



FIRST MEETING OF SAFE SCHOOL LEADERS

Country experiences

Algeria

Brazil

Costa Rica

Indonesia

Iran

Italy

Mexico

Nepal

Nigeria

St Vincent and Grenadines

Tunisia

Turkey



République Algérienne Démocratique et Populaire

Leaders pour des écoles sûres


Istanbul 30 et 31 octobre 2014



Lt-colonel Farid NECHAB
Directeur de la Prévention
Direction Générale de la Protection Civile Algérienne



Plan

- Introduction
 - Les catastrophes en Algérie;
 - Le convention entre le Ministère de l'Intérieur et le Ministère de l'éducation Nationale;
 - Les campagnes de sensibilisation dans les écoles;
 - Conclusion
- 

INTRODUCTION

De part sa situation géographique et les aléas auxquels elle est soumise, l'Algérie est exposé à plusieurs risques naturels et technologiques qui nécessitent une gestion de crise adéquate.

L'accroissement démographique et l'occupation des nouveaux espaces ont considérablement augmenté l'exposition des populations aux aléas des catastrophes.

Au cours des deux dernières décennies, l'Algérie a été durement touchée par plusieurs séismes et une série d'inondations ayant provoqué des pertes en vies humaines et des dégâts importants.



**Durant la dernière décennie
Une moyenne d'une catastrophe
tous les deux ans**



Les Inondations de BAB EL OUED en 2001 :

- Personnes décédées : 771



Le tremblement de terre de BOUMERDES en 2003

- Personnes décédées : 2.278
- Personnes blessées : 11.450



Explosion au niveau de la Zone industrielle de Skikda en 2004

- Personnes décédées : 26
- Personnes blessées : 74



Les inondations de GHARDAIA en 2008

- Personnes décédées : 43
- Personnes disparues : 04
- Personnes blessées : 84



Les inondations d'EL BAYADH 2011

- Personnes décédées : 10
- familles sinistrées : 150
- Dégâts matériels importants



Les inondations de TARF 2012

- Personnes décédées : 03
- Dégâts agricoles importants



**campagne de lutte contre
l'invasion acridienne
2004/ 2005**



**feux de forêts
Moyenne annuelle 25 000 Ha**



DISPOSITIF LEGISLATIF

Vu la loi n°04-20 du 25 Décembre 2004 relative à la prévention des risques majeurs et à la gestion des catastrophes dans le cadre du développement.

Typologie des risques majeurs en Algérie



Les séismes et les risques géologiques

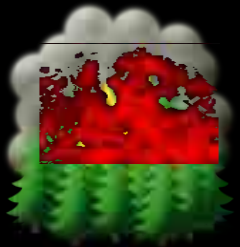


Les inondations

Les risques climatiques



Les feux de forêts



Les risques industriels et énergétiques



Les risques radiologiques et nucléaires



Les risques portant sur la santé humaine



Les risques portant sur la santé animale et végétale



Les pollutions atmosphériques, telluriques, marines ou hydriques

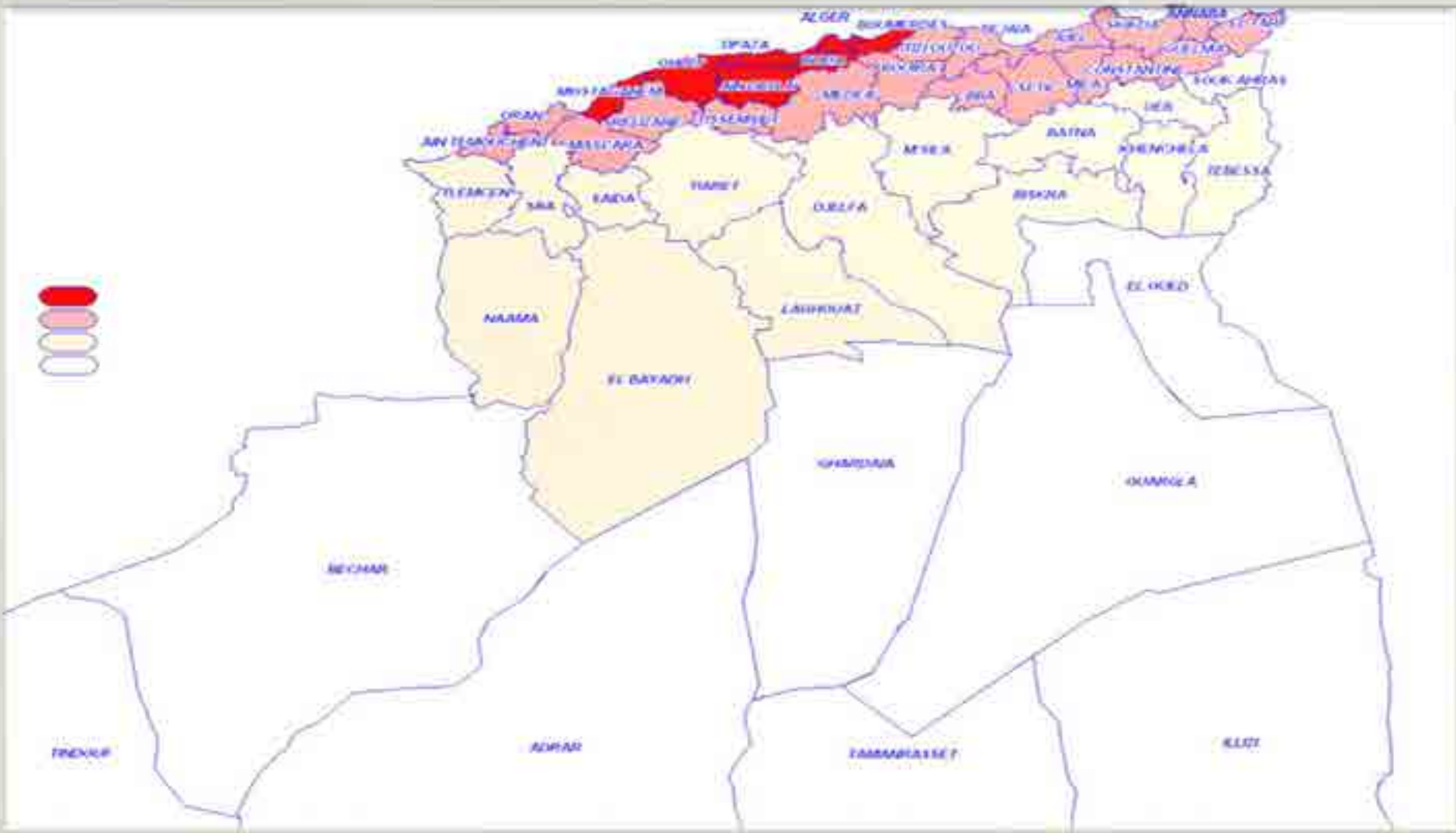


Les catastrophes dues à des regroupements humains importants



Séismes

CARTE DE LA SISMICITE



Inondations





Inondations :

*L'Algérie est confrontée aux phénomènes de crues et d'inondations qui sont plus fréquents que les séismes .
Ces phénomènes provoquent des catastrophes destructrices et occasionnent d'importants dégâts humains et matériels.
Les analyses faites à propos des crues et des inondations dans notre pays mettent en évidence leur violence et leur spontanéité ainsi que leur survenance brutale après une période de sécheresse.*

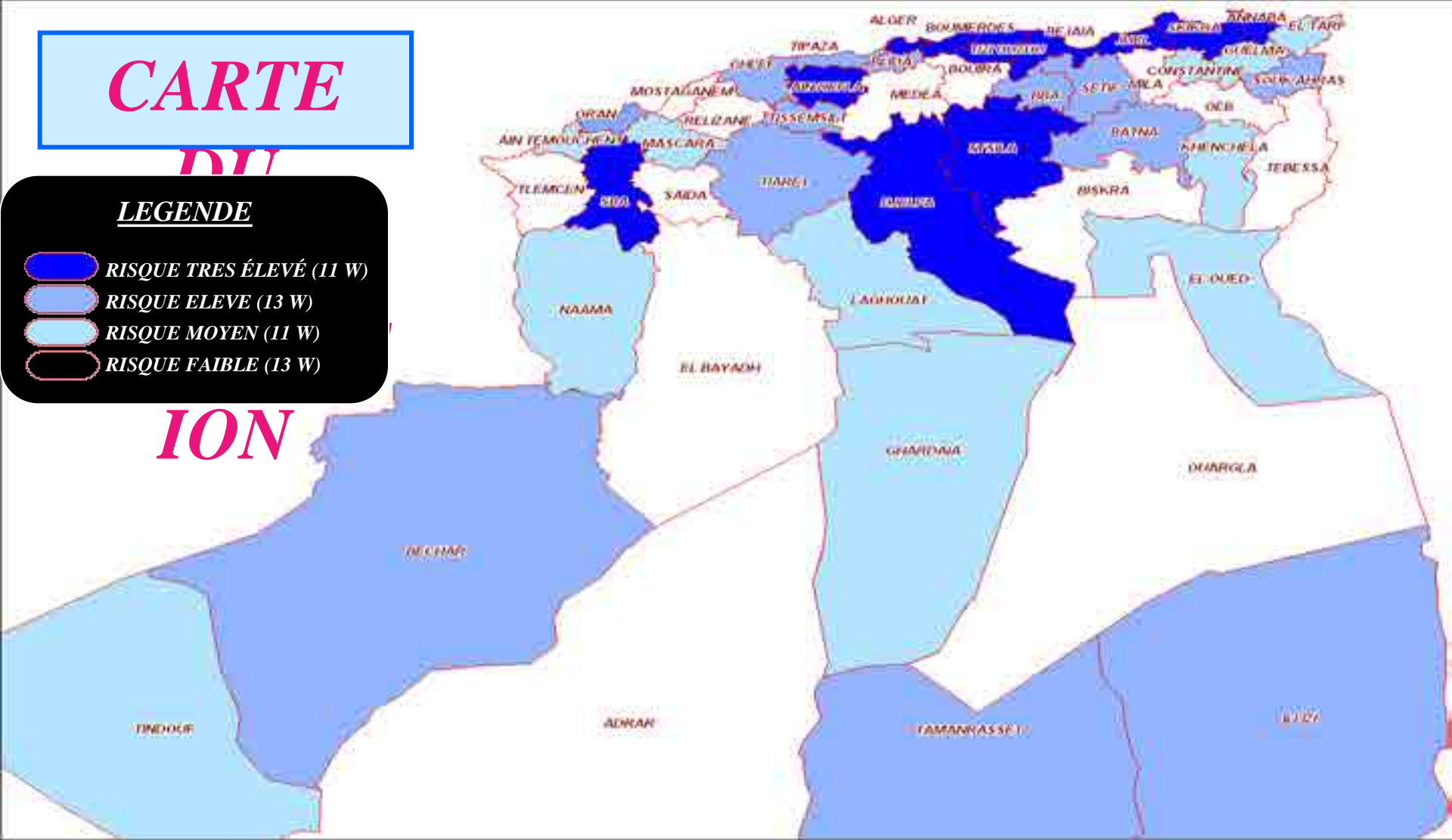
CARTE

DU

LEGENDE

-  RISQUE TRES ÉLEVÉ (11 W)
-  RISQUE ELEVE (13 W)
-  RISQUE MOYEN (11 W)
-  RISQUE FAIBLE (13 W)

ION



Les risques industriels

Les risques industriels.







