



# Chief Minister School Safety Programme



MAKING SCHOOL  
A SAFER PLACE FOR EVERY CHILD  
**FOR A SAFE FUTURE**

unicef   
for every child



# Introduction

Access to education is a fundamental right of every child in India. Goal 4 of Sustainable Development Goals (SDG) says, "Ensure Inclusive and Equitable Quality Education and Promote Life-long Learning Opportunities for All". While the Government makes necessary efforts to fulfil the children's right to education, a fundamental question remains to be answered 'are children safe while studying'? As with other infrastructure, schools are subject to damage and collapse in earthquakes, floods and cyclones. There are several instances of children losing their lives or suffering serious injuries in such situations:

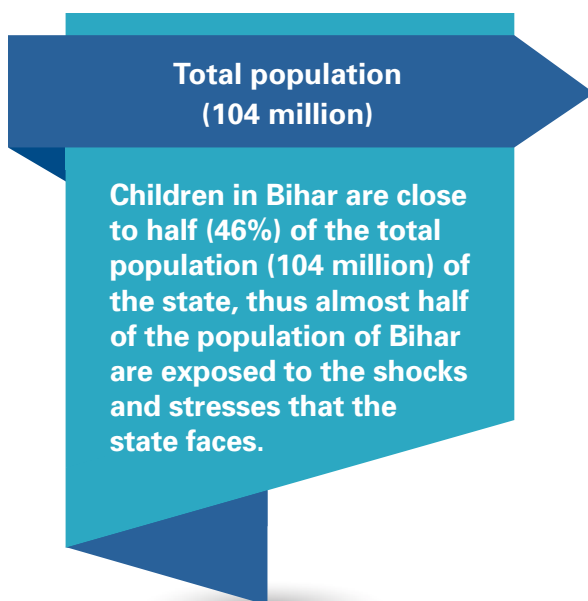
Year	Disaster	Impact on Education
2001	Bhuj Earthquake	11,600 schools were destroyed/ damaged; 971 students perished and 1,051 were injured (World Bank 2001)
2004	Fire in School, Kumbakonam, Tamil Nadu	94 children and teachers died
2004	Bangladesh Flood	1,259 school buildings destroyed and 24,236 buildings damaged
2005	Kashmir Earthquake	18,000 school children lost lives while at school (BBC 2005)
2008	Kosi floods	2399 schools out of the total 7480 schools in the five districts were damaged by floodwaters (PDNA, World Bank, 2010)
2015	India-Nepal earthquake	30,000 classrooms lost in Nepal Earthquake while all 200 schools retrofitted by ADB in Nepal survived
2016	Bihar Floods	1038 primary and 1175 middle schools affected, 22 schools fully damaged, 993 schools partially damaged (boundary walls, floors, rooms, kitchen and toilets were damaged) and 3 schools washed away in floods (Memorandum, GoB) Three Middle Schools were washed away in Ganges floods in 2016
2017	Bihar Floods	1522 school buildings fully damaged, 6.1 million children in primary schools and 2.68 million children in middle schools adversely impacted



