School Risk Assessment and Mitigation and Action Plan

Every school a safe school

This report provides an overview of the progress on the S-MAPs in 20 target institutes and reflection on methodological approach we adopted for the risk identification and implementation of mitigation actions related to COVID-19.

Introduction

School specific Risk Assessment and Mitigation & Action Planning for COVID-19 is a core component for safe school reopening and designed for one year duration. The overall goal of this exercise is to prepare school population to protect themselves and maintain safe school operations during COVID-19 pandemic by practicing and promoting preventive behaviors within schools and beyond.

Objectives

- To assess hazard and risks related to COVID-19 within schools -providing a color code based on Traffic Signal colors
- To identify practices that will help in preventing the hazards
- To assess the capacity within the school to deal with the risk and hazard
- Develop action plan to prevent or reduce the effects of expected hazard, risk and vulnerabilities.

Process of Developing School Risk Mitigation Action Plan

It is recognised that each school premises is different, face different issues and challenges and have different capabilities to manage the risk of coronavirus (COVID-19). Considering this factor highly consultative and stepped process was adopted to analyze the school safety needs.

Steps Adopted

1. 3 different committees were formed (School Vigilance Committee, Student Vigilance Committee, Parent Vigilance Committee) with 599 members

2. 37 orientation session of VC members on COVID-19, Risk & hazard identification, & action planning was organized . Sharing of report cards (the primary information collected from school populations and obervational insights provided the basis for discussions)

3. Conducted consultative meetings with Viggilence Comittees for participatory risk analyses and mitigation action planning and consolidated

Key Features

- ✓ **P**articipatory risk analysis and planning by the involvement of all stakeholders-children, teachers and non-teaching staff, parents, school councils and the concerned officials of education departments.
- ✓ **L**iving document, will be reviewed, evaluated and accordingly updated at frequent intervals.

The three guiding principles highlighted in the diagram below will inform and lead the development of SMAPs in all target schools;

Integrated and Coordinated Approch
Address holistic WASH, school health/ NPI and protection needs; catalyise cooperation between teachers, school administration, famlies, communities and heatlth staff and

Prioritise Leadership
Recognise the role of children as change agents and teachers as role model

All inclusive
leave no one behind through targeted measures for the poorest and margenlised

Summary of Expected Key Area of Improvements/ Change:

The systematic implementation of identified activities will help to achieve the desired change in five thematic areas by improving the access and quality of behavioral settings (enabling facilities/hardware) and persuading the behaviors that will help prevent infection spread within schools and catchment areas.

1- COVID-19 Testing, Trainings and SOPs

Improved knowledge, attitude and practice towards COCID-19 through trainings and provision of a wide range of IEC materials and Personal Protective Equipment (PPEs).

2- Hygiene Practices and WASH

Improved hygiene practices by making the existing facilities accessible, attractive, functional, and clean for all and inculcating the cleanliness as social norm.

3- Health Services Availability and Students' Health

School wide Improved physical and mental wellbeing by increasing access to valid health information, supplies and services for prevention, early detection, and treatment of health problems on campus.

4- SMC and Vigilance Committees(Students, Teachers & Parents)

Strong and vigilant community and school leadership and capacities extant to fight with pandemic by strengthening multi stake holder partnerships and by ensuring their meaningful engagement in implementation of SMAPs.

5- Technological Readiness & Optimization

Schools are ready to meet the new demands and are better able to plan, develop and convey hybrid model for learning by providing digital aids and understanding on digital literacy & digital safety.

Way forward

- **Provide S-MAPs to schools in easy to access format (soft digital version and a visible panaflex)** so that schools can easily review/amend and display these on visible places and track task progress and update these accordingly. The S-MAP's are also accountability oriented with transparency where quantities of items received, repairs and infrastructure implemented, trainings held and progress for the 5-Dimensional Implementation Plan can be checked/marked as reflected in the S-MAP customized to each of the 20 intervention school/college.

    S-MAPs are further strengthened through:

- **Monthly progress review meetings with Vigilance Committees** for shared decision making

- **Capacity building of VCs**

- **Continuous assessment/review and updates of planned activities by VCs and project team**

Annex 1

S-MAP sample design