Les risques industriels résultent essentiellement des activités humaines.

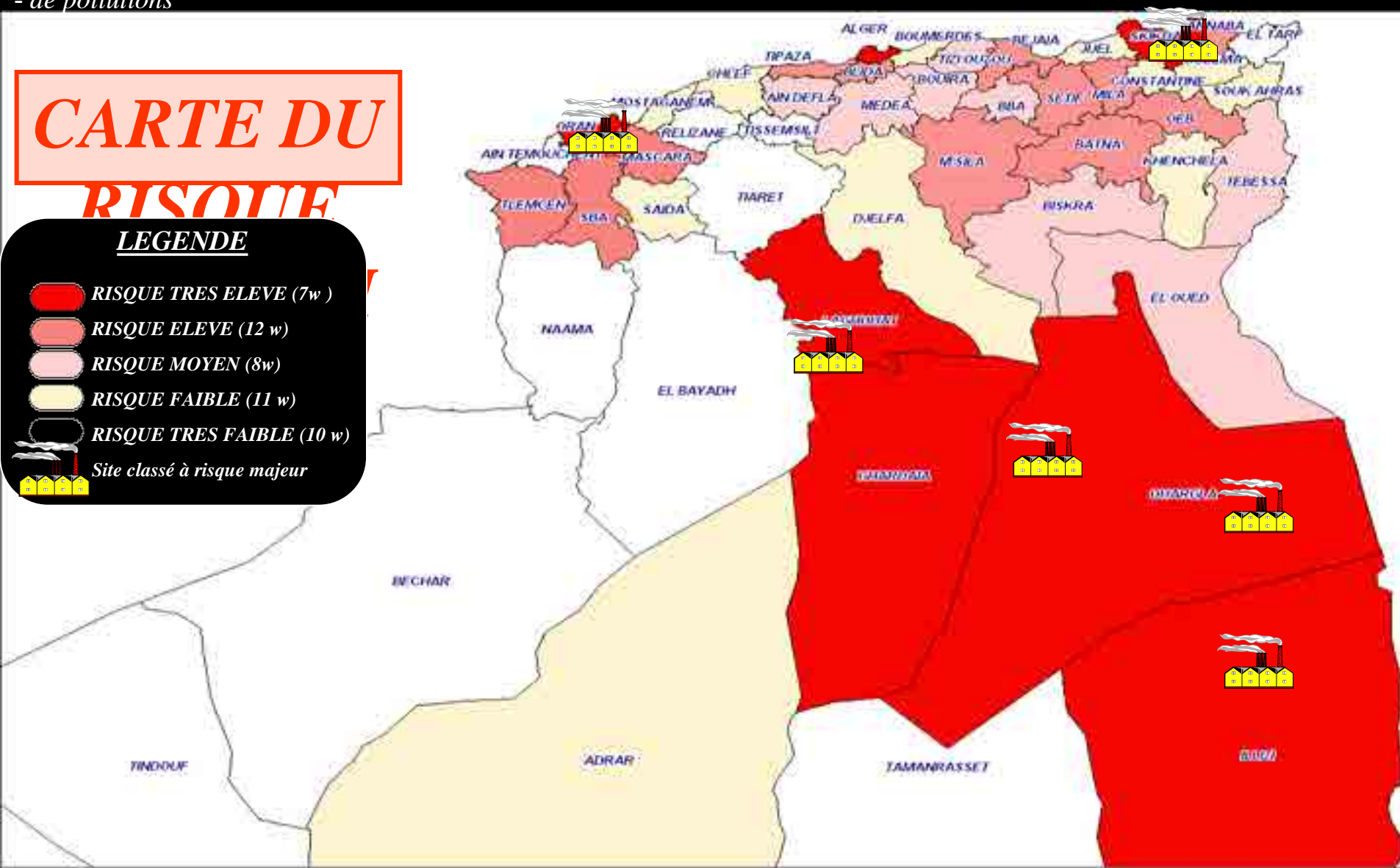
D'une manière générale, les dangers se présentent sous la forme :

- d'incendies
- d'explosions
- de pollutions

CARTE DU RISQUE

LEGENDE

-  RISQUE TRES ELEVE (7w)
-  RISQUE ELEVE (12 w)
-  RISQUE MOYEN (8w)
-  RISQUE FAIBLE (11 w)
-  RISQUE TRES FAIBLE (10 w)
-  Site classé à risque majeur



La stratégie du Ministère de l'Intérieur et des Collectivités Locales / Direction Générale de la Protection Civile, à l'instar des autres secteurs (de la sécurité, santé, éducation, ...), se doit d'être soutenue par une meilleure coordination pour faire face aux risques dans la cité, sur les lieux de travail, à l'école, et dans notre environnement.

L'éducation au risque au milieu scolaire consiste à apprendre aux enfants à vivre avec les risques de la façon la responsable possible, à leur donner une culture de risque et une compréhension des aléas et des enjeux, et ce, afin qu'ils puissent adopter un comportement adapté.

C'est dans cette perspective que le Ministère de l'Intérieur et des Collectivités Locales, représenté par la DGPC, et le Centre de Recherche en Astronomie, Astrophysique et Géophysique, et le Ministère de l'Education Nationale se proposent de développer « main dans la main » un programme, de prévention des risques de catastrophes, de sensibilisation et d'éducation aux profits établissements scolaires des trois cycles.



Convention

**Ministère de l'Intérieur et des Collectivités Locales
&
Ministère de l'Education Nationale**

avril 2002





Le programme

**Pour les trois cycles (écoles primaires, collèges et lycées)
plus de 30 000 établissements et 8 364 103 élèves**

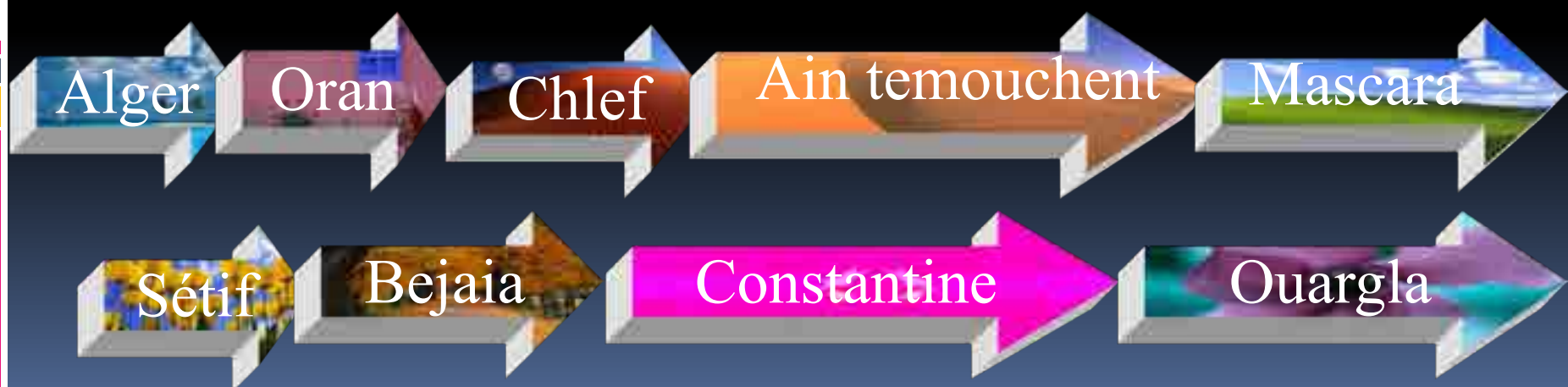


ZONAGE SISMIQUE	LES WILAYAS CONCERNEES	Nombre d'élèves
ZONE- III = Sismicité Elever	Boumerdès – Alger - Tipaza - Blida - Ain Defla - Chlef - Mostaganem	07 wilayas 2 029 166 24,26 %
ZONEII= Sismicité Moyenne	Tizi Ouzou – Bouira – Médéa –Tissemssilt – Relizane Mascara - Oran - Ain Timouchent – Bejaïa – B. B. Arreridj –Jijel – Sétif – Mila – Constantine–Guelma– Skikda – Annaba –El Taref	18 wilayas 3 128 177 37,40%
ZONE-I = Sismicité Faible	Tlemcen – Sidi Bel Abbes – Tiaret –Djelfa– Batna – Oum El Bouagui– Souk Ahras – Naama – Saida– M’sila –Khenchla –Tebessa – Biskra– Laghouat– El Bayadh	15 wilayas 2 471 752 29 ,55%
ZONE-o = Sismicité Négligeable	Ghardaïa – El Oued – Bechar – Ouargla – Tindouf – Adrar – Illizi – Tamanrasset	08 wilayas 735 008 8 ,70%

Champs d'application de la convention

Le programme lié à l'information, la sensibilisation et la communication a concerné toutes les wilayas du territoire national.

- **Le programme global a concerné dans un premier temps cinq établissements scolaires choisis au niveau des (9) wilayas suivantes :**



Programme d'Action:

1ère Phase:

L'action d'information, de sensibilisation et de communication des populations scolaires des wilayas désignées s'est étalée du 1er semestre 2002 à ce jour.

2 ème Phase:

A concernée la formation des élèves, s'est étalée durant l'année scolaire 2002 à ce jour.

