Global Program for Safer Schools

Program Overview
1 billion school children
25 million classrooms
There is mounting evidence that the direct impact of disasters can translate into a series of indirect long-term effects.
Following two earthquakes in El Salvador in 2001, school attendance fell by almost 7 percent among the most affected households.

In Nicaragua, Hurricane Mitch resulted in a 45 percent increase in child labor participation among the affected households.

The 2011 floods and landslides in Rio de Janeiro resulted in lower grades and passing rates and higher dropout rates among primary and secondary school students.
Progress at Global Level

2006
Disaster Risk Reduction Begins at School

2010
One Million Safe Schools and Hospitals Campaign

2012
Comprehensive School Safety Framework
Global Program for Safer Schools (GPSS)
Who Builds Schools?

Approach 1

Government

Centralized

Public
- Central Government

Private
- Large National Contractor
  - Builds the school
  - ICB for large contract

Decentralized

Public
- Local Government

Private
- Medium Contractor
  - Builds the school
  - Subcontract (often hidden procedure)

Public
- Village/Neighborhood

Private
- Small Contractor
  - Builds the school

Public
- School Institution

Private
- Local Community

Public
- School Institution

Private
- School Community
Who Builds Schools?
Approach 2

Delegation to Social Funds and NGOs
Who Builds Schools?

Approach 3

Delegation to Communities
Variety of approaches to school construction across the world
Common challenges to factoring risk into the construction process
Technical Challenges

Design and construction norms out of date

Lack of understanding of risk to inform planning

Inadequate capacity to integrate risk during design and construction

Insufficient maintenance
Institutional Challenges

- Lack of political will to prioritize safety
- Weak compliance with building codes and standards
- Corruption at various stages of the construction process
Objectives

The GPSS aims to make school facilities, and the communities they serve, more resilient to natural hazards

- Save lives
- Reduce the physical impact of disasters on school infrastructure
- Minimize the negative educational outcomes resulting from disasters
Defining Safety    Action on the Ground    Measuring Progress
Defining Safety
<table>
<thead>
<tr>
<th>Location</th>
<th>Construction</th>
<th>Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7. Building Modifications</td>
<td></td>
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<tr>
<td>3. Site Assessment</td>
<td>8. Structural Capacity</td>
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</table>
Action on the Ground
Creating an Enabling Environment for Risk Reduction

Improving School Construction Practices

Maximizing synergies between structural and non-structural safety measures
Measuring Progress
No baseline—safety unknown!
No baseline—safety unknown!
Approach

- Listening
- Planning
- Action
Platform
Platform

Istanbul Seismic Mitigation and Emergency Preparedness Project (ISMEP)

**ACTIVE**

**START:** 11/2005  
**END:** ONGOING

**AMOUNT:** 

- **USD 1.2 billion**

**Project Objectives**

The objective of the project is to improve the city of Istanbul’s preparedness for a potential earthquake, through enhancing the institutional and technical capacity for disaster management and emergency response, strengthening critical public facilities for earthquake resistance, and supporting measures for better enforcement of building codes.

**Turkey**

**Public spending on education, total**  
(% of government expenditure)  
**16.8% - 2010**

**School enrollment, primary**  
(% net)  
**99% - 2010**