PAKISTAN SCHOOL SAFETY **FRAMEWORK**

Government of Pakistan

National Disaster Management Authority

Students from the second and fifth grade at the Government Girls Higher Secondary School in Lilownai sit together in the compound, as the block which held their classrooms was damaged. Many schools in the Shangla District of Khyber Pakhtunkhwa province suffered damages in 7.5 magnitude earthquake that struck Pakistan and Afghanistan on October 26th, 2015, leaving a trail of death and destruction in its wake.

PAKISTAN SCHOOL SAFETY FRAMEWORK (PSSF)

PAKISTAN SCHOOL SAFETY **FRAMEWORK** (PSSF)

Chairman's Message

Children are our most valuable asset, but are exceedingly vulnerable to natural and human-induced hazards. Child- Centred Disaster Risk Reduction (CCDRR) is therefore identified as a key priority in disaster prone countries like Pakistan. Pakistan has faced many tragic episodes of student casualties during earthquakes, floods and other emergency situations in schools. The destruction of approximately 7,489 schools during the 2005 earthquake and more than 10,000 schools in the 2010 floods bears testimony to the fact.

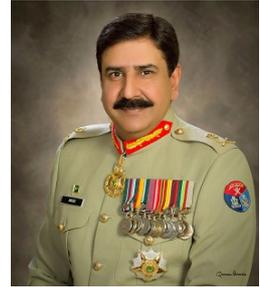*NDMA through its Gender and Child Cell is pursuing the said objective since the year 2010.The National Disaster Risk Reduction Policy was the first step in this direction followed by number of interventions to meet the dictates of GCC Framework.*

Recognizing the immense significance of the safety of schools, NDMA has formulated the Pakistan School Safety Framework (PSSF). The main purpose of the PSSF is to provide policy guidance and to set a standard for the implementation of comprehensive School Safety at national, provincial and district and school levels. It is an enviable effort to contribute towards Disaster Risk Reduction (DRR) and Disaster Risk Management (DRM) of vulnerable population in the entire spectrum of Disaster Management.

It is an incisive work done with professional depth for which efforts of all those involved are acknowledged with profound appreciation. I would also like to thank our development partner UNICEF for their continuous support in the development of this document.

Lt. Gen. Omar Mahmood Hayat

Hilal-e-Imtiaz (M)

Chairman NDMA
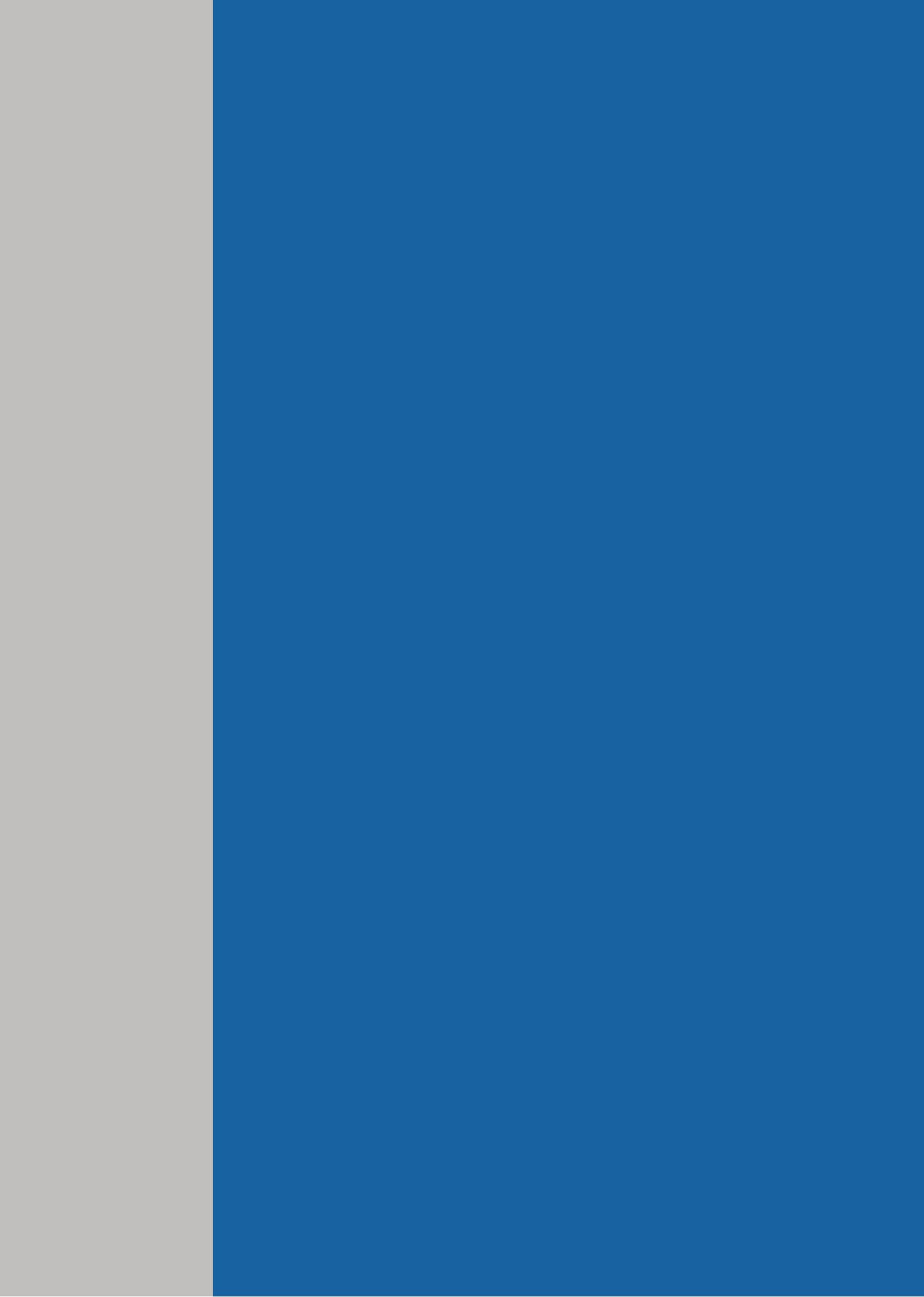
UNICEF Representative Message

Children, being the most vulnerable, experience risks differently from adults and are often disproportionately affected before, during, and after disasters. This has an impact on their right to education. By including them in the disaster risk management of schools and providing them with adequate training, we can equip them to face the impact of disasters with minimal loss to life and property.

There was a dire need to implement comprehensive school safety initiative in Pakistan, a country that has witnessed massive causalities of children in disasters. In 2005, 19,000 children died in the earthquake alone, most of them in widespread collapses of school buildings. Therefore, Pakistan school safety framework has been formulated in line with the global commitment to advancing children's rights. This will safeguard children's interests in times of disasters and promote a safe learning environment for students, teachers and school staff.

A comprehensive response mechanism in the event of a disaster has been developed through the shape of this document. It follows a structured approach to understand hazards and develop effective response strategies to cope with emergency situations.

The United Nation's Convention on the Rights of the Child changed the way children are viewed and treated – i.e., as human beings with a distinct set of rights instead of as passive objects of care and charity. The rights include; the right to survival, the right to protection and the right to participate. UNICEF advocates that survival, protection and development are universal imperatives, integral to human progress.

Cristian Munduate

Officer-in-Charge
UNICEF Pakistan
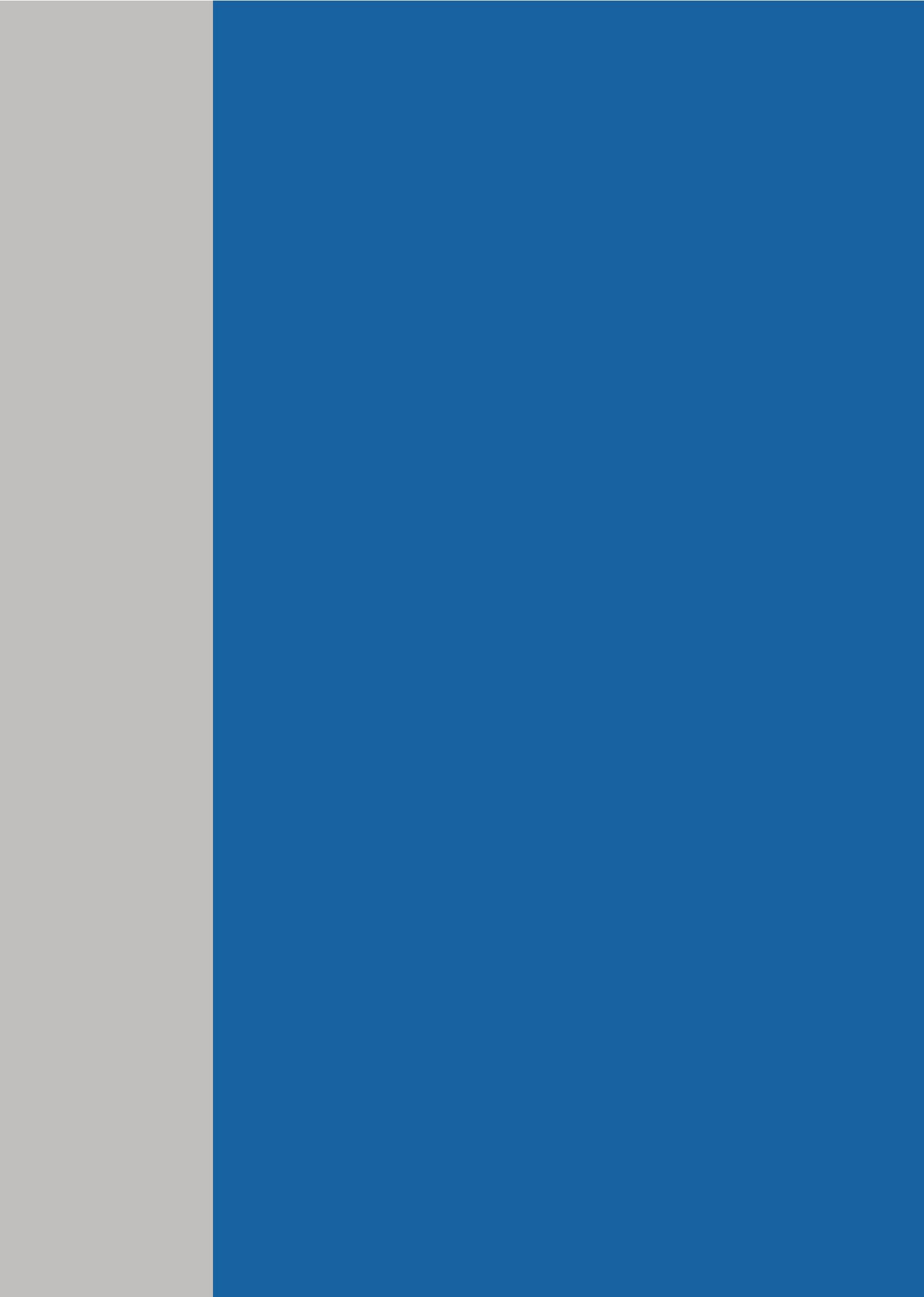
Member A&F's Message

UNISDR estimates that every year over 100 million young people including children, are affected by disasters globally. Pakistan's vulnerability to climate change has ranked it among the top ten countries on the Climate Change Risk Index. Natural and human-induced disasters have claimed the lives of thousands of children in Pakistan. In 2010 floods, 10,000 schools were damaged and the education system was under severe strain. Similarly, the 2005 earthquake took a heavy toll on the education system, with the destruction of 58,808 schools.

Hence, it was the need of the hour that effective response mechanisms are developed in the country to make the school community more resilient to disasters and minimize loss of life and resources during emergencies. PSSF was formulated in response to NDMA's commitment to implement disaster risk reduction activities in the aftermath of the 2005 earthquake and other disasters. Its development is another milestone in Child-Centered Disaster Risk Reduction (CCDRR) initiatives of NDMA in emergencies, and comprises of various school safety guidelines and SOPs for disaster prevention and risk reduction.

PSSF will provide much needed policy guidance to all stakeholders and empower school community and reduce their vulnerabilities to hazard impacts, by providing them with adequate knowledge and tools at the national, provincial, district and school levels.

Raheela Saad

Member A&F, NDMA

Acknowledgement

EXECUTIVE SUMMARY

Pakistan School Safety Framework, is formulated by Gender and Child Cell, National Disaster Management Authority with the support of UNICEF to provide policy guidance and to set a standard for the implementation of Comprehensive School Safety at national, provincial, district and school levels.

The Guide is intended to:

- Promote a safe learning environment for students, teachers and school staff against natural and human-induced disasters

- Ensure preparedness of the school community against hazards

- Enable schools to develop a comprehensive response mechanism in the event of a hazard or disaster

- Sensitize all stakeholders about their respective responsibilities in the realm of school safety

- Ensure child participation in building school safety and implementing risk reduction

- Clearly define all constituent elements of school safety in the context of Pakistan and to determine realistic standards for the adoption of meaningfull DRR measures

This guide is intended to assist Ministry of Education and departments, donors, development partners, public and private schools and informal educational institutions, to incorporate Pakistan School Safety Framework (PSSF) into their overall programming for education.

TABLE OF CONTENTS

ACRONYMS

BPS	Basic Pay Scale
CBDRM	Community Based Disaster Risk Management
CCDRR	Child Centred Disaster Risk Reduction
CCRA	Child Centred Risk Assessment
CDMC	Community Disaster Management Committee
CSS	Comprehensive School Safety
CSSF	Comprehensive School Safety Framework
DDMA	District Disaster Management Authority
DEO	District Education Officer
DHQ	District Head Quarter
DMLO	Disaster Management Learning Organization
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EiE	Education in Emergencies
EMIS	Education Management Information System
ERT	Emergency Response Team
FATA	Federally Administered Tribal Area(s)
FGEI	Federal Government Educational Institution
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
GCC	Gender and Child Cell
MoFE&PT	Ministry of Federal Education and Professional Training
NDMA	National Disaster Management Authority
NMFSSDM	National Monitoring Framework on School Safety and Disaster Management
PDMA	Provincial Disaster Management Authority
PED	Provincial Education Department
PEMRA	Pakistan Electronic Media Regulatory Authority
PSSF	Pakistan School Safety Framework
PTA	Parent Teacher Association
PTC	Parent Teacher Council
SSC	School Safety Committee
SSP	School Safety Plan
SOPs	Standard Operating Procedures
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
UNISDR	United Nations International Strategy for Disaster Reduction

1

i INTRODUCTION

1.1   Background

Children are our most valuable asset but are exceedingly vulnerable to natural and man-made hazard. Child- Centred Disaster Risk Reduction (CCDRR) is therefore identified as a key priority in the United Nations Framework for Disaster Risk Reduction adopted by UN Member States in March 2015. The Framework calls for a concerted commitment by each country to provide a safe learning environment for children. It also recognizes that, in accordance with the UN Convention on the Rights of the Child, Child-Centred Disaster Risk Reduction demands that children be given a voice in matters affecting their own safety as well as opportunities to participate in helping create a safe environment.

Pakistan is a disaster-prone country located in a High Risk Seismic Zone and rated amongst the top ten countries affected by phenomena arising from climate change. Uncontrolled population growth, mass urbanization and the threat of terrorism have also made Pakistan equally vulnerable to man-made disasters. Natural calamities and man-made disasters take a heavy toll on schools in Pakistan resulting in many child casualties. The destruction of approximately 7,489 schools during the 2005 earthquake and more than 10,000 schools in the 2010 floods bears testimony to the fact.

School safety involves a conscious, systematized effort to assess risk from potential natural hazards (such as earthquakes, floods, landslides, and heat waves) and man-made hazards (such as fires, bomb threats, hostage situations, terrorist attacks, building collapse and toxic hazards) and to counter those risks. It involves planning and preparing so as to be secure from and able to respond effectively to threats or hazards that may endanger the lives of students, teachers and others and/or disrupt educational continuity (i.e. student's continued learning in a conducive environment during and after a hazard has struck). School safety initiatives and programmes are designed to promote safe physical, emotional, social and academic involvement.

The concept of school safety is not very well understood in Pakistan. The physical security of a school is often misinterpreted as building safety but that is not the case as buildings are only one component of a comprehensive school safety regime. Hence the need arises to charter an all-encompassing school safety framework, commensurate with the Pakistani environment for effective disaster risk management and so as to ensure the safety and security of children in all types of schools in all regions of the country.

The National Disaster Risk Reduction Policy, formulated in 2013, focuses on prevention, mitigation and preparedness aspects of disaster risk reduction (DRR). The Policy recognizes that higher vulnerability leads to higher losses in disasters and hence adequate and effective disaster risk reduction interventions for vulnerable groups are required. It further emphasizes the need for vulnerability and risk assessment and DRR initiatives such as the Community Based Disaster Risk Management (CBRDM). It is imperative, however, to also devise a Pakistan School Safety Framework (PSSF) aligned to the National Disaster Management Plan and National Disaster Risk Reduction Policy for prevention, mitigation, preparedness, response and recovery in the face of any type of disaster.

The Disaster Management Act of 2010 mandates NDMA to develop guidelines and standing operating procedures (SOPs) for an adequate response to disasters with a special focus on the needs and concerns of vulnerable groups in the population, NDMA established its Gender and Child Cell (GCC) in 2010 which has contributed, amongst other things, to the development of child-centred policies and SOPs, prominently the SOPs for Separated, Unaccompanied and Missing Children during disasters, the National Policy Guidelines for Vulnerable Groups, an Atlas highlighting disaggregated data concerning Vulnerable Groups, and Gender Mapping to identify organizations working in the interests of women. The NDMA has now decided to formulate the Pakistan School Safety Framework (PSSF) to provide guidance to all education sector stakeholders to ensure safety and disaster risk reduction in schools.

1.2   Purpose of the Framework

Children have rights that are enshrined in the United Nations Convention on the Rights of the Child of 1987. Those rights include the right to survival and development (i.e. to the realization of their full potential), to protection (i.e. to be kept safe from harm), and to participation (i.e. the right to a voice that is listened to and the right to participate in all matters affecting them). These rights are held to be universal and applicable to all contexts including before, during and after a disaster. Children experience risks differently from adults. They are often disproportionally affected by disasters and climate change and therefore their views should be especially taken into account given that disasters directly compromise their right to education, and primarily, their right to survival. By including them in the disaster risk management of schools, children can play a significant role in school safety by identifying and communicating risks, by helping implement and by participating in school safety activities, initiatives and actions.

> The main purpose of the Pakistan School Safety Framework is to provide policy guidance and to set a standard for the implementation of Comprehensive School Safety at national, provincial, district and school levels.

This Framework is also intended to guide school safety initiatives, infrastructural development, the formulation of School Safety Plans and SOPs and contribute to building awareness across the school community about disaster prevention and disaster risk reduction. Learning and awareness raising would be fostered by planning practical exercises, mock evacuation drills, inclusion of disaster risk reduction in the curriculum and in extra-curricular activities and through the development of soft skills enabling schools to be prepared and to be able to act effectively on saving lives in case of an emergency.

1.3   Objectives of the Framework

»   To promote a safe learning environment for students (taking into account the requirements of those with special needs), teachers and school staff against natural and man-made disasters.

»   To ensure the preparedness of the school community against hazards and unforeseen circumstances which may lead to disaster.

»   To enable schools to develop a comprehensive response mechanism in the event of a hazard or disaster

»   To sensitize all stakeholders about their respective responsibilities in the realm of school safety.

»   To ensure that, in building school safety and implementing risk reduction children are given the opportunity to speak out and participate

»   To clearly define all the constituent elements of school safety in the context of Pakistan and to determine realistic standards for the adoption of meaningful DRR measures.

1.4   Applicability of the Framework

This Framework will be applicable to all types of schools (formal and non-formal) enrolling children from Pre-KG up to higher secondary and equivalent in Madrasas, in the territory of Pakistan, Gilgit Baltistan and Federally Administered Tribal Areas, including government schools, private schools, madrasas and embracing schools with children with special needs; hereby referred to as "schools" in the document. This Framework may also be applied to schools in Azad Jammu and Kashmir.

1.5   Responsibilities pertaining to School Safety

School safety involves compliance with the guidelines defined in this Framework. A system of self-accountability on

the part of schools will be implemented as will monitoring and evaluation by government authorities/ government departments / school secretariats / head offices / associations of private schools / wifaq ul madaris with a view to ensuring compliance with the safety standards and risk reduction processes defined in this Framework. All concerned will pursue the ultimate objective of 'safe school' commensurate with the standards defined and set forth herein. Responsibility for school safety lies with the following:

Table 1: Responsibility for School Safety

Serial Number	School Type	Primary Responsibility	Secondary Responsibility
1	Federal Government School	Federal Government Educational Institutions Directorate (FGEI)	Principal of the respective school
2	ICT School	Federal Directorate of Education	Principal of the respective school
2	Provincial Government School	Provincial Education Department (PED) District Education Officer (DEO)	Principal of the respective school
3	Private School	School Owner / School Management / Secretariat / Head Office	Principal of the respective school
4	Madrasa	Wifaq ul Madaris / Madrasa Owners / Management	Head of the Madrasa

1.6   Stakeholders in School SafetyStakeholders concerned with school safety include:

» Ministry of Federal Education and Professional Training (MoFE&PT)

» National Disaster Management Authority / PDMA / DDMA

» School administration i.e. the principal, teachers and non-teaching staff

» Owners / Management of schools / private school associations / wiafaq ul madaris

» All education sector departments dealing with schools at federal, provincial and district level

» Local bodies / municipal departments / building authorities/ Public Works Department / Building Control /Planning & Development / Finance Department / Authority /

» private housing societies under whose jurisdiction a school building exists

» Law enforcement agencies and private security agencies (i.e. providing security to schools) within whose jurisdiction the security of school buildings and communities fall

» School students

» Parents of school-going children as well as members of the surrounding local community (including responsible members of the Community Disaster Management Committee, if such exists)

» Other organizations such as non-governmental safety and disaster risk reduction organizations.

2

THE CONCEPT OF THE PAKISTAN SCHOOL SAFETY FRAMEWORK (PSSF)

2.1 Contemporary Concept of Comprehensive School Safety Framework

The United Nations International Strategy for Disaster Reduction (UNISDR) and the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) have laid down a globally relevant framework for disaster risk reduction and resilience in the education sector offering guidance for school safety, the Comprehensive School Safety Framework (CSSF). Comprehensive School Safety (CSS) primarily aims to provide a comprehensive, multi-faceted approach to reducing risks from all hazards threatening the education sector[1]. In recognition of children's rights to survival and protection as well as to education and participation, CSS akes a child-centred, child-participatory approach to safety that focuses on the safety of schools and actions to

Figure 1: Comprehensive School Safety Framework
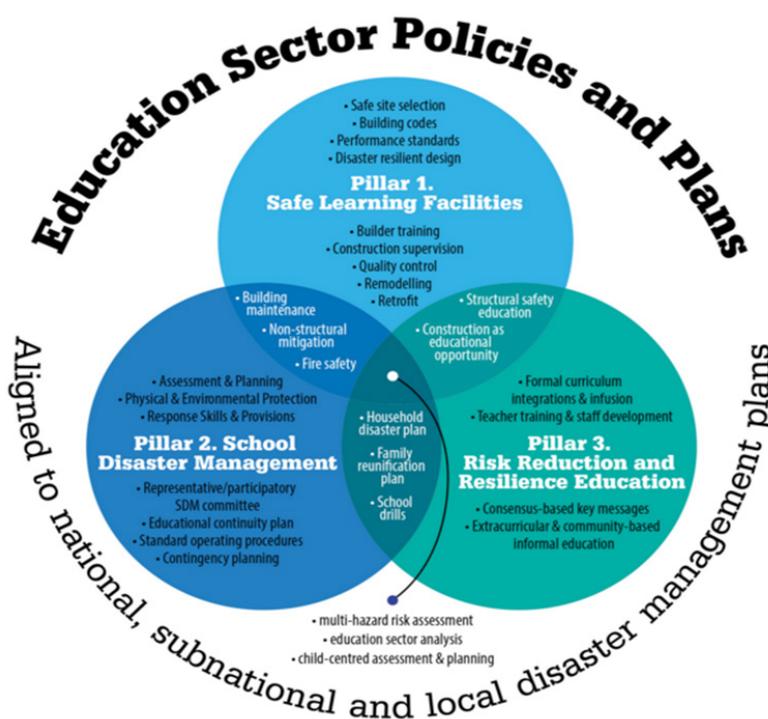
reduce risk from impacts of hazards and disasters, while ensuring the continuity of children's education. The goals of CSS[2] are:

- » To protect learners, teaching and non-teaching staff from death, injury and harm in school;
- » To plan for educational continuity in the face of all expected hazards and threats;
- » To safeguard education sector investments;
- » To strengthen risk reduction and resilience through teaching, learning and awareness-raising

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1   UNISDR and GADRRES, Comprehensive School Safety: A Global Framework in support of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and the Worldwide Initiative for Safe Schools, in preparation for the 3rd UN World Conference on DRR, 2015.