Il est institué au niveau des wilayas désignées une commission présidée par le wali, composée des représentants du Ministère de l'Intérieur et des Collectivités Locales(DGPC et CRAAG) et du représentant du Ministère de l'Éducation Nationale

Résultat des deux (02) premières années

Wilaya	Établissements	Nombre de formés
27	233	29897 <i>Élèves, instituteurs et éducateurs</i>

POPULATION CIBLEE

➤ LES DIRECTEURS DES ETABLISSEMENTS

➤ LES ECOLIERS DES TROIS CYCLES

➤ LES ENSEIGNANTS

➤ LES PERSONNELS SCOLAIRE

Programmes d'actions de la convention

- **La Prévention (Visites de conformité et de contrôle, information, la sensibilisation et la communication).**
- **La formation de la population scolaire dans le domaine des premiers secours et d'évacuation.**
- **L'élaboration et l'application des plans d'évacuation en cas de catastrophe.**



LA PREVENTION

1 . VISITE DE CONFORMITE

- DESCRIPTION DE L'ETABLISSEMENT
 - MOYENS D'EVACUATION
 - MOYENS DE SECOURS
- 



2 . VISITES DE CONTROLES

- **L'ETAT GENERALE DE L'ETABLISSEMENT**
- **MOYENS D'EVACUATION**
- **MOYENS DE SECOURS**

3. INFORMATION ET LA SENSIBILISATION



- **CONFERENCES**
- **ORGANISATION DE MANIFESTATION DIVERSES**
- **ORGANISATION DE CONCOURS A THEME**






LA FORMATION

BUT

Enseignement des gestes élémentaires de secours an milieu scolaire en faveur des enseignants et des élèves avec une priorité pour la formation des formateurs .





Programme des enseignants

⊙ **Connaissances des risques**

⊙ **L'Alerte**


⊙ **Le secourisme**

⊙ **L'évacuation**





Programme des élèves

- **Effectuer un enseignement progressif en fonction du développement et de l'autonomisation de l'enfant;**
 - **Enseigner le geste qui sauve conformément au programme scolaire.**
- 









Programme pour les élèves

▪ CYCLE 1: 6 A 7 ANS

- Identifier un risque
- Identifier une situation anormale pour se mettre en sécurité
- Identifier une situation anormale et alerter :
en allant chercher un adulte
en téléphonant à la protection civile

Volume horaire:

Séquence quotidienne de 10 minutes pendant deux à trois semaines avec un rappel au cours d'année

CYCLE II: 8 a 12 ans

Évaluation des acquis du cycle I

- Identifier un risque, se protéger et protéger les autres;
- Alerter en donnant un message structuré;
- Appliquer les conseils donnés;
- Appuyer sur une plaie qui saigne avec un linge propre;
- Refroidir une brûlure ;
- Décrire l'état de conscience;
- Laisser un traumatisé dans la position dans la quelle il se trouve;
- Installer une personne en position d'attente.

Volume horaire : **02 heures par trimestre**



CYCLE III: 14 a 17 ans

FORMATION DE BASE EN SECOURISME


Le secourisme - initiés au geste qui sauve





PLAN D'EVACUATION

Ces plans d'évacuation permettent de canaliser les élèves vers les sorties ou les aires de regroupement en toute sécurité et surtout en évitant l'effet engendré par la panique car la gravité des incidents interdisent souvent l'improvisation.





1^{ER} VOLET: SENSIBILISATION ET INFORMATION

Caravane de la promotion du secourisme de masse



1^{ER} VOLET: SENSIBILISATION ET INFORMATION

Enfants en cours d'initiation









Le simulateur des séismes





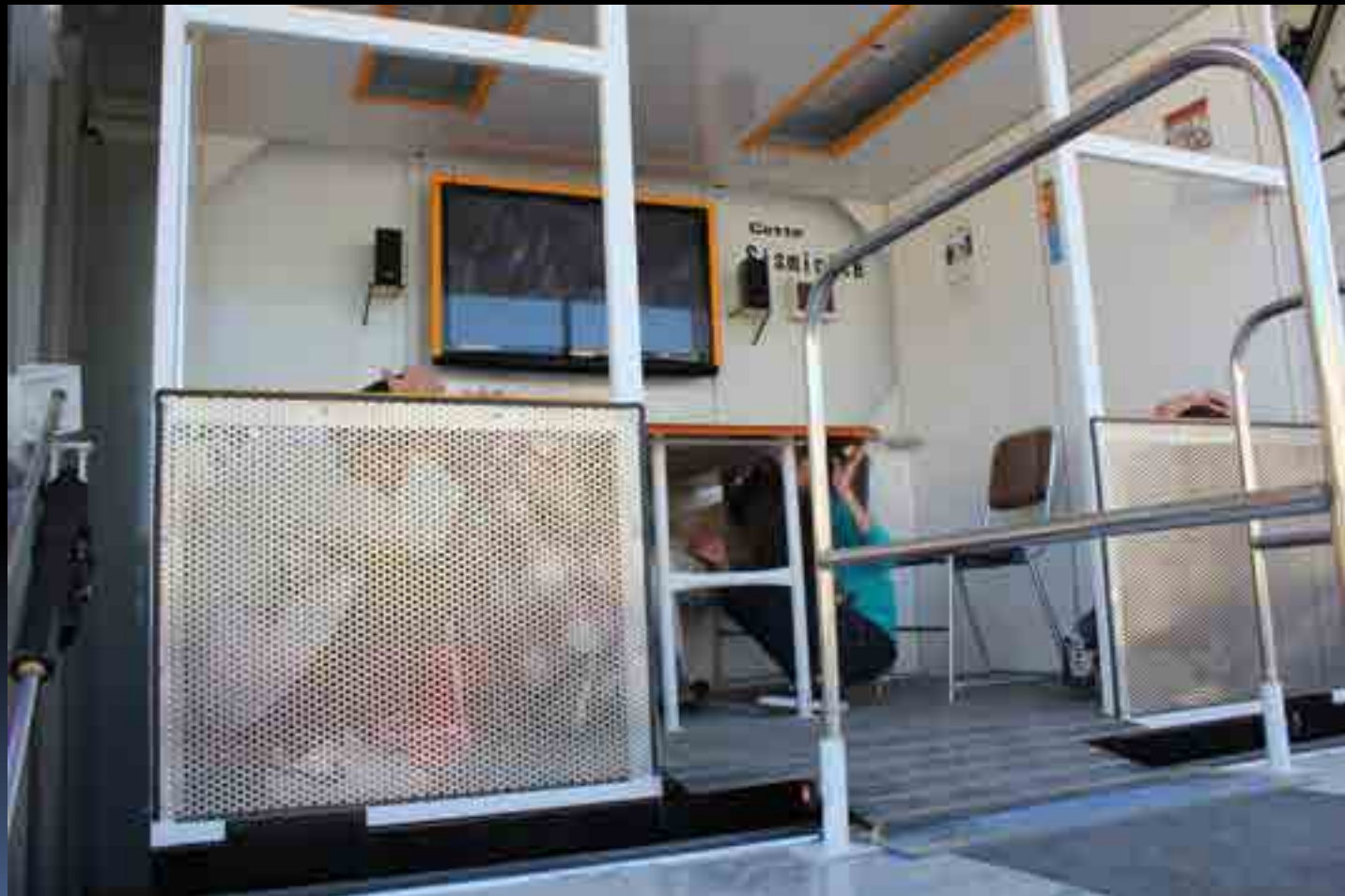




- 
- 
- **Exercice de simulation effectué le 28 octobre 2014 au niveau d'un collège à Alger (Mohammadia) organisé par le Ministère de l'éducation Nationale et l'Ambassade du Japon à Alger en collaboration avec la DGPC.**







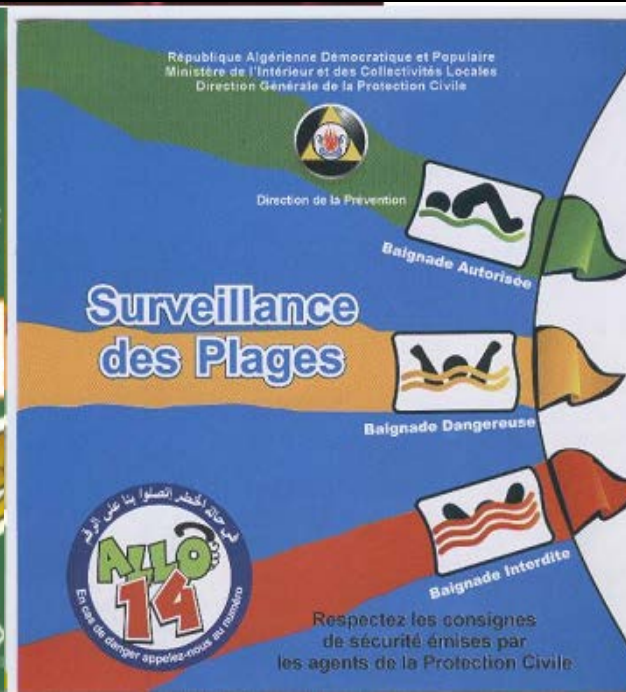




Les actions en images



- *Organisation de caravanes nationales de prévention et de sensibilisation sur les risques:*

















Conclusion :

La prévention des risques de catastrophes en milieu scolaire vise :

- **A introduire dans les programmes d'enseignement de tous les niveaux des notions sur les mesures à prendre lors des catastrophes;**
- **A aider à la conception d'activités pédagogiques permettant une éducation à la sécurité;**
- **A informer et à former les enseignants et les élèves au geste qui sauve;**
- **A inculquer aux élèves la connaissance des comportements individuels d'urgence et des parades collectives appropriées.**



La prévention est sans aucun doute le moyen efficace pour empêcher les situations d'urgence sachant que les petites causes créent souvent les grands accidents.

Et en absence d'une préparation adéquate, les personnes peuvent être rapidement débordées ou partiellement troublées et incapables de réagir



Merci de votre attention



PROJECT SAFE SCHOOLS, RESILIENT STUDENTS “Skills for Life”



Safe Schools Leaders Meeting
Istanbul - 2014

Introduction

City of Duque de Caxias.



Location: Metropolitan Region of Rio de Janeiro.

Population: 855. 048 hab.

Area: 467.619 km ².

HDI: 0.753 (RJ: 52) - PNUD/2000

Main Economic Activities:

Petrochemical - Industry and Trade

•



CERTIFICADO DE COMPROMISO CON LA RESILIENCIA FRENTE A LOS DESASTRES

Mi ciudad
se está
preparando

Duque de Caxias

Se inscribe a la Campaña Mundial para la Reducción de Desastres 2010-2015:

"Desarrollando ciudades resilientes: Mi ciudad se está preparando".

