts that may threaten the safety of the school community. It involves identifying all kinds of hazards including those that can cause physical harm such as deep potholes, lack of boundary walls; those that affect the health of children such as contaminated water sources, absence of toilets and hand washing facilities; as well those factors that are

outside the school per se such as fast moving traffic on the road outside, ponds etc. (Refer Annexure2)

Based on the assessment of needs, the School Development Plan needs to be prepared by the School Management Committee.

The plan would comprise measures to be taken both within school premises and in the immediate neighbourhood including:

1. Short term interventions : both non-structural and structural activities
2. Long- term interventions : both non-structural and structural activities
3. Training plan: For students and teachers
4. Knowledge building plan including awareness creation, mass sensitization, mock-drills including follow up through regular school timetable. This would also include the use of emergency equipments such as fire extinguishers and in this manner ensure their functioning.
5. Review and Monitoring plan including safety audit, availability of emergency equipment and materials

SSA also lays down, “.. *School Development Plan should emerge from a process of micro planning undertaken in a participatory manner..The preparation of the School Development Plan may be undertaken by a core team, led by an School Management Committee member from the village/habitation, and comprising selected community leaders, NGO representatives, Head Teacher, selected teachers and parents, especially parents of children from disadvantaged groups and weaker sections, and children with special needs... and would include, inter alia .. preparation of a*

proposal for improved education facilities ..” (SSA Framework for Implementation, 2009, pp 137)

In parallel, the plan needs to be presented to the village Panchayat under the leadership of the School Management Committee for exploring opportunities for leveraging other schemes.

5.2.3 School Emergency Response Plan

Schools should also develop an Emergency Response Plan defining procedures to confine, contain, consolidate and control the emergency and crisis.

This plan should include among other aspects, system of warnings, communication protocols within and outside the school, identification of evacuation routes, access by emergency vehicles and care of children with special needs. The Emergency Response Plan should also include stock piling of emergency equipment and materials, regular maintenance of emergency equipment, arrangements for orderly release of students to guardians and temporary shelter, should it be needed. A site map should be included with the plan, designating planned evacuation routes and assembly areas. The same should be displayed on each floor in the school. A copy of the plot map and floor plan for each school with these details should be submitted to the DDMA for inclusion in the DDMP.

5.3 Implementation of safety actions

5.3.1 Appropriate Siting, Design and detailing for structural safety in new schools and retrofitting of existing schools

All existing as well as new schools need to confirm to safety standards as per the National Building Code. In addition, any other norms prescribed by the state government need to be adhered to. (Refer Annexure 3)

Some of these are given below:

- New schools should be located as per the RTE Act, on a site that has adequate mitigation measures already in place against any imminent natural hazards. Existing schools located in a vulnerable location should either be relocated at a safer site or they should be provided adequate support to mitigate the effect of any natural hazards that may affect the area.
- All new school constructions should include disaster resilient features. Existing schools need to be retrofitted to the desired level of resilience with regard to local disaster risks.
- Prescribed designs may be adapted to accommodate safety and child friendly features.
- Design of the school building and its components such as corridors, staircases, openings and fenestrations should be as per the National Building Code 2005. The structural standards and quality of construction shall also be in line with the National Building Code 2005.

- Only non-combustible , fire-proof, heat resistant materials shall be used in school construction.
- Vertical expansion of existing schools shall not be carried out without a fitness certificate for the building form a certified civil / structural engineer.
- Additional classrooms or any other structures requiring horizontal expansion shall be designed and constructed as independent units with reference to the existing structures to minimize the impact of seismic forces.
- Each class room should have two doors for easy evacuation; adequate openings for ventilation and lighting are some of the essential elements that need to be accommodated in the design.
- Doors opening outside, onto open areas or corridors of adequate width are key details that need to be incorporated to make schools safer.

All of these and any other additional ones, require the guidance and support of a panel of technical agencies to be identified at the state level and designated to work in specific districts. In this manner location specific designs can be worked out with adequate attention to safety features as well as child friendly elements.

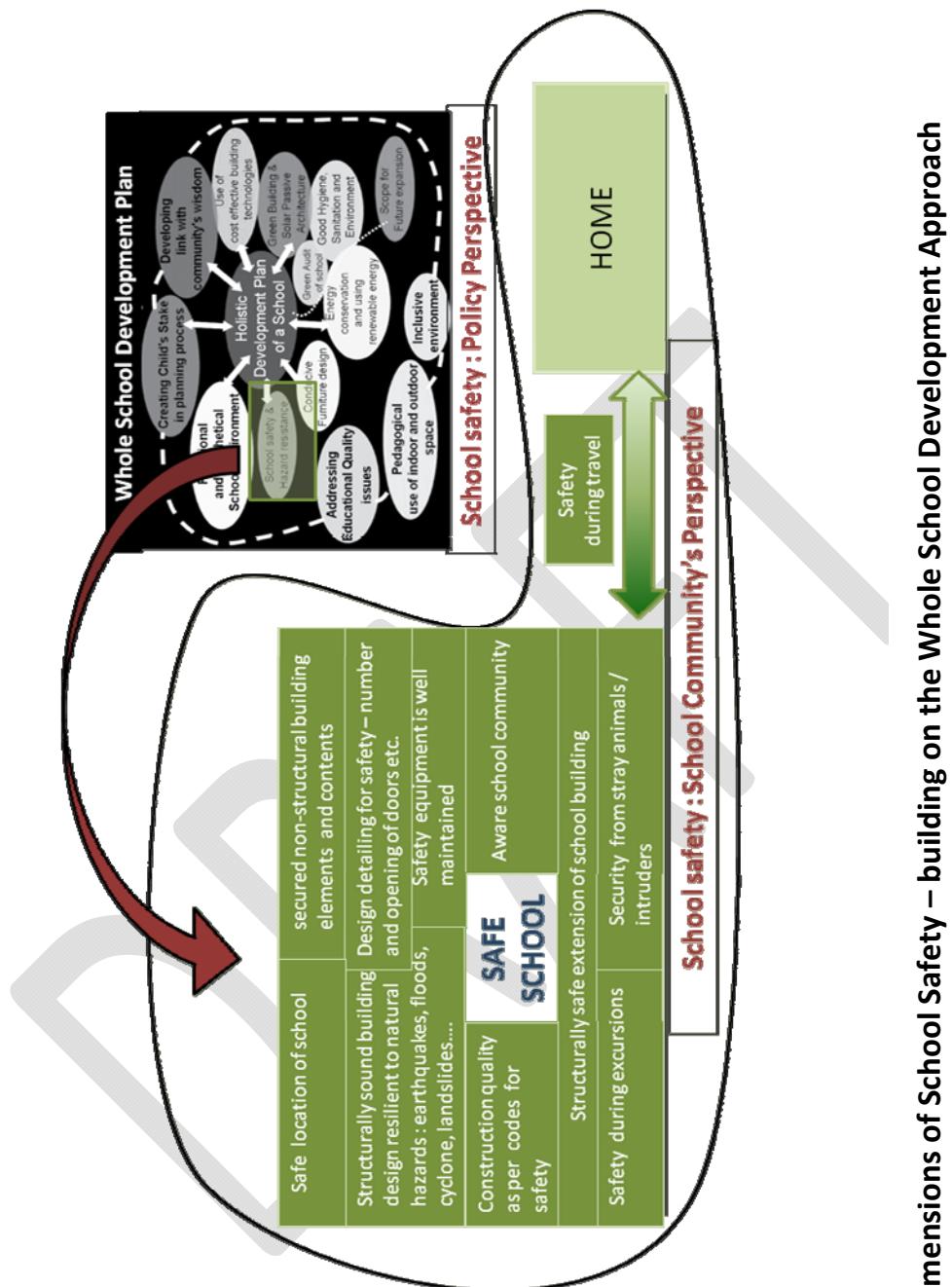
Besides these details, other design solutions inline with the Whole School Development Concept need to be incorporated to promote safety and child friendly features. Elements pertaining to school safety should be included in the approach.