2   Grimaz, S., Malisan, P., Torres, J., VISUS Methodology: A Quick Assessment for Defining Safety Upgrading Strategies of School Facilities. Planet @ risk. https://planet-risk.org/index.php/pr/article/view/184/350. Accessed on the 27th of June, 2016

2.2. The Three Pillars of Comprehensive School Safety of Global Framework

2.2.1. Safe Learning Facilities

Pillar 1, Safe Learning Facilities, involves education authorities, planners, architects, engineers, builders, and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility)[3]. The key responsibilities for "schools" are to:

» Select safe school sites and implement a disaster-resilient design and construction;

» Implement prioritization schema for retrofitting and replacement, including relocation if necessary.

» Minimize structural, non-structural and infrastructural risks to make buildings and facilities fit for survival and evacuation in the event of a hazard.

» Incorporate access and safety for people with disabilities in the design and construction of schools.

» If schools are planned as temporary community shelters, design them to meet these needs, and be sure to plan and provide for suitable alternate facilities for educational continuity.

» Engage communities in safe school construction and retrofit.

» Ensure that children's access to schools is free from physical risks.

» Adapt water and sanitation facilities so they do not add to potential risk.

» Implement climate-smart interventions to enhance water, energy and food security (e.g. rainwater harvesting, solar panels, renewable energy, school gardens tended by students).

» Plan for continuous monitoring, financing and oversight of on-going maintenance and safety.

» Prevent and respond to attacks on education, including use of schools by parties to armed conflict.

2.2.2 School Disaster Management

School disaster management is established through national and sub-national education sector authorities as well as local school communities (including children and parents) working in collaboration with their disaster management counterparts in order to maintain safe learning environments and plan for educational continuity. The key responsibilities are to:

» Establish national and/or sub-national level committees and full-time focal point(s) dedicated to leading comprehensive school safety efforts.

» Identify sub-national and school-based risk reduction and resilience focal-points to be trained as leaders and champions of school safety.

» Provide policies and guidance at sub-national and school-site levels for on-going site-based assessment and planning, risk reduction, and response preparedness as part of normal school management and improvement.

» Develop, train, institutionalize, monitor and evaluate school disaster management committees. There needs to be capacity building and empowerment of such committees so they can lead the identification and mapping of all hazards inside and outside the school and its community and so they can also lead action-planning and activities for on-going risk reduction and preparedness. In this the participation of

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3   UNISDR and GADRRES, Comprehensive School Safety: A Global Framework in support of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and the Worldwide Initiative for Safe Schools, in preparation for the 3rd UN World Conference on DRR, 2015.

staff, students, parents and community stakeholders should be actively encouraged.

» Adapt SOPs for hazards that occur with and without warning (e.g. drop, cover & hold, building evacuation, evacuation routes to safe havens, shelter-in-place and lockdown procedures and mechanisms for safe family reunification).

» Engage schools in making early warning and early action systems meaningful and effective.

» Establish national and sub-national contingency plans to support educational continuity, including plans and criteria for setting time limits on the use of schools as temporary shelters.

» Identify alternate locations for temporary learning spaces as well as alternate modes of instruction

» Incorporate the particular needs of pre-school and out-of-school children, children with disabilities, and both girls and boys

» Link education sector and disaster management sector as well as public safety policies and plans at each level of social organization (national, sub-national, local community and school site level) and establish communication and coordination linkages across sectors (including creating linkages and active working relationships between school disaster management committees and community disaster management committees.

» Practice, monitor, critically evaluate, and improve on response preparedness, with regular school-wide and community-linked mock drills and simulation exercises with SOPs adapted to the needs of every school.

2.2.3. Risk Reduction and Resilience Education

Risk reduction and resilience education needs to be designed to develop a culture of safety and resilience in both school and local community[4]. Key responsibilities are to:

» Develop key messages around which consensus has been reached for reducing household, school and community vulnerabilities, and for preparing for and responding to hazard impacts as a foundation for formal and non-formal education.

» Engage students and staff in real-life school and community disaster management activities and initiatives (which should include mock drills, school and community risk assessments, and students having a voice on the school disaster management committee, if such exists).

» Develop the scope and a sequence for teaching and learning critical thinking around all hazards (i.e. curriculum development and modification with curriculum progressions through the age levels).

» Infuse risk reduction throughout the curriculum and provide guidelines for integration of risk reduction and resilience into carrier subjects.

» Develop quality teaching and learning stimulus materials for students and teachers, addressing all dimensions of climate-smart disaster risk reduction education including: disaster mechanisms, key messages for safety and preparedness, understanding risk drivers and mitigating the consequences of disasters, building community risk reduction capacity and developing understanding of what a cooperative culture of safety and resilience means in practice.

» Provide teacher training for both teachers and teacher trainees on child-centred disaster risk reduction curriculum materials, learning goals and methodologies.

» Develop strategies to scale up teacher involvement for effective integration of disaster risk topics into formal curriculum as well as informal and extra-curricular approaches involving local communities.

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4   UNISDR and GADRRES, Comprehensive School Safety: A global framework in support of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and the Worldwide Initiative for Safe Schools, in preparation for the 3rd UN World Conference on DRR, 2015.

2.3 Comprehensive School Safety alignment with Sustainable Development Goals 2015-2030 and Sendai Framework for Disaster Risk Reduction

The expected outcomes of integrating Comprehensive School Safety into Sustainable Development and Disaster Risk Reduction policies and practices.

» Improve all children's equal, inclusive, and safe access to education.

» Develop and strengthen institutions, co-ordination mechanisms and networks, and national capacities to build resilience to hazards and threats to the education sector at international, national, sub-national and local levels.

» Incorporate risk reduction approaches into implementing emergency preparedness, response, and recovery programs in the education sector.

» Monitor and evaluate the progress of initiatives for reducing disaster and conflict risks.

» Increase availability of and access to hazard-related evidence, such as multi-hazard early warning systems data and disaster risk information.[5]

2.4. Definition of School Safety in the Context of Pakistan

Comprehensive School Safety can be defined as "providing a safe environment for school children in a school where disaster risk resulting from natural calamities or man-made disasters of whatever kind is reduced to an absolute minimum'. It is an all-encompassing concept that takes disaster risk reduction and disaster preparedness into the domains of school infrastructure, school leadership, management and decision-making, environmental concern, physical security, a school's relations with its community, student agency and advocacy for risk reduction and the psychosocial dynamics of the whole school community

2.5. Conceptual Contours of the PSS Framework

The Pakistan School Safety Framework (PSSF) incorporates the Comprehensive School Safety Framework within a Disaster Risk Management Cycle. The Cycle is built upon the important insight that the three pillars of CSSF are very much interlinked in practice. If students are learning about risk reduction and resilience in a child-centred way (which encourages voice and participation) under Pillar 3, their participation will involve them in initiatives concerning school disaster management (Pillar 2) and they will also need to know about how the safe learning facility in which they are learning functions (Pillar 1). In similar vein, school disaster management (Pillar 2) calls for the involvement of students in hazard mapping, practicing drills and becoming familiar with SOPs and this adds to their learning (Pillar 3), while the school disaster risk management committee (Pillar 2) will necessarily have to be fully acquainted with initiatives taking place to ensure the school is a safe learning facility (Pillar 1). In other words, the three pillars are not mutually exclusive but rather mutually informing and reinforcing.

The Cycle involves three operational dimensions: Prevention and Mitigation; Preparedness and Risk Reduction; Response and Recovery. A school's on-going disaster risk reduction efforts revolve around the Prevention and Mitigation and Preparedness and Risk Reduction dimensions (and their interlinking). The systematic and rigorous implementation of interventions and actions under these two dimensions will, should a hazard strike the school, increase the likelihood

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5   Comprehensive School Safety-A global framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools January 2017.

of mitigated impact from the hazard event. That event may well bring into play the Response and Recovery dimension. Lessons learnt from interventions and actions taken under the Response and Recovery dimension will in turn be fed back into the Prevention and Mitigation and Preparedness and Risk Reduction dimensions. The whole is encircled by an overarching resilience-building intention.

Each dimension should be overseen, orchestrated and managed by the School Safety Committee (SSC), an independent body that needs to be established at each school. Wherever possible an adjunct or offshoot of the parent teacher committee (PTC) / parent teacher association (PTA) provides a basis for the SSC.

The aim of PSSF is to strengthen the awareness and preparedness of students and teachers as well as the community at large regarding hazards and potential risks and to strengthen resilience to hazard and disaster in schools and across the education sector taken as a whole.

Figure 2: Operational Framework of PSSF

Resilience Building

Prevention & Mitigation

- » Safe site selection
- » Building code compliance
- » Builder training
- » Retrofitting of schools with unsafe infrastructure / buildings
- » Fire Safety
- » Non-structural mitigation
- » School security measures
- » Review / quality supervision and control

Preparedness & Risk Reduction

- » Building maintenance
- » School risk assessment / school safety plan
- » Physical/ and psychosocial protection
- » Participatory school safety and coordination mechanisms
- » Education continuity plan
- » SOPs and Contingency Planning
- » Awareness raising / Advocacy / Capacity building
- » Child-centered disaster preparedness and risk reduction education
- » Performance monitoring and evaluation

- » Rapid needs assessment
- » Post-crisis psychosocial support for students
- » Performance monitoring / Evaluation / Planning for new cycle

Response & Recovery

2.6. Minimum Standards of Safety Required under PSSF

The minimum standards of safety set down under PSSF (see sub-section 2.7) stipulate the bare essential safety standards required which if not met render the school unsuitable for and unusable by the school community in that the condition of the school is likely to turn a hazard into a disaster. Such a school will be placed in the category of unsafe school. Meeting the minimum standard will render a school satisfactorily safe but achievement of a higher standard, i.e. desirable or, better, ideal (see sub-section 4.5) is strongly encouraged under this Framework.

2.7. Categorization based on Vulnerability Level for Schools in Pakistan

Vulnerability is the condition determined by physical, social, economic and environmental factors or processes, which increases the susceptibility of a community or society to the impact of hazards. For e.g. factors that will determine the vulnerability level of a school include the size of school, its significance and reputation, its location (urban or rural), its location vis-à-vis the internal security situation and/or its location in a non-calamity prone area. Categorization according to the vulnerability level is to be used by schools when developing the schools safety plan and SOPs. A school that fits into a particular category based on the classification will be placed in a higher or lower category as area-wise vulnerability changes and as the school's level of resilience magnifies or reduces.

The risk assessment per district in the National Disaster Management Plan[6] (developed by National Disaster Management Authority-NDMA) is to identify districts vulnerable to natural hazards, such as floods, earthquakes, tsunamis, landslides, cyclones, droughts and avalanches. Relative severity of various risks per district is given in Annexure 7.

2.8. Proposed Interventions as per Minimum Standards for the Implementation of PSSF

2.8.1. Prevention and Mitigation

2.7.1.1.

Prevention and Mitigation Intervention 1: Safe Site Selection

All new school sites are identified and selected based on a child-inclusive natural hazard and security risk assessment

Key actions

» Before building a school, natural hazards and security threats posing a potential risk to the new school should be assessed by technical experts.

» The safety and security risk assessment should become the basis for determining whether the school will be safe in the identified location.

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6   National Disaster Management Plan (NDMP), August-2012, Government of Pakistan, Ministry of Climate Change, National Disaster Management Authority.

Guidance notes

» Child-inclusive risk assessment: unlike other risk assessments, a child-inclusive risk assessment requires the use of data on children (population, level of well-being/deprivation, minorities) in assessing disaster risks for the wider population but with special consideration given to the special needs and capacities of children. Tools have been and are continuously being developed for risk assessments that are child-inclusive. Pakistan uses the UNICEF-promoted Child Centred Risk Assessment (CCRA), which overlaps different indicators on child deprivation, child population and hazards in a spatial mapping exercise to determine the various regions where children are exposed to disaster risk.

» Risk assessment for security threats: risks are assessed by considering latent hazards - whether natural, man-made or a combination of the two- in connection to a community's vulnerability characteristics (i.e., the circumstances that make it prone to the damaging effects of a hazard).[7]

» Risks should be assessed regularly and the school population and community should be aware of the risks and contribute to understanding of the risks.

» The site should be assessed before the school is built.

2.8.1.2.

Prevention and Mitigation Intervention 2: Building Code Compliance

All schools to be built should be compliant with the building codes of the country as applicable in respective regions.

Key actions

» There should be regular supervision by local authorities from the Ministry of Federal Education and Professional Training, Ministry of Housing and Works and private housing authorities during school construction to ensure that building codes are properly adhered to.

» There should be a 'zero tolerance' policy in effect for contractors violating building codes for schools.

Guidance notes

» Building codes are a set of ordinances or regulations and associated standards intended to control aspects of the design, construction, materials usage, alteration and occupancy of structures that are necessary to ensure human safety and welfare, including resistance to collapse and damage[8].

» The devastating earthquake of 8 October 2005 made it absolutely clear that earthquake provisions in the Pakistan Building Code 1986 needed to be comprehensively augmented and strengthened so that public health and safety for all communities was ensured. The changes are summarised in the 'Seismic Provisions' establishing minimum regulations for consideration of earthquake threat in building systems. These are provided in The Building Code of Pakistan, Seismic Provisions-2007.[9]

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7   Disaster and Emergency Preparedness: Guidance for Schools, International Finance Corporation

8   http://62.225.2.55/files/adaptation/cancun_adaptation_framework/loss_and_damage/application/pdf/20120718_fourth_order_draft_lit_review_unu_ra_lsf.pdf

9   The Building Code of Pakistan, Seismic Provisions-2007, Ministry of Housing and Works, Government of Pakistan

» The structural safety of a building needs to be assessed with respect to safety from hazards such as cyclones, floods, earthquakes and fire. If the school building is very old or the building codes have been neglected there might be a risk to being in the building. In this case, the school authorities should contact their relevant district/ provincial building or private housing departments as the case may be, or a practicing structural engineer/consultant who can guide them in having their building assessed.

2.8.1.3.

Prevention and Mitigation Intervention 3: Builder Training

Builders, masons and other technical personnel engaged in school building construction and retrofitting are trained in implementing the building code and in using disaster resilient building techniques.

Key actions

» There should be regular training for builders, masons and other technical personnel who are involved in school construction and retrofitting given by qualified and competent construction specialists before and during school construction and retrofitting

Guidance

» Training should be coordinated by the relevant local education authority so that builders, masons and other technical personnel are trained regularly and systematically

» School building and retrofitting work should be supervised by a qualified engineer to ensure compliance with the building code

» Disaster resilient building materials should be made available using financial support provided by the relevant authority

2.8.1.4.

Prevention and Mitigation Intervention 4: Retrofitting of Schools with unsafe infrastructure/buildings

All schools must be assessed for multi-hazard safety against all types of natural calamities and security against man-made hazards with a view to undertake retrofitting and/or enhanced measures as needed in order to minimize potential harm to students and school staff.

Key actions

» The vulnerability of buildings and school grounds, existing internal hazards, and building occupancy should be assessed with respect to locally identified natural hazards and security threats.

» Assessment of furnishings and equipment designed and installed in the school should be carried out and necessary actions undertaken to ensure that any potential harm to school occupants arising from the furnishings and equipment are minimized, if not eliminated.

» School retrofitting should be supervised by a qualified engineer and regularly monitored by competent authorities together with the school management.

» A systematic plan for assessment and prioritization of retrofitting and replacement needs in unsafe schools along with enhancement of safety measures should be developed and implemented

Guidance notes

» Retrofitting refers to the strengthening or replacement of existing buildings or building parts to resist recurring hazards. For most organizations and authorities, detailed assessment of a large number of buildings is not practical. A prioritization scheme, using a filtering method to identify the highest risk buildings for retrofit or replacement, should be put in place.

» The construction- or retrofitting- of schools must be supervised by a qualified engineer.

» The most suitable and convenient time for retrofitting is during Summer/Winter Vacation (in the respective regions). This allows for educational continuity and undisrupted school activities during the rest of the academic year.

2.8.1.5.

Prevention and Mitigation Intervention 5: Fire Safety

All schools must be assessed for fire safety and measures to ensure fire safety should be put in place prior to school construction and during school maintenance, compliant with fire safety codes and best practices.

Key actions

» School buildings, equipment and systems must be regularly inspected for fire safety.

» Fire safety equipment, such as fire extinguishers, buckets with sand and water, should be available in all schools.

» Fire exits are obligatory in all school building plans.

» Students, teachers and school management should be made aware of what should be done in case of fire through training and capacity building invv fire safety and preventive measures.

» Fire drills must be conducted regularly in schools while compliance with the fire safety SOP must be regularly monitored by school management and fire services.

» Access right up to the school must be available for the fire brigade for fire fighting during an emergency.

Guidance notes

» Fire prevention and fire safety measures require regular maintenance and testing.

» Access routes and facilities for fire fighting[10] should be known and clearly marked.

» Safe evacuation routes in case of fire should be planned and clearly marked and signposted

» Active fire safety measures to control and suppress fire must be in place.

» Passive fire safety measures to prevent the spread of fire and the collapse of the building must be in place

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10 Structural Fire Safety Measures in Developing Countries: Pakistan-A Case Study, International Journal of Engineering and Advanced (IJEAT), ISSN: 2249-8958, Volume-4 Issue 1, October 2014.

2.8.1.6.

Prevention and Mitigation Intervention 6: Non-structural Mitigation

Awareness raising, training and education on emergency preparedness in schools should be included in the School Safety Plan.

Key actions

»   All classroom doors, doors of high-occupancy rooms, and exit doors should open outwards.

»   Exit pathways should be kept clear and emergency escape routes known to students and clearly signposted.

»   All students and staff should be made aware of what to do and where to go in the case of each type of likely emergency and there should be regular practices in emergency behaviour and evacuation procedures, the school safety plan stipulating what disaster risk reduction learning is to take place for students at each grade level.

»   Non-structural building elements should be securely fastened to the building to avoid damage caused by windstorms or earthquakes.

»   Flammable and combustible materials should be avoided as much as possible and should be isolated, from electrical and heat sources.

»   Electrical systems should be well maintained and inspected and never overloaded.

»   Classrooms should have two exits one of which can be a window.[11]

Guidance notes

»   Non-structural safety measures concern features of the school that are not part of the weight-bearing system of the building, and that may be in the hands of users.

»   Special attention is required to make sure that all building occupants can safely exit in case building evacuation is necessary. In case of earthquake and storms, the main considerations are injury prevention both within and immediately outside the buildings.[12]

2.8.1.7.

Prevention and Mitigation Intervention 7: School Security Measures

All schools must be equipped to ensure the security of the school population against intruders, bomb threats and terrorist attacks

Key actions

»   Surveillance mechanisms and systems constitute a core competence that all schools must have.

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11   Disaster and Emergency Preparedness: Guidance for Schools, International Finance Corporation

12   Disaster and Emergency Preparedness: Guidance for Schools, International Finance Corporation

» The ability to oversee surroundings both internal and external is a key element in ensuring early warning and defensive action.

» The ability to actively control the flow of people into the school facility is another core competence that all schools must have.

» The ability to communicate speedily and effectively within the school using different systems is a third necessary competence.[13]

» The external boundaries of the school should be guarded and impassable save at guarded entrances.

Guidance notes

» Surveillance monitoring should be located in areas of the school from which access can be restricted but it should not be so restrictive that access by authorized personnel during emergencies becomes difficult.

» The schools must have a perimeter that is not scalable and has limited entrance/exits that are guarded.

2.8.1.8.

Prevention and Mitigation Intervention 8: Review/Quality Supervision and Control

All schools must conduct regular, at least once yearly, reviews of their structural and non-structural prevention and mitigation interventions

Key actions

» Review of school prevention and mitigation interventions according to the instructions laid out in Chapter 4.

Guidance Notes

» Use Annex 5 for regular review.

2.8.2. School Preparedness and Risk Reduction

2.8.2.1.

School Preparedness and Risk Reduction Intervention 1: Building Maintenance

All school buildings must undergo building maintenance at least once every year.

Key actions

» A systematic assessment and prioritization plan for retrofitting and replacement of unsafe schools must be developed and its implementation monitored.

» A prioritization plan for the upgrading of existing unsafe schools should be resourced and implemented.

» Education/school authorities should conduct or promote routine maintenance to ensure optimal non-structural mitigation for increased safety and protection of "schools".

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13 Effective Solutions for Increased Security in NH Public Schools, Division of Homeland Security and Emergency Management, State of New Hampshire, 25 June 2014

Guidance

» Building maintenance should carried out efficiently and effectively so that it:

- Promotes a School's instructional effectiveness.

- Improves the cleanliness, orderliness, and safety of the school buildings

- Cuts down operational costs

- Extends the useful life of the buildings

- Focuses specifically on meeting the needs of the students

2.8.2.2.

School Preparedness and Risk Reduction Intervention 2: School Risk Assessment/ School Safety Plan

All schools must develop their School Safety Plan as informed by the findings of the school risk assessment. Schools should have in place comprehensive response mechanisms against foreseen threats from different hazards as well as standard operating procedures; they should have developed and have in place response skills, provision and organization to counter all hazard threats.

Key actions

» A school risk assessment should be commissioned from structural safety experts and security advisers/ experts (such as the police), and this should be analysed jointly with school management; there should also be a separate but related school risk assessment that involves teachers, parents, students and members of the local community, the outcomes of which should also be analysed

» A school safety plan for both disaster and security risks should be developed in a participatory manner and reviewed, also through a participatory process, on a yearly basis.

» A School Safety Committee (SSC) should be formed, and training of staff and students on how to respond to foreseen and unforeseen hazards and development of response skills should be implemented.

» A school risk, vulnerability, resource and capacity map should be developed, which includes details of all physical structures on the school premises such as buildings, classrooms and laboratories; places where emergency equipment and materials are stored, as well as evacuation pathways, safe places and assembly points. This should be posted at various points in the school, with child-friendly versions for student consumption also in place.

» A community (school environment) map should be developed alongside the school map and should include a mapping of the geographical characteristics of the school environs, adjacent public infrastructure (roads, bridges, railways), evacuation routes and safe areas or shelters (police stations, hospital/health centres, mosques); it should also identify areas of risk and vulnerability.

Guidance Notes

» To carry out a school risk assessment, a historical profile of natural hazards in the school and its environment needs to be developed that includes information on prevailing and recurring hazards,

their frequency and seasonality. This information could be collected through the use of government data, studies, scientific forecasts, narratives from older community members and other sources. After identifying the hazards it is important to prepare an annual disaster calendar to identify disasters that occur in particular seasons such as floods.

» It is necessary to identify potential hazards to which the school might be exposed. The hazard assessment could be carried out with children's participation under the guidance of the children's teachers within the school premises and outside the school (neighbouring area) by walking around the school. Community members should also be encouraged to participate in the hazard assessment. Students may be asked to take notes and, back in class, discuss possible hazards that may threaten their life and wellbeing.

» A list of such hazards in school could be:

- Unprotected playground
- Locked exit doors and windows
- Power failures
- Electrical wires on the ground
- Tall bookcases or cabinets not bolted to the wall
- Accidents from sports equipment
- Areas where inflammable and/or toxic liquids are stored and not secured

» Potential hazards close to the school could be:

- Power lines and electricity transformer
- Big trees and branches
- A highway or railway line
- A river or dam
- Industrial factories, chemical factories
- Unprotected wells, pits

» Schools may wish to arrange small training workshops for staff and students conducted by experts.

» Mock drills and evacuation exercises must be conducted to promote coordination and enhance skills.

» The most important aspect of response capacity is organization and mobilization of existing skills and resources.

2.8.2.3.

School Preparedness and Risk Reduction Intervention 3: Physical and Psychosocial Protection

Schools should be made safe and secure and promote the physical and psychosocial well-being of its students

Key actions

» Teachers, education personnel and school management should develop the skills to give psychosocial support that ensures the wellbeing of the students; their learning should embrace both psychosocial learning activities and means of relating to students psychosocially.

» In case a disaster happens, measures should be in place for post-disaster trauma management.

» School must have developed internal systems for mentoring the psychosocial wellbeing of students belonging to minority linguistic, ethnic and religious groups.

» The community-at-large should be involved in monitoring access to school and the school premises to ensure that the school is free from safety and security risks; this might be achieved through liaison between the School Safety Committee and the Community Disaster Management Committee (CDMC)

Guidance Notes

» The school should take pains to foster an environment for children that protects them from violence, exploitation and abuse.

» The school should enable children to grow intellectually and emotionally through structured and appropriate psychosocial learning activities.

» School must have mechanisms and skills in place so as to be able to identify students with special emotional or physical needs.

» A behavioural and relational code of conduct for all school members should be in place, prominently displayed and regularly discussed with students

» The school should provide activities to help meet the psychosocial needs of students and teachers, to address distress caused by traumatic events, or anticipation and fear of traumatic events, and to identify those who need special help. Schools should take into account that students may have memories of hazards/disasters or have heard stories of them from parents and community members and, hence, be fearful. For this reason psychosocial support and activities should be offered on a regular basis and not just in the aftermath of a disaster.