Asimismo, se compromete con la

"Lista de verificación de diez puntos: Aspectos esenciales para lograr ciudades resilientes"



Margarette Wessington
Representante Especial del Secretario General de la ONU
para la Reducción del Riesgo de Desastres
Oficina de las Naciones Unidas para la Reducción del Riesgo de Desastres



Alexandre Aguiar Cavalcanti
Prefeito do Município de
Duque de Caxias

1000-401 2010

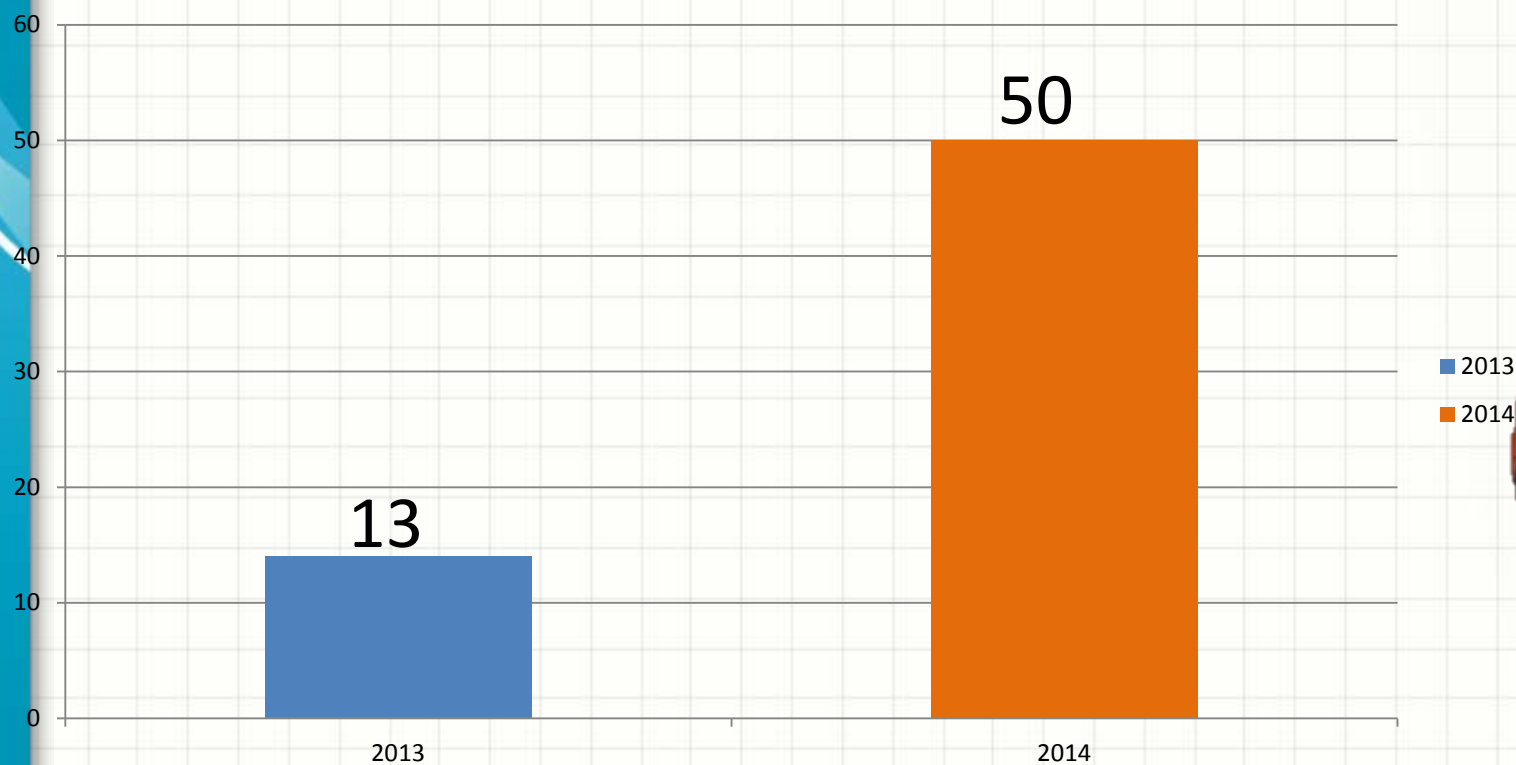
Project



- Risk Perception and Safe School Classes
- Resilient students;
- Cross-Sectional Methods: History, language, Geography.
- Monitors trained per class – (Students)
- Evacuation Procedures of the school
- Making school Safe – Safe Buildings