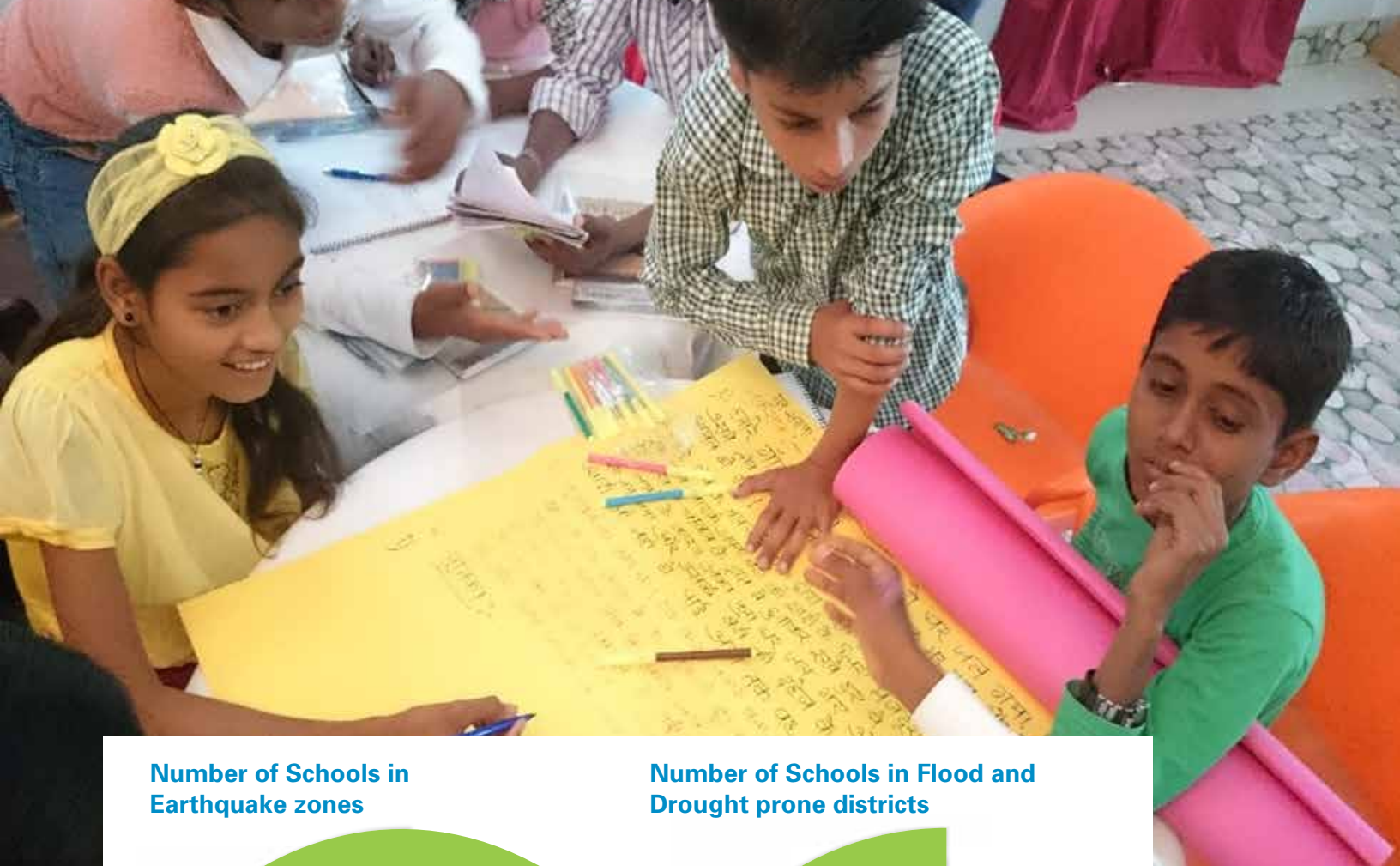
The actual as well as potential magnitude of loss of life in these events may be debatable but the fact remains that schools are indeed spaces where children and teachers spend a large part of their day. These spaces therefore call for attention so that they can be designed, constructed and up-kept in a manner that disaster risk can be mitigated and precious lives can be saved.

## Why School Safety?

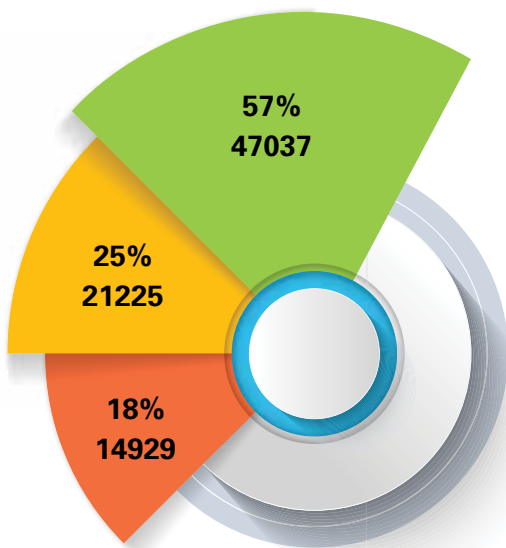
- Historically, Bihar faces a wide range of disasters.
- 15.2% of the total area of Bihar lies in seismic Zone V covering ten districts of north Bihar. 22 districts i.e. 63.7% of the total area of the state is predominantly under zone IV.
- Approximately 76% of the people in North Bihar live under the recurring threat of flooding.
- Bihar is also confronted by drought, high-winds, cold waves and recurrent village fires.
- Children are among the most vulnerable due to a range of factors, including age, physical ability, health conditions, and other factors including social conditions.
- Moreover, such events cause a serious disruption in their growth, survival and development as well as their overall well-being.
- As per Unified District Information System for Education (UDISE) data 2016-17, 82% schools are in the districts falling in seismic zone V and IV in Bihar.
- Education is one of the first things to be affected in disasters and may be suspended/ disrupted for unlimited periods, often resulting in negative and permanent socio-psycho impacts on students.
- It is estimated that about 95.15% of government schools in Bihar are in rural areas, which faces recurring floods and drought.