2.8.2.4.

School Preparedness and Risk Reduction Intervention 4: Participatory School Safety and Coordination Mechanisms

A participatory approach involving the school community, parents, students and government officials has to be fostered to optimize disaster preparedness response and coordination and to build a culture of safety and resilience across the school community. All school staff, parents/guardians, students, district/provincial government institutions involved in school safety are to be made aware of and given the chance to contribute to school safety plans and their implementation, including related SOPs.

Key actions

» Parent Teacher Council meetings must also regularly include an element on school DRM

» The School Safety Committee should include the representation of parents, students and community members.

» There should be a monthly meeting of the School Safety Committee with all relevant stakeholders, including students invited to propose updates to plans.

» School mock exercises on a quarterly basis or more frequently depending on the degree of vulnerability of the school should be held to be followed by an evaluation of their effectiveness and revision of SOPs

if necessary.

» Close coordination between the School Safety Committee and the Community Disaster Management Committee should be institutionalized and initiatives bringing school and community stakeholders together for a common goal organized.

» A robust communication system with the fire brigade, emergency services and law enforcement agencies should be established for purpose of effective disaster management.

Guidance Notes

» Maintaining an interface between the school and governmental officials for purposes of school safety is mandatory, e.g. with the police, law enforcement agencies, building authorities concerned with the security of buildings

» The local community must also be regularly involved in taking forward school safety and disaster risk reduction initiatives.

» All SOPs must emphasize the participation of everyone involved in school safety, including parents, community members and students

» Communication of relevant information should be done in as many ways as possible (written, audio, visual, demonstration, and through younger students) with translation as necessary.

» Types of disaster preparedness notification systems to be used need to be communicated to everyone, e.g. telephone, posted notices on buildings, radio, automated phone messages, e-mail, school web-page.

» Parents need to be disaster risk knowledgeable and involved in taking forward school disaster risk reduction efforts, and their resourcefulness and contribution valued.

» Student release procedures must be clearly explained to parents, students and community members.

» Students should be fully and thoughtfully included in developing and communicating school safety plans.

» In potential emergency situations involving the school, a core group of responsible authorities including school management, parent representatives, representatives of the disaster management authority, relevant provincial/district authorities and the security authorities must be convened within 24 hours but sooner if necessary to ensure a timely and effective response.

» In non-emergency situations, the core group (which may be the school safety committee) must regularly monitor the school's disaster risk reduction readiness, ensuring that an updated school safety plan and relevant updated SOPs are in place.

» A communication system for emergencies, including a well-publicized and well-understood early warning system should be in place and contact information readily available for emergency response and family reunification.

2.8.2.5.

School Preparedness and Risk Reduction Intervention 5: Education Continuity Plan

All schools must have an education continuity plan for Education in Emergencies (EiE) that can be put into action within at latest 72 hours of any natural or man-made disaster occurring. The School Safety guidelines shall be applicable to the selected site/facility for EiE.

Key actions

» Schools need to develop an education continuity plan that details temporary learning set-ups or alternative learning site, roles and responsibilities in ensuring education continuity, emergency learning supplies, alternative teaching methods and that lays out a communication tree between school management, teachers, students and their parents

» Awareness-raising activities around education in emergencies in general and the education continuity plan in particular should be implemented involving the school management, students, parents and the wider community, as well as relevant government institutions in the districts

» Education continuity costs should be factored into the yearly budget of the school

Guidance Notes

» Education in Emergencies is defined as formal and non-formal education provided to children and youth whose access to the education system or their normal place of learning (i.e. the school) has been disrupted or destroyed by natural or man-made calamities.

» Education continuity refers to alternative options for resuming classes or educational activities after a natural or man-made disaster or security-related attacks. This can take the form of immediate resumption of classes if the school facility is unaffected; or continuation of classes in an alternative but safer site should the school facility be affected.

» All schools should procure emergency supplies to implement education continuity at an alternative site within at least 72 hours of a disaster or a security-related attack. This may include tents or other temporary structures, school-in-a-box or an alternative schooling site identified as a preparedness measure.

» The school principal and teachers must be aware of everyone's roles and responsibilities in implementing the education continuity plan: this may include identifying who should activate the implementation of the education continuity plan, which key school staff should be present in order to implement the plan, for example.

» Parents and students must be aware of the details of the education continuity plan and act as monitors to ensure that the plan is in place. Parents and students must be aware of the SOPs to follow when the education continuity plan is activated.

2.8.2.6.

School Preparedness and Risk Reduction Intervention 6: Standard Operating Procedures and Contingency Planning

All schools must have SOPs on: evacuation, safety and security drills (fire drills, earthquake drills, security drills), first aid, search and rescue. All schools must have a contingency plan in place with a well thought out scenario against any type of hazard to which it is vulnerable in order to obviate damage to the school facility, safety and security of school management, teachers and students, as well as any disruption of regular activities.

Key actions

» A multi-hazard safety plan for the school, based on hazard risk and vulnerability assessment should be developed.

» The revision of school safety plan should be undertaken on a yearly basis as well as after any disaster by the school management and the School Safety Committee with participation of representatives from the student body.

» The following SOPs (Standard Operating Procedures) are mandatory for each school:

- SOP for fire evacuation
- SOP for earthquake evacuation
- SOP for evacuation in case of a collapsed building
- SOP for evacuation in case of an urban/riverine flood
- SOP for evacuation in case of individual accident e.g. gas leakage
- SOP for bomb threat evacuation
- SOP for armed intrusion response
- SOP for security lockdown
- SOP for search and rescue in school buildings and surrounding premises
- SOP for first aid response in schools
- SOP for putting the education continuity plan into effect
- SOP for kidnapping
- SOP for Post Trauma/Psycho-social support
- Others (school/area specific)

Guidance notes

» Contingency planning is a management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations[14].

» Contingency planning is a key to preparedness.[15]

» Contingency planning provides an opportunity to identify constraints and focus on operational issues prior to the onset of a crisis.

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14 UNISDR Terminology, 2009

15 An International Network for Education and Emergencies, INEE. http://www.ineesite.org/en/minimum-standards/contingency-planning. Accessed on 27 June, 2016.

» An active, joint contingency planning process also enables people involved to establish working relationships that can make a critical difference during a crisis so all sections of a school community, including students, should be involved.

» Disasters always bring with them surprise, uncertainty and the unexpected; hence contingency planning has to be innovative, bring to bear lateral thinking, and cater for various scenarios and cover all eventualities.

» There has to be a response plan developed against each possible contingency.

» A Standard Operating Procedure (SOP) is a written instruction on the steps to be taken in performing a certain action, based on best practice.

» School drills should be customized to expected hazards. Every school should conduct at least three fire drills per year, and at least one full simulation drill.

» For every drill with a prior announcement, one should be performed without any prior announcement.

» Drills should be conducted with different scenarios in mind and at different times of the day.

» The purpose of a drill is to prepare for the unexpected, so if it is made too easy, it won't help in adapting to a real situation.

» Drills should always be treated as 'the real thing'.

» The School Safety Committee should monitor any drill, evaluate its efficacy and efficiency, and, in light of the evaluation, continuously update SOPs to rectify observed weaknesses exposed by the drill.

2.8.2.7.

School Preparedness and Risk Reduction Intervention 7: Awareness Raising/ Advocacy/Capacity Building

All schools must conduct awareness raising and skills building activities and advocate for disaster risk reduction in general and child-centred community-based disaster risk reduction in particular through the arenas and channels open to them, they must also give especially high priority to the capacity building of teachers.

Key actions

» 'School-to-home' awareness-raising activities on disaster and security risks and their reduction should be integrated in the school's work plan and as part of classroom and extra-curricular activities.

» Public meetings on disaster preparedness involving parents, community members, teachers and students should be held at least once a year

» Children's participation in awareness-raising activities on the mitigation of disaster and security risks, as well as in general school preparedness and response, should be ensured by the school management and disaster authorities.

» Training and capacity building of teachers so they can play an effective role in comprehensive school safety by facilitating disaster risk reduction learning in class, by offering psychosocial support and by otherwise helping promote a school culture of safety and resilience is mandatory and must happen.

» Training sessions should be held at least once per year; they should be very practical and geared to the disaster threats facing their school; the training should include sessions with counsellors, psychologists and educational experts on the psychosocial support of students in pre-disaster and post-disaster contexts.

» A stock of learning material for developing children's psychosocial wellbeing should be made available to teachers.

» For teacher training purposes schools and district education departments must develop a pool of master trainers to draw upon.

Guidance notes

» Public awareness is understood to be a core element of successful disaster risk reduction[16]. It is considered essential to motivate the vulnerable population to become more active in risk reduction. Awareness allows people to protect themselves in their everyday lives and contributes to building a culture of safety in the community and society. Schools play a pivotal role in reaching the community. An effective educational programme conducted through schools targets should not only be directed at teachers and children, but also reach deep into the community.

» Awareness raising is best conducted as an interactive process in which different parties are engaged, each with its own roles and opportunities and ways of making its voice heard. Awareness creation and advocacy activities should focus on providing information and knowledge to influence positive behavioural changes.

» Some effective ways of delivering disaster risk reduction messages are through personal communication, discussions, projects initiated by students, special days with special events, public meetings, brochures, leaflets, school magazines/bulletins

» Enthusiasm can be stimulated by weaving disaster risk reduction concepts into popular culture, the National Disaster Awareness Day being a useful vehicle for promoting disaster awareness across the school community by means of exhibitions, talks, school projects, posters, writing competitions, debates and dramas.

» Teacher training should cover the following: how to develop a child-centred approach to disaster risk reduction, including respecting the child's right to protection, to participate and to have a voice; how to offer psychosocial support through specific learning activities, by developing emotional bonds with and empathy for children and by encouraging a hopeful and optimistic view of life; how to build disaster risk reduction into the curriculum; how to use child-centred learning approaches in facilitating disaster preparedness and risk reduction lessons.

» Teacher training in comprehensive school safety can also be undertaken with the help of supporting organizations.

2.8.2.8.

School Preparedness and Risk Reduction Intervention 8: Child-centred Disaster Preparedness and Risk Reduction Education

Curricular and extra-curricular learning time must be made available for students to gain the knowledge and develop the attitudes and skills necessary for playing an active part in school and community disaster preparedness and risk reduction

Key actions

» The school curriculum should cover all key dimensions of disaster risk reduction, including why disasters happen, various types of hazard, the drivers that turn hazards into disasters, key messages for safety and preparedness, how to mitigate the consequences of a disaster, how to build community resilience and what a 'culture of safety and resilience' means in practice.

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16 National Guidelines School Disaster Safety, Education for Social Cohesion Programme (ESC Programme), Ministry of Education, Colombo, 2008.

» Extra-curricular learning opportunities should also be made available - especially in the form of practice drills and evacuations - with every effort being made to link together curricular and extra-curricular learning.

» Learning should be practical, light, motivating, lively and active and conducted in a none-threatening atmosphere in which every encouragement is made to students to express their concerns, hopes, fears and opinions and where what they contribute is taken seriously (and is seen by them to be taken seriously).

» Given the child's right to participate in what effects them, students should be given every opportunity and encouragement to participate and have a voice in school-wide disaster preparedness and risk reduction developments and initiatives.

» Students should also be given the opportunity to participate in community based disaster risk reduction efforts.

Guidance notes

» Disaster risk learning should be planned according to age group with curriculum progression built in as the students pass from one grade to another.

» Classroom learning can involve question and answer sessions with local leaders of disaster risk reduction efforts.

» Teachers and community members must be involved when children become engaged in community based disaster risk reduction efforts; community members should be given training in working with students

» After every classroom and out-of-class activity student feedback should be encouraged.

2.8.2.9.

School Preparedness and Risk Reduction Intervention 9: Performance Monitoring and Evaluation

Every key aspect of school disaster preparedness and risk reduction should be monitored and evaluated

Key Actions

» The monitoring and evaluation process should follow guidance given in Chapter 4 of this Framework
» Evaluation outcomes should be widely shared with the wider school community

Guidance notes

» In the name of participation, it is vital that evaluation outcomes of every kind are shared with the wider school community, including students, perhaps at a public meeting, and actions to strengthen disaster risk management determined and subsequently acted upon.

» Use Annex 5 for regular review.

» Should a disaster strike the community and the school be affected, the response and recovery performance should be subsequently evaluated and weaknesses identified acted upon in a further cycle of school preparedness and risk reduction efforts and initiatives.

2.8.3. Response and Recovery

The Response and Recovery phase of the Disaster Risk Management Cycle only goes into effect should a school experience a traumatic crisis caused by natural or human agency with the correlative need to provide Education in Emergencies (see 2.7.2.5) The anticipation is that given all the prevention and mitigation actions and all the preparedness and risk reduction actions itemized above, the effects of any disaster will be considerably lessened, with response and recovery becoming less acute. Lessons learned from the crisis resulting from a process of monitoring and evaluation should then be fed into and inform the school's subsequent disaster prevention and risk reduction work.

2.8.3.1.

Response and Recovery 1: Rapid Needs Assessment

After a disaster rapid assessment should be conducted at affected schools to identify needs, possible courses of action and resource requirements.

Key action

» Rapid needs assessment should be conducted by relevant authorities working closely with School Safety Committee members as soon after a disaster as possible

» It is vital to swiftly communicate information gathered with relevant authorities and stakeholders for prompt response action and resource allocations

Guidance notes

» Pre-develop a pro forma or indicators for school rapid need assessment and agree upon general assessment procedures (e.g. key informant interviews, a crisis observation check list, an emergency focus group discussion)

» When it is difficult to conduct rapid needs assessment due to security and logistical constraints at all the affected schools, conduct the assessment at a few sample schools from different parts of the affected area to get a broad picture.

» It is important to collaborate with other sectors (e.g. health and nutrition, water, sanitation and hygiene, nutrition, child protection) and external experts in data gathering as appropriate.

2.8.3.2.

Response and Recovery 2: Post-crisis Psychosocial Support for Students

Students should be guided and counselled through the trauma of the disaster crisis just passed through

Key Actions

»   Teachers and counsellors should address students' psychosocial needs by drawing upon post-disaster trauma management measures and activities put in place under 2.7.2.3

»   It is crucial to enable students to share and discuss their hazard and disaster experiences and share their thought and feelings with their peers.

»   At some point in the recovery process, students should be brought to consider what might be done differently in future to avoid another crisis, feeding ideas into the post-crisis evaluation (see 2.7.3.3).

Guidance notes

»   Post-crisis psychosocial support needs to be built directly out of psychosocial initiatives undertaken pre-crisis (see 2.7.2.3).

»   While providing education continuity is very important, the immediate post-crisis focus should be to help students share their emotions while temporarily reducing expectations regarding academic performance

»   In times of high emotion giving students structured, largely undemanding chores to perform can be a form of therapy, as can special social and sport activities.

»   Encouraging students to articulate feelings of grief, pain and loss through painting, drawing, puppetry can be very therapeutic.

»   Students, within the bounds of what is safe and secure, can be encouraged to be actively involved in rehabilitation and recovery efforts

2.8.3.3.

Response and Recovery 3: Performance Monitoring/Evaluation/ Planning for New Cycle

When the disaster crisis has somewhat abated, it is vital that the school's Prevention and Mitigation and Preparedness and Risk Reduction measures are evaluated and lessons learned identified.

Key actions

»   The opinions of all stakeholders should be sought and recorded on what went well, what went not so well and what appears to have fallen short in terms of prevention, mitigation, preparedness and risk reduction.

»   A draft report should be prepared with recommendations for future steps to be taken and presented to a meeting of the school community for comment and further input.

»   Key findings should be fed into and inform further developments under the Prevention and Mitigation heading and Preparedness and Risk Reduction heading.

Guidance notes

»   The monitoring and evaluation process should follow guidance given in Chapter 4 of this Framework.

2.9.   Proposed Interventions for Children with Special Needs

» The critical interventions in the domains of prevention and mitigation, preparedness and risk reduction and response and recovery must cater for special needs children. Children with special needs may be considered disabled in some ways and their limited abilities may be a concern in event of a disaster when immediate evacuation is required.

» According to an authoritative source "any student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment and is regarded as having such an impairment is considered disabled."[17]

» Inclusion of special disaster preparedness, mitigation and risk reduction measures are proposed for children with special needs

» Individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, specific emergency medical care and other emergency response and recovery programmes must satisfy the following in terms of children with special needs:

- Have a sound working knowledge of the accessibility and non-discrimination requirements applicable under Pakistan's National Policy for Persons with Disabilities 2002;
- Know the special needs of students;
- Involve students with different types of disabilities as well as staff and teachers in identifying communication and transportation needs, accommodation needs, support systems, equipment, services and supplies that will be needed in the case of an emergency;
- Consider emergency accommodation for those with temporary disabilities arising from the emergency;
- Identify existing resources within the school and local community that meet the special needs of disabled students;
- Develop new resources, as needed;
- Inform parents about efforts to be taken to keep their child safe at school should an emergency happen;
- Identify medical needs and make appropriate plans (see Annex 4);
- Provide transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish their relationship with individual students with disabilities as well as their teachers;
- Train aides, buddies, volunteers and evacuation assistants to practice basic Sign Language for emergency words/instructions such as 'important', 'emergency', 'keep calm', 'fire', 'fire exit', 'escape route';[18]
- Ensure that emergency response procedures for disabled students address each type of hazard.;
- Identify a pre-evacuation site that is accessible to disabled students;
- Plan a primary and secondary evacuation route for disabled students from each location;
- Arrange sufficient and appropriate transportation ahead of time to accommodate all disabled students;
- Develop a schedule of daily activities and classes identifying where special needs students are to be located each period in the school day;
- Consider classroom locations and the accessibility for disabled students of nearby exits;
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease the anxiety of parents of disabled students during a disaster;
- Involve all disabled students in emergency drills and evacuations to ensure that what is planned for them works;
- Develop SOPs for disabled students in emergencies.

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17 Emergency plan for students with special needs.- http://notebook.lausd.net/pls/ptl/docs/page/ca_lausd/lausdnet/offices/school_ops/school_operations_division/ emergency_services/special_needs/emer%20plan%20special%20needs%20marin%20co.pdf. Accessed on the 28th of December, 2015.

18 Emergency plan for students with special needs.- http://notebook.lausd.net/pls/ptl/docs/page/ca_lausd/lausdnet/offices/school_ops/school_operations_division/ emergency_services/special_needs/emer%20plan%20special%20needs%20marin%20co.pdf. Accessed on the 28th of December, 2015.

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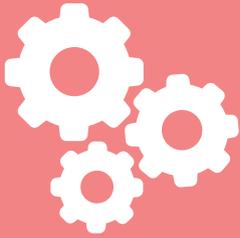
PREPARING AND IMPLEMENTING THE SAFETY PLAN

3.1. Steps in Planning and Implementing School Safety Plan

In planning and implementing school safety plan, a school will need to take eight steps. The steps are laid out in Figure 3 below. The eight steps do not necessarily follow one after another but may be undertaken simultaneously and some steps, such as conducting a school risk assessment, will have to be regularly repeated.

Figure 3: The Eight School Safety Steps

1	**Orientation and Sensitization of the School Community** (i.e. awareness raising among school stakeholders)
2	**Formation of the School Safety Committee** (the committee that drives forward whole-school safety management)
3	**Conducting a Risk Assessment of the School** (i.e. to learn about school risk, vulnerability and capacity in the face of hazards)
4	**Developing the School Safety Plan**
5	**Developing an Education Continuity Plan** (i.e. the plan to come into effect should there be an emergency)
6	**Conducting Drills and Evacuation Simulations**
7	**Mobilizing the School as a Disaster Management Learning Organization** (i.e. so it constantly discusses, reflects on and improves its disaster management performance)
8	**Mobilizing the School as a DRR Community Hub** (i.e. a key centre in the community for disaster management)

3.1.1. Step 1: Orientation and Sensitization of the School Community

A very important first step is to raise awareness across the school community of the importance of school safety management. This can be achieved by means of a well-publicized and well-attended school orientation meeting that addresses the following:

» The potential hazards facing the school and community

» The likely impact of each hazard on the school

» Advantages and benefits of disaster preparedness

» Possible steps to be taken to lesson (mitigate) the impact of disasters

» Policies, committees, plans and discussion forums to be put in place

> » The roles that different people and groups- principal, teachers, children, parents, community members – might play

> » How the school community should go about framing a plan of action

People who should attend include:

Principal (chairing the meeting) and teachers

Student representatives (especially from senior classes)

Parental and community representatives

Representatives from non-governmental and civil society organizations

Religious leaders

Representatives of the district education department

Representatives of local government departments and services with a disaster remit (e.g. fire service)

Local media

Following the meeting there are many ways of maintaining awareness amongst teachers, students and other members of the school community, such as the following:

> » Hold photo exhibitions on disasters and disaster management

> » Issue an occasional bulletin on disaster management developments in the school

> » Arrange a children's poster competition on disaster management themes

> » Commemorate the International Day for Disaster Reduction on the second Wednesday in October of each year

> » Have members of non-governmental organizations working on disaster management visit the school to speak to teachers, students, parents and members of the community

> » Encourage participation in schools disaster management of teachers, students, parents and the wider community

It is important to use school meetings, school bulletins, announcements and all other communication means available to broadcast the school's commitment to disaster management.

3.1.2. Step 2: Formation of the School Safety Committee

A second important step is to identify the persons responsible for the management and coordination of the school safety management program. They will form the School Safety Committee (SSC)- the core team who will oversee the preparation of the School Safety Plan. This team will also be responsible for implementing and regularly updating the prepared plan and will also lead and direct the implementation of the plan, its monitoring and evaluation and any subsequent revision and updating of the plan.

The SSC should comprise of a limited number of members, depending on the size of the school and available human resources. The following composition may be suitable for a Secondary School:

» Principal or Vice Principal (chair)

» Section Heads

» Teacher(s)

» Parental and community representatives

» Official from the district education office

» Official from the district tehsil office

» Local union cuncilor

» Representatives of emergency services

The core team in a Primary School could be:

» Principal or Vice Principal (Chairperson)

» 2 Teachers (possibly a male and a female)

» Parental and community representatives

3.1.2.1 Suggested Organizational Structure of the School Safety Committee

A suggested organizational structure for the working of the SSC is given in Figure 4 below. The organogram captures the links to teaching and non-teaching staff, to the student body, to parents and community (including, very importantly, the Community Disaster Management Committee), to , to service organizations and to the district education authority.

Figure 4: School Safety Committee
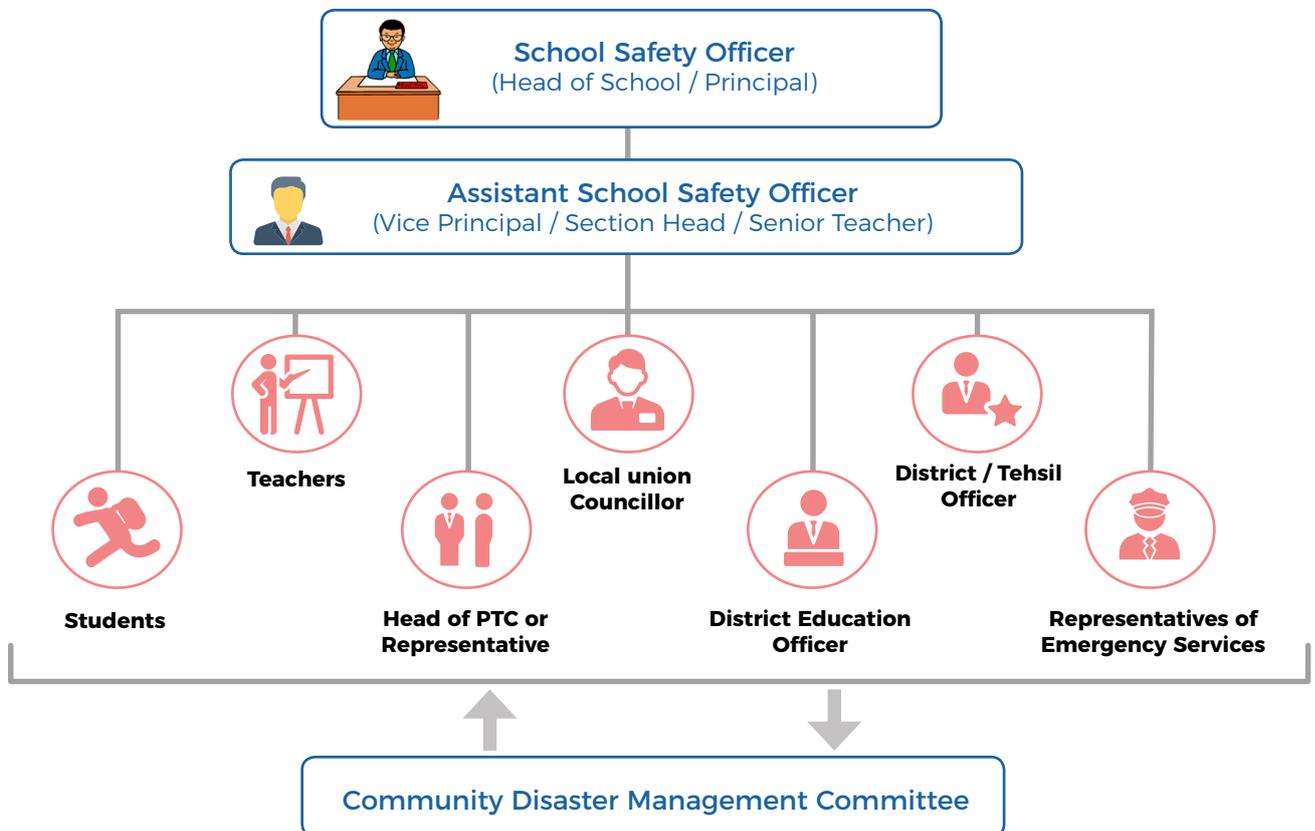
A suggested organizational structure linking SSC leadership to school Emergency Response Teams (ERTs) is given in Figure 5 below.