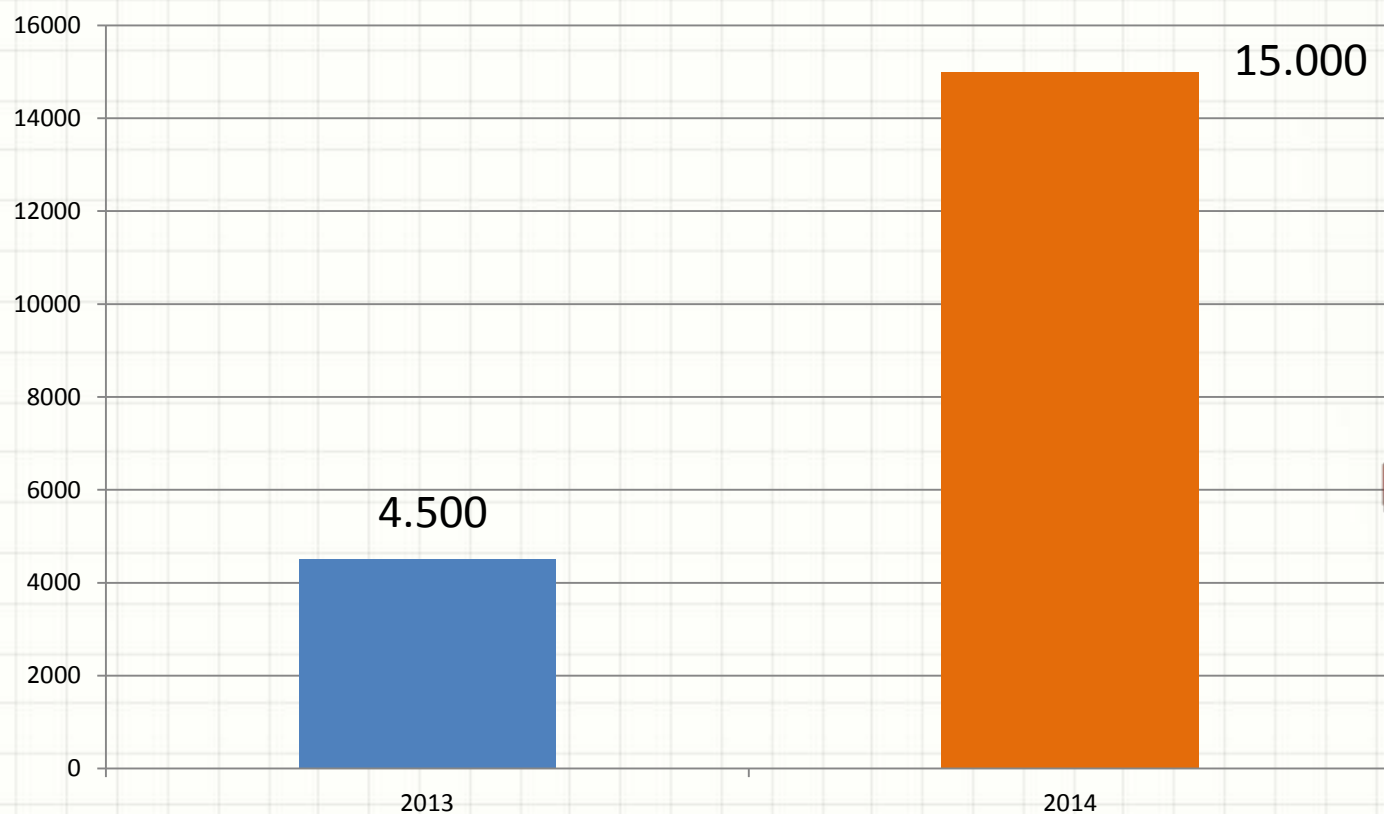
Results Achieved

Schools

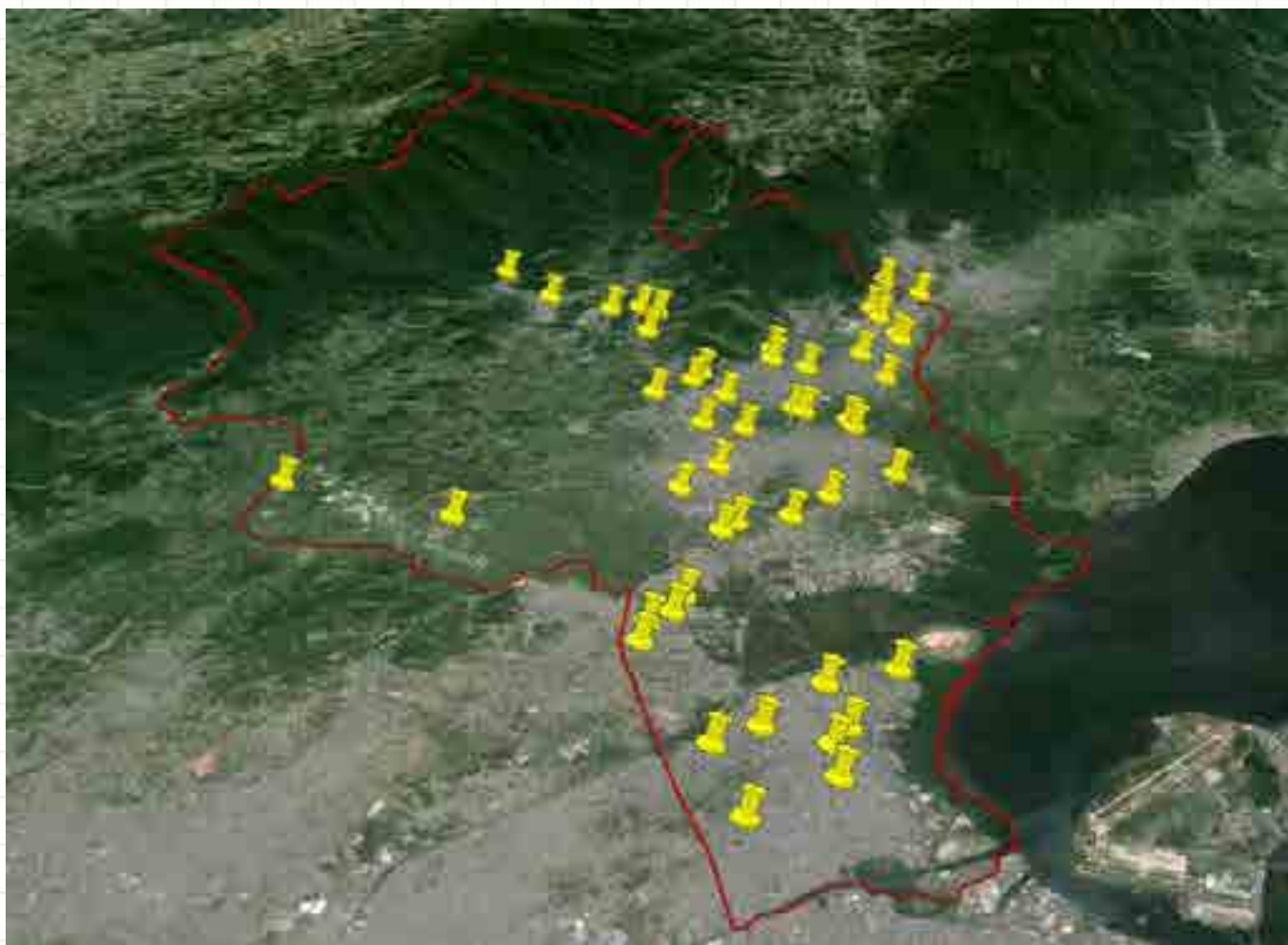


Results Achieved

Number of Students and Teachers Trained



School's Mapping

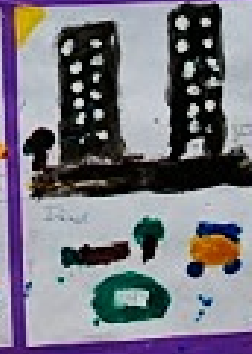
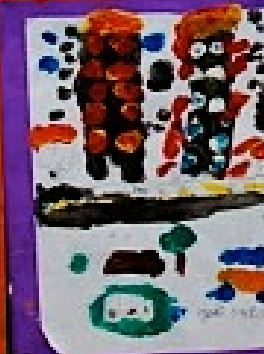
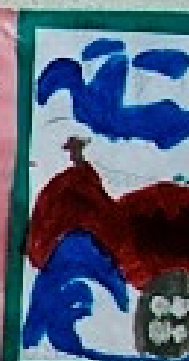


Development of culture resilience



Colcha da Resiliência

A vida recomeça todos os dias



Quilt resilience. Life begins every day
(Wall made by the students of the schools)

Simulacrum















Goals



- **Training 100.000 student – 100% Municipality Schools (175) until 2016.**
- **Develop a culture of resilience in 100% of the municipality school community until 2016.**
- **In 2015, start construction and adaption for safe schools**



Thanks

- **Dr. ALEXANDRE AGUIAR CARDOSO** – City's Major
- **Coronel BM MARCELLO SILVA DA COSTA** – Municipal Secretary of Civil Defence Duque de Caxias.
- **Sr. MARCOS REZENDE VILLAÇA NUNES** – Municipal Secretary of Education
- **The team of the Municipal Civil Defense Duque de Caxias - SEMDEC. 98 staff.**

‘Skills for life’

- **The effective** response to DRR - disasters risk reduction **is not** something that happens naturally. **She is a product of knowledge, preparation, training**





Thanks! Muito Obrigado !



Secretaria Municipal de Defesa Civil / SEMDEC

Rua Silva Fernandes, no 170. Parque Duque – Centro – Duque de Caxias – RJ.

Contatos: 55 21 2673-2057 / 2673-2203

Site: www.duquedecaxias.rj.gov.br

Email: semdec@duquedecaxias.rj.gov.br

Twitter: [@defesacivildc](https://twitter.com/defesacivildc)



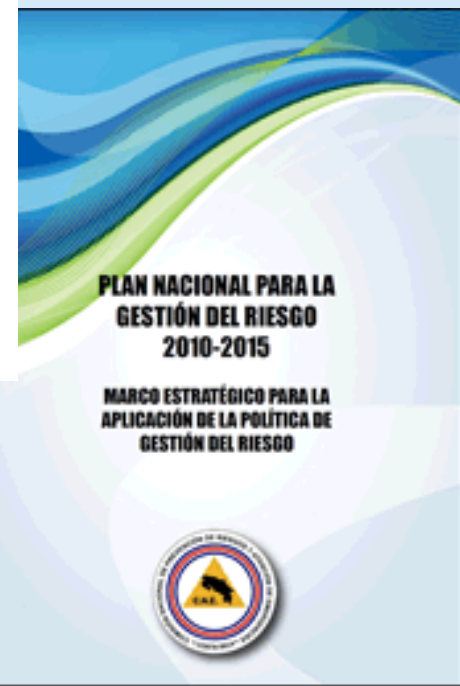


SAFE SCHOOLS COSTA RICA

OCTUBRE 2014



Aprobado por el Consejo de Gobierno en su sesión 61 del 6 de enero del 2010



- **Política Regional**

- **Política Centroamericana de Gestión Integral del Riesgo a Desastres (PCGIR).**
- **Líneas de acción del Sector Educación en la PCGIR y la Estrategia de Cambio Climático.**
 - **Coordinación y Planificación del sector**
 - **Inclusión del tema en el currículo escolar**
 - **Asignación de recursos**
 - **Desarrollo de investigación**
 - **Alinear el trabajo de la cooperación internacional**

Política Nacional



Objetivo Estratégico: Promover la gestión del riesgo entre los actores del Sector Educación, mediante la difusión del conocimiento, la investigación y la asesoría, generando cambios en las prácticas educativas que contribuyan a una cultura de prevención en el país.

Política Nacional



Objetivo Estratégico: Implementar una oferta educativa en prevención y preparativos para emergencia de las instituciones que forman parte del Sector Educación, promoviendo el concepto de responsabilidad social, con un enfoque de derechos y de género.

Política Nacional



Objetivo Estratégico: Promover la resiliencia del Sector Educación mediante el uso de instrumentos de protección y de organización, así como la adopción de medidas técnicas y financieros que permitan una adecuada respuesta ante emergencias y faciliten la recuperación de la infraestructura y la continuidad de los servicios ante eventos de desastre.

Desafíos



GRACIAS



ACHIEVEMENTS OF SAFE SCHOOLS IMPLEMENTATION IN INDONESIA

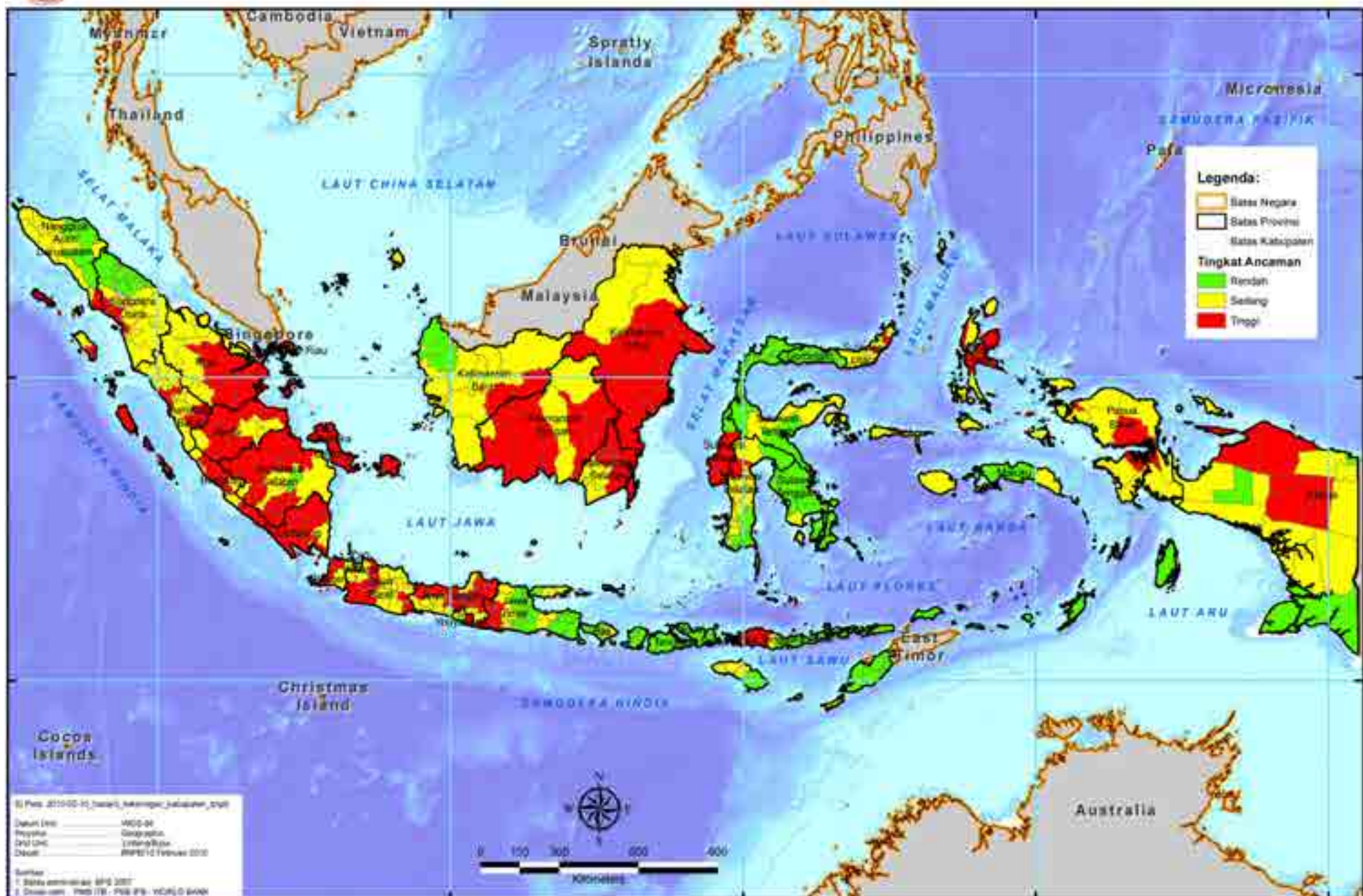
First Meeting of Safe School Country Leaders
Istanbul, Turkey - 30-31 October 2014

MINISTRY OF EDUCATION AND CULTURE, REPUBLIC OF INDONESIA





PETA INDEKS ANCAMAN BENCANA KEKERINGAN DI INDONESIA



Education in Indonesia: Managing a Big Size

240 million
Population

AGE (YEAR)	POPULATION (MILLION)	STUDENT (MILLION)	SCHOOL	TEACHER
0-6	28.85	4,05	93.644	386.962
7-12	26.59	30,66	169.331	1.923.189
13-15	12.94	11.93	45.077	837.017
16-18	13.09	8.84	26.896	571.591
19-24	25.37	5,36	3.794	238.637
Total	106.84	60.94	340.525	3.973.498

SCHOOLS IN INDONESIA ARE AT RISKS FROM DISASTERS ..