5.3.2 Nonstructural safety measures in schools

Besides structural safety measures, non structural elements within the school campus need to be addressed to ensure safety. These are mostly low cost, regular maintenance items that the school should address on a regular basis from their own funds. Some of these items have been listed below:

- All items of furniture such as almirahs, shelves, black boards etc , as well as any other items that may fall and cause injury to students and teachers such as ceiling fans, coolers, water tanks etc need to be secured to the walls or floor.
- Any electrical items such as loose wires that may cause an exigency should be addressed promptly by the school.
- Chemical and any hazardous materials in the school laboratory should be handled and stored as per instructions to prevent any harm to students and school staff.
- Each school should have a boundary wall to check any stray animals or intruders from entering the school.
- Open areas including corridors and evacuation routes including staircases and ramps should be kept free from any hurdles and barriers so that evacuation is smooth and swift.
- Pots / planters in the play ground or corridors should be kept in a manner that does not affect smooth evacuation
- Any derelict or unused buildings, rubble, etc should be removed to prevent any harmful animals or pests from accessing children.
- Traffic movement outside the school should be managed to minimize risk to students at the time of assembling and dispersal of school.
- During excursions, schools should carefully choose the location of excursion and the itinerary so that exposure to hazard is minimized. Extra precautions should be taken when students are being taken close to water bodies, narrow mountainous tracks etc.
- Buses or any other vehicles owned / hired by the school need to be maintained properly so that students are not at risk of accidents. Drivers need to be appropriately trained on speed limits, stoppage of vehicles as well as crisis management so that children remain safe during their travel to and from schools.
- Emergency equipment such as fire extinguishers, ropes etc need to be procured and maintained regularly.

The figure below articulates various dimensions of school safety as part of the Whole School development Plan from the perspective of the School Community:



Various Dimensions of School Safety – building on the Whole School Development Approach

5.3.3 Leveraging existing flagship programmes to make school campus safer

Areas that have a history of disaster risk recognize the value of schools both during an emergency as well as for helping children achieve a sense of normalcy in the aftermath of a disaster. Therefore schools are a valuable asset for any community for the various purposes they serve not only for children but for their families and communities. Therefore, local authorities need to have a strong sense of urgency for ensuring school safety.

In addition, schools can be instrumental in creating an overall ‘culture of safety’ within the neighboring community through children and teachers. Hence, the relevance of school safety efforts goes much beyond the school itself.

School safety cannot be ensured by the efforts of the school authorities alone. The broader context of the school has a vital role to play in ensuring safety since school precincts and the facilities therein are provided through different schemes and programmes. Often these schemes and programmes are rather disconnected with the school affairs and special needs of children.

SSA also recognizes, “..following the micro-planning exercise, the blocks and districts should undertake an exercise to see which requirements can be fulfilled either by redeployment /rationalisation of existing resources or through other schemes of the Central/State Governments. The SDP may be appraised by the Cluster level units, in consultation with the Block teams. The District unit will appraise the Block level

plans which will form the basis of the district plan...” (SSA Framework for Implementation, 2009, pp 138)

The School Development Plan detailing possible sources of funding for different components of school safety including SSA, Backward Areas Grant Fund, National Rural Employment Guarantee Scheme, Nirmal Bharat Abhiyan, Tribal Areas Sub-Plan, MPLAD etc. needs to be shared with Panchayati Raj Institutions / Urban Local bodies and other local level institutions for their participation and support. Components of the School Development Plan that can be included in the Panchayat Plans for Backward Areas Grant Fund, National Rural Employment Guarantee Scheme, etc need to be subsequently followed up with the relevant departments along with the PRIs/ Urban Local Bodies so that they are executed in a timely fashion with the desired quality– with a focus on children and a focus on safety.

Those activities that the school can undertake on its own such as non-structural mitigation measures for instance, clearing evacuation routes, addressing loose hanging objects, procuring and maintaining emergency equipment like fire extinguishers, rope etc needs to be taken up by the school immediately.

5.4 Capacity Building for Safe Schools

A critical enabler for promotion of safety at the school level is deeper understanding, sensitivity and overall capacity of the concerned stakeholders in relation to this issue.

Capacity building for school safety covers a range of actions ranging from awareness creation and sensitization to training on direct actions required of different stakeholders. Additionally, capacity building is not a one-time activity, it requires follow up of knowledge and skills imparted and additional value addition in the day to day working of teachers, students and school staff.

Capacity building actions for safe schools fall broadly in two categories :

5.4.1 Generalized training for students and school staff:

Delineating their expected roles, procedures and responsibilities in relation to any emergency, this training would include building and updating an understanding of :

- a. Potential disasters that may affect the school community;
- b. Warning signals, emergency and crisis instructions and mitigation actions for different levels of response.
- c. Evacuation routes, and knowledge of safe spaces and shelter locations;
- d. First-aid and basic cardiac life support
- e. Availability of personal and group counseling and support following a

disaster; and

- f. Updates in the emergency and crisis plan that affect the total population of the school.

These trainings are necessary for preparation and regular updation of school level disaster management plans as well as in preparation of effective execution in case the need arises. Therefore regular practice through mock- drill exercises involving teachers together with children is critical for sustaining the impact of safety initiatives.

Awareness programmes for children on local hazards and risk reduction with relevant knowledge and life skills through discussions, street plays, drawing competitions, quiz competitions, essay/slogan writing and demonstration are proven ways of meaningfully involving children. In addition, rallies, friendly matches and other community level activities may be organised to make children as well as the larger community aware.

5.4.2 Specialized training and skill building :

Training would be imparted for performing specialized roles as part of the School Emergency Response Plan, for instance:

- a. Specific duties and procedures assigned to students, faculty and staff as part of the School Emergency Response Plan e.g. first aid training, search and rescue etc.
- b. Coordination of the school safety needs assessment and integration of these needs with the School Development

Plan by School Safety Focal Point Teacher and Principals.

- c. Psycho-social support for students who can benefit from counseling, providing activities to reduce trauma, such as safe expression through writing or art projects as well as making appropriate changes in the curriculum, for healing and learning coping skills.

Such specialized skills can best be imparted by specialized institutions. State governments need to establish a formal mechanism such as a joint Plan of Action with specialized agencies such as SDRF and the Red Cross. SDMA needs to involve SDRF in training of Block Resource Coordinators / Urban Resource Centres / Cluster Resource Centres, Focal Point Teachers and student peer educators on practical skills such as search and rescue, first aid, basic cardiac life support etc.

Besides the School safety Focal Point Teachers, all other teachers should be trained through the Block Resource Coordinators / Urban Resource Centres / Cluster Resource Centres .In addition, DIETs should also directly train teachers on safety aspects as part of their pre-service and in-service training programmes.