Figure 5: Suggested Emergency Response Structure for School Safety Management

School Safety Officer
(Head of School / Principal)

Assistant School Safety Officer
(Vice Principal / Section Head / Senior Teacher)

| Early Warning Team | Evacuation Team | First Aid Team | Search and Rescue Team | Site Security Team |
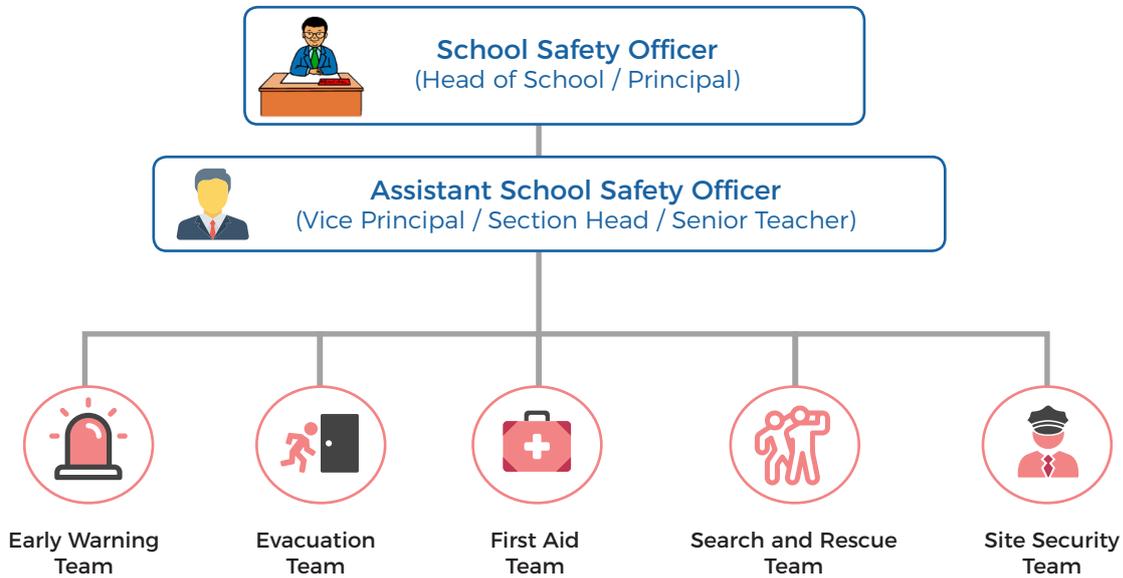
The composition of the SSC and Emergency Response Teams (ERTs) can be tailored by each school in the light of its particular profile and requirements; for instance, the number of students and teachers, present school safety standards, remoteness. Teams identified in aforementioned Fig-5 are roles to be adopted in any kind of emergency faced by a school. <u>One person can assume more than one role as per availability of human resource at school.</u>

Functions and Duties of the School Safety Committee

» Overseeing and coordinating a school risk and vulnerability assessment and evaluation of School Safety capacity, standards and practices as per the PSS Framework

» Preparing, disseminating, implementing and updating the school safety plan consistent with levels of risk and vulnerability and with due consultation with all stakeholder groups

» Awareness raising and training of the school community consistent with levels of risk and vulnerability

» Working on an Education Continuity Plan to take effect in the event of an emergency

» Developing Standard Operating Procedures (SOPs) and contingency plans in coordination with the school community and local community

» Organising, monitoring and evaluating drills and evacuation simulations to improve the levels of disaster preparedness in the school community

» Responding to disasters by issuing early warnings, arranging evacuations, carrying out initial search and rescue operations and providing first-aid till the arrival of relief and rescue support

» Overseeing the physical security of the school including security during and after a disaster

» Planning and organizing early recovery, with and without an external support, after a disaster event affecting the school

» Promoting the active involvement of students in school safety management

» Overseeing the monitoring and evaluation of disaster management at the school

» Holding reviews and consultations to update the school safety plan from time to time

Tasks of the Teams and Officers In Charge (School Safety Committee)

3.1.2.2.1 School Safety Officer (Head of School / Principal)

» Overall Head/Chair of School Safety Committee

» Responsible for overseeing development of school safety plan, its implementation, dissemination and revision

» Self-evaluation of school with respect to implementation status and with regard to all proposed critical interventions as per minimum standards

» Coordination with officials dealing with emergencies (Police, Fire Brigade, Hospitals etc.)

» Recipient of accurate, up-to-date information from Police, Fire Brigade. Met Department, Irrigation Department, etc.

» Maintenance of student/teacher/staff emergency contact directory

» To ensure that the minimum standards of school safety are always met

» To be responsible for the composition of SSC teams, selection of suitable individuals, assignment of tasks and regular training/capacity building

» To lead the school response in a disaster situation as per school safety plan/disaster contingencies.

» To issue early warning and orders for evacuation in case of an emergency

» Plan and co-ordinate, organize and monitor early recovery of school community after any disaster

» To ensure all necessary evaluations are conducted and their results disseminated

3.1.2.2.2 Assistant School Safety Officer (A Designated Senior Faculty Member / Section Head / Vice-Principal)

» Deputy to the School Safety Officer, assisting him/her in all tasks

» To take over School Safety Committee in the absence of School Safety Officer

» Head of search and rescue team of the School Safety Committee

» To keep the records of daily attendance of students & teachers

» To be responsible to identify vulnerable places in the school and for risk/vulnerability assessments

» Management/arrangement/scheduling of trainings and drills

» Responsible for the training of SSC as well as mock exercises for the school community

» The focal co-ordination officer to interact with government departments, local communities and parents

3.1.2.2.3 Site Security

» To observe and ensure removal of unidentified, suspicious objects

» To assist in head count of school community

» To assist in evacuation of school community

» To assist in preparation of School Safety Plan with respect to site security

» To deny entry of persons into any incident site except rescue/relief workers

» To maintain security of premises and school property

» To co-ordinate and co-operate with local police and law enforcement agencies and other government officials

3.1.2.2.4 Early Warning Team

» To assist in preparation of he School Safety Plan with respect to early warning mechanisms

» To make the community within and outside the school aware of any emergency as per SOPs

» Establish a link between already installed early warning mechanisms in school community.

» To make known to everyone what each type of warning signal (bell, public address system, megaphone and so on means.) and how other warning systems in place (e.g. telephone) will be used in the event of a disaster

» To conduct mock drills periodically to train the school community

» To maintain a list of important contacts (police, hospital, fire brigade etc.)

» To ask outside agencies such as the fire brigade, police station and education office for help in case of emergency

» Before any impending hazard, to obtain regular updates from official sources such as radio, TV, Irrigation Department on potential disasters.

» To inform school authorities of any possible hazardous situation and contact district authorities to receive orders for the school.

» To monitor various information sources after the disaster and inform other team members; also to inform all concerned parties of the passing of the threat.

3.1.2.2.5 Evacuation Team

» To assist in formulating the School Safety Plan with respect to evacuation procedures during emergencies.

» To make the school community aware of safe areas in which to assemble in case of emergency.

» To make an evacuation plan for all buildings within the school and make it easily available to all

» To conduct mock evacuation drills at least once per term in coordination with the other teams.

» To guide students and staff to the safe areas in case of emergency having earlier disseminated the school evacuation map showing routes of evacuation and assembly points and having put in place evacuation route signage.

» To conduct head count to ensure all are safe.

» To inform the search and rescue team and fire services about any missing persons.

» To have details of the number of students in the respective classes on any given day.

» To make a proper evacuation plan for each contingency situation (warning signals, emergency exits, key availability, emergency equipment).

» To take measures in advance to guarantee that physically disabled students can be safely evacuated.

» To practice different procedures for different hazards to ensure that all team members adhere to the evacuation plan and have acquired practice in the drill.

» After a disaster, to ensure that the assembly area is safe and determine if any additional assistance is required for evacuation.

3.1.2.2.6 First Aid Team

» To assist in the preparation of the school safety plan with respect to first aid

» To receive training in first aid.

» To conduct first aid practice sessions.

» To be fully prepared to set up a first aid post during an emergency and provide first aid.

» To determine with the evacuation team the best location for the first aid post.

» To maintain a first aid kit in the school and preferably one in every classroom, carrying out a regular stocktaking.

» To maintain contact with local hospitals and doctors especially those in close proximity to the school.

» To plan for transportation of injured to hospital in coordination with evacuation team.

» To maintain very close contact with the evacuation and search and rescue team.

» To create awareness across the school community about first aid.

» To display information charts in prominent places in the school about first aid.

» To keep first aid supplies up to date and complete, and to be aware of the special medical requirements of students and have requisite medication in stock.

» To interface with the activities of Rescue 1122, the fire department, the police, Philanthropist Ambulance Service or any other relevant institutions.

» To participate in the mock drills and evacuations.

» To administer first aid activities in case of a disaster and record all cases and treatments.

» To determine further assistance required in accordance with needs and take steps accordingly.

» To ensure training and refresher training for all team members.

3.1.2.2.7 Search and Rescue Team

» To assist in preparation of the School Safety Plan with respect to search and rescue.

» To receive training and conduct practice sessions.

» To obtain information on missing persons from the evacuation team and search for those who are missing.

» To take the injured to the first aid post for medical treatment.

» To be familiar with the map of the school with different exits, doors and windows marked and also have to hand information about the number of students and classes.

» To ensure that master keys, stretchers, ropes and ladders are available in event of an emergency.

» To know of external search and rescue teams and how to coordinate with them and seek their guidance and assistance in the event of an emergency.

3.1.3. Step 3: Conducting a Hazard and Vulnerability Risk Assessment of the School

Risk assessment is a general term that includes assessment of hazards, assessment of a school's levels of vulnerability to different types of hazard and assessment of the school's capacity to withstand hazards (see Figure 6).

The risk assessment should involve identification of hazards relating to natural calamities peculiar to the region in which the school is located and their frequency/past history. Natural calamities will include floods (riverine, urban, flash), landslides, earthquakes, droughts, cyclones, tsunamis, wind and dust storms. Risk assessment of man- made hazards should also be undertaken, the risks including the terrorism threat, fire hazard, industrial accidents, train/aircraft/transport accidents, inflammable liquids, falling of trees/poles, collapse of weak buildings etc. The assessment will involve visual inspection as well as inspection by experts to determine the vulnerability and exposure to risk of the school infrastructure and school community to potential hazards. This will then be compared with available resources and capacities to mitigate the effects of those hazards in order to determine the degree of risk, limitations, gaps and degree of vulnerability. Risk and vulnerability assessments involving students and their teachers will also form part of the risk assessment picture.

Figure 6: Risk Assessment
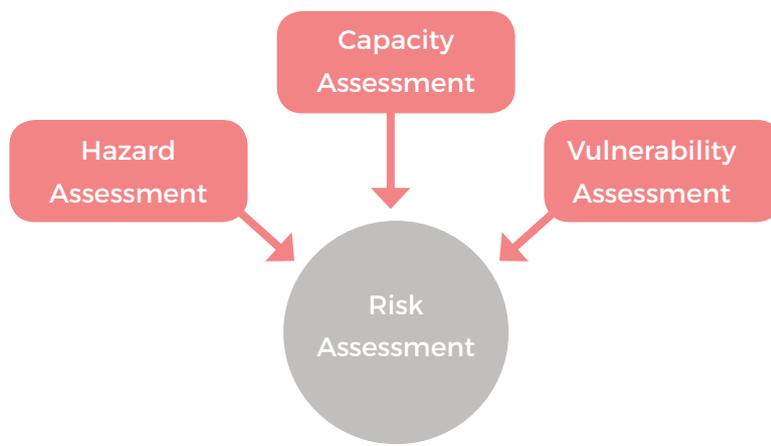
3.1.4. Step 4: Developing the School Safety Plan

The school safety plan should be simple, concise and easily understandable. It must be realistic and calibrated to the needs of the respective school. The head of school is responsible for the preparation of the plan including its regular annual updating or after a disaster event. A self-explanatory template for a school safety plan, using the eight-step approach, is given as Annex 6 with Completion guidance

3.1.5. Step 5: Developing an Education Continuity Plan

As discussed in 2.7.2.5 a school should be not only be ready to withstand any natural or man-made emergency but also have in place plans for the resumption of student learning in the emergency context with least possible delay and interruption. In tandem with the development of the School Safety Plan, the school should therefore develop a detailed Education Continuity Plan covering the following:

- » Alternative locations and learning facilities ready to be used in event of a disaster
- » A flexible timetable for the continuation of learning and alternative approaches to teaching and learning
- » Plans for limiting the time during which the school might be used for shelter by the community
- » Plans for child protection (children being especially vulnerable in the wake of a disaster)
- » Plans for post-disaster damage date collection and damage assessment
- » Plans for psychosocial support of potentially traumatized students

3.1.6. Step 6: Conducting Drills and Evacuation Simulations

As stated in 2.7.2.6 a school must have contingency plans in the form of Standard Operating Procedures for evacuation made necessary by every kind of emergency.

Mock drills are an effective means of developing preparedness as well as of refining SOPs/contingency plans. They also carry the benefit of creating awareness through practical demonstration. A School Safety Plan tends to lose value unless its details are honed during an emergency. Hence mock drills must be carried out to practice early warning, evacuation, search and rescue operations, first aid and site security.

Mock drills must be carried out at least once every three months, especially before the onset of monsoons/winter (rain and snow). Their frequency can be increased to once a month. Mock exercises introduce a culture of preparedness in the school community where they are conducted.

There should be a mixture of announced and unannounced mock drills and evacuations. In conducting the latter adequate safeguards should be in place to limit the creation of undue panic.

The local community and relevant government department should also be involved in the mock exercises for purposes of realism and validity. The involvement of the fire brigade/rescue 1122 and the paramedics may also be arranged. This carries additional educational/informational value besides boosting the confidence level of the school community.

The mock drills must preferably be specific to the hazards faced by a school so that the preparedness activity is well focused.

ESSENTIAL STEPS

The following are the essential steps that should be practiced during mock drills and evacuations:

» As soon as the 'emergency' occurs the students and the staff should be informed by the early warning team using the early warning system put in place.

» Initial steps that have been determined to control an emergency should be taken, e.g. fire extinguishing using available resources.

» At the same time the warning should be immediately followed by an evacuation led by the evacuation team (following the well-signed routes).

» Students should assemble at pre-designated assembly points.

» The search & rescue team should conduct a head count and search for missing persons.

» The first aid team will practice treating the victims on the spot, at the pre-designated first aid post.

» After first aid operations, 'victims' should be rushed to the nearest hospital as soon as possible, if necessary.

» Fire brigade and police should be informed immediately.

» All teams should handle the situation calmly and students should be kept calm and controlled by their teachers.

» The site security team should prevent any person running into the disaster site.

» The process should be evaluated and future measures should be discussed with the participation of the school community in a debriefing session.

3.1.7. Step 7: Mobilizing the School as a Disaster Management Learning Organization

Step 1 (3.1.1) concerns raising awareness in the school community. Going beyond that, it is important that the school puts into practice the idea of being a 'disaster management learning organization' (DMLO). Key characteristics of a school as DMLO are as follows

» A school that encourages everyone to think about and learn lessons from its disaster management practice and build lessons learnt into future practice

» A school that values transparent (open and clear) communication so that everyone is kept informed of disaster management developments and issues

» A school that values participation (including that of students) and values, and is seen to value, everyone's ideas and opinions on how to make the school safer.

Open disaster management meetings should be held periodically and students, teachers, parents and community members invited to attend. The topics of the meeting should be: what are hazard and disaster threats in the area in question, how the school might be affected, how teachers and students can protect themselves through proper behaviours during emergencies, the school safety plan, how preparedness can minimize losses and damage, how the community can contribute to disaster risk reduction, creating links between community-based and school-based disaster risk reduction. Meetings should focus on providing information and knowledge to influence positive behavioural change. The meeting should not be one where people are spoken to; rather ample opportunity should be given for everyone to contribute their ideas and opinions. The aim should be to build 'buy-in' on the part of everyone to disaster management activities and actions and commitment to participate.

Other effective ways to deliver messages and engage everyone are through personal communication, discussions, projects initiated by students, sports/cultural events, brochures, leaflets, and school magazine. The crucial part that students can play in building the school as learning organization through their disaster risk reduction projects in school and in and with the community cannot be emphasized enough.

Weaving disaster risk reduction concepts into exhibitions, school projects, writing competitions, debates, drama and art competitions, arts and crafts and music are other ways of stimulating involvement. Teachers, as well as parents and students have a core contribution to make in creating an ethos of disaster learning and mindfulness. National Disaster Day offers an important opportunity for a 'Disaster Risk Reduction Learning Day' with events for everyone in the school community.

Specific training is also a vital part of a school becoming a DMLO, those trained taking a crucial facilitation and advocacy role and becoming 'multipliers' of good practice.

Selection of Personnel for SSC and Emergency Response Teams

Due diligence must be taken to identify the appropriate human resources for the SSC and emergency response teams. The persons selected for the teams must be volunteers having good physical and mental strength. All chosen should have acceptability in the school community and community at large. Those chosen should also be people who are likely to remain employed for an extended tenure or, in case of students, likely to continue studying for a longer period in the school. Reserves for each appointment must also be selected and a pool of reserve strength maintained at all times. The final selection must ultimately be the responsibility of the head of the school.

Training of DMLO Key Personnel

The school must have its own system of training through self-education drawing upon relevant documents as well as guidance provided in this Framework. Alongside that experts from the emergency services department at district level, the fire brigade, Rescue 1122, police, armed forces, civil armed forces and relevant others may also be requested to hold periodical training sessions for the SSC and emergency response teams. It should be the individual responsibility of each response team member to carry out the responsibility of the task to which they are assigned. The head of SSC must carry out mock drills/exercises for each team to refine procedures and ensure coordination.

The various teams should be trained for their respective tasks. They should meet regularly for practical exercises to maintain their skills. Team mock drills are also essential to maintain efficiency.

All training components should be laid out in the school safety plan with necessary resources identified such as material needs and trainers. Organizations that can help to provide training are the police and army (mock drills, evacuation, warning, security, search and rescue, evacuation, fire safety), the fire brigade (fire safety), the Health Department and Red Cross (first aid). Whenever training activities in these areas are organized at the school or in the community, team members must be included.

Educationalists should also provide training for teachers on how to facilitate and deliver disaster risk reduction learning topics in the classroom and how to engage students in practical aspects of school safety and community disaster risk reduction initiatives.

3.1.8. Step 8: Mobilizing the School as a Disaster Risk Community Hub

It is important to bear in mind that, as the school develops and matures as a disaster management learning organization, it should become an important and influential contributor to, and leader in, community disaster management, disaster awareness raising and disaster risk reduction good practice.

In building connections with the community, the school should engage parents and community members in disaster management planning and implementation in all kinds of ways (risk assessment processes, disaster management planning and revision, mock drills and evacuations, student disaster risk reduction learning projects, monitoring and evaluation processes). Community members should join the SSC and become key members of emergency response teams. The SSC in its deliberations and decision-making should continually ask 'How can we involve the community?'

The school should also become a hub for community disaster risk reduction special events, meetings, presentations, displays and exhibitions.

It will be important to develop strong links between the work of the SSC and the Community Disaster Management Committee (CDMC) so that their respective disaster management plans and implementation processes increasingly dovetail and synchronize. Members of the SSC should sit on the CDMC and vice-versa.

School and community links are vital for sustainable disaster management policy development and practice. The school cannot be an island.

3.2 Evaluating and Updating the School Safety Plan

The School Safety Plan should always be updated immediately after any disaster event drawing upon on the experiences and lessons learnt. The school should also fix a time in each year, to evaluate and update the plan in order to make sure that plan remains effective year after year. A participatory process for evaluating and updating the plan should be developed giving a say to all stakeholders.

The resultant plan should then be disseminated across the school community. The responsibility for this will remain with the school leadership and SSC.

The following questions may help to ensure the quality of the Plan:

» Has the school established the School Safety Committee and considered including students and parents who may be helpful as members?

» Have team members' roles and responsibilities been clearly defined?

» Has the school developed a list of emergency team members and other disaster management resource persons with names, addresses and telephone numbers?

» Has the school organized training for the members of the SSC and emergency response teams?

» Has the school considered the relationship between the district administration and the school safety team and how these groups interact?

» Has the school developed and distributed the safetyplan and made provisions for a participatory review process orchestrated by the SSC?

» Has a child-friendly version of the school safety plan been made available for students?

» Have arrangements been made for regularly scheduled meetings, mock drills and other awareness raising and training activities that help develop the school as a DMLO?

» Have evaluation processes been put in place to periodically evaluate the effectiveness of school safety planning and organization?

4

EVALUATION OF SCHOOL SAFETY STANDARDS

4.1.   Objectives of the Evaluation

Evaluation done in a critical manner determines the shortfalls as well as the strengths of school disaster risk management. It should have a formative purpose (i.e. to identify what is lacking and what further changes are needed) and should have the clear objective of positioning the school with respect to the 'Minimum Safety Standards' while by default it may also distinguish a school having very high standards of safety.

4.2.   Methodology for Evaluation

A tiered system of evaluation is important to realistically assess the safety standards of the school. The evaluation in all cases will start from the school itself as a "self-evaluation" or first tier evaluation. All other evaluations will be second, third and fourth party evaluations conducted by higher management of private schools, Federations of Madrasas or of government with an independent and unbiased view of standards revealed.

The various tiers for the conduct of the evaluation may be identified as below:

Table 2: Responsibility for Conducting an Evaluation

School Type	Responsibility	
Private School	1st Party	Self-evaluation by school
	2nd Party	Head Office
	3rd Party	District Education Authority
	4th Party	Provincia Education Authority
Provincial Government School	1st Party	Self-evaluation by school
	2nd Party	District Education Authority
	3rd Party	Provincial Education Authority
Federal Government School	1st Party	Self-evaluation by school
	2nd Party	Federal Government Educational Institutions Directorate
	3rd Party	Provincial Education Authority
ICT School	1st Party	Self-evaluation by school
	2nd Party	Federal Directorate of Education
	3rd Party	Capital Administration and Development Division
Madrasa	1st Party	Self-evaluation by Madrasa
	2nd Party	Secretariats/ higher body (like Wifaq-ul- Madaris)
	3rd Party	Religious Federations

The comprehensive checklist (Annex 5) is designed to help evaluate the school safety standards. The relevant authorities can designate survey teams at district level to carry out the surveys. Each survey team should ensure that local security, fire personnel, construction experts and similar are invited to help with the evaluation. Based on the indigenous knowledge of the evaluators more factors can be added to the checklist.

The checklist does not take the place of a School Safety Plan but seeks to scrutinize the adequacy and effectiveness of the plan. All the basic concepts identified by this checklist are important to provide a safe and secure school

environment. These may be considered as verifiable indicators that can be assessed tangibly. The checklist has to be completed using observations, interviews and, most importantly, the self-evaluation records held by the school (which are by far the most important source of information). The completed checklist will provide a snapshot of the state of the school with regards to basic safety, security and disaster management. The checklist should be completed periodically, at least every two years to help keep abreast of conditions. The checklist should be annually reviewed and items for action noted and reported to the relevant authorities.

In addition to the checklist the scoring plan is to be found under 4.5 to help authorities in calculating the score for each school.

4.3. Conduct of Evaluation

4.3.1. Evaluation Pro Forma

A comprehensive checklist encompassing all facets of school safety is given at Annex 5. Various verifiable indicators are listed which have a bearing on a given component of safety or risk reduction. These indicators can be tangibly assessed.

The evaluation team will be required to use the checklist as an evaluation pro forma and give marks against each indicator based on visual observation, inspection, interviews, documents/records and the witnessing of mock drills and so on. The evaluation pro forma once completed will provide the complete snapshot of the level of school safety and disaster preparedness. The checklist at Annex 5 is for guidance. It can be expanded and improved to a large extent to bring greater objectivity and reflect the local context.

