

COMPREHENSIVE SCHOOL SAFETY PROGRAM (CSS) - KARNATAKA



Supported By
Karnataka State Natural Disaster Monitoring Centre
Revenue Department (Disaster Management)
Knowledge Partner UNICEF
Department of Public Instruction



Goals of Comprehensive School Safety

- Protect Students and educators from death, injuries and harm in schools
- Plan for continuity of education through all expected hazards and threats
- Safeguard education sector investments
- Strengthens risk reduction and resilience through education

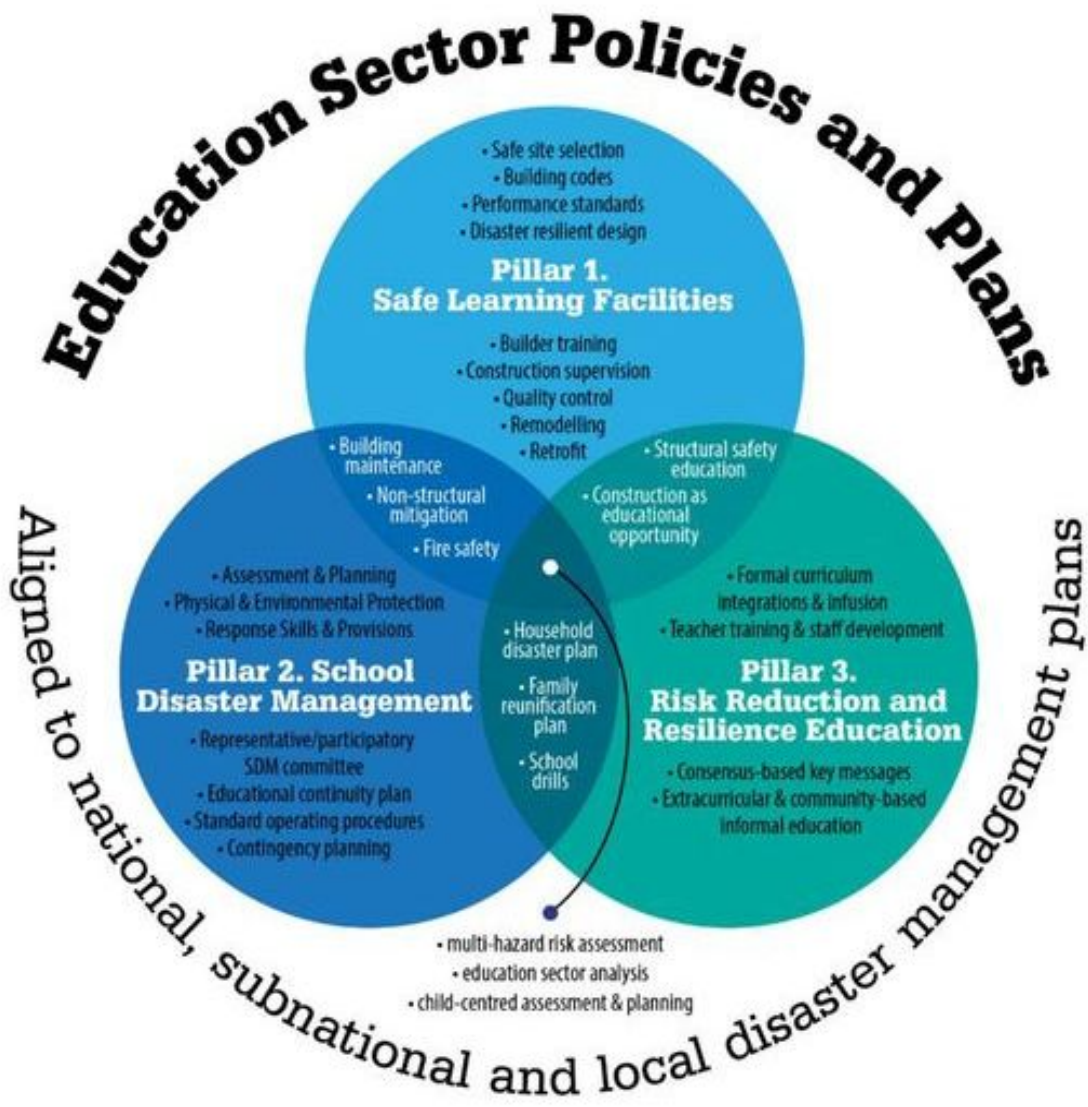
Expected Outputs

1. All children's and education sector staff's safety in school and on the way to school is improved.
2. Education-system resilience is strengthened in the face of all hazards:
 - a. Enabling systems and policies are established, including agreed-upon principles, priorities, responsibilities, and actions at all levels;
 - b. Education sector investments are safeguarded, and school facilities are safer and greener;
 - c. School safety and educational continuity management processes are in place;
 - d. Risk reduction and resilience education are promoted;
 - e. Teachers are empowered and their capacities strengthened to make CSS possible at the school level.
3. Educational barriers to the most vulnerable learners – due to age, gender, disability, digital divide, and social exclusion (e.g., inter-sectional ethnic, linguistic, and cultural diversity, as well as migrants and refugees) are identified and removed.
4. Intersectional collaboration and the triple nexus (humanitarian, development, and peace-building) are strengthened.