School Safety Focal point teachers need to be provided training on school safety concept and various activities related to execution of their responsibilities as the school safety Focal point teachers. State Council for Education and Training (SCERT) should train Master Trainers from each District Institute of **Education** and Training (DIET) and Master Trainers of each DIET should in turn impart training to BRC/ CRC of their respective districts.

The content for training on school safety at all levels should be generated by SCERT. In addition, SCERT needs to develop child friendly teaching material for teachers and students to engage them on school safety issues.

The School Management Committee needs to be trained on assessment of safety needs, developing plans as well as safety audit which needs to be conducted quarterly. This includes checks to ensure that facilities and resources within the school are maintained viz. safe water and sanitation, first aid kits, fire extinguishers etc. SSA also maintains “..School Management Committees may require training to conduct micro-planning and ..prepare the SDP and ensure that all children are enrolled in schools, are attending and, track their progress till they complete elementary education. Besides, orientation on key principles of quality including, CCE, they may also need training in areas such as systematic development and maintenance of school infrastructure, so that the school meets the RTE requirements within three years of commencement of the Act. Also, capacities at State and local authority levels need to be strengthened for such holistic and convergent planning...” (SSA Framework for Implementation, 2009, pp 138)

Core Curriculum Content

Dedicated actions for building the capacity of students and staff in schools, are needed to create a “culture of safety” within the larger community to which the students and teachers belong. This “culture of safety” would be an outcome of the collective efforts of the educational institutional machinery with other institutions concerned with disaster risk such as the State and District Disaster Management Authorities.

On their part, Central Board of Secondary Education, State Boards of Secondary Education, SCERT, and other institutions involved in curriculum development need to include age appropriate theoretical as well as practical knowledge on risk of disasters, nationally and specifically about their own state.

In addition, classroom instruction on health, safety and related life skills needs to be imparted. Practical training on health promotion and disease prevention concepts and health-enhancing behaviors and life skills is important.

Peer Education and Use of Child Friendly Methods

The strategy of peer –to-peer education is a tested strategy for imparting specific knowledge on disasters such that it reaches each and every student within the school.

This strategy not only promises extended outreach, it also facilitates the development of leadership skills in the students at school and within their community. Peer education for disaster management may be extended to peer mediation in cases of bullying or any other incidences of violence that can be resolved by students themselves.

It is also important to ensure that appropriate child friendly techniques are used in the process of skill building. Use of songs, skits, puppet shows, drawing competitions, quiz competitions, essay/slogan writing and demonstration are proven ways of transferring knowledge and skills to children. In addition, rallies, friendly matches etc. may be organised.

A broad list of trainings required for promotion of school safety is as under:

S.N.	Training	Indicative Contents	Participants	Responsibility
1.	ToT of School Safety Focal Point Teacher (SFPT)	<ul style="list-style-type: none"> ▪ Hazards, Risks (with focus on children of various age groups) & Vulnerability. ▪ Safe learning environment and quality education under RTE ▪ Structural & non Structural safety in schools. ▪ Safety Needs Assessment ▪ Integration of disaster preparedness measures in curricular and co-curricular activities ▪ Mock Drills for various hazards ▪ Psycho Social Support and counseling 	School Safety Focal Point Teachers (SFPT)	BRC / CRC with external Resource Persons if required
2.	Training of Principals and Headmasters	<ul style="list-style-type: none"> ▪ DM ACT and Policy, institutional Framework ▪ Safe learning environment and quality education under RTE ▪ Planning and implementing school safety within your school ▪ Integration of disaster preparedness measures in curricular and co-curricular activities 	Principals and Headmasters	BRC / CRC with external Resource Persons if required
3.	Training of School Management Committee	<ul style="list-style-type: none"> ▪ School safety concept, ▪ Safety Needs Assessment ▪ Functioning of School Management Committee and roles/ responsibilities, ▪ Orientation on school safety planning ▪ Safety audits at the school level 	SMC members	SFPT with external Resource Persons
4.	Training of Peer Educators	<ul style="list-style-type: none"> ▪ Facilitating lifesaving skills in the class ▪ Do's & Don'ts of hazards relevant to their context eg earthquake (Duck-Cover & Hold), fire (Stop-Drop & Roll), floods, cyclone road safety etc. ▪ First-Aid skills ▪ Water Quality Monitoring and disinfection 	Selected students from each class	SFPT with external Resource Persons if required
5.	Training on First Aid and Life-saving skills in School	<ul style="list-style-type: none"> ▪ First- Aid for common injuries, snake bite etc. , CPR ▪ Carrying wounded persons ▪ Diarrhea management ▪ Making rope ladders 	SMC, SFTP, peer educators	SDMA / NDRF, Red Cross, any other external Resource Persons if required

5.5 Regular monitoring of risk and revision of plan

Implementation of National School Safety Policy Guidelines needs to be monitored at the national level by NDMA and Ministry of Human Resource Development. At the state level, implementation of the Guidelines needs to be monitored by SDMA as well as the Department of Education.

At the policy level, as it stands today, the SSA takes cognizance of the disaster risk to schools and children and others occupying them but the same is not incorporated in the monitoring exercises that are undertaken jointly by the different funding agencies involved (Terms of Reference, Sixteenth Joint Review Mission of SSA, July, 2012). Suitable indicators to monitor disaster risk to children while in school need to be included in the SSA Framework. BRC / CRC should monitor and review safety awareness and knowledge as part of Quality Monitoring at the school level.

In parallel, the larger education machinery needs to strengthen their efforts at promoting school safety for aided as well as private schools. The District Education Officer must ensure that 'Recognition Certificate' under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 is issued only to those schools that comply with safety norms laid out in the Building Codes. This compliance needs to be monitored on a regular basis. In addition, a mechanism needs to be evolved by the District Education Officer and any other Regulatory Authorities for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the Authorities shall essentially include

parameters on school safety.

In addition, each district should designate the Block Education Officer or any other official as appropriate, for overseeing and facilitating school safety at the block level.

To ensure that schools remain 'safe' for the students and the teachers, it is important that the School Development Plans are reviewed and updated regularly by School Management Committee on a quarterly basis. There could be cases of unaddressed hazards and additional new hazards that emerge in the course of the implementation of the School Development Plan. These will be integrated into the School Development Plan through the process of review and upgradation. In addition, there may be risks that have to be monitored periodically to safeguard the health and well-being of children, such as cleanliness of toilets and quality of drinking water.

6

Roles and Responsibilities of different Stakeholders

Right of school children to a safe learning environment cannot be upheld by only one institution. The National Policy on Disaster Management lays down that disaster management is everyone's business; a single individual or agency cannot, on their own be responsible for safeguarding the interest of the future generations. There is a need for a more practical linkage between the national, state and local governance structures so that the overall well-being of children and teachers and indeed their families can be promoted. Moreover, these structures need to work together along with the school community to not only address primary (floods, earthquake) but also underlying risks and vulnerabilities to singularly define 'safety' as a quality issue in education facilities whether government, aided or privately owned.

The roles and responsibilities of different stakeholders are given below:

State Disaster Management Authorities:

- Collaborate with and involve education authorities in DM planning, policies, and processes as well as developing minimum standards for school safety before, during and after emergencies. At the minimum, this can be done by co-opting the State Project Director of SSA and / any other officials / NGOs / Private agencies as part of the SEC of the SDMA.

- Ensure that school safety is given due attention in the SDMPs.
- Collaborate with and provide training inputs to Department of Education for integration of DRR education in formal curriculum of schools.
- Collaborate with and provide training inputs to Department of Education for training of School Safety Focal point teachers and School Management Committee members to lead school safety efforts in their respective schools.