Disasters have not only challenged the government and other stakeholders in providing access to education but also endangered the lives of children and those engaged in the pursuit of education. There is enough evidence to reflect that the quality of school premises and existing capacities of the stakeholders have a bearing on a child's vulnerability to disaster risks.

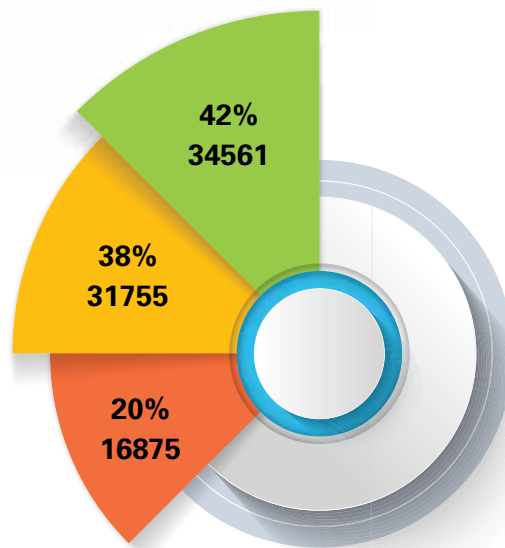


**Number of Schools in Earthquake zones**



- Schools in Seismic zone III
- Schools in Seismic zone V
- Drought prone districts IV

**Number of Schools in Flood and Drought prone districts**



- Low flood prone districts
- Highly flood prone districts
- Drought prone districts

Given the fact that children are expected to spend majority of their time at school, safe schools attain very high importance with a view to ensuring their safety and well being. Schools can be a safe haven for children that help them slowly move back to normalcy. Within the safe school premises, essential supplementary nutrition for children can

be provided, along with safe water and sanitation facilities especially for adolescent girls and boys. Thus, there is a global consensus that schools should be resumed at the earliest in the aftermath of a disaster.

Promoting safety in schools is therefore an imperative. At a physical level, this requires

efforts to improve the performance of various components of the school facility; in other spheres, it requires modifications in the functional and pedagogical aspects of the education system. Each of the components has a vital role to play, to reduce the risk of children and teachers from natural disasters as well as sowing the seeds of the 'culture of safety' that is much needed.

### **Policy instruments to support safety of children in school:**

Many international, national and state's policies, notifications and acts were issued to address this issue. Some important policies are given below -

1. Disaster Management Act (2005)
2. Right to free and compulsory Education Act (2009)
3. National Policy on Children (2013)
4. Sendai Framework for Disaster Risk Reduction (2015)
5. Bihar Disaster Risk Reduction Roadmap 2015-2030 (2016)
6. National School Safety Policy (2016)

A recent Hon'ble Supreme Court verdict on a petition (483/2004) by Avinash Mehrotra vs Union of India, the Supreme Courts' judgement addressed the following points to the Central and State government:

1. Children must get safe environment for education across the country.
2. District Education Officer of each district be declared a "Nodal Officer" with

responsibility, liability and obligation as well as powers and functions to ensure strict compliance with the NDMA Guidelines (School Safety Policy).

3. It is assured to strictly follow all the rules of National School Safety Policy Guidelines.
4. A manual should be developed for safety measure of children and must be followed.
5. A management program must be developed for different natural and man-made disasters in which teachers, students and community should be a part of it.
6. National building construction manual must be followed to build new schools.

Taking cognizance of all the above facts, Bihar State Disaster Management Authority (BSDMA) in its 7th meeting chaired by Chief Minister of Bihar on 24 May 2013 decided to implement School Safety Programme in Bihar covering all the government and private schools. The programme was named as Chief Minister School Safety Programme (MSSP).