Comprehensive School Safety alignment with

1. [Sustainable Development Goal 2015-2030](#)
2. [Sendai Framework for Disaster Risk Reduction 2015-2030](#)
3. [The Paris Agreement 2015](#)
4. [Safe School Declaration \(on protecting education in armed conflict\)](#)
5. [INEE Minimum standards for education: Preparedness, Response, Recovery](#)

The Three Pillars of Comprehensive School Safety



Karnataka Comprehensive school safety Priority Areas



Three Pillars of Comprehensive School Safety

Pillar 1:



Safer Learning Facilities

Safer Learning Facilities addresses both new and existing school facilities including building safer and greener installations. For new facilities, it focuses on site selection, design, and construction in order to ensure safety from physical, biological, chemical, and social threats, to enhance the quality of learning facilities, and to protect the health and well-being of all users. For existing facilities, it focuses on the identification and prioritization of facilities for repair, retrofit, replacement, or relocation, as well as on the maintenance of physical learning environments. This pillar supports the goals of resilient education systems and environmental sustainability. The safety and accessibility of physical learning environments include: the structural performance of buildings, non-structural safety, resilient and inclusive school site infrastructure (including safe routes and access sensitive to physical disabilities and gender, adequate WASH facilities, effective evacuation modalities, ventilation, etc.), and equipment and services to support safety and learning continuity (including early warning systems).

Pillar 2:



School Safety & Educational Continuity Management

School safety management addresses equity-focused planning for children's health, safety, and well-being for educational continuity in relation to all hazards and risks to children and staff in the education sector. The focus is on developing anticipatory, absorptive, adaptive, and transformative capacities for resilience through meaningful participation of and accountability to affected populations. This includes planning and Operationalising comprehensive all-hazards risk assessment, risk prevention, and reduction, response preparedness, and recovery.

Pillar 3:



Risk Reduction and Resilience Education

Risk reduction and resilience education focuses on those measures aimed at creating content, processes, and learning opportunities for children, staff, and school communities (including parents) to develop individual and community level resilience in relation to the risks they face. This includes disaster risk management, climate change, health promotion and pandemics, child protection, violence and conflict prevention, conflict resolution, strengthening social cohesion, and psychosocial well-being.

Karnataka Comprehensive School Safety Programme

Activities 2023-2024

COMPREHENSIVE SCHOOL SAFETY PROGRAMME

STATE LEVEL MASTER TRAINERS IN CSS	DISTRICT LEVEL MASTER TRAINERS IN CSS	DISTRICT/TALUKA LEVEL MONITORING SYSTEM IN CSS	STATE LEVEL MONITORING SYSTEM IN CSS
Selected 50 eligible teachers from different districts will be trained as the master trainers in Comprehensive school safety. One days training programme will be facilitated by national and state level resource persons in DRR and CSS. 50 trained master trainers will be divided into four groups having twelve members in each and they will be the resource persons to conduct district level TOTs in 31 Districts of Karnataka.	1550 focal point teachers selected from 31 districts to be trained as Master Trainers in School Safety. They will facilitate Taluka level training programmes in CSS. The master trainers will undergo 1 days training. 31 Master Trainers Training programme will be conducted and each programme will cover 50 participants.	One –day training programme of BEOs and DDPIs in school safety will enhance the monitoring system for ensuring school safety measures in each school at the District/Taluka level review meetings. Total 204 BEOs and 34 DDPIs will be trained in major components of school safety.	As a part of implementation of the CSS programme in the state and it's monitoring it essential to have proper orientation at the state level. The programme is proposed to orient Project officers and Key state officers on importance of integrating Disaster Risk Reduction into action plans and ensure the safety, erasures at place according to the vulnerability of each school. As the art of making safety as a culture, each school has to ensure risk reduction programmes and capacity building as the part of school activity Calander.
50 STATE LEVEL MASTER TRAINERS	1550 DISTRICT LEVEL MASTER TRAINERS	238 DISTRICT/TALUKA LEVEL MONITORING TEAM MEMBERS	25 STATE LEVEL MONITORING TEAM MEMBERS