District Disaster Management Authorities:

- Collaborate with and involve education authorities in DM planning, policies, and processes as well as developing minimum standards for school safety before, during and after emergencies. At the minimum, this can be done by co-opting the District Education Officer and / any other officials / NGOs / Private agencies as part of the DDMA.
- DDMDAs need to make sure that school safety is given due attention in the DDMPs.
- Ensure that school safety is given due attention in the DDMPs.
- Collaborate with and provide training inputs to Department of Education for training of School Safety Focal point teachers and School Management

Committee members to lead school safety efforts in their respective schools.

- Ensure that all school buildings whether government or private, comply with the building codes and directives of the Hon'ble Supreme Court of India in relation to safety of children.
- Facilitate specialised training in schools for teachers and peer educators.
- Include issues of school safety – challenges as well as potential in the District Disaster Management Plans.
- Conduct periodic mock drills at the district level actively involving schools.

National level Education Authorities:

- Accept responsibility for ensuring the safety of school children.
- Appropriately modify the schedule on norms and standards as given in the Right to Education Act and its rule to include issues of school safety exhaustively.
- Establish the responsibility of school management to take prevention, mitigation, preparedness and response actions with regard to safety of children and teachers.
- Establish and implement strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.
- Allocate resources for retrofitting of schools to make them disaster risk resilient and child friendly.

- Incorporate disaster risk reduction in teacher training programme across institutes and universities.
- Instruct NCERT to meaningfully educate children not only on issues of disaster but of overall 'safety'.
- Include indicators related to 'school safety' in the monitoring formats of all schemes and programmes
- Expand the scope of the existing 'School Development Plans' to include safety issues. The plan may be suitably renamed.

State level Education Authorities:

- Accept responsibility for ensuring the safety of school children and therefore actively engage with SDMAs in seeking collaborations and technical solutions for promoting safety.
- Develop strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.
- Allocate resources for retrofitting of schools to make them disaster risk resilient and child friendly.
- Incorporate disaster risk reduction in teacher training programme across institutes and universities.
- Instruct SCERT to meaningfully educate children not only on issues of disaster but of overall 'safety'.
- Include indicators related to 'school safety' in the monitoring formats of all schemes and programmes like Learning Enhancement programme
- Work with other departments to ensure that their resources when applied in and around educational

institutions, are designed with a 'safety' lens.

- Instruct SCERT to train Master Trainers from each District Institute of Education and Training (DIETs) for training of teachers and students to engage them on school safety issues; Master Trainers of each DIET would in turn impart training to BRC/ CRC of their respective districts.

District and Block level Education Authorities:

- Accept responsibility for ensuring the safety of school children and therefore actively engage with DDMAs in seeking collaborations and technical solutions for promoting safety.
- Engage with DDMAs in preparation of DDMPs to provide inputs on school safety issues and potential. Also ensure in the DDMP that schools are free for continuing educational activities as soon as possible in the immediate aftermath of a disaster.
- Reinforce the responsibility of school management to take prevention, mitigation, preparedness and response actions with regard to safety of children and teachers.
- Implement strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.
- Allocate resources for retrofitting of schools to make them disaster risk resilient and child friendly.
- Instruct DIET to include school safety training in the curriculum for training of teachers, BRC and CRC.

- Work with other line departments to ensure that their resources when applied in and around educational institutions, are designed with a 'safety' lens.
- Grant authorisation to only those schools that comply and continue compliance with safety norms laid out in the building codes and directives of the Hon'ble Supreme Court of India in relation to safety of children.
- Facilitate and orient CRC / BRC on issues of school safety
- Facilitate training of Master Trainers from each District Institute of Education and Training for training of teachers and students to engage them on school safety issues

SCERT and DIETs:

- school safety agenda at the school Acknowledge that safety is an important issue that requires sensitisation and training of teachers
- Develop interesting modules for training of teachers on issues of disaster risk and how it can be mitigated. These need to be integrated in the ongoing programmes on training of trainers and teachers, BRC and CRC.
- Develop child friendly and intellectually stimulating content on the issue of disaster risk for inclusion in the curriculum.
- Train school safety focal point teachers to take up level
- Develop modules for training of peer trainers at the school level

Cluster and Block level Resource Centres:

- Orient teachers and Principals on issues of school safety
- Ensure that the school authorities create space in the school curriculum and timetable for disaster risk reduction training and education in all the classes.
- Ensure that schools allocate time for follow up actions on school safety at least once a week.
- Include indicators on safety as part of routine monitoring
- Support schools to include safety issues in the School Development Plans.
- Promote cross-learning between schools with regard to their initiatives for promoting safety.

School administration:

- Allocate time for weekly knowledge and life-skill building activities.
- Incorporate school safety issues in the school development plan
- Ensure that teachers and non-teaching staff receive appropriate training in disaster risk reduction.
- Involve PRIs/ Urban Local Bodies and line departments in safety planning exercises.
- Ensure that relevant norms and standards for school safety are applied in their own school building and functions.
- Ensure active and equitable participation of school community, including children and elected representatives for preparing and implementing SDPs.

- Deploy appropriate strategies to encourage and support children to participate in spreading disaster risk reduction knowledge to families and communities.

Accreditation and Registration Authorities for schools:

- Lay down safe learning environment as a necessary precondition for recognition of schools.
- Insist on the designation of a school safety focal point teacher in new schools applying for recognition/accreditation.
- Include safety as one of the monitorable indicators for continued recognition of private schools.

PRIs / Urban Local Bodies and Line departments:

- Effectively participate in the school safety planning exercises
- Ensure that all infrastructure and installations routed through them for schools and even outside are resilient to local disasters.

School Children:

- Enthusiastically participate in and learn DRR principles and practices being taught in school and outside.
- Take cognizance of disaster risks in their own community and actively seek solutions to reduce them
- Participate in preparing and implementing SDPs.
- Participate in mock-drills and appropriate response strategies available in school or community

- Actively spread the knowledge on DRR acquired in school to your families and communities

Non-Governmental Organizations (local, regional and international):

- Sensitize policy makers on the need for school safety and advocate for a systemic commitment to safety.
- Facilitate and provide training to School Safety Focal point teachers and SDMC members on School Safety Intervention so that they can effectively participate in the school safety efforts.
- Collaborate with academic/scientific/research institutions and experts for development and delivery of training programs and research on new and innovative approaches.
- Participate in coalitions and collaborative platforms for school safety at local, district, state, national and global levels and bring the acquired knowledge and understanding to their constituencies.
- Advocate the integration of disaster risk reduction into mainstream development activities particularly school education.
- Coordinate knowledge consolidation and dissemination of DRR educational materials and tools.
- Undertake responsibility of orienting and educating the larger donor community and policy-makers on issues of school safety and disaster risk reduction.
- Facilitate the development of monitoring tools to assess the

effectiveness of education sector projects from a disaster risk reduction perspective.

Corporate bodies

- Allocate resources for promoting school safety through various activities such as construction of safe schools, retrofitting of existing schools, awareness creation on safety, capacity building of students and teachers etc.
- Ensure that all schools owned or supported by any corporate bodies comply with safety norms.

International Funding Agencies and United Nations

- Allocate resources to develop and share knowledge on strategic approaches and solutions for school safety in various kinds of risk contexts.
- Collaborate to develop and promote good practices in school structural safety and disaster risk reduction education in all forms.