EQ and Tsunami in Aceh

> **2,000** school buildings were damaged or destroyed

EQ in West Sumatera

more than **2,800** schools were affected, with **more than 40%** were heavily damaged

Secondary Schools:

Slightly damage:

82.892 classrooms

Heavily damage

42.428 classrooms



2004

2006

2009

2010

2011

2012

2013

EQ in West Java; 2,091

school buildings heavily damaged, with 35 schools totally damaged

EQ and Tsunami in Mentawai,

7 schools were damaged

Primary schools :

Slightly damage:

182.500 classrooms

Heavily damage:

110.598 classrooms

EQ in Yogyakarta, 2,900

schools collapsed

EQ in Central Aceh & Bener Meriah,

514 schools were damaged

CHALLENGES OF DISASTER RISK IN INDONESIA...

Indonesia is situated in one of the world's most active disaster hotspots and is at high risk of a variety of natural hazard events, including earthquake, tsunami, volcanic eruption, flood, land slide, drought, and forest fires.

According to data from the National Agency for Disaster Management (BNPB), over the last 30 years there have been on average 289 significant natural disasters annually, with the average death toll reaching approximately 8,000 people.



The Three Pillars of Comprehensive School Safety

1. Safe Learning Facilities
2. School Disaster Management
3. Risk Reduction and Resilience Education

COUNTRY'S ACHIEVEMENTS ON PILLAR 1

- 1) **2007:** Disaster Management Law No. 24/2007 and **National Action Plan for DRR** 2010-2012 acknowledges education as one of its priorities
- 2) **July 2010:** Indonesia joined the launch of **One Million Safe Schools and Safe Hospitals**, campaign led by Coordinating Minister of Social Welfare, accompanied by Head of BNPB, Minister of Health, Vice Minister of National Education, rep. of other ministries, NGOs, Development Partners, Academicians
- 3) **2011:** GOI provided Specific Allocation Fund (DAK) for more than \$250 Million annually specifically allocated for safe school rehabilitation and construction on top of Central government budget. The DAK fund is being transferred directly to the local government.

COUNTRY'S ACHIEVEMENTS ON PILLAR 1

- 4) **2000-2011:** GIS based School Mapping and monitoring through integration of Safe Schools data with Education Management and Information System (EMIS).
- 5) **2006-2011:** Ministry of National Education introduce a community-based construction model and built around 4,900 new safe schools, 1,500 of them funded by AusAID through Australia Indonesia Basic Education Program (AIBEP) in 14 provinces.
- 6) **2009-present** Education Endowment Fund for reconstruction and rehabilitation due to Disaster.
- 7) **2012-2013:** Australia Education Partnership with Indonesia (AEPI) assisted the MoEC in development of community based construction model and built 764 new save schools in 28 provinces.

COUNTRY'S ACHIEVEMENTS ON PILLAR 2

- 1) **June 2007:** Ministry of National Education Regulation 24/2007 on **School Infrastructure Standards**, governing among other the safe school site selection procedure, a high safety factor construction and earthquake resistance, the provision of facilities for children with special needs.
- 2) **December 2010:** **National Conference on Safe Schools**, organized by Plan Indonesia in close collaboration with the Ministry of National Education and BNPB
- 3) **2011:** Mapping of schools by BNPB supported by WB on request of Ministry of National Education, 75% of schools located in potential disaster areas.
- 4) **August 2011:** Establishment of the **National Secretariat for Safe Schools**

COUNTRY'S ACHIEVEMENTS ON PILLAR 2

- 6) **May 2012:** A **Guideline for Safe Schools and Madrasah** was issued by BNPB- (Perka 4/2012) and launched together with Minister of Education and Culture.
- 7) **May 2012** **Piloting of more than 300 Safe Schools led by MoEC and BNPB** supported by World Bank (GFDRR and BEC-TF), Plan Indonesia and others in 10 provinces.
- 8) **2007-present:** Several Provinces and districts have developed education contingency plan
- 9) The establishment of Safe School Directories consist of schools in the countries that have been trained on disaster risk reduction management at school.

COUNTRY'S ACHIEVEMENTS ON PILLAR 3

- 1) **March 2010:** Integration of **DRR into education curriculum** through MoEC Circular Letter to the Governors and Head of Local Government/ Municipalities
- 2) **December 2010: National Conference on Safe Schools**, organized by Plan Indonesia in close collaboration with the Ministry of National Education and BNPB
- 3) **October 2012:** Indonesia hosted a 5th AMCDRR. There are 3 sessions related to Safe Schools. The **Yogyakarta Declaration** includes support local level to invest Safe Schools and Hospitals in cost effective manner. This is very important and should be considered as priority.
- 4) **2012-2013:** Adaptation of interagency network for education in emergency (INEE) into child friendly education concept.

OTHER RECENT ACHIEVEMENTS

1. **2013-2014** : Serial **Seminars on Safe Schools** some Province in Indonesia, and Training to non pilot districts, and **Socialization** on Safe School to all District/Provincial Education Office during National Working Meeting in Jakarta; Demonstration of Safe School activities during DRR yearly event 2013.
2. **2014**: Strengthening Institutional Coordination within Ministry of Education for Safe School program and activities supported by UNICEF.
3. **2014**: Integrate the earthquake building resistance in the technical guideline for reconstruction and building new classroom for secondary school through Specific Allocation fund. Development of draft Guideline related to disaster management for different education level, early childhood, primary and secondary schools.

Achievements In Promoting Children Participation For Comprehensive School Safety

The students engagement in the Pilot Safe School activities:

- Involvement of vocational school students in the school building assesment (structural-construction issue)
- Planning development for future safe school (trough drawing, modeling) – structural-construction issue
- Students Representative of School (OSIS) also involved in KBKS (Komite Bencana dan Keselamatan Sekolah - School Committee for Disaster and Safety) -
- Students were informed and taught about different types of disasters through integrated curriculum, books, leaflet, drawing competition, question and answer, and songs

Achievements In Promoting Children Participation For Comprehensive School Safety

- Students were introduced to evacuation symbols, evacuation path, assembly points (titik kumpul)
- Students involved in the evacuation simulation, including the integration of the role of Children at the Red-Cross and Boy Scout activities
- Training for Vocational Students/Teachers (SMK for Building) for safe schools including exercise in executing the retrofitting principles for neighboring districts (Structural)

The Remaining Challenges

- ▶ There are more than 258,000 schools in Indonesia, it is estimated that **75% schools are located in disaster prone areas**. Most primary schools were built in the 1980s, where **DRR aspect was not considered**.
- ▶ **Issues of lack in coordination** between central, provincial and local government. Policies are in place at the national level.
- ▶ More than 25.620 **pilot schools have been completed**, but scaling up are still a major challenge. **Evaluation** to those pilot schools should be conducted to be considered for certification requirements.
- ▶ **Strengthening of Partnership with related stakeholders** for mainstreaming Safe School in DRR during the transition of the new government

PARTNERSHIP and COLLABORATION



United Nations
Educational, Scientific and
Cultural Organization



WAKHANA YISI INDONESIA
a journal of World Vision



Save the Children



Arbeiter-Samariter-Bund



SURFAID
FOUNDED 2000



Kingdom of the Netherlands



EUROPEAN UNION



THE WORLD BANK



LPBI NU



MercyCorps

Be the change

...And many other agencies (local, national, and international)

Future Plan of Activities on CSSF

- Institutionalizing and strengthening inter-agency coordination between BNPB, MoEC, MoRA, MoHA, and other relevant government agencies.
- Improve monitoring through integration of Safe Schools data with Education Management and Information System (EMIS)
- Disseminate current regulation, guidelines and build capacity to local governments at sub-national level
- Utilize the existing extra curricular organization in school to involved in safe school Campaign
- Continue to extend training for non pilot regions as far as resources available
- Conduct annual event (i,e safe school jambore) at national level
- Explore collaboration with other actors including private sectors and charity groups
- Continues support to provincial and local governments to develop their contingencies plans

TERIMA KASIH THANK YOU



Buah kelapa buah pepaya,
Mari bahagia dengan sekolah aman kita

Okik, SDN Pakis



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**FIRST MEETING OF SAFE SCHOOL LEADERS
30-31 October 2014, Intercontinental Ceylan Hotel,
Istanbul, Turkey**

Construction, Renovation and Rehabilitation of Schools in I.R.Iran

Ali Shahri

**Deputy of Technical Office and Supervision of State Organization of School Renovation,
Development and Mobilization of I.R.Iran**



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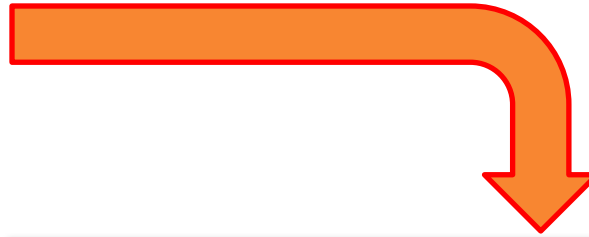
Part I :

Activities of Reducing the Vulnerability of Schools in I.R. Iran

Part II:

Executive Techniques in Rehabilitation of Schools in I.R. Iran

Important Reasons for Retrofitting





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Before Rehabilitation and Renovation





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Before Rehabilitation and Renovation





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Before Rehabilitation and Renovation







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Part I :

**Activities of Reducing the Vulnerability
of Schools in I.R. Iran**



Part I :

Activities of Reducing the Vulnerability of Schools of I.R. of Iran

- ❖ In 2004, State Organization of Schools Renovation, Development and Mobilization (SOSRDM) of I.R.Iran provided the technical specifications of schools and presented the physical status of school buildings.**
- ❖ For this Purpose, the cooperation did among SOSRDM & civil professional engineers and consulting companies.**
- ❖ They did the field visits of schools and collected the data about school buildings.**
- ❖ Rapid assessment of schools were been done and collected with these data in the National Identification System for schools**



Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-1: Budget Legislated by Parliament for Schools

❖After obtaining the information of schools, categories of seismic vulnerability of school buildings are divided to:

The school where divided in to 3 categories:

- Sustainable(safe)
- Required Demolition and Renovation
- Required Rehabilitation