### **Vision of Chief Minister (Mukhyamantri) School Safety Program (MSSP):**

"All children, teachers and others in the school community are safe from any kind of disasters that may threaten their well-being during the pursuit of education".

Hence, the program aims to create safe environments for children starting from their homes to their schools and back.





## Understanding School Safety

**'School Safety'** has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/ climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children.

### Objectives:

1. Build capacity, knowledge and awareness of school community (children, teachers and their parents) to identify and address risks/ hazards.
2. Integrate disaster management in education so as to create a culture of disaster management.
3. Making school premises a safe place from all hazards through Structural and Non-structural measures.
4. To develop Bihar a resilient state through children as change agent.

The school safety programme is an activity based and continuous efforts are being made to engage all stakeholders responsible for making school a safer place. The programme will not only develop the culture



# SCHOOL STATISTICS OF BIHAR



88,233

Number of  
Schools

72,705

Number of Govt.  
Schools

2,540

Number of Govt.  
Aided Schools

12,988

Number of Private  
Schools

4,241

Number of Govt.  
Schools (Urban)

68,454

Number of Govt.  
Schools (Rural)

69,768

Number of  
Govt. Schools  
(Elementary)

2,937

Number of  
Govt. Schools  
(Secondary)



of preparedness but also make children a responsible citizen.

### Coverage:

Chief Minister School Safety Programme covers all the schools in the state:

1. Government Schools
2. Government aided schools
3. Residential schools i.e. KGBV
4. Madrasa and Sanskrit schools
5. Private schools
6. Schools in rural and urban areas

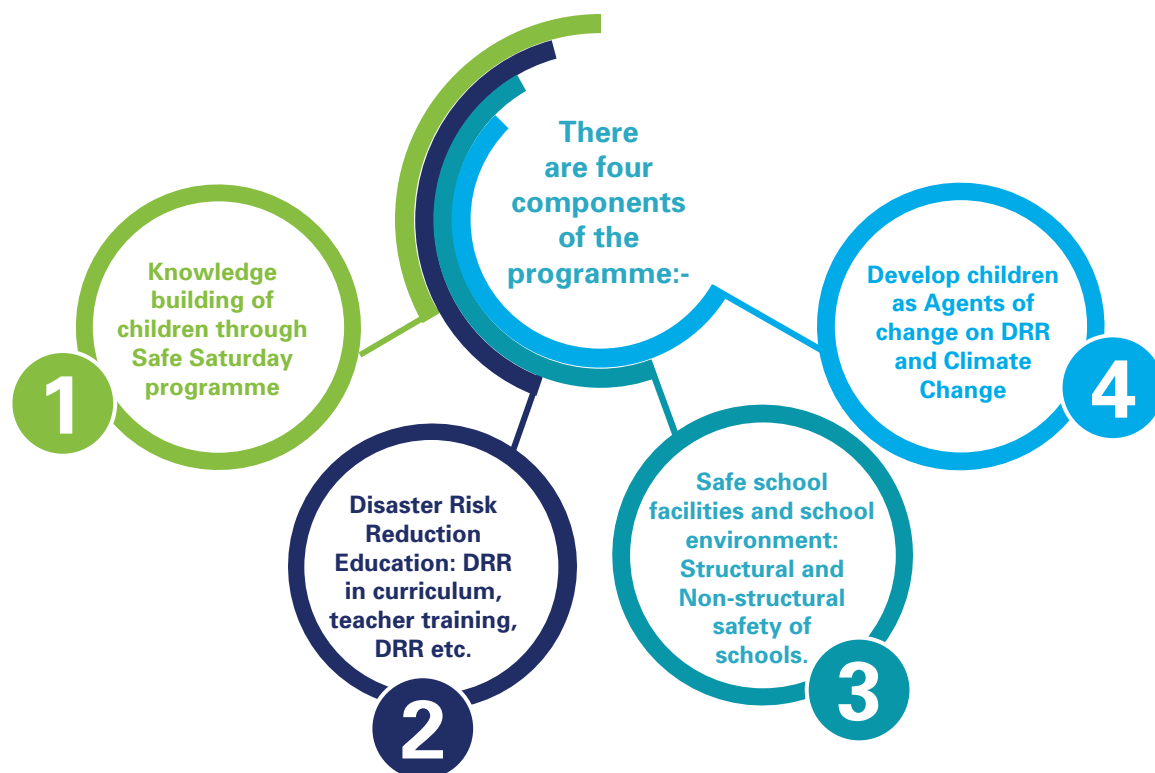
### Guiding Principles:

1. **Child centered approach-** programme has been planned keeping child in the centre.