Media needs to:

- Participate in training on DRR issues and approaches
- Take a lead in building the necessary momentum on school safety through adequate coverage of issues and solutions.
- Participate in the development, refinement and implementation of code of conduct for disaster reporting, especially with respect to children and schools.

7 Action Points for Stakeholders

National School safety Policy Guidelines have been covered in the preceding Chapters 1- to 6. These Chapters spell out the modifications required in the existing policy instruments along with a definition of structures, processes, and procedures required to make all schools in the country safer. Roles of different stakeholders have also been highlighted to delineate responsibilities for each action required in this direction.

Concrete actions at National, State , District and school levels are to be taken in the direction of school safety. A Summary of these ‘Action Points’ for various stakeholders are furnished below:

7.1 National Level:

Action	By Whom	When / frequency
1. Strengthening Institutional Commitment to Safe Learning Environment for Children		
i. Amend RTE rules to include specific thrust on safety of children and teachers in their pursuit of education .	Ministry of Human Resource Development	Immediate, one time
ii. Make suitable amendments to SSA implementation framework of SSA / RMSA to assign responsibility and define processes for promoting school safety	Ministry of Human Resource Development	Immediate, one time
iii. Mainstream Disaster Risk Reduction related works under SSA / RMSA	Ministry of Human Resource Development	Yearly
2. Monitoring School Safety		
i. Monitor implementation of National School Safety Policy Guidelines	NDMA; Ministry of Human Resource Development	Half -yearly
ii. Modify monitoring indicators under SSA / RMSA to monitor disaster risk to children	Ministry of Human Resource Development ; SSA	Immediate, one time

7.2 State Level:

Action	By Whom	When / frequency
1. Strengthening Institutional Commitment to Safe Learning Environment for Children		
i. Co-opt senior officials of the Department of Education at the state level as part of SDMA	SDMA	Immediate, one time
ii. Review and work closely with the Education Department at the state level to support the school safety efforts of the department.	SDMA / Department of Education	Half -Yearly
iii. Form a School Safety Advisory Committee at the state level to advise the Education Department on the subject.	SDMA / Department of Education	Immediate, one time
iv. Focus on educational infrastructure and supportive action thereof, within State Disaster Management Plans	SDMA	Yearly
v. Advise DDMAs to constitute Advisory Committee on School Safety at the district level	SDMA	Immediate, one time
2. Planning For Safety		
i. Prepare district-wise inventory of schools to be made safer	SDMA / Department of Education	Immediate, one time
ii. Mainstream Disaster Risk Reduction related works under SSA / RMSA	SPD- SSA / RMSA	Yearly
iii. Ensure school safety concerns are included in the State Disaster Management Plans	SDMA / Department of Education	Yearly
iv. Review District Disaster Management Plans to make sure school safety is given due attention	SDMA	Yearly
3. Implementation Of Safety Actions		
i. Appoint a panel of technical agencies to advise schools on local adaptations in school design and national and state norms on school safety	Department of Education / SPD -SSA	Immediate, one time
4. Capacity Building For School Safety		
i. Develop Action plan with Health Department , SDRF / Red Cross for training for students and school staff, on different natural hazards relevant to the state / district, dos and don'ts of different disasters, first aid etc	SDMA / SEO/ SPD-SSA	Immediate, one time

Action	By Whom	When / frequency
ii. Develop child friendly IEC material in the vernacular for developing the understanding of children on various hazards and dos and don'ts of response	SDMA / Department of Education	Yearly
iii. Develop child friendly teaching material for teachers and students to engage them on school safety issues.	SCERT/ State Boards of Education	Yearly
iv. Conduct Training of Trainers from BRC / URC / CRC for training train teachers at the school level on school safety concepts and processes	SCERT / DEO	Yearly
v. Conduct Training of Trainers from BRC / URC / CRC for training teachers on psycho-social support for children affected by disasters	SCERT	Yearly
5. Monitoring School Safety		
i. Monitor Implementation of National School Safety Policy Guidelines at the state level	SDMA / Department of Education	Yearly
ii. Modify monitoring indicators under SSA/ RMSA to monitor disaster risk to children	Ministry of Human Resource Development SSA / RMSA	Immediate, one time

7.3 District Level:

Action	By whom	When / frequency
1. Strengthening institutional commitment to safe learning environment for children		
i. Co-opt senior officials of the Department of Education at the district level as part of DDMA	District collector / DDMA	Immediate, one time
ii. Ensure District Disaster Management Plans include a focus on educational infrastructure and supportive action thereof, within the district	District collector / DDMA	Yearly
iii. Constitute a school safety advisory committee at the district level	District collector / DDMA	Immediate, one time
iv. Establish a mechanism for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the authorities shall essentially include parameters on school safety.	DEO	Immediate, one time
2. Planning for safety		
i. Ensure school safety concerns are included in the DDMP	DDMA	Yearly
ii. Prepare design of child friendly spaces for emergencies in advance	DDMA	Yearly
iii. Ensure all new schools include safety features	DEO	Immediate, one time
iv. Prepare block-wise inventory of schools to be made safer (including physical condition of schools assessed through rapid visual screening or any other methodology for all hazards relevant to the area, hazardous industries in the vicinity etc)	DDMA	Immediate, one time
3. Implementation of safety actions		
i. Appoint a technical agencies to advise schools on local adaptations in school design based on local conditions, in line with national and state norms on school safety	DEO	Immediate, one time
ii. Ensure that all existing as well as new schools confirm to safety standards as per the National Building Code. In addition, any other norms prescribed by the state government need to be adhered to.	DDMA	Immediate, on-going

Action	By whom	When / frequency
iii. Issue 'Recognition Certificate' under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 to only those schools that comply with safety norms prescribed by the state.	DEO	Immediate, on-going
iv. Review progress on non-structural safety measures in schools	DEO	Immediate, on-going
4. Capacity building for school safety		
i. Training of all teachers / designates of the school through the Block Resource Centres / Urban Resource Centres / Cluster Resource Centres.	DEO	Quarterly
ii. DIETs should also directly train teachers on safety aspects as part of their pre-service and in-service training programmes.	DEO / DIET	Quarterly
iii. Train school safety focal point teachers on school safety concept and various activities related to execution of their responsibilities as the school safety focal point teachers.	BRC / URC / CRC	Quarterly
iv. Training of teachers on psycho-social support for children affected by disasters	BRC / URC / CRC	Half yearly
v. Capacity building of SMC on different aspects of school safety in case of an imminent disaster, e.g. Sanitation and hygiene needs of boys, girls and teachers; first aid; handling fires etc.	BRC / URC / CRC	Quarterly
5. Monitoring school safety		
i. Evolve a mechanism for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the authorities shall essentially include parameters on school safety.	DEO	Quarterly
ii. Issue instructions to Block Education Officer or any other official as appropriate, for overseeing and facilitating school safety at the block level.	DEO / Department of Education	Immediate, one time