4.4. Composition of the Evaluation Team

4.4.1. Self-Evaluation by the School

The School Safety Committee will be mandated to conduct the self-evaluation as part of its responsibility. However, it may seek assistance from government officials, engineers and architects from government departments and private sectors and other experts of similar nature as required during evaluation process.

4.4.2. Second, Third and Fourth Party Evaluation

All concerned authorities involved in such evaluations will have to form a composite team of evaluators to include representation of higher management, e.g. private school management, federation of Madrasas and other representatives such as engineers, police and the fire brigade.

4.4.3. Frequency of Evaluation

> » Self-Evaluation should be conducted on a yearly basis.
> » Second party evaluations should be organized once every two years.
> » Third and Fourth party evaluations are to be carried out only for higher secondary schools and among ten percent of schools in the most vulnerable districts in any calendar year.

4.5   Scoring System

Award of score and marks:

1. 0 stands for "Not Evident'

2. 1 stands for 'Somewhat Evident'

3. 2 stands for 'Evident''

4. 3 stands for 'Strongly Evident'

5. No marks will be given for "Not Applicable". The total number of "Not Applicable statements would be deducted from the total number of questions

6. Sum of marks obtained would be divided by the total marks and multiplied by hundred to arrive the percentage secured.

7. Calculation for determining the schools' safety standards to be done as follows:

$$\frac{\text{Total Marks Obtained}}{\text{(Total Number of Questions X 3)}} \quad X \quad 100 \quad = \quad \underline{\hspace{2cm}} \, \%$$

8. School Safety Standard _____

Table 3: Scoring System for School Safety Standards

School Safety Standard	Required Score
Ideal	With a score of not less than 90 % in any of the components
Desirable	With a score of not less than 70 % in any of the components
Minimum	With a score of not less than 50 % in any of the components

5

IMPLEMENTATION REGIME FOR THE PSSF

5.1. Challenges for Implementation

The fact remains that while the concept of school safety may well be widely understood, its attainment is not fulfilled due to financial constraints and resource deficits. The challenges foreseen in the implementation of the PSS Framework are visualised to be as follows:

» Changing the mind-set of all stakeholders with respect to investment in and implementation of Comprehensive School Safety measures.

» Financial constraints deny addressing infrastructural inadequacies in "schools". .

» Absence of school safety-specific legislation hampers the true enforcement of PSS Framework.

» Non availability of trained teachers/principals in schools and of evaluators in education departments

» Capacity issues within the government educational department with respect to monitoring of school safety given the large number of schools.

» Problem of maintaining safety and risk reduction standards in schools

» Change management for meaningful implementation of the Framework given all challenges

5.2.   Guidelines for Implementation of the Framework

5.2.1. Awareness and Advocacy

Respective Provincial Governments will have to take ownership of awareness raising and advocacy. Suggested actions:

» Wide circulation of the PSS Framework document to all "schools", school associations, federation of Madrasas and all stakeholders, including academics, parents and community bodies.

» Holding of consultation, workshops and seminars at provincial and district levels.

» Development of consensus amongst all stakeholders for investment in school safety and disaster management.

» Well-articulated media campaign to project commitment of responsible authorities as well as public sensitization

5.2.2. Mainstreaming of PSS Framework

» Compliance with minimum standards of safety and risk reduction to be made mandatory for registration of all new "schools". Evaluation checklist given at Annex 5 be included as a part of a no-objection certificate issued by all concerned departments at the time of school registration.

» Development of school safety and disaster risk reduction curriculum by the education department.

» Compliance with building codes, fire safety codes, environmental aspects and retrofitting requirements to be made mandatory for all government buildings and works departments, municipal authorities and

private housing authorities and all school buildings. The evaluation checklist to be followed in the granting of approval of design and completion certificate.

» All provincial education departments must establish a School Safety Directorate/focal point for school safety compliance.

» School Safety Directorate must also be established at the district level with functions similar to the provincial mandate, as applicable at the district level.

5.2.2.1. Proposed Mandate of the School Safety Directorate/focal person at the Provincial Level

» Devise School Safety Policy

» Plan implementation of PSSF

» Coordinate and liaise with all government departments and stakeholders concerned with school safety

» Develop training modules and curriculum for school safety and disaster management in collaboration with technical experts

» Prepare annual training calendar, organize training of teachers and principals on school safety and disaster management compliance

» Oversee registration of private schools

» Maintain and review evaluation reports from all schools and their safety standards

» Issue annual schedule and carry out school safety and disaster risk reduction inspection of recommended number of selected schools

Note: Mandate of District School Safety Directorate should be derived from the mandate of the Provincial School Safety Directorate.

5.2.3. Training

» Training will be imparted in the following domains:

• Schools teachers and principals

• School Safety Committee members

• School emergency team members

• Monitors

• Evaluators

» Responsibility rests with the provincial education department to issue training directives and guidelines as well as to organize training for government school teachers and principals attached to federal government schools. In the case of federal government schools, responsibility will lie with the Federal Government Educational Institution (FGEI) directorate and for private schools responsibility will lie with school owners.

» Standard training modules will be developed by NDMA and given to Provincial Education Ministers for the training of master trainers.

» Each school will maintain a record of master trainers and teachers granted elementary training. Furthermore, participants attending training sessions conducted in schools will be placed on record.

» Self-explanatory, easy to comprehend material will be developed and circulated amongst teachers and students to help them be trained in school safety and disaster risk reduction.

» Technical experts in school safety and disaster risk management will be engaged for training as mentioned above.

» Training will be conducted throughout the year and more intensively during summer and winter vacations. The duration of the training will be as below:

- Division Level

    Master trainers: Ten days (80 hours) with an assessment test in which the pass mark will be 80%.

- District Level

    Elementary Training: Five days (40 hours) with an assessment test at the

    end in which pass mark will be 60%.

- Training of Executives

    This will comprise officers of Education Department (BPS 19 and above), school principals and school owners. Duration will be five days and conducted at provincial level

- Provincial Level

    Training of Evaluators: Comprising evaluators of government education departments, the duration will be ten days.

- Training of Monitors

    Comprising monitors from the government education departments, the duration will be ten days.

- School Level

    Training of members of School Safety Committee, Emergency Response Team, teachers and prefects.

» Master trainers will be trained so that in every secondary school a minimum of three master trainers will be maintained while in middle schools and below the presence of one master trainer shall be mandatory. Master trainers will be responsible for the training of the School Safety Committee, schoolteachers and class monitors/school prefects.

» The training may be permanently outsourced to an expert firm whose performance will be monitored by a Steering Committee at provincial level. Experts on security, rescue, relief, buildings, environment, health, psychology, curriculum, teaching and learning can be engaged in training.

5.2.4. Monitoring Mechanism for Implementation of PSSF

Monitoring Mechanism is designed to help ensure thatwhile each school is itself aware of the challenges it faces with respect to school safety and disaster risk management the government has a clear visibility of the preparedness and vulnerability status of each school.

Submission of the school safety evaluation pro forma is mandatory for the purpose of stocktaking and annual record keeping. Every school should submit its annual report by 31st December to the District Education Officer with a copy to its respective secretariat eg. FGEID, APSACS and secretariats of private schools etc.

The checklist (Annex 5) is to be followed and self-evaluation will be done by the schools and signed by the principal, who will be responsible for the accuracy of the content and marks awarded.

It is very important for the government to continuously scrutinize standards of school safety and disaster preparedness. The second, third and fourth party evaluation mechanisms by default will ensure monitoring of the same. At the national level NDMA and at the provincial level PDMA may be assigned the task of continuously monitoring school safety and disaster management standards. This to include:

a. Seeking a six-monthly monitoring report from the provincial education department about safety and disaster risk management standards reported by schools and covering evaluations conducted and trainings imparted.

b. Surprise ground check that will be carried out by composite teams, randomly in any school, more commonly large schools with a report to be shared with respective government departments. This will improve the evaluation mechanism and elicit qualitative improvement in response.

6

ROLE AND RESPONSIBILITIES OF THE STAKEHOLDERS

6.1. Ministry of Federal Education & Professional Training (MoFE&PT)

» Extend technical support at all levels in the development of school safety and disaster risk management plans.

» Ensure well-co-ordinated recovery through a coherent vision, clear recovery plan and strong institutional arrangements.

» Lead the development of recovery plans and ensure that they are publicly supported and disseminated, actionable and feasible based on available funding and capacity.

» Collaborate with all stakeholders and supporters to raise financial support.

» Formulate, in consultation with NDMA, a national monitoring framework on school safety and disaster management (NMFSSDM) powered by a state of the art information management system to ensure a cost-effective approach to monitoring, automatic data consolidation, automatic data archiving and easy integration within education management information systems (EMIS) of all provinces

» Create consensus on the national monitoring framework among all federating units. Develop joint curriculum, starting in Social Studies and Geography but extending to other subject areas, for all provinces to integrate school safety and DRR aspects into students formal learning experience. Include approaches to child-centred disaster risk reduction (CCDRR) as well as information on different hazards facing the community, school and district, and possible preparedness actions. Work with provinces to amend policies concerning safe site selection of schools for new construction, relocation and alternative learning sites. Create consensus among provinces on adoption and implementation of PSSF. Establish a national multi-stakeholder platform for disaster risk reduction in the education sector. Launch a countrywide campaign on school safety and disaster management to sensitize stakeholders on different aspects of school safety and disaster risk reduction.

6.2. National Disaster Management Authority

» Make available generic Standard Operating Procedures (SOPs) for educational institutions to follow in pre- and post- emergency situations.

» Develop generic Disaster Management Plans that include education delivery mechanisms during rehabilitation. Facilitate knowledge and information sharing on school safety and disaster management at the national level Develop training materials on school safety and disaster management and plan for nationwide and provincial capacity building in collaboration with PDMAs

» Assume a coordination role between the provinces, law enforcement agencies and emergency services required to ensure school safety and disaster response

» Coordinate with the PDMA in disaster-affected provinces to execute pre-defined education sector emergency response mechanisms. Develop, implement and refine recovery progress measures and communicate adjustments and improvements to all stakeholders and relevant authorities.

6.3. Provincial/District Disaster Management Authority

» Facilitate knowledge and information sharing on school safety and disaster risk management at the provincial/district level.

» Carry out awareness activities/campaigns with regards to school safety and disaster risk reduction.

» Provide support to education departments during emergencies to ensure minimum disruptions in the regular conduct of schools.

» Provide support in ensuring educational continuity in schools in the aftermath of a disaster.

» Support the education department in the preparation of training manuals for different components of school safety and disaster risk management, i.e. risk assessment, mock drills, training of teachers and community members on school preparedness and response.

» Develop CCDRR-sensitive guidelines for all institutions and departments taking part in the recovery process.

6.4 Provincial Education Department / Federal Government Educational Institutions Directorate (FGEID) / Federal Directorate of Education (FDE) / Wifaq ul Madaris

» Lead the implementation of the school safety framework and plans providing technical support.

» Develop teacher education and training curricula to enable teachers to address school safety education and education in emergencies in the curriculum.

» Maintain a repository of all emergency-related materials, manuals, guidelines, minimum standards and research pertaining to education that is to be maintained at teacher training institutions and schools.

» Ensure that school curricula is holistically-infused to include disaster risk reduction, resilience and recovery concepts and practices

» Oversee the implementation of school safety and emergency management policies to reduce the vulnerability of children..

» Ensure funds for school safety management activities for schools.

» Develop a capacity building programme on Comprehensive School Safety, which covers school management, teachers, students, parent-teacher councils and community members.

» Develop and implement an operational plan for provincial and district segments of NMFSSDM

» Incorporate indicators of NMFSSDM into the existing monitoring framework of the education system

6.5 District Education Department

» Take responsibility for implementation of school safety plans at school level

» Allocate resources for school safety

» Organize and conduct regular monitoring and evaluation sessions with schools in its purview

6.6 Media

» Play a leadership role in changing the mind-set of society for making it more proactive rather than reactive towards school safety.

» Use various advanced communication means to give early warnings, evacuation plans and help post-disaster activities.

» Provide awareness about school safety; allocate air time (if not weekly at least monthly) to topics around school safety specifically and disaster management in general.

» Allocate air-time during non-emergency times with more focus/topics on creating awareness and preparedness around school safety, as well as during emergency time. During emergency in addition to reporting on the situation, show videos on hygiene related information (with special focus on hygiene

measures at schools), how to prevent epidemics, guidance videos for Education in Emergencies etc.

6.7   PEMRA

» Ensure strict compliance of disaster reporting codes developed by NDMA[19]. This guidebook is available at the following link;

» http://www.ndma.gov.pk/site/publications/Disaster%20Reporting%20-%20Guidebook%20(Urdu).pdf

» Monitor that there is no sensation or hyped news in a media about emergency.

» Encourage and advocate to media houses to allocate air time under CSR on school safety and disaster management.

6.8   DHQ Hospital

» Provide psycho-social support to disaster affected students and staff.

» Provide first aid training to the relevant focal persons in the district schools.

» Appoint a public information spokesperson, in case of an emergency, to coordinate hospital communication with the public

» Periodically share updated contact list with all schools in the district

6.9   Provincial Building Department/Public Works Department/ Building Authority

»

» Examine whether the guidelines & building codes for construction of school infrastructure have been followed while recommending education projects for approval.

» Enforce stringently the building codes for school buildings

» Conduct provincial inspection of school buildings to ascertain structural safety and safety of site against any hazard

» Assist the school and district/provincial evaluation team in conducting a school safety evaluation with respect to infrastructure as and when required.

» Assist in training the SSC and in developing awareness amongst the school community

» Assist in carrying out evaluation of schools by school authorities and district provincial education departments.

» Carry out routine security audits of schools in threatened areas and regions.

6.10   Provincial/District Police Department.

» Make available and update information on threats faced by individual schools and their disaster response capacity

» Provide security to schools in affected areas of the province

» Lead the response in the event of a security threat

» Take part in the recovery process if necessary and/or if required by civil departments

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19   http://www.ndma.gov.pk/site/publications/Disaster%20Reporting%20-%20Guidebook%20(Urdu).pdf

6.11 School Administration

» Ensure that the school meets the minimum standards of school safety and disaster risk management

» Organize, enlist the membership of, and chair the School Safety Committee (SSC)

» Develop school safety and risk reduction plans and submit them to district education authorities

» Develop risk-informed school improvement plans

» Conduct mock drills and evacuation simulations in school with respect to identified safety and security risks and participate, lead and help evaluate them.

» Train teachers on school safety and disaster risk reduction

» Carry out periodic risk assessments in schools

» Lead the process of training the school staff in school disaster preparedness and response measures, including the conduct of mock drills and evacuations

» Raise awareness of the different SOPs as developed under school safety and disaster management plans

» Identify support needs for rehabilitation and recovery related to educational continuity and provision of emergency facilities at schools

» Build capacity of school management on NMFSSDM reporting

» Conduct self-evaluations

» Enforce security checks and security audits

» Lead the school community in developing the school as a Disaster Management Learning Organization (DMLO) and in making the school a hub of community disaster preparedness and good disaster management

6.12 Teachers

» Help by staying updated about hazards and disaster risks and implementation of DRM/DRR.

» Conduct learning sessions on DRM/DRR on a regular basis in different subjects, covering specific themes and topics during each session and building in curriculum progression through the grade levels. The sessions should involve asking children to identify probable hazard prone areas within the school.

» Ensure a child-centred approach to disaster risk reduction education is implemented, i.e. one that gives voice to students and encourages participation in school and community disaster risk reduction efforts.

6.13 Parents

» Come forward with ideas and opinions concerning school safety and disaster risk reduction at school board meetings and parent teacher council (PTC) meetings.

» Lobby government officials concerning resources necessary for the school safety and disaster risk management.

» Join other members of the community in supporting their and other children in practicing and learning DRM/DRR in the school and locality and assist with school risk assessments and the dissemination of the result to the community through participatory forums.

» [For parents who have lost children during disasters at schools]: Join associations or non-government organization to prevent others from facing similar losses.

» Discuss DRM/DRR materials with teachers in order to make the schools safer and more disaster resilient.

» Ensure their children's knowledge about disaster and disaster risk reduction is up to date to the best of

their knowledge.

» Coordinate and collaborate with the school for the designing/inclusion of DRM/DRR training sessions at school.

» Ensure that feedback they give regarding environmental safety and physical safety is given due consideration by the School Safety Committee.

» Ensure that any concerns they have regarding their children's emotional and psychological safety are relayed to the school and given due importance

» Ensure that their feedback and concerns on safety and disaster risk issues reaches the higher authorities of the school and insist on a response from those authorities

6.14 Students

» Encourage them to participate actively in school safety initiatives and processes and to give voice to their ideas and opinions

» Participate actively in curricular and extra-curricular disaster risk reduction learning opportunities

» Be fully aware of the results and analysis of periodic school safety and disaster risk management evaluations, join in discussions on evaluation reports and new planning, and take an active role in putting those plans into effect

» Give feedback and air their disaster risk concerns to school management and evaluators

» Play a leading part in school and community awareness raising through age-appropriate involvement, e.g. by mounting exhibitions and displays, use of drama, social media, and engagement in school and community advocacy initiatives

A

ANNEXURE

ANNEX 1: DEFINITIONS

Avalanche

A mass of snow, ice, and rocks falling rapidly down a mountainside.

Bomb

A device that is designed to explode in order to injure or kill people or to damage or destroy property.

Capacity

The combination of resources, means and strengths available within a community, which enables it to prepare, prevent, manage, and defend as well as allow rapid recovery from disaster.

Cold wave

A wave of cold weather over a large area. An unusually large and rapid drop in temperature over a short period of time (as 24 hours).

Community-Based Disaster Risk Management (CBDRM)

Community-Based Disaster Risk Management (CBDRM) is a well-established methodology for building local resilience that has its roots in the good practices developed over several decades through community-focused development and poverty-reduction programs. A holistic approach is taken to DRM that recognizes the links among vulnerability, poverty and socio-economic development. The CBDRM approach seeks to build on existing community coping mechanisms and adaptation capacities.

Cyclone

A storm or system of winds that rotates about a centre of low atmospheric pressure and that moves forward at a speed of 20 to 30 miles (30 to 50 kilometres) an hour and often brings heavy rain.

Disaster

Disaster means a catastrophe or a calamity in an affected area, arising from natural or man-made causes or by accidents which result in substantial loss of life or human suffering or damage to, and destruction of, property.

Affected area

This means an area or part of the country affected by a disaster.

Disaster emergency response

A series of activities done promptly after a disaster occurrence to handle the negative impact of the disaster, which covers search and rescue activity for victim and property, fulfilment of basic needs, protection, management of displaced people, rescue and recovery of public facilities and infrastructure.

Disaster management

All activities that cover the disaster planning and management aspects in pre-disaster, during and post-disaster contexts, including emergency response, recovery, prevention, mitigation and preparedness.

Disaster prevention

A series of activities conducted to lessen or remove disaster risks, through reducing both disaster threats and the vulnerability of parties at risk.

Disaster risk

The potential of losses caused by disaster in one area and for a certain period of time in forms of death, injuries, illness, threatened life, loss of sense of security, displacement, property damage or losses, and disruption of society lives.

Disaster risk management (DRM)

DRM is the identification, assessment, and prioritization of risks followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events or to maximize the realization of opportunities. It is the systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.

Disaster risk reduction (DRR)

Efforts to minimize the losses resulting from disaster in an area and for a certain period of time and the losses that might result in injury, illness, threat to life, loss of a sense of security, displacement, property damage or losses and disruption of a community's activities.

The effort is supported by a strong system of identifying, assessing and monitoring disaster risk, as well as applying early warning system by utilizing the knowledge, innovation and education to build awareness on self-survival and resilience to disaster in all levels of society by reducing the causal factors of disaster risk and strengthening preparedness in order to have more effective responses.

The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

DRR mainstreaming

Process through which considerations on disaster risk reduction are prioritized by organizations/individuals involved in policy making process into economic, physical, political and sociocultural development of a country at national level and/or local level; as well as processes where disaster risk reduction is fully considered in the decision-making.

Early warning

A series of activities providing warning to a society or community as earliest as possible of the possibility of disaster occurrence in a certain place.

Early warning system

The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss. Should include loudspeakers and megaphones.

Earthquake

A sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust or volcanic action.

Evacuation

Safe removal of persons from a high risk area/school in case of a disaster.

First aid

Help given to a sick or injured person until full medical treatment is available.

First aid kit

A collection of supplies and equipment for use in giving first aid that can be put together for that purpose by an individual or organization or that can purchased complete.

Hailstorm

A storm during which pellets of frozen rain fall.

Hazard

Each of phenomenon/natural disaster or other activities/events that potentially leads to disaster.

Heat wave

A prolonged period of very hot weather which can affect health.

Hostage

A person seized or held as security for the fulfilment of a condition or demand.

Implementation of Disaster Management

A series of efforts covering stipulation of development policy that reduce the risk of disaster occurrence and include disaster prevention activity, emergency response and rehabilitation.

A 'marker' which shows whether standards have been achieved. It provides means to measure and communicate impact or outcome of a program, a process as well as the method used. Indicators can be qualitative or quantitative in nature.

Landslide

A collapse of a mass of earth or rock from a mountain or cliff.

Man (human) made (anthropogenic) hazard/disaster

Anthropogenic hazards/disasters are broadly classified into two groups:

    a. Technological disasters: These include disasters due to engineering failures or transport

    related disasters.

    b. Sociological disasters: These include criminal activities, violence, riots, war and terrorism.

Mitigation

A series of efforts to lessen disaster risks, through both physical development, and awareness raising and capacity improvement against disaster threats.

Natural hazard/disaster

These are broadly classified into three major groups:

    a. Geophysical hazard: These include earthquakes and landslides.

    b. Hydro-meteorological hazard: These include floods, cyclones, droughts and extreme temperatures.

    c. Biological hazard: These include epidemics and insect infestations.

Parameter(s)

The boundary or boundaries within which something needs to be achieved.

Preparedness

Generally preparedness refers to the fact of being ready for something, the state of being prepared.

Reconstruction

Rebuilding of all facilities and infrastructure as well as institutional system in the post-disaster area at both government and community level, with the main target to facilitate economic growth and development, social and cultural progress, law enforcement and social order, as well as revitalization of community participation in all aspect of society in post-disaster area.

Rehabilitation

Improvement and recovery of all aspects of public or community service in the disaster area to a level that is adequate enough to ensure that all aspects of governance and community lives are running normally in the relevant post-disaster area.

Riverine flood

The rise of a river to an elevation such that the river overflows its natural banks causing or threatening damage.

Safe areas

Areas within and/or near the school premises which have identified as a temporary shelter in event of a disaster. Examples include higher flat surfaces in case of a flood, open area without any tall/loose structures in case of an earthquake, hidden secret chambers in case of a terrorist attack etc.

Sandstorm

Strong wind carrying large sand clouds

School community

Everyone involved in teaching, learning and school support activities: students, teachers, education personnel, general supporting staffs and headmasters.

School safety organization

An identified group of individuals from within the school community with designated responsibilities to ensure the safety and good disaster management of a school and action before, during and after a disaster situation.

Serious bodily injury (Seriously injured person)

Bodily injury that involves a substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious

disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Snowstorm

Heavy snowfall with high wind.

Thunderstorm

A storm with thunder and lightning and typically also heavy rain or hail.

Tsunami

A long, dangerously high sea wave caused by an earthquake or other disturbance.

Urban flood

The inundation of land or property in a built environment, particularly in more densely populated areas, caused by rainfall overwhelming the capacity of drainage systems, such as storm sewers.

Verification

The process of establishing the truth, accuracy, or validity of something.

Vulnerability

Lack of capacity within a community to prevent danger, achieve preparedness and respond to any disaster threat. Vulnerability includes physical, economic, environmental social and attitudinal/psychological vulnerability arising from whatever cause.