2. **All hazard approach:** include natural hazards such as floods and earthquakes as well as manmade hazards.
3. **Infrastructure resilience:** structural and non- structural.
4. **School Safety** is not a onetime effort but a continuous process.

### Key Programme Components of Chief Minister School Safety Programme (MSSP):

It is important to make the children aware how to save themselves during disasters which is a part of school safety programme. They should also be given proper knowledge about the hazards and its safety measures. They should also be aware of certain natural and man- made disasters. In simpler words, they should know how to protect themselves starting from their homes to their schools and back.



The details of each components are given below:

### **1. Knowledge building of children through Safe Saturday programme:**

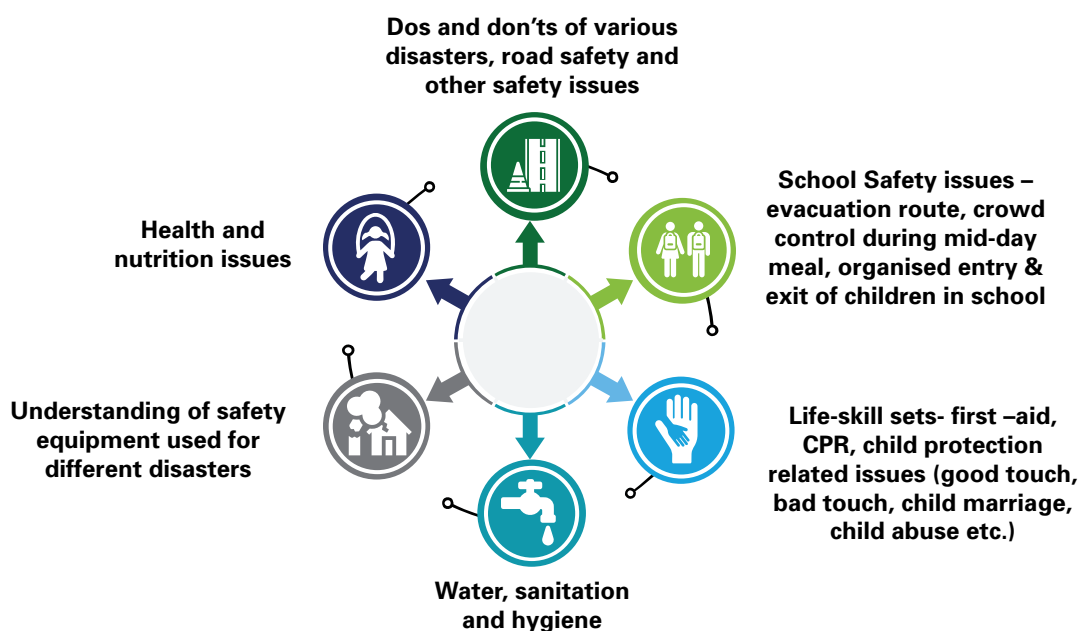
At the local level, both in rural as well as urban areas, the school community broadly includes children, school teachers, the Headmaster and parents. These are the primary stakeholders of the school affairs and may be represented formally or informally in decision making bodies of the school. It is imperative that these existing institutions at the school level are strengthened, and their potential adequately tapped for ensuring wellbeing of children and teachers from a disaster safety perspective. At the school level, a School Safety Focal Point Teacher (FPT) is nominated to operationally anchor safety related actions at the school level as part of his/ her routine commitments in the School. The School Safety Focal Point Teachers are provided

the necessary training to anchor the process and foster action by different stakeholders responsible for various activities.

There is a need to continuously develop the capacities of different stakeholders for various stages of the process and beyond. Awareness building of children on local hazards and risk reduction with relevant knowledge and life skills through various methods of discussions, street plays, drawing competitions, quiz competitions, essay/ slogan writing and demonstrations are proven ways of meaningfully involving children. Trainings and regular practice through mock-drill exercises involving teachers, together with children are critical for sustaining the impact of safety initiatives.