7.4 School Level:

Action	By whom	When / frequency
1. Strengthening institutional commitment to safe learning environment for children		
i. Mobilize local community and the school to effectively participate in school safety actions through meetings, rallies etc.	SMC	ongoing
ii. Designate a school safety focal point teacher (FPT) to operationally anchor safety related actions at the school level as part of his / her routine commitments in the school.	Principal / Headmaster	Immediate, one time
iii. Form a Subcommittee on Disaster Management at the school level to ensure dedicated planning and action	SMC	Immediate, one time
iv. Identify and develop a cadre of peer educators / trainers for ensuring that safety messages, dos and don'ts of different disasters, procedures and protocols reach each and every student in the school.	School safety Focal Point Teachers	Yearly
v. Establish inclusive mechanisms to address issues in relation to school expansion and development, fire drills, power outage, early dismissals for weather events, health and safety concerns, trespassers or road/bus accidents.	SMC	Immediate, one time
2. Planning for safety		
i. Conduct a detailed assessment of needs from a safety perspective for inclusion in the School Development Plan.	Focal Point Teachers / SMC	Yearly
ii. Ensure participation of children, SMC, PRIs / ULBs and any other relevant stakeholders in the assessment of needs exercise	Principal /Focal Point Teachers / SMC	Yearly
iii. Ensure inclusion of School safety aspects (structural and non-structural) in the School Development Plan	Principal /Focal Point Teachers / SMC	Yearly
iv. Share plan with PRIs / ULBs for leveraging other schemes	Principal /Focal Point Teachers / SMC	Yearly

Action	By whom	When / frequency
v. Regularly monitor risk and update plan	Principal /focal point teachers / SMC	Yearly
vi. Develop an Emergency Response Plan for the school (including evacuation procedures, handling of chemicals in the laboratory, stock-piling of emergency equipment and materials etc.)	Principal /focal point teachers / SMC	Yearly
3. Implementation of safety actions		
i. Review and immediately take up activities that the school can undertake on its own viz. non-structural mitigation e.g. Clearing evacuation routes, addressing loose objects etc	Principal /focal point teachers / SMC	Quarterly
ii. Share components of the school development plan that can be included in the panchayat plans and follow up with the relevant departments along with the PRIS / ULBS	Principal /focal point teachers / SMC	Yearly
iii. Amend the time table and school calendar to build in opportunities for reinforcing safety awareness among children, mock drills etc.	Principal /focal point teachers / SMC	Quarterly
4. Capacity building for school safety		
i. Identify training needs of students and teachers with regard to school safety	Principal /focal point teachers	Yearly
ii. Awareness programmes for children on local hazards and risk reduction for example through street plays, rallies, drawing competition, quiz competitions, slogan writing	Principal /focal point teachers	Weekly
iii. Regular mock drills and follow up of lessons on school safety; practical demonstration on the use of safety equipment, etc.	Principal /focal point teachers	Monthly
iv. Training of SMC on assessment of safety needs, developing plans as well as safety audit	Focal point teachers	Quarterly
v. Training of peer educators on dos and don'ts of disasters, mock drills etc	Focal point teachers	
5. Monitoring school safety		
i. Conduct Safety Audits in school including fire safety	SMC	Quarterly
i. Review School Development Plans to identify unaddressed hazards and additional new hazards that emerge	SMC	Quarterly

Recommended modifications to Right of Children to Free and Compulsory Education Rules, 2010 to sharpen focus on School Safety (highlighted in grey hereunder)

PART I – PRELIMINARY

Clause 2 Definitions to be modified as under:

(g) “School mapping” means planning school location for the purpose of section 6 of the act to overcome social barriers and, geographical distance and natural hazards that are locational in nature.

PART II – SCHOOL MANAGEMENT COMMITTEE

Clause 3 : Composition and functions of the school management committee to be modified as under :-

(4) To manage its affairs, the said Committee shall elect a Chairperson and a vice chairperson from among the parent members; the Chairperson may be from among the elected members of the local authority and the Vice Chair person from among the parent members. The head teacher of the school, or where the school does not have a head teacher, the senior most teacher of the school shall be the ex-officio member – convener of the said Committee.

Clause 4 Preparation of School Development Plan to be modified as under : - (1) The school Management Committee shall prepare a school a school development plan at least three months before the end of the financial year in which it is first constituted under the Act.

(3) The School Development Plan, shall contain the following details. Namely:-

- a. Estimate of class-wise enrolment for each year;
- b. Requirement of the number of additional teachers, including head teachers subject teacher and part time instructors, separately for classes I to V and for classes VI to VIII. Calculated with reference to the norms specified in the schedule;
- c. Physical requirement of additional infrastructure and equipments with reference to Whole School Development Concept especially ensuring safety of children, and calculated with reference to the norms and standards specified in the schedule. This should be calculated considering the desired levels of adequacy of infrastructure and equipment, indicating the possible sources of funding including those outside the purview of the Department of Education.
- d. Financial requirement in respect of (b) and (c) including for providing special training facility specified in section 4. The plan should include a separate estimate for those elements that can be funded by the Department of Education and those elements of adequate school infrastructure that can be leveraged from other schemes.

Part IV – Duties and responsibilities of central government, appropriate government and local authority

Clause 1 : Area of limits of neighborhood to be modified as under:

(3) In places with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for ~~young~~ children in the approach from their homes to the school, the appropriate government or the local authority shall locate the school in such a manner as to avoid such dangers, by reducing the area or limits specified under sub-rule (1)

Clause 7 : Financial Responsibility of the Central Government to be modified as :

(7) In order to implement the provisions of the act, the central government shall, ensure that its programmes for school education are in compliance with the Revised Expenditure and Finance Committee (EFC) Note required by the Ministry of Finance as of 19th June 2009.

Clause 9 : Responsibilities of the appropriate Government and local authority to be modified as under:

(5) For the purpose of determining and for establishing neighbourhood schools, the appropriate government or the local authority shall undertake appropriate investigations with regard to disaster vulnerability of the proposed site and the ensuing risk to children. Based on this assessment, detailed design for the schools shall be prepared by a competent technical authority shortlisted by the state government and appointed by the district administration. Appropriate measures shall also be taken for land development to mitigate any risks whatsoever to the physical wellbeing of children while in school.

Part V – RESPONSIBILITIES OF SCHOOLS AND TEACHERS

Clause 15 to be modified as under:

15. Recognition to school. (1) Every school, other than a school established owned or controlled by the central government, appropriate government or the local authority, established before the commencement of this act shall make a self declaration within a period of three month of the commencement of the act, in form No. 1 to the concerned District Education Officer regarding its compliance or otherwise with the norms and standards specified in the schedule and fulfillment of the following conditions, namely:-

- d. the school building or other structure or the grounds are used only for the purposes of education and skill development. ~~The school takes the responsibility of mental, physical and emotional safety and security of children while they are attending school.~~
- e. the school is open to inspection by any officer authorized by the appropriate government or the local authority;

Part VIII Clause 29 and 31 to be modified as under:

29. Constitution of the National Advisory Council-

(3) Members of the Council shall be appointed by the central government from amongst persons having knowledge and practical experience in the field of elementary education and child development, as under.

- a. at least three member should be from amongst persons belonging to the scheduled caste. The scheduled tribe and minorities:
- b. at least one member should be from amongst persons having specialized knowledge and practical experience of education of children with special needs.:
- c. one member should be from amongst persons having specialized knowledge in the field of pre-primary education;
- d. one member should be from amongst persons having specialized knowledge in the field of school safety (including disaster risk induction as well as child protection)

Clause 31. Constitution of the State Advisory council to be modified as under.- (1) The state advisory council (hereinafter referred to in this rule as the council) shall consist of a chairperson and fourteen members.