ANNEX 2: PREPAREDNESS AND RESPONSE GUIDELINES FOR NATURAL HAZARDS

Hazards	Preparedness Measures	Response Measures
Avalanche	» Make sure equipment is ready and trainings have been conducted » Make arrangements for early warning (Early Warning Team) » Identify safe areas for evacuation if need be » Develop and display safety guidelines and an evacuation plan at school » Make a communication plan	» Constantly evaluate conditions for avalanche risk. Areas with fresh accumulations of wind-driven snow are particularly vulnerable. Extremely steep slopes particularly in shaded areas near a ridge are also risky. » Evaluate the avalanche hazard before attempting a rescue » Ensure and maintain communication with families » Ensure and maintain communication with relevant agencies/authorities » Take action as necessary (Search & Rescue and First Aid Teams) » Look out for and assist the most vulnerable such as small children and children with disabilities (Evacuation Team)
Cyclones	» Make arrangements for early warning (Early Warning Team) » Identify safe areas for evacuation if need be » Develop and display safety guidelines and an evacuation plan at school » Make a communication plan	» Ensure and maintain communication with families » Ensure and maintain communication with police/fire department/para-medics to be on standby » Keep students calm » Keep students indoors whether there is wind or not. Keep them away from windows » Move students to safe areas for evacuation if warning is received (Evacuation Team) » Look out for and assist the most vulnerable such as small children and children with disabilities (Evacuation and First Aid Teams)

Earthquake	» Check with local building-regulatory agency to find out whether, and how long, the school has been compliant with building codes (seismic resilient design provisions in particular) » Make sure the following items are always kept in a designated place at school: bottled drinking water, non-perishable food, first aid kit, torch-light, battery-operated radio with extra batteries » Identify safe areas for evacuation » Conduct regular earthquake mock drills » Develop and display safety guidelines and an evacuation plan at school » Make a communication plan	» Look out for and assist the most vulnerable such as small children and children with disabilities (Evacuation and First Aid Teams) » [Inside] Open doors fully » [Inside] Guide students to drop, cover and hold: Get down low. Cover head and neck with arms or school bag. Hold on to something stable to avoid sliding. » [Inside] If no sturdy cover is nearby, guide students to kneel or sit on the floor next to a structurally sound interior wall » [Inside] Move away from windows, bookcases and other unsecured heavy objects. » [Inside] Do not run outside while shaking » [Outside] Try to go to an open area while keeping away from falling debris, electric wires and trees. Stay there until the shaking stops. » After the first tremor, be prepared for aftershocks. Though less intense, aftershocks cause additional damage and may bring down weakened structures.
Floods	» Make arrangement for early warning (Early Warning Team) » Develop and display safety guidelines and an evacuation plan at school » Identify safe areas for evacuation if need be » Make a communication plan » Be vigilant in flood prone areas during incessant rain	» Ensure and maintain communication with families » Ensure and maintain communication with police/fire department/para-medics to be on standby » Keep students calm and take them to safe areas if a warning is received (Evacuation Team) » Look out for and assist the most vulnerable such as small children and children with disabilities (Evacuation and First Aid Teams)
Hailstorm	» Evaluate the condition of school roofs and make sure that they are strong enough to cope with hailstorms	» Guide students to go indoors and stay inside until the storm passes » Close all drapes, blinds, or shades to prevent broken window glass and hailstones from entering the classroom » If possible, move students to a basement, cellar, or other level of the building not directly below the roof » Look out for and assist the most vulnerable such as small children and children with disabilities as necessary (Evacuation and First Aid Teams)
Heatwave	» Develop and display safety guidelines at school	» Keep students out of the sun and strenuous outdoor activities » Encourage students to drink plenty of water and wear light-coloured and light-weight clothing » According to the symptoms of heat disorder, provide necessary first aid procedures (First Aid Team)

Landslide	» Assess the school grounds and surrounding areas for landslide risk » Consult with a professional for advice on appropriate preventative measures » Protect school property by ensuring planting ground cover on slopes and building retaining walls » In mudflow areas, build channels or deflection walls to direct the flow around buildings. Slopes where debris flows have occurred in the past are likely to experience them in the future. » Make a communication plan » Identify safe areas for evacuation » Develop and display safety guidelines and an evacuation plan at school »	» Listen for unusual sounds that might indicate moving debris, such as trees cracking or boulders knocking together » Take students to safe areas if necessary » Guide students move away from the path of a landslide or debris flow as quickly as possible. The danger from a mudflow increases near stream channels and with prolonged heavy rains » Investigate whether debris flows have occurred around the school by contacting relevant local officials. » Conduct a ground assessment of the school. » Look out for and assist the most vulnerable such as small children and children with disabilities (Evacuation and First Aid Teams)
Sandstorm	» Develop and display safety guidelines at school » Make a communication plan	» Stay alert for weather updates for approaching storm and issue a warning as soon as possible (Early Warning Team) » As soon as a warning is issued, instruct students to stay inside until the storm has passed
Snowstorm	» Be prepared that accumulations of snow can collapse school buildings and knock down trees and power lines » Develop and display safety guidelines at school » Make a communication plan » Identify safe areas for evacuation if need be	» Update school community on the weather conditions (Early Warning Team) » Ensure and maintain communication with families » Communicate with the rescue services and arrange for immediate evacuation as necessary » If a major snowstorm is expected, cancel school and transport staff safely back home » If a storm hits while student are at school, keep them indoors
Thunderstorm/ Lightning	» Develop and display safety guidelines at school	» If there are students in an open area in the school ground, make sure to get them indoors as quickly as possible » Guide students to avoid touching objects of metal and electrical instruments and to stay away from metal poles, fences and antennas. » After the last lightning flash, instruct students to wait for at least 30 minutes in a safe area

Tsunami	» Make arrangements for early warning (Early Warning Team) » Education the school community about the Tsunami risk and Tsunami warning signs » Identify safe evacuation areas » Develop and display safety guidelines and the evacuation plan at school » Make a communication plan	» Make early warning announcement (Early Warning Team) » Contact the emergency services immediately » If a warning is made, evacuate to a pre-identified safe area according to the evacuation plan (Evacuation Team) » During the evacuation, avoid downed power lines and stay away from which heavy objects might fall during an aftershock » Look out for and assist the most vulnerable such as small children and children with disabilities (Evacuation and First Aid Teams)

ANNEX 3: PREPAREDNESS AND RESPONSE GUIDELINES FOR MAN-MADE HAZARDS

Hazards	Preparedness Measures	Response Measures
Bomb Threats	» Take bomb threats by phone calls seriously (Site Security Team) » Be aware of unidentified bags or parcels or any unusual objects at school » Identify safe locations and safe routes at school for evacuation. » Develop an evacuation plan (Evacuation Team) » Carry out regular mock drills and educate students what to do during such an emergency » Identify responsible agencies/authorities to be contacted during such an emergency and continuously update the list of emergency contact numbers	» Immediately report to the Police, to the Bomb Explosion Unit and to the fire department about unidentified bags or parcels or any suspicious objects at school (Site Security Team) » Cordon off the area where the bomb is believed to be located (Site Security Team) » Keep students away from the suspected object » Check all the school promises (Site Security Team) » Evacuate students from the dangerous area (if the bomb threat is inside the school, evacuate outside; if the bomb threat is outside the school, keep the students on the school premises away from windows) (Evacuation Team) » Keep students calm (e.g. by asking each student to stick to his/her buddy) » Send out Search and Rescue Team to look for missing teachers and students
Fire	» Identify the vulnerable places for fire at school and try to minimize the fire risk » Identify the safe area and evacuation routes » Develop and display an evacuation map in suitable places at school » Educate students on what to do when they see a fire at school » Conduct regular mock drills » Make arrangements for a fire warning signal (bell – prominently ringing for one minutes) (Early Warning Team) » Make a communication plan with contact details needed during the emergency » Train at least two teachers on how to use fire extinguishers (if available) » Make sure the following items are always kept in a designated place at school: sand bags, water bucket(s), fire extinguisher(s), flashlights and batteries, water bottles » Regularly test, refill and replace fire extinguisher(s)	» Set off a warning signal (Early Warning Team) » In case of a small fire, try to extinguish it » Immediately report the fire incident to the fire service » Evacuate students to the safe area according to the evacuation plan and assemble them in the safe area and undertake a head count (Evacuation Team) » Send out Search and Rescue Team to look for missing teachers and students » Provide first aid to injured students and staff (First Aid Team) » Keep students calm and avoid running and pushing » Support students with disabilities » Remind students to cover their nose and mouth with a wet handkerchief or any piece of cloth (shirt, sash, scarf) and breathe through it

Industrial Hazard	» Educate the school community about potential industrial hazards in the vicinity of the school » Conduct regular mock drills » Develop an emergency plan » Make a communication plan	» Evacuate students according to the emergency plan and assemble them in the safe areas and make the head count (Evacuation Team) » Immediately report the incident to the relevant authority (e.g. fire service) » Send out Search and Rescue Team to look for missing teachers and students » Keep students calm and instruct them to avoid running and pushing » Support students with disabilities

Terrorist Attack/ Hostage Stand-off	» Cancel school when a threat of terrorist attack is received
	» Raise awareness among students, teachers and staff regarding spotting and reporting on:
	   o Strangers and out-of-place people lurking within or around the school promises
	   o Strangers taking pictures of the school premises or observing school schedules and routines
	» Install school safety measures (e.g. high walls, barbed wires on the walls, armed security guards at all entrances, security cameras)
	» Identify responsible agencies/authorities to be contacted during such an emergency and continuously update list of emergency contact numbers
		» Contact relevant authorities (police, rescue service) as soon as possible
		» Keep students calm and instruct them not to provoke the perpetrators
		» Guide the student to calmly follow the evacuation plan whenever possible

ANNEX 4: RESPONSE GUIDELINES FOR CHILDREN WITH SPECIAL NEEDS

Disability	Brief Description	Actions during an emergency that help reduce the risk
Autism	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May use non-verbal or argumentative communication.	Structure, routine, normalcy and familiarity with activity. Ensure they are protected from further harm and their basic needs are met. Provide psychological first-aid.
Developmental delay	A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioural) development.	Minimize disruption of routine patterns of activity. Modulate sensory input. Ensure communication support from staff.
Mental retardation (also called Intellectual disability, cognitive impairment)	Significant limitations in intellectual ability and adaptive behaviour. This disability occurs in a range of severity.	Support system must be in place through family, staff and available medical help
Hearing impairment (also called deaf or hard of hearing)	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language and specialized communication for direction in an emergency. Open-captioning of public-service announcements during emergencies.
Speech or language impairment	Communication disorder, stuttering A disorder related to accurately producing or articulating the sounds of language to communicate	Sign language, hand signals, specialized communication to be used for response in an emergency
Visual impairment (also called Low vision, blindness)	A partial or complete loss of vision	Guidance from a sighted person. Identification of alternative means of communicating and provision of information in alternative formats, such as Braille, audio tapes and large print
Physical disability (also called orthopaedic disability)	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Multiple disabilities	The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments.	

Response Guidelines:

» Give the student the opportunity to select his or her own buddy.

» Identify a buddy who is appropriate (e.g. strong enough).

» Designate a backup buddy.

» Train for the specific need of the special needs student.

» Hold practice sessions to assure that buddies can handle their tasks.

» Train the buddies on how to communicate with the students and how to safely evacuate.

ANNEX 5: EVALUATION CHECKLIST

	0 Not Evident	1 Somewhat Evident	2 Evident	3 Strongly Evident	Not Applicable
Prevention and Mitigation					
Safe Site Selection *Site of the school clearly showing the surrounding area (photographs taken)*	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan				
1. *The school site has been identified and selected based on a child-inclusive natural hazard risk assessment*					

2. *The area is not prone to*
 	
   • *Floods*
   • *Hurricanes*
   • *Thunderstorms and Lightning*
   • *Windstorms*
   • *Extreme Cold /Extreme Heat*
   • *Earthquakes*
   • *Landslides*
   • *Debris Flow*
   • *Tsunamis*
   • *Fires*
   • *Wildfires*
   • *Drought*					

3. *The area is not in or near a flood plain.*					
4. *Flash floods may not occur without warning.*					
5. *It is safe to walk through flood water if you see the ground under it*					
6. *After flood waters recede from a roadway, the road is not dangerous.*					

7. Warm humid conditions are not highly favourable for thunderstorm development.					
8. There are no prolonged periods of excessive heat combined with excessive humidity.					
9. School buildings and facilities are not located on or below an active or potential slope movement zone. (Indicators for slope movements can be: inclined trees, previous landslides, irregular slope surface and wet and muddy soil).					
10. Facilities are located on a site, free from hazards, in areas protected from: • high air pollution • loud or constant noises • heavy traffic • unsafe buildings • deep excavations • radiation or radon hazards • pits • abandoned wells • other risks of entrapment • any other unsafe or harmful environmental elements.					
11. The school surroundings are free of evidence of • Potentially toxic or odorous emissions, such as mould, affecting the indoor environment • Excessive Dust • Objectionable Odour					
12. There are no leaking transformers immediately adjacent to the school.					
13. There are no industrial facilities adjacent or in close proximity to the school.					
14. There are no multi-story buildings adjacent to the school.					

15. The surrounding area is free from • Abandoned vehicles • Sidewalk hazards (holes, cracking, etc.) • Trucks/bus idling • Rubbish • Pest infestation • Dead animals • Traffic/pedestrian hazards • Hazardous materials					
16. The surrounding area is free from • Unsafe water • Insufficient water • Vector-borne diseases • Poisonous animals • Rodents and hazardous insects • Other animals (e.g. dogs)					
17. There is protection from physical threats like • Traffic and transport • Violence and crime • Injuries • Extreme heat and cold • Radiation					
18. There is protection from • Chemical threats • Air pollution • Water pollution • Pesticides • Hazardous waste and materials					

19. The premises are • Not adjacent to a highway. • Not off a major (4-lane) road. • Not on a busy residential road (not divided by a median). • Not near an industrial area. • Not near a transportation hub • Not near railroad tracks (within 1000 yards) • Not near a gas pipeline. • Not near a park. • Not adjacent to a business area (e.g. grocery, convenience, fast food, etc.)					
20. The school site has been identified and selected based on a security risk assessment involving professional input					
21. The following are observed: • No vandalism in neighbourhood • Low student mobility • No gang activity in neighbourhood • No crime in neighbourhood • No poverty in neighbourhood • No trespassing on school grounds • No parents withdrawal of students due to safety concerns					

22. Selection of site for construction of a school building is based on: • Soil testing and technical recommendations • Geological and hydrological surveys • Land depression and elevation assessment • Temperature, humidity, wind current and direction assessment • Hazard and vulnerability assessments • Accessibility to the site especially during emergencies • Availability of and accessibility to safe drinking water • Consideration of proximity to mountains/hills, river and river distributaries, delta and coast • Availability of and accessibility to basic civic facilities such as electricity, natural gas, basic medication					
23. The site selection takes in protection (safety and security) aspects especially for girl students and female teachers. The site should is such that the students and teachers feel safe inside the building and on the way to the school. The building location, meets the requirements of people with special needs					
24. The site selection has not caused harm for the adjacent communities (for example it is not constructed in the natural way of flood or rain water as the building will resist it that may cause flooding in the surrounding area).					
25. The site selection take in climate change aspects as due to the climate change the frequency, intensity and scale of weather-based disasters may fluctuate.					
Building Code Compliance *Full view of the building from all sides (photographs taken)*	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan				
26. The school is built in compliance with the SBC-07 and building codes of the country as applicable to the specific region of the school					

27. The design is prepared after detailed technical feasibility (including potential for enrolment for at least 10 years so that the space required for accommodating the children could be determined)					
28. It takes in all engineering aspects i.e. civil, public health, architecture, mechanical and electrical					
29. DRR specialist(s) are part of the designing team					
30. It considers the hazard and vulnerability aspects like earthquake, riverine and flash floods, cyclone, rains, and water-logging					
31. It considers seasonal and weather aspects like summer and winter temperature variations, wind flows and directions, humidity etc.					
32. If the selected areas are flood-prone, the design of school buildings takes in all factors for 50-100 year flood i.e. the flood event may exceed the defined flood event, the flood water velocities, the depth of submersion of building or a portion, flood level, foundation material due to excessive scour, mudslide and landslip and debris impact loading, hydrostatic and hydrodynamic actions, wave actions from wind					
33. The differences between flood characteristics, flood loads and flood effects in riverine and coastal areas in terms of wave effects, depth, duration, direction of flow and debris are considered while preparing design					
34. For cyclone-prone areas, the design takes in cyclone resistance factors especially storm surge and wind loading considerations					
35. The design takes in non-structural issues that are mainly concerned with the protection of utilities such as electrical, plumbing, and heating, ventilation, and other mechanical services					
36. The design includes the materials to be utilized with clear technical specifications for all the hazards the building will be prone to					

37. The plan considers different construction technicalities (four construction approaches) • flood-resistant, • raised flour/footing structure, • flood resilient and • combination of raised floor and flood resilient					
38. *The building design takes in protection (safety and security) aspects especially for girl students and female teachers. The design is such that the students and teachers feel safe inside the building. The building has a boundary wall strong enough to withhold the impact of identified potential hazards. The washrooms are constructed in such a way that the girls and female teachers feel no privacy issues*					
39. *The building design and construction meets the requirements of people with special needs*					
40. *The building design and construction process has not caused harm for the adjacent communities (for example it is not constructed in the natural way of flood or rain water as the building will resist it that may cause flooding in the surrounding area).*					
41. *The building designing and construction take in climate change aspects as due to the climate change the frequency, intensity and scale of weather-based disasters may fluctuate.*					
Builder Training 42. *Builders, masons and other technical personnel engaged in school building construction were trained in implementing the building code and in using disaster resilient building techniques.*					
43. *Builders, masons and other technical personnel engaged in school building retrofitting were trained in implementing the building code and in using disaster resilient building techniques.*					
44. *For selection of contractors and awarding contracts of school buildings, the selection criteria was taken into consideration which includes technical expertise of the contractor and his skilled labour for construction of building as per the specific building code and design*					

45. The masons and other technical personnel engaged for construction are extensively trained in the building code and building design					
46. The building code includes minimum quality indicators for site selection, designing, material and construction process, and drinking water sources and water quality					
Retrofitting of Schools with unsafe infrastructure/ buildings					
47. The school has been assessed by qualified professionals for multi-hazard safety against all types of natural calamities and security against man-made hazards with a view to undertake retrofitting and/or enhanced measures as needed in order to minimize potential harm to students and school staff.					
48. A systematic plan for continuing assessment of risks in the school building is in place					
49. Retrofitting standards specified in the building code have been followed.					
Fire Safety					
Fire fighting equipment (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan				
Storage areas for hazardous materials (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan				
50. The school is regularly assessed for fire safety					
51. Measures were taken to ensure fire safety prior to school construction					
52. Measures are taken during school maintenance to ensure the school is compliant with fire safety codes and best practices.					
53. Fire safety equipment is kept in dedicated locations in sufficient amounts to cover all fire eventualities					
54. Thatched roof, inflammable material is not used in school construction particularly in the kitchen shed.					
55. Inflammable and toxic material is not stored in the school building.					

56. There is adequate supply of water for fire fighting purpose.					
57. Fire extinguishers are installed at prominent places in each block of the school.					
58. Fire extinguishers are checked monthly and serviced annually					
59. Expiry dates are clearly written					
60. Fire extinguishers are easily accessible					
61. All exits and exit corridors are free from obstructions					
62. Exits are properly marked					
63. Each classroom equipped with security grills has at least one with a releasable latch					
64. Exit signs are clearly visible					
65. Fire extinguisher training is conducted regularly					
66. Emergency routes are posted					
67. Emergency lighting are operable in a single action					
68. Exits unlocked & operable in a single action					
69. Fire alarms tested monthly					

Non-structural Mitigation

All entrances and exits (photographs taken)

☐ Before the implementation of school safety plan

☐ After the implementation of school safety plan

Evacuation routes and safe places for assembling (photographs taken)

☐ Before the implementation of school safety plan

☐ After the implementation of school safety plan

70. Awareness raising, training and education in emergency preparedness are included in the School Safety Plan					
71. Non-structural mitigation measures, such as clear exits, emergency escape routes and signposting together with avoidance of combustible materials and fastening of classroom items are in place					
72. School furnishings and equipment have been assessed for safety risk and steps taken to minimise the risk					

School Security Measures	
School boundary wall (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
School playground and exterior (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
School interior including photographs of corridors with clearly visible doors and windows (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Staircases (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Classrooms (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Washrooms (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
School canteen (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Laboratories (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Parking areas (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Security posts (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
73. *The school is equipped to ensure the security of its occupants l against intruders, bomb threats and terrorist attacks*					
74. *The school building is regularly monitored for safety and security by the appropriate authorities*					

75. Surveillance mechanisms and systems are in place					
76. The external boundaries of the school are guarded and only passable at guarded entrances					
77. There is a central alarm system in the school.					
78. The main entrance is visible from the main office.					
79. There is only one clearly marked and designated entrance for visitors.					
80. In case of multiple entries to the building each one is controlled and supervised.					
81. Administrative staff maintain a highly visible profile					
82. Signage directing visitors to the main office are clearly posted					
83. Visitors are required to sign in.					
84. Visitors are issued I.D. cards or badges.					
85. Proper identification is required of vendors, repairmen.					
86. All staff - Full and part-time staff are issued ID cards that are worn in a manner that is visible at all times					
87. The following areas are properly lighted: • Corridors • Bathrooms • Staircases					
88. Corridors are supervised by staff.					
89. Washrooms are supervised by staff.					
90. Doors accessing internal courtyards are securely locked from the inside					
91. Exit signs are clearly visible and pointing in the correct direction.					
92. Switches and controls are properly located and protected.					
93. Access to electrical panels is restricted.					
94. Directional lights are aimed at the building.					

95. *Friends, relatives or non-custodial parents are required to have written permission to pick up a student from the school*					
96. *Students are required to have written permission to leave school during school hours.*					
97. *Full and part-time staff including bus drivers, are issued I.D. cards or other identification.*					
98. *There are written policies regarding access and control of school personnel using the building after school hours.*					
99. *Staff members who remain after school hours are required to sign out.*					
100. *One person is designated to perform the following security checks at the end of day that:* • *All classrooms and offices are empty and locked* • *All washrooms are empty* • *All exterior entrances are locked* • *All night lights are working* • *Alarm system is working*					
101. *Consideration has been given to replace interior doors with large windows to doors with small windows*					
102. *The P.A. system work properly* • *It can be accessed from several areas in the school* • *It can it be heard, and understood, outside*					
103. *Consideration has been given to establish a greeters window inside first set of exterior doors (must be manned at all time)*					
104. *Convex mirrors are used to see around corners in corridors*					
105. *Convex mirrors are used to see up and down staircases*					
106. *All exterior doors have signs requiring visitors to report to the main office to sign in and obtain I.D.*					
107. *Consideration has been given to installing Proximity Readers on certain exterior doors*					

108. Consideration has been given to install flashing lights on exterior of building to warn staff and students outside, of problems					
109. Exterior light fixtures are securely mounted.					
110. Mechanical rooms and hazardous storage areas are locked.					
111. School grounds are fenced. (Best height that prevents unauthorized entry is 6-8 feet with a turned top to restrict scaling)					
112. Gates are secured by locks					
113. Restricted areas are clearly marked					
114. Shrubs and foliage are trimmed to allow for good line of sight.					
115. All poisonous shrubs, trees, and foliage have been removed.					
116. Shrubs near building have been trimmed "up" to allow view of bottom of building					
117. Bus and other vehicles loading and drop-off zones are clearly defined.					
118. Access to bus loading area is restricted to other vehicles during loading/unloading.					
119. Staffis assigned to bus and other vehicles loading/drop off areas.					
120. There is a schedule for maintenance of: • Outside lights • Locks/Hardware • Storage Sheds • Windows • Other exterior buildings					
121. Parent drop-off and pick-up area is clearly defined.					
122. Speed breakers are in place to restrict vehicle speeds.					
123. There is adequate lighting around the building.					
124. Lighting is provided at entrances and points of possible intrusion.					
125. The school ground is free from trash or debris.					

126. The school is free of graffiti.					
127. Play areas are fenced.					
128. Visual surveillance of playground areas is possible from a single point.					
129. Playground equipment has tamper-proof fasteners					
130. Visual surveillance of bicycle/motorcycle stands is possible.					
131. Visual surveillance of parking lots is possible from main office.					
132. Parking lot is lighted properly and all lights are functioning					
133. Accessible light lenses are protected by some unbreakable material					
134. All areas of school buildings and grounds are accessible to patrolling security personnel.					
135. Students/Staff are issued parking stickers for assigned parking areas					
136. Student access to parking area is restricted to arrival and dismissal times.					
137. Staff and visitor parking has been designated					
138. Outside hardware has been removed from all doors except at points of entry.					
139. Ground floor windows: • no broken panes, • locking hardware in working order					
140. Basement windows are protected with a grill.					
141. Doors are locked when classrooms are vacant.					