Government of Bihar adapted and launched the "Safe Saturday" concept on School Safety Day in July 2018. Second half of every Saturday is used for building capacity and knowledge of the children in every school.



**Safe Saturday knowledge and life- skills building includes:**

The objective of 'Safe Saturday' is to build capacity, knowledge and confidence of the children so that children feel they are better prepared to deal with any disaster situation. The strategy of Peer-to-Peer learning has been applied for transferring knowledge and skills to cover all the school children. Since it is important that each and every child is aware of and practices the dos and don'ts of various disasters and techniques for saving lives. This strategy has been devised as a quicker and more effective alternative to the direct, one-to-one, transfer of knowledge and skills that is not always possible given the large number of children being targeted. Moreover, often the child-to-child method is more of an appropriate form of skill-transfer. Every Saturday children follow a schedule as per the "Weekly Knowledge Building Wagon Wheel".

**Annual School Safety Day and Fortnight:**

I. Every year 1 to 15 July is observed as School Safety Fortnight and 04th July is



observed as School Safety Day across 88,000 schools of Bihar. So as to create mass awareness and provide life-saving skills to more than 2.6 crore (26 million) children in Bihar.

II. On School Safety Day (4th July), more than 6000 children (both girls and boys) from government and private schools participate in a mega mock- drill at historical Gandhi Maidan in Patna.

III. A 15-day calendar of events is prepared for the School Safety Fortnight, which is



followed by all the 88,000 plus schools.

IV. Event calendar include activities ranging from debate on various disasters, child specific do's and don'ts, Hazard Hunt exercises in the schools, drawing & quiz competitions and mock- drills.

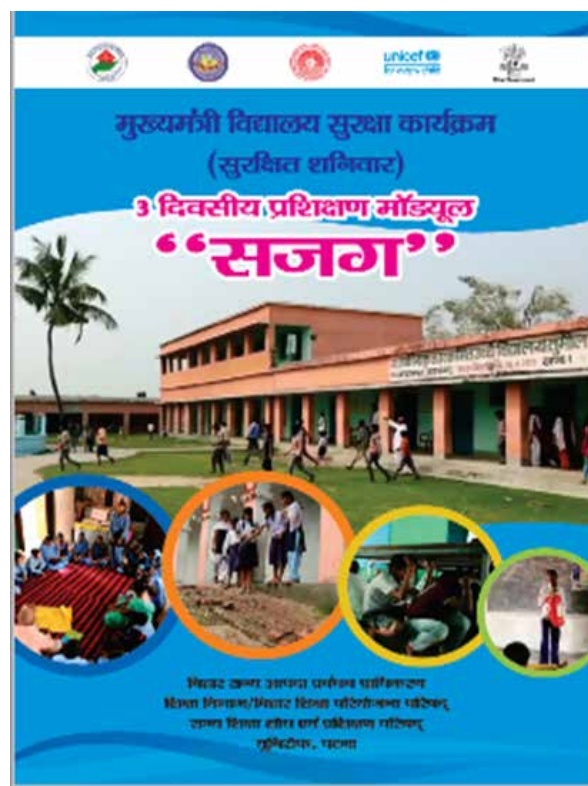
V. Approx. 80,000 teachers are trained across the state to facilitate the School Safety Fortnight in the schools.

## 2. Disaster Risk Reduction Education: DRR in curriculum, teacher training, DRR etc.

To make children prepared for disasters and therefore reduce the casualties during and post disasters, it is imperative to mainstream disaster risk reduction (DRR)

into school curriculum. The National School Safety Policy Guidelines 2016 emphasizes on the need for active mainstreaming of disaster risk reduction in all the school education initiatives in the country. Chief Minister School Safety Programme, Government of Bihar also emphasizes on the same. SCERT being the nodal agency for curriculum development/ revision and training of teachers is working jointly with Bihar Education Project Council (BEPC) and Bihar State Disaster Management Authority (BSDMA). DRR Education includes:

- I. Capacity building of teachers on Disaster Management and
- II. Integration of Disaster Risk Reduction in Curriculum and/textbooks



<sup>1</sup> Diploma in Elementary Education



## Cascade Mode of Training

### 1. State level Training of Trainers (ToT):

- **Participants:** 15 to 20 teachers from each district

### 2. District level ToT:

- **Participants:** All Block Resource Person (BRP) and 2 Cluster Resource Centre Coordinator (CRCC) from each block, 2 male and 2 female teachers from each block and a District Institute for Education and Training (DIET) Lecturer.