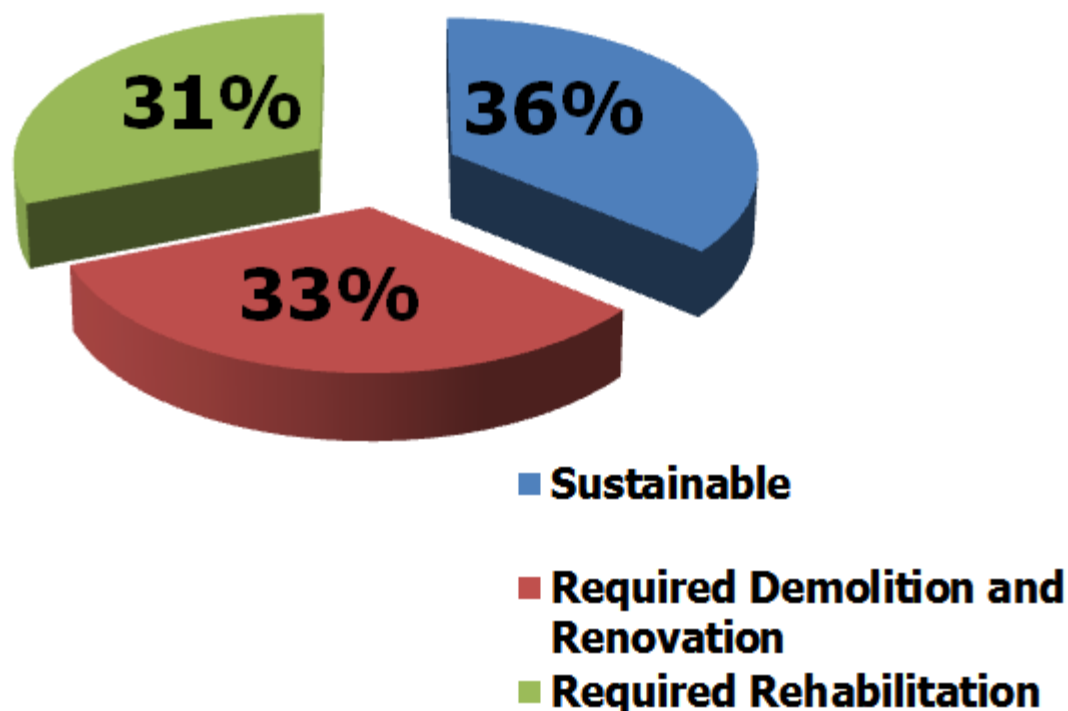


Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-1: Budget Legislated by Parliament for Schools

Status of School Buildings (2003-2004)



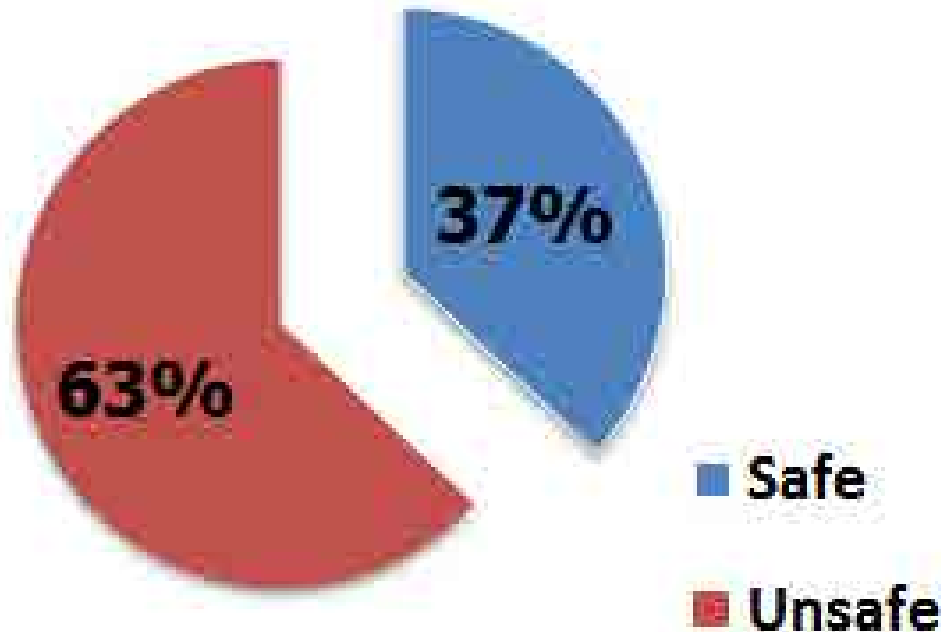


Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-1: Budget Legislated by Parliament for Schools

The Distribution of Students in Safe and Unsafe Schools (2003-2004)



Stages of Providing of Safe Schools from 2003 – until now

Stage 1

Stage 2

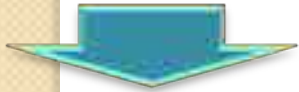
Stage 3

2003-2004

2004-2006

2006- ...

Stage 1



2003-2004

Main Target :

- Provide Codes and guidelines
- Framework for the retrofitting Plan
- Evaluation of the costs
- Coordination and adaptation of consulting engineers

A central management and peer review system for all retrofitting projects in country

Stage 2



2004-2006

Main Target :

- To increase the number of consultant engineers
- Training the engineers
- Training our local offices in all provinces
- Creation of the structure for local management of retrofitting jobs

Management and peer review done by the central office of School Organization

Stage 3



2006-2012

Implementation:

- Retrofit design for more than 52000 classrooms
- Retrofitting more than 28500 classrooms
- Development of the technical guidelines
- Developing new methods with the purpose of quick risk reduction

Management done by the local offices and peer review done by the central office of School Organization



Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-1: Budget Legislated by Parliament for Schools

The Law on Renovation and Rehabilitation (2006)

Enactment parliament



3 billion \$
For Renovation of schools
(without adjustment)



1 billion \$
For Rehabilitation of schools
(without adjustment)



Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-2: Brief Report on Activities in Renovation Schools

Renovation Projects According to Act of the Parliament

The area of schools are needed to be reconstructed (m²)	13,193,500
Area of Reconstructed Schools (m²)	7,000,000
Schools under renovation and reconstruction (m²)	2,000,000
Total (m²)	9,000,000
Achieve to goal	69%



Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-2: Brief Report on Activities in Renovation Schools

Achievement of Program

The Islamic Republic of Iran has upgraded seismic safety of more than 46000 Classroom in the form of demolition and reconstruction and Spend More than 3.54 billion Dollar for Purpose

(The area equal 9,000,000 m²)



Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-3 : Brief Report on Activities in Rehabilitation

Rehabilitation Projects According to Enact of the Parliament

Schools needed to be rehabilitated (m²)	12,600,000
Evaluation and design for rehabilitation (m²)	5,100,000
Executed (m²)	2,800,000
Number of classrooms base on program	28,605
Allocated budget	0.46 billion \$



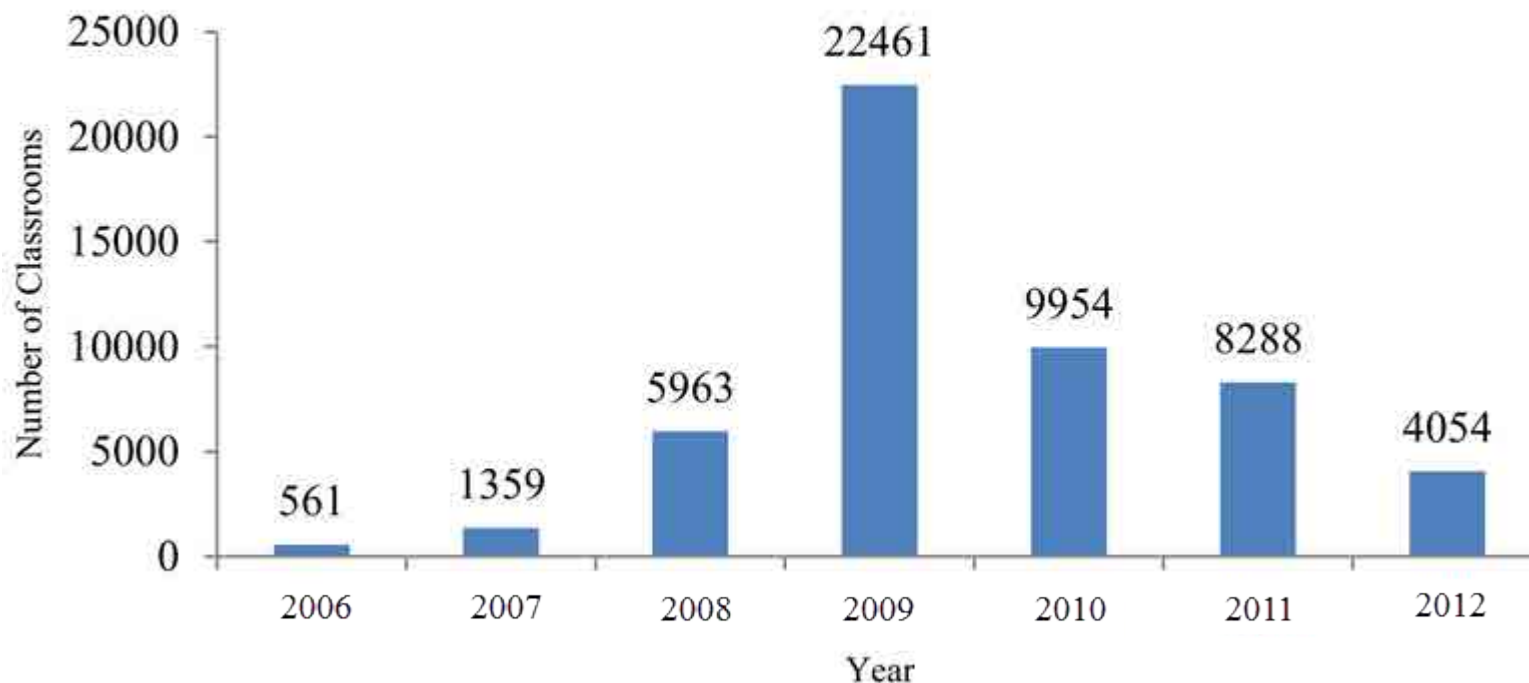
Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-3 : Brief Report on Activities in Rehabilitation

Rehabilitation Projects According to Enact of the Parliament

Number of Studied Classrooms from 2006 - 2012
(Total = 52,640)