(2) The minister in-charge of school education in the appropriate Government from amongst persons having knowledge and practical experience and the field of elementary education and child development, as under

(d) one member should be from amongst persons having specialized knowledge in the field of school safety (including disaster risk induction as well as child protection)

FORM I

SELF DECLARATION CUM APPLICATION FOR GRANT OF RECOGNITION OF SCHOOL

(see sub rule (1) of rule 15)

Include in clause of the self Declaration Form, the following points :

- 7. Whether the school and its campus is constructed in a manner that makes it safe to earthquake, flood and cyclone risks.
- 8. Whether the school campus is free from any hazards that can affect the safety of children at any time.

Form II

Office of District Education Officer

The Manager

Sub: **Recognition certificate for the school under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 for the purpose of section 18 of Right of Children to Free and Compulsory Education Act, 2009.**

Dear Sir/Madam,

With reference to your application dated _____ and subsequent correspondence with the school/inspection in this regard, I convey the grant for provisional recognition to the _____ (name of the school with address) for Class ___ to Class _____ for a period of three years w.e.f. _____ to _____

The above sanction is subject to fulfillment to following conditions:-

1. The grant for recognition is not extendable and does not in any way imply any obligation to recognize/affiliate beyond Class VIII.
2. The School shall abide by the provisions of Right of Children to Free and Compulsory Education Act, 2009 (annexure I) and the Right of Children to Free and compulsory education Rules, 2010 (annexure II)
3. The school shall admit in class 1 (or in pre-school, as the case may be), to the extent of % of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion.
4. For the children referred to in paragraph 3, the school shall be reimbursed in accordance with the provision of sub-section (2) of section 12 of the Act to received such reimbursements school shall maintain a separate bank account.
5. The Society/School shall not collect any capitation fee and subject the child or his or her parent or guardian to any screening procedure.
6. The school shall not deny admission to any child for lack of age of proof shall adhere to the provisions of section 15of the Act. The school shall ensure;
 - a. No. child admitted shall be held back in any class or expelled from school till the completion of elementary education in a school;
 - b. No child shall be subjected to physical punishment or mental harassment.
 - c. No child is required to pass any board examination till the completion f elementary education;
 - d. Every child completing elementary education shall be awarded a certificate as laid down under rule 25
 - e. Inclusion of students with disabilities/special need sas per provision of the Act
 - f. **No part of the school building or campus can affect the safety of children while attending school.**
 - g. The teachers are recruited with minimum qualification as laid under section 23(1) of the Act. Provided further that the current teachers who, at the commencement of this Act do not possess minimum qualifications shall acquire such minimum qualification with in a period of 5 years.
 - h. The teacher performs its duties specified under section 24(1) of the Act and
 - i. The teachers shall not engage himself or herself for private teaching activities.
7. The school shall follow the syllabus on the basis of curriculum laid down by appropriate authority.
8. The school shall maintain the standards and norms of the school as specified in section 19 of the Act. The facilities reported at the time of last inspection are as given under:-
Area of school campus
Total build up area
Area of play ground
No. of class rooms
Room for Headmaster-cum-Officer-cum-Storeroom

Separate toilet for boys and girls

Quality of construction of the building

Hazards within the school campus that may affect the safety of any child

Kitchen for cooking mid day meal

Barrier free access

Availability of teaching learning material/pay sports equipments library

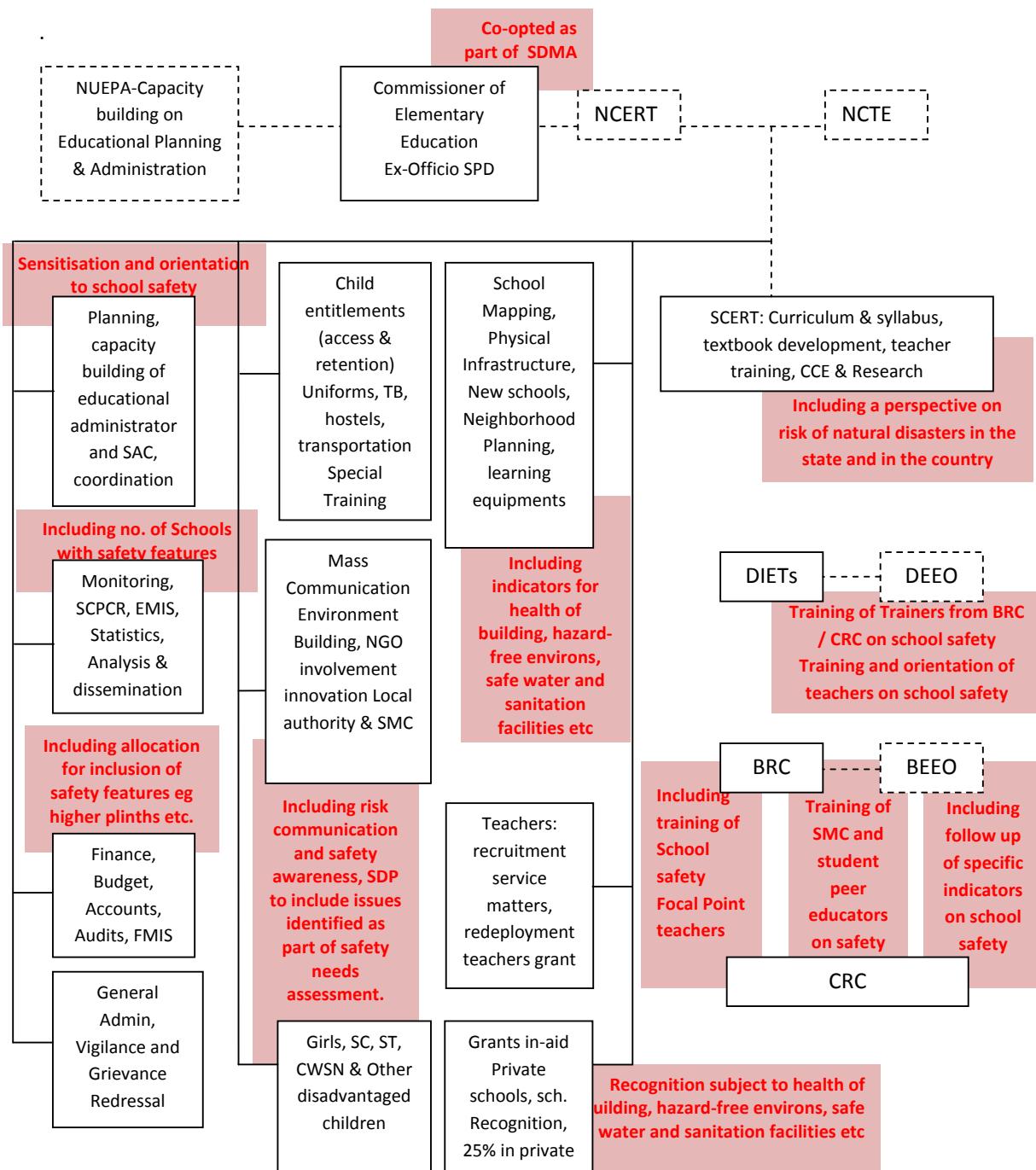
9. No unrecognized classes shall run within the premises of the school or outside in the same name of school.
10. The school building or other structures or the grounds are used only for the purposes education and skill development
11. The school is run by a society registered under the societies registration Act, 1860 (21 of 1860), or a public trust constituted under any law for the time being in force;
12. The school is not run for profit to any individual, group or association of individuals or any other persons;
13. The accounts should be audited and certified by a chartered Accountant and proper accounts statements should be prepared as per rules. A copy each of the Statements of Accounts should be sent to the District Education Officer every year.
14. The recognition Code Number allotted to your school is -----. This may please be noted and quoted for any correspondence with this office.
15. The school furnishes such reports and information as may be required by the Director of Education/District Education Officer from time to time and complies with such instructions of the Appropriate Government/ Local Authority as may be issued to secure the continued fulfillment of the condition of recognition or the removal of deficiencies in working of the school;
16. Renewal of Registration of Society if any, be ensured.
17. Other conditions as per Annexure enclosed.