### 3. Block level ToT:

- **Participants:** CRCCs and School Safety Focal Teachers.

### 4. Cluster level ToT:

- **Participants:** Peer Educators, Ministers of Child Cabinet, School Safety Minister and Deputy School Safety Minister and Meena from Meena Manch.

## Topics covered in the Trainings

1. Overview of disasters and climate change and Bihar's disaster context
2. Disaster Management act and policies
3. Rationale and concept of School Safety Programme
4. Disaster Risk Reduction and Mitigation
5. Concept of Safe Saturday: why and how to conduct it on regular basis
6. Invisible Risks and hazards around school and children and how to overcome such situations
7. School Mapping with Safety Points and enlisting High Risk Areas along with Probable Solutions
8. Development of School Disaster Management Plan (SDMP)
9. Connecting the lessons given in the textbooks with Disasters/ Hazards and Possible Risks (DRR in curriculum)
10. Mock drill exercise

## Capacity Building of teachers on disaster management:

1. Integration of disaster risk reduction in the professional development of teachers, including:
  - Two-year D.El.Ed.<sup>1</sup> Programme for teachers



## A CASE OF DRR IN CURRICULUM, BIHAR

Class 6th social science curriculum: Geography textbook includes a chapter entitled Our State: Bihar (Chapter 6).

This includes a sub-heading on 'climate' which talks about Bihar's vulnerability to floods. It describes how the livelihoods of people living close to embankment areas are affected during that time.

Activity section asks students to identify various problems that people face during the monsoons and possible solutions to these. It also asks to prepare a scrapbook with news clippings about people living in the Kosi region.

It highlights the Kosi embankment breach which led to the 2008 floods; and the declaration of 26 districts as flood prone by the Government of Bihar.

Similarly, the role of the government in two recent disasters is mentioned in chapter 3, Our Government, of the civic studies text book (also part of the social science curriculum).



- Induction and in- service capacity building programmes
- 2. Development of Training Modules and materials on school safety programme
- 3. Capacity building of Master Trainers for 'Chief Minister School Safety Programme'
- 4. Training of all the teachers in cascade mode of training
- 5. Integration of DRR related chapters in the course curriculum of Diploma in Elementary Education.

Capacity development activities such as sensitization of officials, awareness on disasters, training of students and teachers; development of training modules; creation of educational material on disasters etc is being done in a collaborative approach by SCERT, Education Department, BSDMA, UNICEF and other development partners.

### **Integration of Disaster Risk Reduction in Curriculum and/textbooks:**

Promoting safety in schools is an imperative, this requires efforts to improve the performance of various components of the school facility; in other spheres, it requires modifications in the functional and pedagogical aspects of the education system. Each of the components has a vital role to play, to reduce the risk of children and teachers from natural disasters as well as sowing the seeds of the 'culture of safety' that is much needed.

The disaster and environment related topics are included in different subject curriculum from class II onwards in Bihar education curriculum. The disaster management

and environment related topics have been explained through stories, games, activities and examples of recent disasters. The disaster management in curriculum is explained below:

1. Class I to V facilitates value inculcation about disaster management related issues in children.
2. Class VI to VIII includes introductory outlook on natural disasters faced by the State.
3. Class IX have major emphasis on the disasters caused by human errors/ interference. The topics covered under class IX includes:
  - Introduction of disaster management
  - Disasters due to human errors: Nuclear, biological and chemical
  - Common disasters: Eradication and control
  - Community based disaster management
4. The focus of class X textbooks is on the natural hazards, which includes:
  - Introduction to natural hazards
  - Natural hazards and management: Floods and Drought
  - Natural hazards and management: Earthquake and Tsunami
  - Life saving skills for emergency management
  - Alternative communication measures, Radio, amateur, Ham radios and satellite
  - Communication
  - Disaster Mitigation
5. Syllabus is descriptive in its introduction of various types of disasters and mitigation measures.