Programme	Expected Participants	Total number of programmes	Total Number of participants	Duration of programme
One-day training and orientation programme	Key state officers	01	25	One Day
State level master trainers training programme	Selected Teachers	01	50	One Day
District level master trainers training programme	Selected Teachers from 31 districts	13	50 (1550)	One Day
School safety and District level monitoring system training programme	BEO(204),DDPI(34)	4	238	One Day

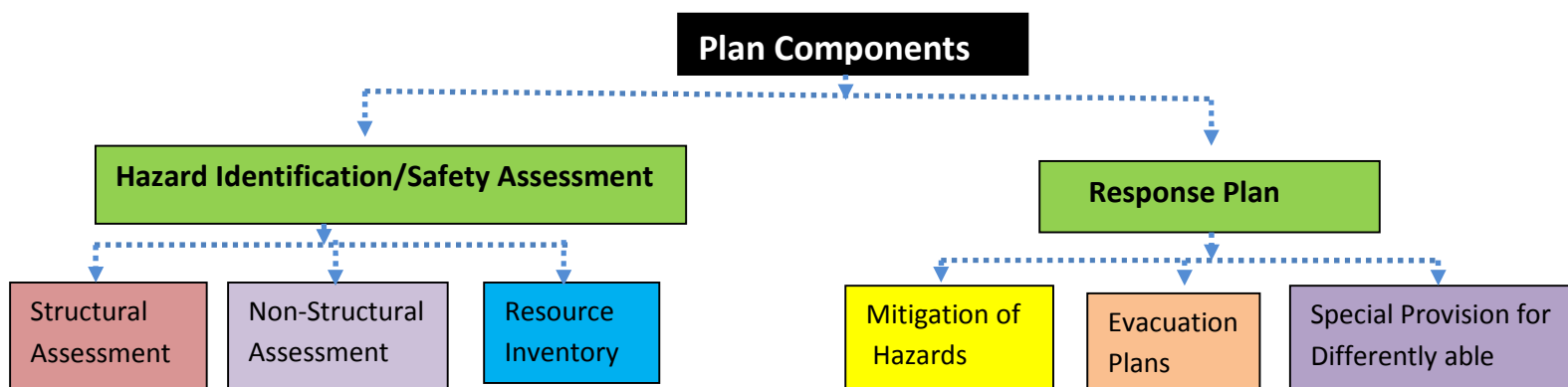
SCHOOL DISASTER MANAGEMENT PLAN (SDMP)¹

SCHOOL DISASTER MANAGEMENT PLAN PREPARATION

The School Disaster Management Plan would be prepared in a participatory manner where all the stakeholders of a school are involved along with nearby community and other agencies/departments. The following phases would be carried out to successfully formulate and implement a school safety plan:

Phase-I	Awareness creation on school related hazards and vulnerabilities to different stakeholders including teachers, students, school management committee members, parents, nearby community, police, fire department, CBOs. Understand the need of School Disaster Management Plan.
Phase-III	Identification of hazards and vulnerabilities, structural and non-structural variables, in-house capacities and roles and responsibilities of different stakeholders allow them to realize their relative stand point in terms of vulnerability and help them to plan effectively.
Phase-IV	Training to teachers/non-teaching staffs on how to develop evacuation plan, emergency response capacity, first aid, fire safety, search and rescue, disaster management plan for school to ensure the sustainability of the School Disaster Management Plan.
Phase-V	Formation of various task forces including Awareness generation, Early Warning and Communication team, evacuation team, Search & Rescue team, first aid team, fire safety team, site security team etc. and to assign and sensitize roles and responsibilities of these task force during the time of emergencies.
Phase-VI	Listing the contact information of all the resource agencies for emergency management.
Phase-VII	Conducting emergency evacuation mock drill to participate, demonstrate and test the evacuation, search and rescue, fire safety, and first aid skills acquired by the teachers/students.

Components of the Plan



SCHOOL DISASTER MANAGEMENT	
1	Sensitisation meeting for awareness amongst Teachers/School Management
2	Formation of School Disaster Management Committee.
3	Hazard identification and safety assessment
4	Preparation of School Disaster Management Plan (SDMP) Document
5	Formation of School Disaster Management Teams
6	Awareness activities and Dissemination of plan to everybody in the school
7	Conduct regular Mock Exercises and report School Management Committee
8	Evaluation of the Plan to improve effectiveness

¹As per the National School Safety Policy <https://ndma.gov.in/images/guidelines/School-Safety-Policy.pdf>