Yours faithfully,

District Education Officer

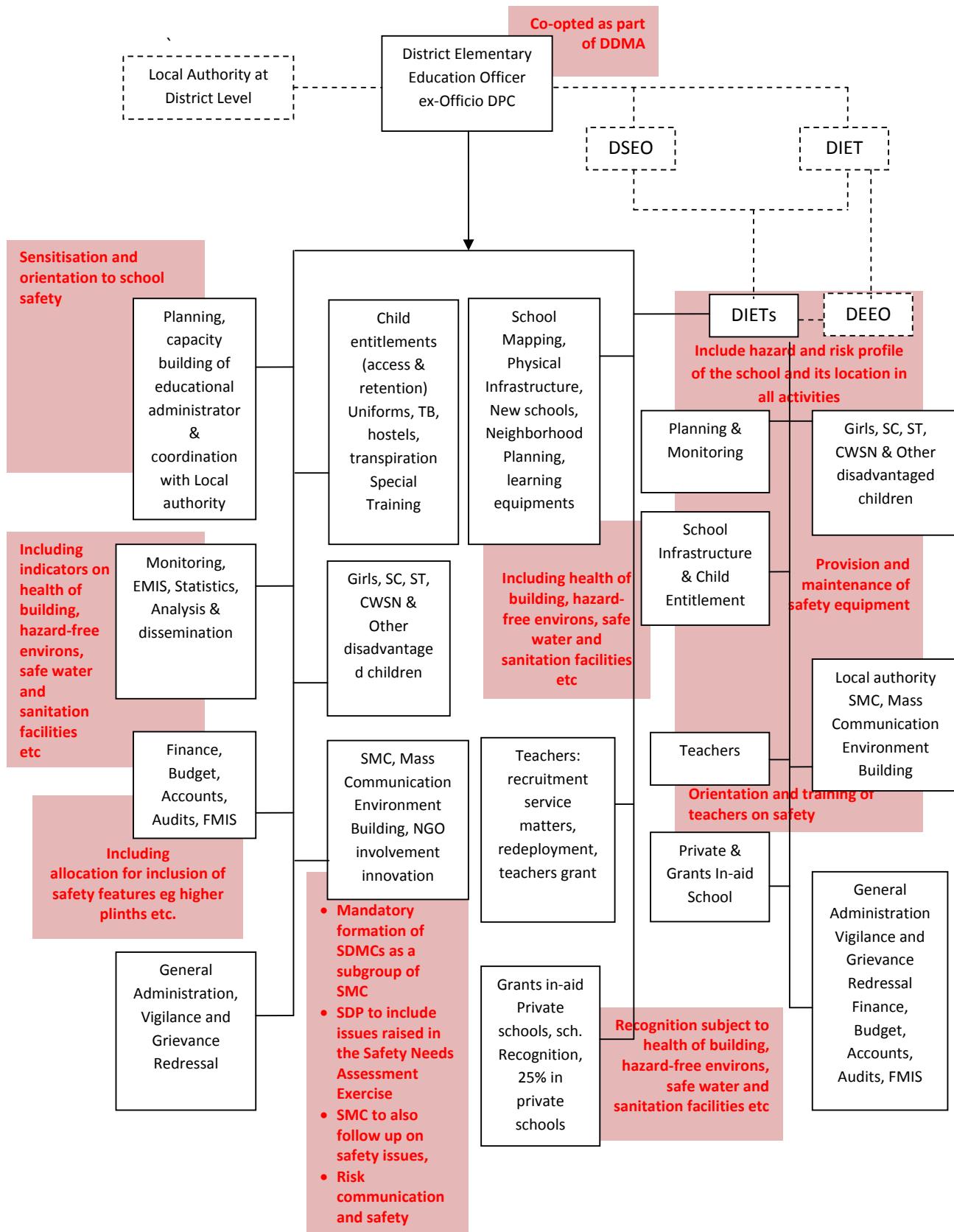
State Level Integrated Structures for SSA and RTE through a Safety Lens

(Recommended modifications for incorporating School Safety Concerns indicated in red)



District Level Integrated Structures for SSA and RTE through a Safety Lens

(Recommended modifications for incorporating School Safety Concerns indicated in red)



The Hon'ble Supreme Court of India, Justice Dalveer Singh in response in response to Writ Petition (Civil) No.483 of 2004, Avinash Mehrotra vs Union of India has laid down the following minimum specifications for school buildings:

3.3. SCHOOL BUILDING SPECIFICATIONS:

- i. The school buildings shall preferably be a 'A' Class construction with brick / stone masonry walls with RCC roofing. Where it is not possible to provide RCC roofing only non-combustible fireproof heat resistance materials should be used.
- ii. The nursery and elementary schools should be housed in single storied buildings and the maximum number of floors in school buildings shall be restricted to three including the ground floor.
- iii. The School building shall be free from inflammable and toxic materials, which if necessary, should be stored away from the school building.
- iv. The staircases, which act as exits or escape routes, shall adhere to provisions specified in the National Building Code of India 2005 to ensure quick evacuation of children.
- v. The orientation of the buildings shall be in such a way that proper air circulation and lighting is available with open space all round the building as far as possible.
- vi. Existing school buildings shall be provided with additional doors in the main entrances as well as the class rooms if required. The size of the main exit and classroom doors shall be enlarged if found inadequate.
- vii. School buildings have to be insured against fire and natural calamities with Group Insurance of school pupils.
- viii. Kitchen and other activities involving use of fire shall be carried out in a secure and safe location away from the main school building.
- ix. All schools shall have water storage tanks.

Process of Safety Needs Assessment through Hazard Hunt Exercise: Experience from Bihar

In collaboration with Government of Bihar, UNICEF and its partners NGOs have implemented a School safety initiative in eight districts of the state. Their experience has highlighted the potential of Hazard hunt as a tool for identifying safety needs of the school though a participatory methodology involving students, teachers, and SMC members. The exercise culminates with the articulation of a well-defined micro-plan that is then pursued with eth PRIs for leveraging resources from various schemes besides SSA. The process followed for Hazard Hunt is given below:

- i. Orientation of School Disaster Management Committee members and Focal Point Teacher on definition of risk and vulnerabilities;
- ii. Discussion on the nature of risks that affect the physical wellbeing of children, and of the school community;
- iii. Discussion on the nature of risks that affect access to education by children;
- iv. Organization of the group into smaller groups for Hazard Hunt.
- v. Identification of risks and vulnerabilities inside and outside the school by separate groups;
- vi. Documentation of risks identified by smaller groups and presentation to the larger group including Focal point teacher;
- vii. Suggested format for documentation of Hazard Hunt exercise :

S.No.	List of Vulnerabilities that exist inside and outside the school	Risks involved	Probable Extent of Severity	Any past incident(s) relating to this risk, vulnerability

- viii. Prioritization of risks for action in the short and long term;
- ix. Development of Micro-plan to enlist solutions, sources of funding, responsibilities and timeline.