### 3. Safe school facilities and school environment: Structural and Non-structural safety of schools:

This component deals with the safe construction of school buildings, actions to be taken to make the existing school building safe as well as ensuring non-structural safety of schools. The structural safety includes dilapidated buildings, poorly designed structures, faulty construction, poorly maintained infrastructure, loose building elements, etc. Unsafe school buildings can increase the vulnerability of children while they are in the school. Non-structural safety includes loosely placed heavy objects such as almirahs, broken or no boundary walls, uneven flooring, blocked evacuation routes, poorly designed and placed furniture that may cause accidents and injury, inadequate sanitation facilities etc. Safety of children, their teachers and parents needs to be ensured from visible as well as invisible risk. The following actions are planned and/ being taken to ensure safe school facility and school environment:

#### **Structural safety of schools:**

- a. Training of Engineers, Architects, Contractors and Masons on Safe and earthquake resistant constructions.
- b. Rapid Visual Screening (RVS) of all the old school building have been initiated so as to take corrective actions including retrofitting if required.
- c. Notification issued for all new constructions should be disaster

resistant, child friendly, constructed in safe and secure place and must address various hazards and risks prevailing in the areas and should be incorporated safety measures accordingly (as mandated by Disaster Risk Reduction Roadmap 2015-2030).

- d. All new school building must adhere the Building Code as per Building Bylaws.
- e. Construction of all schools using earthquake resistant technique and technologies. For example- built RCC framework roof, brick wall, staircase etc.
- f. The design of school buildings should be child friendly keeping in mind their safety and learning needs.
- g. New buildings would be disabled friendly.

#### **Non-structural safety of schools:**

- a. Non- structural/ Falling objects like almirah, blackboard, photoframe, calendar, furniture, fixtures etc. being fixed with walls so that it cannot harm children during earthquake shaking.
- b. Loose electric wires and circuits would be properly installed and insulated.
- c. Stairs and ramps and any obstacle on exit routes would be removed.
- d. School premises are being cleaned so that there are no fear of snakes or insects.
- e. Road traffic being regulated just outside of school during entry and dispersal hours.
- f. Fire extinguisher are properly installed and accessed by all.



A safe school and a safety aware school community, spreads the disaster safety message far beyond its own confines. There is enough evidence that when children see something new in their school, including retrofitting activities or new construction with special features, they tend to tell their relatives and neighbors who in turn tell others. Thus, by investing in DRR features in the school, seeds of a “culture of safety” are being sown. “School safety not only protects a community’s children, but educates a community to protect themselves.” (Wisner et al., 2004)



#### **4. Develop children as Agents of change on DRR and Climate Change**

Children are among the greatest victims of disasters and climate change, but they are also the most powerful protagonists for change. Children represent 46 per cent of the Bihar's population. Not only do they represent the largest group of people currently affected by disasters and climate change, but they are also more vulnerable than adults to its harmful effects. Children also constitute the generation that will be required to deal with the future impacts of disasters and climate change. Yet they are a constituency that has traditionally been ignored when it comes to disaster management planning and policy formulations.

In addition to this, children also serve as the best medium to spread information and awareness. When imparted with proper and appropriate information, children can act as change agents in enhancing disaster risk reduction capacities of a community. Many international conventions frameworks and policies talk about children's right to life,

information and using schooling as a means of spreading DRR culture.

This entire effort is geared towards building leadership skills in children to promote resilience. This has been observed that the children have emerged as active and willing stakeholder in Chief Minister School Safety programme. They have tremendous potential in terms of identifying and reporting risks, and ensuring they are addressed, highlighting the safety concerns of children as well as taking necessary initiatives to promote safety. Given their leadership qualities, the children have demonstrated tremendous potential as Peer Educators/ trainers for transferring and the follow up of specific knowledge and skills to other children regarding school safety issues. Children also showed consistent enthusiasm and aptitude in demonstrating the practical skills which they had acquired through regular training and participatory exercises to mitigate risks (e.g. floods, earthquakes, village fires and snake bites). Under the Chief Minister School Safety Programme, Government of Bihar is making sincere efforts in developing children (both boys and girls) as Agents of change on DRR and Climate Change.



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