142. High-risk areas are protected by high security locks and an alarm system • Main office • Cafeteria / Canteen • Computer Labs • Art rooms • Science labs • Sick Room • Electrical Rooms • Phone line access closet					
143. Unused areas of the school can be closed off during after school activities.					
144. There is two-way communication between the main office and: • Classroom (each classroom has a phone or direct intercom connection) • Duty stations • Staff and faculty outside building (all locations have communications) • Buses					
145. Students are restricted from loitering in corridors, grounds, and washrooms.					
146. "Restricted" areas are properly identified.					
147. There are written policies restricting student access to school grounds and buildings.					
Review/Quality Supervision and Control 148. The school conducts regular, at least once yearly, reviews of its structural and non-structural prevention and mitigation interventions					
School Preparedness and Risk Reduction					
Building Maintenance 149. The school buildings undergo full monitoring and maintenance at least once every year					
School Risk Assessment/School Safety Plan 150. The school periodically conducts a disaster risk assessment that is participatory (i.e. involving all school stakeholders)					

151. The school has a School Safety Plan informed by the findings of the most recent school risk assessment					
152. A School Safety Committee, with appropriately wide and varied representation, is in place that takes the leading role in disaster management planning and implementation					
153. Emergency Response Teams are formed, trained and active (an Early Warning Team, an Evacuation Team, a First Aid Team, a Search and Rescue Team, a Site Security Team)					
154. School risk, vulnerability, resource and capacity maps have been developed and are posted in a prominent place in the school					
155. The plan is reviewed on an annual basis					
156. Plan developed by the School Safety Committee and reviewed by management.					
157. The school has established a well-coordinated School Safety Plan with law enforcement and other crisis response agencies.					
158. Categories listed in the plan should include, but may not be limited to, the following: • Natural Disasters • Accidents • Acts of Violence • Death • Loss of power • Fire • Earthquake					
159. The following components of the School Safety Plan are practiced on a regular basis • Lockdown • Lockout • Shelter in place • Evacuation of Building					
Physical and Psychosocial Protection					
160. The school has appropriately trained teachers who are able to promote the physical and psychosocial well-being of their students					

161. The Student Conduct Policy is in place.					
162. The Student Conduct Policy is reviewed and updated annually.					
163. Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.					
164. Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used.					
165. Behavioural expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.					
166. The policy provides a system(s) whereby staff and students may report problems or incidents anonymously.					
167. Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in corridors, cafeteria, washrooms, etc.					
168. An incident reporting procedure for disruptive and violent students and incidents has been established.					
169. The incident reporting system is reviewed and updated annually					
170. Students have access to conflict resolution programs.					
171. Students are assisted in developing anger management skills.					
172. Diversity awareness is emphasized.					
173. Programs are available for students who are academically at-risk.					
174. Students may seek help without the loss of confidentiality.					
175. Students and staff are aware of bullying consequences and programmes are in place to prevent verbal, physical, and non-physical bullying such as emails, threats, and exclusion.					
176. Character education is taught as part of the curriculum.					

177. Administrators and staff (including security) are trained in conflict resolution methods.					
178. School safety and violence prevention information is regularly provided as part of staff development plan.					
179. The school provides adequate recognition opportunities for all students.					
180. Parents are aware of behavioural expectations and are informed of changes in a timely manner.					
181. There is a provision in place for looking after the psychological well-being of students of linguistic, ethnic and religious minorities					
182. Learning activities are used on a recurrent basis to meet the fears and worries of students concerning possible disasters					
Participatory School Safety and Coordination Mechanisms					
183. The school takes a participatory approach to disaster management that involves students, parents, other community members in the practicalities of disaster management.					
184. All school staff, parents/guardians, students, district/provincial government institutions involved in school safety are made aware of and given the chance to contribute to School Safety Plan and their implementation.					
185. Parent/Teacher Council meetings regularly include an agenda item on disaster management					
186. The SSC includes representatives of parents, students and community members					
187. The SSC meets once per month					
188. There are close links and joint actions between the SSC and the CDMC					
189. The school aspires to be the hub for community-based disaster risk reduction and management					
190. Students are represented on the School Safety Team.					

191. The school provides opportunities for student leadership related to violence prevention and safety issues. Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations)					
192. The community supports the school's programmes and activities that teach safety and non-violence.					
193. School activities, services, and curricula reflect the characteristics of the students and the community.					
194. School safety planning reflects the neighbourhood, including crime and hazardous conditions.					
195. Parents are an integral part of the school's safety planning and policymaking. Community groups are involved in the school's safety planning.					
Education Continuity Plan					
196. The school has an education continuity plan that can be put into action within at latest 72 hours of any natural or man-made disaster occurring.					
197. The education continuity plan lays out details of alternative learning sites and facilities, a flexi-timetable, roles and responsibilities, plans for child protection and psycho-social support, available learning materials and alternative teaching methods					
Standard Operating Procedures and Contingency Planning					
198. The school has SOPs on: evacuation, safety and security drills (fire drills, earthquake drills, security drills), first aid, search and rescue.					
199. The school has a contingency plan in place with a well thought out scenario against any type of hazard to which it is vulnerable.					
200. The SOPs and contingency plan are revised and updated on yearly basis but also immediately after any disaster					
201. Based upon the SOPs regular drills and evacuation simulations, some announced, some unannounced, are conducted at least every three months					

202. Members of Evacuation Team have been identified including School Personnel • Law Enforcement • Fire Officials • Emergency Responders • Other					
203. Responsibilities have been assigned.					
204. Types of drills have been identified					
205. Timings of the drills have been identified					
206. Participants of the drill have been identified					
207. Purpose & Scope of Drill has been drafted					
208. Specific items, procedures, protocols that will be drilled have been identified					
209. School Safety and Security Procedures have been reviewed with all school personnel and students.					
210. Emergency duties have been reviewed					
211. Parents have been notified of the schools drill plan.					
212. Communication protocols have been reviewed and tested					
213. Emergency alert/announcement clearly communicated and understood throughout the school facility					
214. Students and staff feel safe and secure in following procedures and protocols according to the school's emergency procedures					
215. Teachers/classrooms have a means/method to communicate with the main office					
216. Procedures for students and staff in corridors, washrooms and open areas are being followed					
217. Procedures for students and staff in the cafeteria / canteen and outside the building are being followed					
218. Debriefing sessions are conducted to discuss lessons learnt and/or measures for improvement including key stakeholders					
219. After-Drill Report is prepared to share with key stakeholders.					

220. It includes observations regarding the drill and makes recommendations for improvements.					
221. Plans and procedure are reviewed and updated as necessary per the After-Drill Report.					
222. The improvement plan identifies specific corrective actions, assigns them to people responsible and establishes targets for their completion.					
223. Drills are conducted at different timings for e.g.: break time, arrivals and dismissal time. etc.					
Awareness Raising/Advocacy/Capacity Building					
224. The school has a regular program of disaster risk reduction awareness-raising activities to which parents, students, teachers and community members are invited					
225. The school creates awareness and promotes engagement with disaster preparedness and risk reduction using means such as bulletins, special events, displays and exhibitions					
226. Professional training is available to teachers on how to play an influential and creative role in School Safety					
227. Professional training is available to teachers on teaching disaster risk reduction to students and on how to involve students in awareness raising and advocacy					
228. Learning materials on disaster preparedness and risk reduction are available for teachers to use with their classes					
229. The school self-consciously seeks to become a 'disaster management learning organization' that encourages lively engagement of all in School Safety					
Child-centred Disaster Preparedness and Risk Reduction Education					
230. Classroom learning time is made available for students to gain the knowledge and develop the attitudes and skills necessary for playing an active part in school and community disaster preparedness and risk reduction					

231. Extra-curricular occasions and events are made available to students for active learning about disaster preparedness and risk reduction.					
Performance Monitoring and Evaluation					
232. Every key aspect of school disaster preparedness and risk reduction is monitored and evaluated on a yearly basis.					
233. A comprehensive monitoring mechanism and indicators were developed to ensure the building code(s) were strictly complied with while site selection, designing, budgeting, material selection, construction and DRR aspects					
234. Monitoring and evaluation are conducted in a participatory way with all the school community involved in the process and outcomes being shared with the community.					
235. The outcomes of the yearly monitoring and evaluation process are purposefully fed into the further development of the School Safety Plan.					
Response and Recovery					
Rapid Needs Assessment					
236. After a disaster rapid assessment is conducted at the school to identify needs, possible courses of action and resource requirements.					
237. Rapid needs assessment has been conducted by relevant authorities.					
238. Information gathered has been shared with relevant authorities.					
Post-crisis Psychosocial Support for Students					
239. Post-disaster, students were guided and counseled through the trauma of the disaster crisis just passed through					
240. Post-disaster trauma management measures and activities are in place					
241. Students discuss their hazard and disaster experiences with their peers.					
242. Students give their input in the post crisis evaluation.					

243. Students are actively involved in rehabilitation and recovery efforts.					
Performance Monitoring/Evaluation/ Planning for New Cycle					
244. When the disaster crisis had somewhat abated, the school's Prevention and Mitigation and Preparedness and Risk Reduction *measures were evaluated and lessons learned identified.					
245. The opinion of all stakeholders is recorded					
246. Report has been prepared with recommendations of future steps to be taken.					
247. Monitoring and evaluation process has been followed					

Pictorial Evidence

It is mandatory for each school to take photographs of the areas specified below. Photographs to be taken before and after the implementation of School Safety Plan (wherever applicable). Please put a tick (√) in the boxes in the checklist (wherever applicable).

1. Site of the school (clearly showing the surrounding area).

2. Full view of the building from all sides.

3. All entrances and exits.

4. Evacuation routes and safe places for assembling.

5. School boundary wall.

6. School playground and exterior.

7. School interior including photographs of corridors with clearly visible doors and windows.

8. Staircases.

9. Storage Areas including those for hazardous materials.

10. Washrooms.

11. School Canteen

12. Laboratories (if any).

13. Parking areas.

14. Security posts (if any).

15. Fire-fighting equipment.

16. Any other area which requires immediate attention.

ANNEX 6 – TEMPLATE FOR A SCHOOL SAFETYPLAN (SSP) WITH COMPLETION GUIDELINES

PURPOSE

The purpose of this template is to provide a framework for the writing of a School Safety Plan. Those preparing a Plan for their school should follow the template in structuring the Plan.

CONTENTS

1. SCHOOL PROFILE

2. GEOGRAPHICAL SETTING OF THE SCHOOL

3. PURPOSES OF THE SCHOOL SAFETY PLAN

4. RISK ASSESSMENT

5. DISASTER MANAGEMENT CAPACITY INVENTORY

6. SCHOOL SAFETY COMMITTEE

7. EIGHT-STEP PLANNING AND IMPLEMENTATION SCHEDULE

8. SCHOOL MAP WITH EVACUATION ROUTES AND SAFE PLACES FOR ASSEMBLING

9. SCHOOL SAFETY PLAN DISSEMINATION

10. SIGNATURE AND ENDORSEMENTS

1. SCHOOL PROFILE

In this section add all the basic facts and figures required about your school. Many of them should be easily available from the school administrative focal point.

Wheelchair accessibility should not be taken for granted but actually tested. If relevant, under the appropriate heading, give details of the quality of accessibility and identify those areas of the school that are not accessible

If relevant, specify details of aids available for deaf and mute children

A 'functional Parental Teacher Council' is one that is known to the school community, meets on a regular basis, keeps accurate records and makes public its decisions. A Parent Teacher Council which has a token and inactive membership is not considered as 'functional'.

EMIS Code _____   Date of Profile Update _____

Name of School _____

Name of Principal _____ Tel No. _____

Village/Town _____ Union Council _____

Tehsil _____   District _____

Province _____

Village/Town population _____ Number of households _____

Land registered in the name of:
□ District Revenue & State; □ Education ; □ Others

Name/contact numbers of nearest police station: _____

_____

Location of/distance from nearest military check post: _____

_____

Copy of registered documents available with:

☐ District Revenue &State; ☐ Education ; ☐ Others

School Building Constructed by _____ in year _____

School Safety Retrofitting Undertaken by _____ in year _____

Number of classrooms _____

Total number of staff _____ male _____ female _____

Total number of teaching staff _____ male _____ female _____

Total number of non-teaching staff _____ male _____ female _____

Total number of staff with special needs and disabilities_____ male _____ female _____

Total number of students enrolled _____ male _____ female _____

Number of students with special needs and disabilities _____ male _____ female _____

Disabilities present in the school (i.e. number of students with each disability)

Physical incapacity/restricted mobility □ Yes (number: _____)

Blindness/visual incapacity □ Yes (number: _____)

Deafness/hearing incapacity □ Yes (number: _____)

Learning difficulties/mental retardation □ Yes (number: _____)

Fire extinguishers   ☐ Yes (number: _____) Last inspection date_____; ☐ No

Wheelchair accessibility for students with mobility disabilities   ☐Yes; ☐ No
 If yes, give details _____

Aids available to assist deaf and mute children   ☐ Yes; ☐ No

If yes, give details _____

Science laboratories   ☐Yes (number: _____); ☐ No

Library   ☐ Yes; ☐ No

Play ground   ☐ Yes; ☐ No

Boundary wall   ☐ Yes; ☐ No

Demarcated plot   ☐ Yes; ☐ No

Functional Parent Teacher Council   ☐ Yes; ☐ No

2. GEOGRAPHICAL SETTING OF THE SCHOOL

2.1. Surrounding Terrain

In this section describe the surrounding terrain of the school, i.e. its closeness to river and other water features; whether it is in a valley, on a plain, or in the mountains, whether it is surrounded by mountains; whether there is a main road close by; how close other buildings and constructions are; the uses, agricultural and otherwise, to which the surrounding land is put. Include, too, details of the school's elevation above sea level in meters. Ask the relevant local government office for information on this, if necessary.

2.2. Map or Aerial Photo

In this section add a map or aerial photograph of the school surroundings with an arrow or circle pin pointing the location of the school.
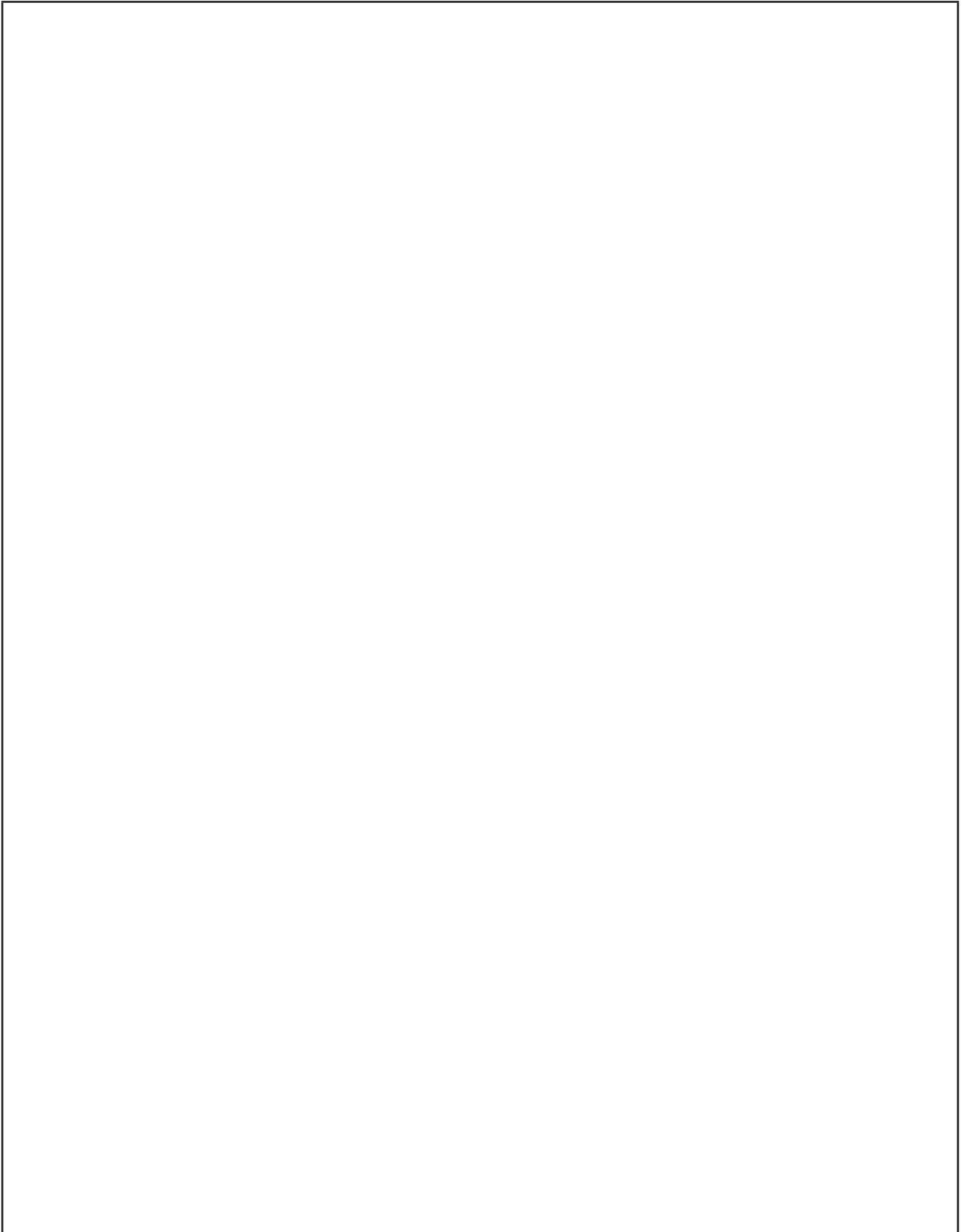
3. PURPOSES OF THE SCHOOL SAFETY PLAN

In this section simply use the purposes as set out in the template and the eight-step box.

- » To identify and manage disaster risk to which the school might be exposed
- » To develop awareness across the school community of disaster risk and disaster risk reduction
- » To develop preparedness, prevention, mitigation and response programs for all risks identified
- » To lay out how the school will set about implementing the eight-steps towards School Safety

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Eight Steps Towards School Safety

Step 1: Orientation and Sensitization of the School Community

Step 2: Formation of the School Safety Committee

Step 3: Conducting a Risk Assessment of the School

Step 4: Developing the School Safety Plan

Step 5: Developing an Education Continuity Plan

Step 6: Conducting Drills and Evacuations

Step 7: Mobilizing the School as a Disaster Management Learning Organization

Step 8: Mobilizing the School as a DRR Community Hub

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4. RISK ASSESSMENT

Completing this section calls for the active involvement of the Parent Teacher Council (PTC) including the principal. Please note that completion of the school risk assessment should be a consultative process and involve different stakeholders, including students.

4.1. Room-by-Room Structural and Non-Structural Assessment

This template should be used to assess each classroom and also other rooms in the school such as stores, washrooms and canteens. Those who taking part in the assessment should list all risks they see, discuss what can be done to minimize or remove each risk and decide on the priority level of action needed in each case. As the assessment team visits each room, imagine potential impacts caused by likely hazards.

Room Name/number _____

Hazards putting the room at risk _____

	Potential Risks (e.g. injury, exit liable to block)	What can be done	Priority Action Level (U=Urgent; M=Medium Priority; L=Low Priority)
Furniture			
Technical Equipment			
Desks			
Chairs			
Storage Cabinet			
Windows			
Ceilings			
Ceiling Lights			
Ceiling Fans			
Doors			
Floor			
Power Source			
Water Tanks			
Wall Hung Writing Board			

4.2. Common Area Structural and Non-structural Risk Assessment

This template is designed to record the assessment made of risks in common areas of the school and its immediate vicinity, such as the walls and roofs of the buildings, outside and inside stairs, and the school ground generally. For 'general soil type and condition' simply describe features such as level of moisture, degree of smoothness of the surface, slipperiness and gradient.

1. Risks in the immediate vicinity of the school

2. Risks in the school grounds (including play grounds)

3. General soil type and condition of the school grounds

4. Dangers presented by the age, height and general condition of the school building(s)

5. Dangers presented by the age and general condition of the school roof

6. Dangers presented by the general condition of outside and inside stairs and by any perimeter walls enclosing the school grounds

7. Any other dangers presented by, for instance, pests, water leaks, holes, sharp edges and open and unguarded access to the school

4.3. Outside Hazards Potentially Affecting the School

This section calls for the risk assessment team to list any hazards that might strike the school. In doing this, bear in mind past hazard and disaster history and the annual calendar of hazard events (both to be recorded in 4.4) but also hazards and disasters that have occurred in close-by locations and which might strike locally.

Hazard	Warning Signs & Signals (yes/ no and if 'yes', of what type)	Suddenness and Speed of Onset (slow/rapid)	Frequency of Occurrence (seasonally, yearly, once in a while)	Likely Duration (the length of time within which impact of hazard is felt)	Time of Year When Most Likely to Happen (particular seasons/ months, anytime)	Elements at Risk /Potential Impacts at School

4.4. Past Disasters Affecting the School and Surrounding Area

Historical Profile of Past Disasters				
Month& Year	Nature of Disaster	Impact on the Area	Impact on the School	Secondary Hazards Arising (e.g. Epidemic)

Annual Hazard Calendar												
Hazard	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec

4.5. Especially Vulnerable Features of the School, its premises and surrounding land area

This section should summarize the most vulnerable features of the school, its grounds and adjacent lands. It should provide the summary of all the information gathered under 4.1 and 4.2.

Inside the School Building

Inside the School Grounds

In the Land Adjacent to the School Premises

4.6. Summary of Risk Assessment Key Findings and Actions for Risk Mitigation

This section should provide an overall summary of both risks and key steps to be taken in reducing or removing those risks. Disaster risk mitigation measures at school include structural measures (e.g. building retrofit, raising plinths), non-structural measures (e.g. fastening furnishings, high water-proof storage, rainfall/ water fall monitoring, rainwater harvesting) and environmental measures (e.g. tree planting, seed banks).

Action priorities should be consulted with key school stakeholders. In deciding on actions, be honest about the school's present capacities to move ahead by itself and/or with external support. Determine who need to be involved in realizing the action priority and what resources and costs are involved. It is important to draw on existing strengths and expertise at school. Consider concrete steps to be taken according to different time periods: short-term (up to 12 months), mid-term (12-36 months) and long-term (beyond 36 months).

Description of the specific risk	Actions to be taken to address the risk	Steps involved	Schedule (start time and end time of action)	Person(s) Responsible

5. DISASTER MANAGEMENT CAPACITY INVENTORY

5.1. School Materials, Equipment and Facilities Capacity Inventory

For this section simply list all the school materials, equipment and facilities that can be called upon in time of hazard or disaster. The quality and accessibility of each item listed should be rigorously examined and honestly reported. Spaces left blank are intended to signal that the assessment team can add as many other items as they wish.

Item	Number (**Indicate '0'** for missing/required items)	Quality/Condition (**1**=poor quality; **2**=reasonable quality; **3**=good quality)	Location	Accessibility in Times of Urgency (**1**=poor accessibility; **2**= reasonable accessibility; **3**=good accessibility)
Fire extinguishers				
First aid boxes				
Stretcher				
Torches				
Ladders				
Thick ropes				
Temporary shelter (Tents, tarpaulins)				
Signposted assembly points				
Signposted evacuation routes				
Open spaces away from the buildings				
Disability friendly assembly points and evacuation routes				
CCTV camera				
Security posts				
Firearms				

5.2. School Human Resource Disaster Risk Management Capacity Inventory

For this section it is enough to simply tick one of the boxes but it would also be helpful to write a short paragraph adding details such as number of teaching and non-teaching staff trained and content and nature of the training, number of PTC members trained and how students and parents have been familiarized with the school disaster risk management.

Person(s)	Yes	No
Principal trained in disaster risk management		
Trained teacher with primary responsibility for taking forward risk management		
Functioning Parent Teacher Council (PTC) with a disaster risk management function		
Other teaching staff trained in disaster risk management		
Other non-teaching staff trained in disaster risk management		
Students familiarized with disaster risk management		
Parents familiarized with disaster risk management		
School chowkidar equipped with shotgun and familiar with shotgun use in place		

Details

**NATIONAL DISASTER
MANAGEMENT AUTHORITY**
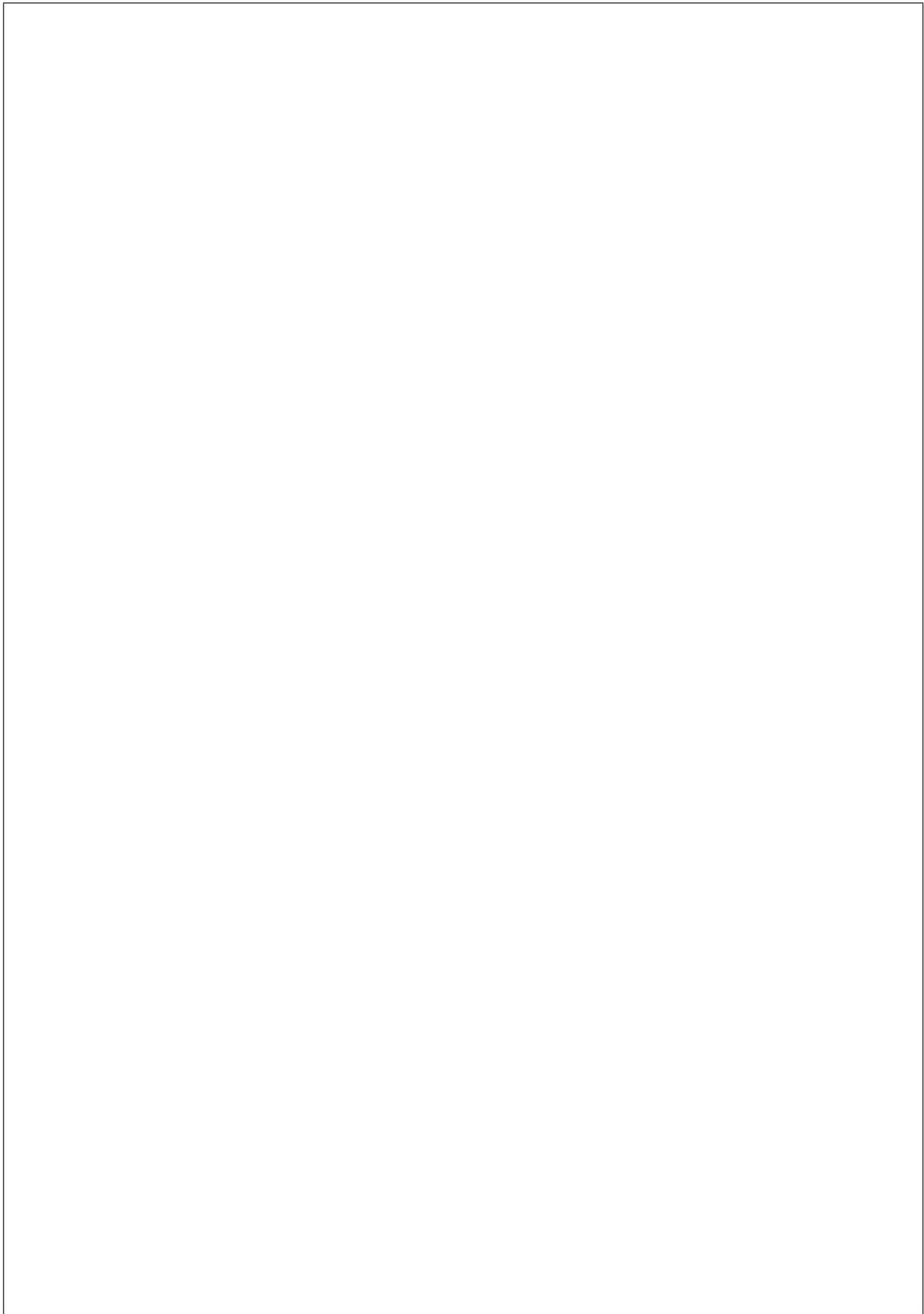
5.3. Outside School Disaster Risk Management Support Facilities and Units

In this section list all outside agencies that can be called upon in the face of a hazard or disaster emergency. Ensure that the contact numbers are emergency, continuously-manned numbers. Again, there are blank spaces for adding other facilities and units of local relevance and importance.

Facilities	Place	Distance from School	Estimated Time to Reach a Facility (Minimum and Expected Maximum Times)	Contact Number
Hospital				
Clinic or Health Unit				
Police Station				
Fire Station				
Civil Defense / Rescue 1122 Focal Point				
Disaster Management Focal Point				
Humanitarian Assistance Focal Point				
Cluster Lead School				
Other _____				
Other _____				

6. SCHOOL SAFETY COMMITTEE

6.1. Members

For this section simply list relevant SSC members, their position, name and contact number.

No.	Members	Name	Contact Number
1			
2			
3			
4			
5			
6			
7			
8			
9	Co-opted Volunteer 1		
10	Co-opted Volunteer 2		
11	Co-opted Volunteer 3		

6.2. Disaster Management Roles and Responsibilities

» To create a safe and secure learning environment for students

» To prepare and monitor the implementation of the School Safety Plan (SSP)

» To organize activities promoting in student awareness of safety and resilience in school and community

» To support the development of a whole-school culture of safety and resilience

» To encourage staff as they implement government-mandated safety and resilience- building topics in the curriculum

» To provide funds for safety needs and requirements identified by students, parents and teachers

» To monitor the performance of teachers with regard to classroom learning on safety and resilience

» To institute special prizes for students showing leadership in safety and resilience building

» To ensure safety and evacuation facilities are sensitive to the needs of special needs children

» To prepare and implement the eight-step process to School Safety ensuring consultation at each step with community members, parents, students and community disaster management committee

» To conduct or have conducted risk, hazard, vulnerability and capacity assessment of the school in consultation with community members, parents, students and village disaster management committee

» To ensure involvement in risk assessment is experienced by every student as part of their learning

» To organize, monitor and review the effectiveness of mock drills and evacuation simulations

» To hold periodic but regular reviews and consultations to update the school safety plan

» To ensure the timely and satisfactory completion of all activities related to school-based risk management falling under the eight-step plan

» To ensure that evacuation route maps and emergency exit maps are prominently displayed in the school and that signing pointing the evacuation routes is prominently displayed along the routes leading away from the school

» To ensure that, in an appropriate form, information in the School Safety Plan is loaded onto Education Management Information System (EMIS).

7. EIGHT-STEP PLANNING AND IMPLEMENTATION SCHEDULE

7.1. The Eight-step Plan: Implementation Details

7.1 and 7.2 are for the School Safety Committee to complete, led by the principal. Before it is completed, there should be a wide consultation with all concerned parties and the School Safety Plan should spell out precisely what is being done under each of the eight-steps.

Step 1: Awareness raising on DRM across the school community

Step 2: School Safety Committee events including PTC elections

Step 3: Conducting disaster risk assessments

Step 4: Revising the School Safety Plan

Step 5: Developing and improving the Education Continuity Plan (i.e. for emergencies)

Step 6: Conducting drills and evacuation simulations

Step 7: Mobilizing the school as a disaster management learning organization

Step 8: Linking school disaster risk management to community disaster risk management

7.2. The Eight-step Plan: Implementation Details

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug
Step 1: Awareness raising on DRM across the school community												
Step 2: School Safety Committee events including PTC elections												
Step 3: Conducting disaster risk assessments												
Step 4: Revising the School Safety Plan												
Step 5: Developing and improving the Education Continuity Plan (i.e. for emergencies)												
Step 6: Conducting drills and evacuation simulations												
Step 7: Mobilizing the school as a disaster management learning organization												
Step 8: Linking school disaster risk management to community disaster risk management												

8. SCHOOL MAP WITH EVACUATION ROUTES AND SAFE PLACES FOR ASSEMBLING

Insert here a polished version of the school map produced as part of the school risk assessment. It should identify evacuation routes, assembly points and safe places to go in times of emergency.
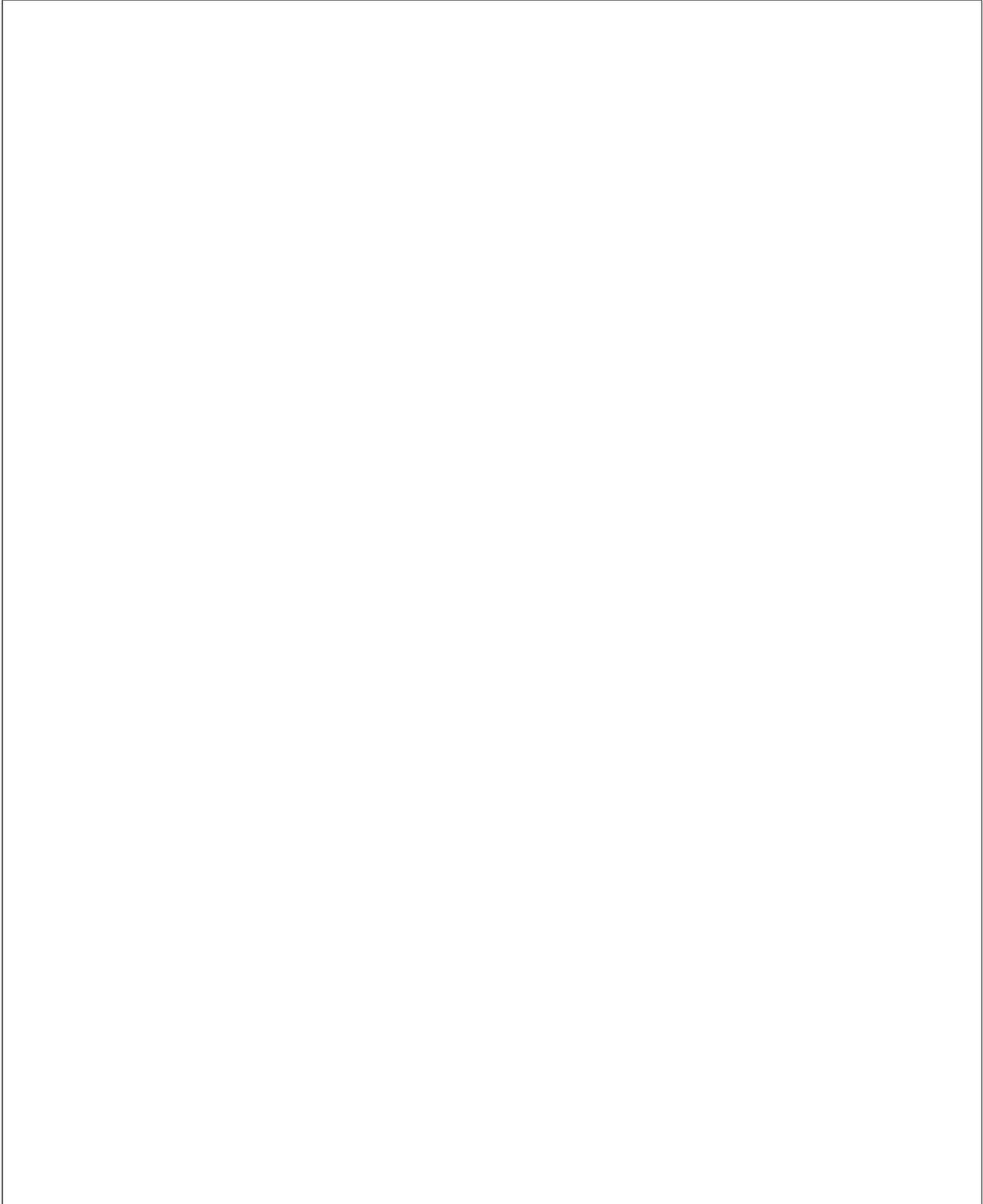
9. SCHOOL SAFETY PLAN DISSEMINATION

This section is to be used for explaining how details of the School Safety Plan and its implementation will be made known to the wider school community, i.e. to students, teaching and non-teaching staff, parents and community members. Some dissemination initiatives are mandatory, i.e. they must happen (see completed section). Others are 'school-specific', i.e. for the school to decide upon. Innovation and ingenuity are welcomed!

9.1. Mandatory

1. Holding periodic but regular reviews and consultations to update the SSP involving teachers, parents, community members and students.

2. Ensuring that the latest SSP is available and made known to all members of the school community including students, for whom a simple and reader-friendly version should be displayed in commonly frequented areas of the school.

3. Organizing a schedule of events for the school community (teachers, parents, community members, students) to reinforce awareness of the SSP and its eight steps

9.2. School-specific (i.e. which the school on its own volition has chosen to do)

10. SIGNATURE AND ENDORSEMENTS

The completed document should be signed by those indicated.

Principal of the School:	Signature:	Date:
PTC Parent Chair:	Signature:	Date:
Verified by District Focal Person:	Signature:	Date:
Countersigned by District Education Officer:	Signature:	Date:

Annex 11: Relative Severity of Various Risks per District

Rank	No.	Province	District	Flood Risk	Landslide Risk	Earthquake Risk	Tsunami Risk	Cyclone Risk	Drought Risk	Avalanche	GLOF Risk	PDMA Policy	Total
1	S7	Sindh	Karachi	4	1	5	5	5	5	1	1	5	30
2	A9	A.J.K	Hattian	5	5	5	-	2	3	4	1	5	25
3	A5	A.J.K	Muzaffarabad	5	5	5	-	2	3	5	5	5	25
4	K5	Khyber Pakhtunkhawa	Charsadda	5	3	5	-	2	3	5	1	5	23
5	K21	Khyber Pakhtunkhawa	Shangla	5	4	5	-	2	4	5	5	3	23
6	K20	Khyber Pakhtunkhawa	Sawat	5	5	4	-	2	2	5	5	5	23
7	K18	Khyber Pakhtunkhawa	Nowshera	5	3	5	-	2	3	4	1	5	23
8	A8	A.J.K	Sudhnoti	5	5	5	-	2	5	1	1	1	23
9	A7	A.J.K	Poonch	5	5	5	-	2	5	1	1	1	23
10	A10	A.J.K	Haveli	5	5	5	-	2	5	5	1	1	23
11	A1	A.J.K	Bagh	5	5	5	-	2	5	5	1	1	23
12	K16	Khyber Pakhtunkhawa	Mansehra	4	5	4	-	2	1	4	5	5	21
13	S4	Sindh	Hyderabad	5	1	4	-	4	5	1	1	1	20
14	S22	Sindh	Thatta	4	1	2	3	4	1	1	1	5	20
15	S20	Sindh	Tando Muhammad Khan	5	1	4	-	4	5	1	1	1	20
16	S2	Sindh	Dadu	5	1	2	-	2	5	1	1	5	20
17	S15	Sindh	Qamber and Shahdadkot	5	1	3	-	2	4	1	1	5	20
18	S1	Sindh	Badin	4	1	3	-	5	2	1	1	5	20
19	P30	Punjab	Rawalpindi	4	5	5	-	2	3	1	1	1	20
20	K4	Khyber Pakhtunkhawa	Buner	5	4	4	-	2	4	4	1	1	20
21	F1	FATA	Bajaur Agency	3	3	5	-	2	2	5	1	5	20
22	B3	Balochistan	Bolan	4	3	3	-	2	3	1	1	5	20
23	A6	A.J.K	Neelum	4	4	4	-	1	2	4	4	5	20
24	A3	A.J.K	Kotli	4	3	5	-	2	5	1	1	1	20
25	S19	Sindh	Tando Allahyar	4	1	4	-	4	5	1	1	1	19
26	K19	Khyber Pakhtunkhawa	Peshawar	5	3	5	-	2	3	4	1	1	19
27	F4	FATA	Mohmand Agency	3	4	4	-	1	2	3	1	5	19
28	B7	Balochistan	Jaffarabad	5	1	3	-	2	3	1	1	5	19
29	S11	Sindh	Matiari	5	1	4	-	2	5	1	1	1	18
30	P33	Punjab	Sheikhupura	5	2	4	-	2	4	1	1	1	18
31	K24	Khyber Pakhtunkhawa	Upper Dir	4	5	4	-	2	2	4	5	1	18
32	K22	Khyber Pakhtunkhawa	Swabi	5	3	5	-	2	2	5	1	1	18
33	K2	Khyber Pakhtunkhawa	Bannu	4	2	5	-	2	4	1	1	1	18
34	K1	Khyber Pakhtunkhawa	Abbottabad	3	5	5	-	2	2	5	1	1	18

Scoring Key

Very High	High	Medium	Low	Very Low	No Hazard

#	Code	Province	District										Total
35	F2	FATA	Khyber Agency	3	4	3	–	1	2	3	1	5	18
36	B20	Balochistan	Nasirabad	5	1	3	–	2	2	1	1	5	18
37	A4	A.J.K	Mirpur	3	3	4	–	2	5	1	1	1	18
38	S8	Sindh	Kashmore	5	1	3	–	2	5	1	1	1	17
39	S6	Sindh	Jamshoro	5	1	2	–	3	5	1	1	1	17
40	S5	Sindh	Jacobabad	5	1	3	–	2	5	1	1	1	17
41	S17	Sindh	Shikarpur	5	1	3	–	2	5	1	1	1	17
42	S14	Sindh	Nawabshah	5	1	2	–	3	5	1	1	1	17
43	S13	Sindh	Naushahro Feroze	5	1	3	–	2	5	1	1	1	17
44	S12	Sindh	Mirpur Khas	4	1	3	–	4	4	1	1	1	17
45	P28	Punjab	Rahim Yar Khan	5	1	3	–	2	5	1	1	1	17
46	P22	Punjab	Multan	4	1	4	–	2	5	1	1	1	17
47	K7	Khyber Pakhtunkhawa	D. I. Khan	5	1	2	–	2	2	1	1	5	17
48	K3	Khyber Pakhtunkhawa	Batagram	3	4	4	–	2	3	4	5	1	17
49	K17	Khyber Pakhtunkhawa	Mardan	5	3	5	–	2	1	5	1	1	17
50	K14	Khyber Pakhtunkhawa	Lower Dir	4	4	5	–	2	1	5	1	1	17
51	B24	Balochistan	Quetta	3	1	5	–	2	5	1	1	1	17
52	S9	Sindh	Khairpur	5	1	2	–	2	5	1	1	1	16
53	S3	Sindh	Ghotki	5	1	2	–	2	5	1	1	1	16
54	S18	Sindh	Sukkur	5	1	2	–	2	5	1	1	1	16
55	P9	Punjab	Gujranwala	5	2	4	–	2	2	1	1	1	16
56	P26	Punjab	Okara	3	1	5	–	2	4	1	1	1	16
57	P24	Punjab	Nankana Sahib	3	2	4	–	2	4	1	1	1	16
58	P23	Punjab	Muzaffargarh	5	1	3	–	2	4	1	1	1	16
59	P21	Punjab	Mianwali	4	4	3	–	2	2	1	1	1	16
60	P10	Punjab	Gujrat	5	2	5	–	2	1	1	1	1	16
61	K9	Khyber Pakhtunkhawa	Haripur	3	5	4	–	2	1	4	1	1	16
62	K8	Khyber Pakhtunkhawa	Hangu	3	3	4	–	2	3	1	1	1	16
63	K15	Khyber Pakhtunkhawa	Malakand	4	3	5	–	2	1	4	1	1	16
64	I1	Capital Territory	Islamabad	2	3	5	–	2	3	1	1	1	16
65	F6	FATA	Orakzai Agency	2	4	3	–	2	4	1	1	1	16
66	B8	Balochistan	Jhal Magsi	4	1	2	–	2	2	1	1	5	16
67	A2	A.J.K	Bhimber	4	2	3	–	4	4	1	1	1	16
68	S21	Sindh	Tharparkar	3	1	2	–	2	4	1	1	1	15
69	S10	Sindh	Larkana	5	1	2	–	2	4	1	1	1	15
70	P8	Punjab	Faisalabad	3	1	4	–	2	4	1	1	1	15
71	P35	Punjab	Toba Tek Singh	3	1	4	–	2	4	1	1	1	15

No.	Code	Province	District										Total
72	P34	Punjab	Sialkot	5	1	5	–	2	1	1	1	1	15
73	P31	Punjab	Sahiwal	3	1	4	–	2	4	1	1	1	15
74	P25	Punjab	Narowal	5	1	5	–	2	1	1	1	1	15
75	P12	Punjab	Jhang	5	1	3	–	2	3	1	1	1	15
76	K23	Khyber Pakhtunkhawa	Tank	4	1	3	–	2	4	1	1	1	15
77	B25	Balochistan	Sibi	3	1	2	–	1	3	1	1	5	15
78	B17	Balochistan	Loralai	3	2	3	–	2	4	1	1	1	15
79	P7	Punjab	D. G. Khan	5	1	2	–	2	3	1	1	1	14
80	P32	Punjab	Sargodha	4	2	3	–	2	2	1	1	1	14
81	P29	Punjab	Rajanpur	5	1	2	–	2	3	1	1	1	14
82	P19	Punjab	Lodhran	3	1	3	–	2	4	1	1	1	14
83	P18	Punjab	Leiah	5	1	2	–	2	3	1	1	1	14
84	P16	Punjab	Khushab	4	2	3	–	2	2	1	1	1	14
85	P15	Punjab	Khanewal	3	1	3	–	2	4	1	1	1	14
86	P14	Punjab	Kasur	3	1	4	–	2	3	1	1	1	14
87	P13	Punjab	Jhelum	3	2	4	–	2	2	1	1	1	14
88	F12	FATA	FR Peshawar	2	3	3	–	2	3	1	1	1	14
89	B14	Balochistan	Killa Saifullah	3	3	3	–	1	3	1	1	1	14
90	B10	Balochistan	Kech	3	1	1	–	4	4	1	1	1	14
91	S23	Sindh	Umerkot	3	1	2	–	3	3	1	1	1	13
92	S16	Sindh	Sanghar	4	1	2	–	3	2	1	1	1	13
93	P6	Punjab	Chiniot	3	1	3	–	2	3	1	1	1	13
94	P36	Punjab	Vehari	3	1	3	–	2	3	1	1	1	13
95	P27	Punjab	Pakpattan	3	1	3	–	2	3	1	1	1	13
96	P20	Punjab	Mandi Bahauddin	3	1	4	–	2	2	1	1	1	13
97	P17	Punjab	Lahore	3	1	4	–	2	2	1	1	1	13
98	K12	Khyber Pakhtunkhawa	Kohistan	3	4	3	–	1	1	4	4	1	13
99	K11	Khyber Pakhtunkhawa	Kohat	3	2	3	–	2	2	1	1	1	13
100	F7	FATA	South Waziristan Agency	2	2	2	–	1	1	1	1	5	13
101	P2	Punjab	Bahawalnagar	3	1	2	–	2	3	1	1	1	12
102	P11	Punjab	Hafizabad	3	1	3	–	2	2	1	1	1	12
103	K6	Khyber Pakhtunkhawa	Chitral	3	4	2	–	1	1	2	3	1	12
104	F9	FATA	FR D. I. Khan	1	1	2	–	1	2	1	1	5	12
105	B9	Balochistan	Kalat	3	3	3	–	1	1	1	1	1	12
106	B23	Balochistan	Pishin	2	1	4	–	1	3	1	1	1	12
107	B1	Balochistan	Awaran	2	1	1	–	3	4	1	1	1	12
108	P3	Punjab	Bahawalpur	2	1	2	–	2	3	1	1	1	11

Scoring Key

Very High	High	Medium	Low	Very Low	No Hazard

No.	Code	Province/Region	District	H1	H2	H3	H4	H5	H6	H7	H8	H9	Total
109	K13	Khyber Pakhtunkhawa	Lakki Marwat	1	1	1	1	2	-	3	1	3	11
110	G7	Gilgit-Baltistan	Hunza-Nagar	1	3	2	-	1	-	2	4	3	11
111	G2	Gilgit-Baltistan	Diamir	1	3	2	-	1	-	2	4	3	11
112	F10	FATA	FR Kohat	1	1	1	1	1	-	3	3	2	11
113	B29	Balochistan	Harnai	1	1	1	3	1	-	2	3	3	11
114	B2	Balochistan	Barkhan	1	1	1	2	1	-	3	3	3	11
115	B18	Balochistan	Mastung	1	1	1	2	1	-	3	2	2	11
116	B13	Balochistan	Killa Abdullah	1	1	1	2	1	-	3	3	3	11
117	B12	Balochistan	Khuzdar	1	1	1	4	1	-	1	3	3	11
118	P5	Punjab	Chakwal	1	1	1	2	1	-	3	2	2	10
119	P1	Punjab	Attock	1	1	1	1	1	-	3	2	2	10
120	G6	Gilgit-Baltistan	Skardu	1	3	2	-	1	-	2	3	3	10
121	G5	Gilgit-Baltistan	Gilgit	1	3	2	-	1	-	2	3	3	10
122	G4	Gilgit-Baltistan	Ghizer	1	3	2	-	1	-	2	3	3	10
123	G3	Gilgit-Baltistan	Ghanche	1	3	2	-	1	-	2	3	3	10
124	F8	FATA	FR Bannu	3	1	1	1	1	-	2	2	1	10
125	F5	FATA	North Waziristan Agency	1	1	1	2	1	-	2	2	2	10
126	F3	FATA	Kurrum Agency	1	1	2	1	1	-	2	2	3	10
127	B6	Balochistan	Gwadar	1	1	1	1	3	1	2	1	1	10
128	B16	Balochistan	Lasbela	1	1	1	1	3	1	1	1	2	10
129	B27	Balochistan	Ziarat	1	1	1	1	1	-	4	1	1	9
130	P4	Punjab	Bhakkar	1	1	1	1	1	-	2	1	3	9
131	K10	Khyber Pakhtunkhawa	Karak	1	1	1	1	1	-	2	2	2	9
132	G1	Gilgit-Baltistan	Astore	1	3	2	-	1	-	2	3	2	9
133	B15	Balochistan	Kohlu	1	1	1	1	1	-	2	2	2	9
134	F13	FATA	FR Tank	3	1	1	1	1	-	1	1	1	8
135	B4	Balochistan	Chagai	1	1	1	2	1	-	1	1	2	8
136	B28	Balochistan	Washuk	1	1	1	1	1	-	2	1	2	8
137	B26	Balochistan	Zhob	1	1	1	1	1	-	2	1	2	8
138	B22	Balochistan	Panjgur	1	1	1	3	1	-	1	1	1	8
139	B21	Balochistan	Nushki	1	1	1	1	1	-	2	2	2	8
140	B11	Balochistan	Kharan	1	1	1	1	1	-	2	2	2	8
141	F11	FATA	FR Lakki Marwat	1	1	1	1	1	-	2	1	1	7
142	B5	Balochistan	Dera Bugti	1	1	1	1	1	-	2	1	1	7
143	B30	Balochistan	Sherani	1	1	1	1	1	-	2	1	1	7
144	B19	Balochistan	Musakhel	1	1	1	1	1	-	2	1	1	7
145	D1	Disputed Area	Disputed Area	1	-	-	-	-	-	-	3	-	4