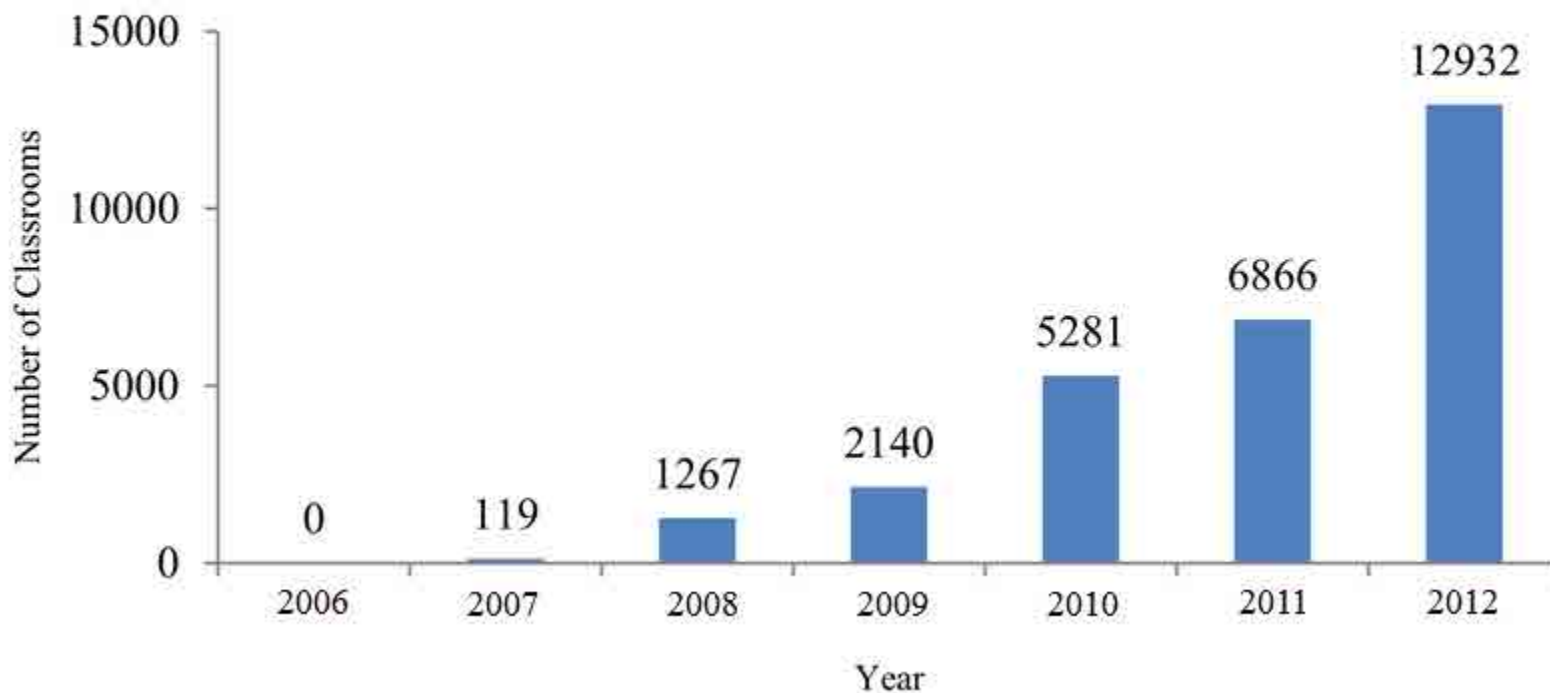
Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-3 : Brief Report on Activities in Rehabilitation

Rehabilitation Projects according to Government Performance

Number of Retrofitted Classrooms from 2006 - 2012
(Total = 28,605)





Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-3 : Brief Report on Activities in Rehabilitation

Revival Enact of the Demolish and Reconstruction law in the Fifth Development Program

Debut:	2011
Duration:	4 years
Budget for reconstruction:	2.2 billion \$
Budget for retrofit:	1.0 billion \$
Total:	3.2 billion \$

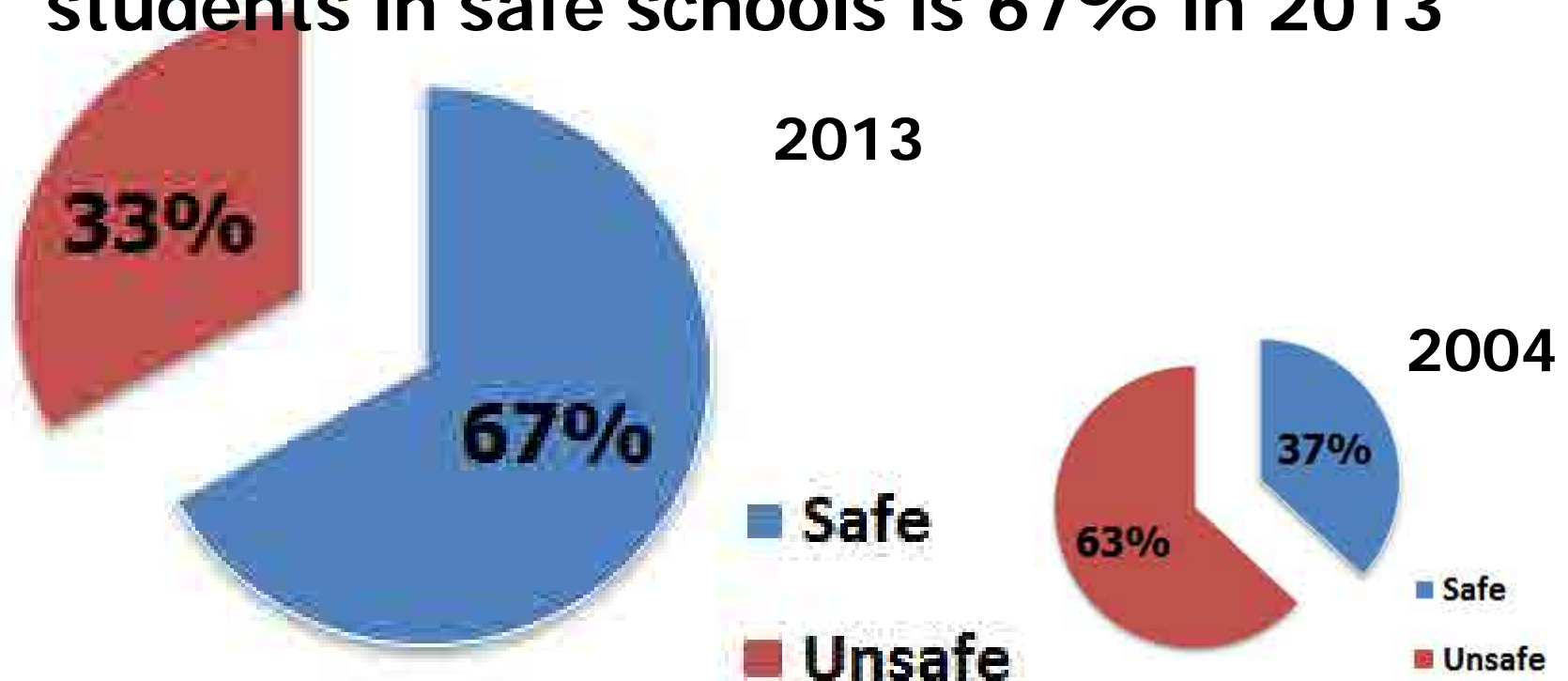


Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-3 : Brief Report on Activities in Rehabilitation

Based on our activities in I.R.Iran for providing of safety in schools from 2003 (Safe: 37%) until now the distribution of number of students in safe schools is 67% in 2013





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Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-4: Sample Projects (Renovation, Construction and Rehabilitation)

Sample Schools for Renovation 2004-2005





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Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-4: Sample Projects (Renovation, Construction and Rehabilitation)

New School Construction Approach





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I-4: Sample Projects (Renovation, Construction and Rehabilitation)

New School Construction Approach





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Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-4: Sample Projects (Renovation, Construction and Rehabilitation)

Photos of the outdoor view of some demolished-reconstructed schools





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I-4: Sample Projects (Renovation, Construction and Rehabilitation)

Sample Schools for Rehabilitation 2004-2005





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I-4: Sample Projects (Renovation, Construction and Rehabilitation)

Rehabilitation





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Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-5: Seismic Behavior of Retrofitted Schools in recent Earthquakes

2012 East
Azerbaijan Province-
Iran Earthquake

Source: USGS

Magnitude: M=6.3

Longitude= 46.750

Latitude=38.209

Focal Depth
(Km)=9.5

**Retrofitted School is Only building was safe,
sustainable and strong!**





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Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-5: Seismic Behavior of Retrofitted Schools in Past Earthquakes

2012 East Azerbaijan Province-Iran Earthquake (M=6.3)





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I-5: Seismic Behavior of Retrofitted Schools in Past Earthquakes

2012 East Azerbaijan Province-Iran Earthquake (M=6.3)





Part I :

Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-5: Seismic Behavior of Retrofitted Schools in Past Earthquake

2009 Fars-Provine-Iran Earthquake (M=6)





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Activities of Reducing the Vulnerability of Schools in I.R. of Iran

I-5: Seismic Behavior of Retrofitted Schools in Past Earthquakes

2011 Southern Khorasan-
Province-Iran Earthquake
(M=6)





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Part II:

Executive Techniques in Rehabilitation of Schools in I.R. Iran



Part II :

Executive Techniques in Rehabilitation of Schools in I.R. Iran

Samples of Retrofitted/Constructed Schools

Rehabilitation

Before



After



**Concrete Shear
Wall**



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Part II :

Executive Techniques in Rehabilitation of Schools in I.R. Iran

Samples of Retrofitted/Constructed Schools

Fars Province- Iran (Retrofitted)





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Executive Techniques in Rehabilitation of Schools in I.R. Iran

Samples of Retrofitted/Constructed Schools

Golestan
Province-Iran
(Retrofitted)





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Samples of Retrofitted/Constructed Schools

Golestan Province-Iran (Retrofitted)





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Executive Techniques in Rehabilitation of Schools in I.R. Iran

Samples of Retrofitted/Constructed Schools

Golestan Province-Iran (Retrofitted)





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Part II :

Executive Techniques in Rehabilitation of Schools in I.R. Iran

Samples of Retrofitted/Constructed Schools

Lorestan
Province-Iran
(Constructed)





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Part II :

Executive Techniques in Rehabilitation of Schools in I.R. Iran

Samples of Retrofitted/Constructed Schools

Lorestan Province-Iran (Constructed)





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Part II :

Executive Techniques in Rehabilitation of Schools in I.R. Iran

Samples of Retrofitted/Constructed Schools

Lorestan
Province-Iran
(Constructed)





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Part III :

Some of Excellent Schools





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✓ Special Attention to Islamic-Traditional Architecture





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- ✓ **Construction In Partnership with Public Participation & Donors**





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✓ Coloring





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✓ Constructed Schools





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✓ International School





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✓ Light





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✓ Facilities





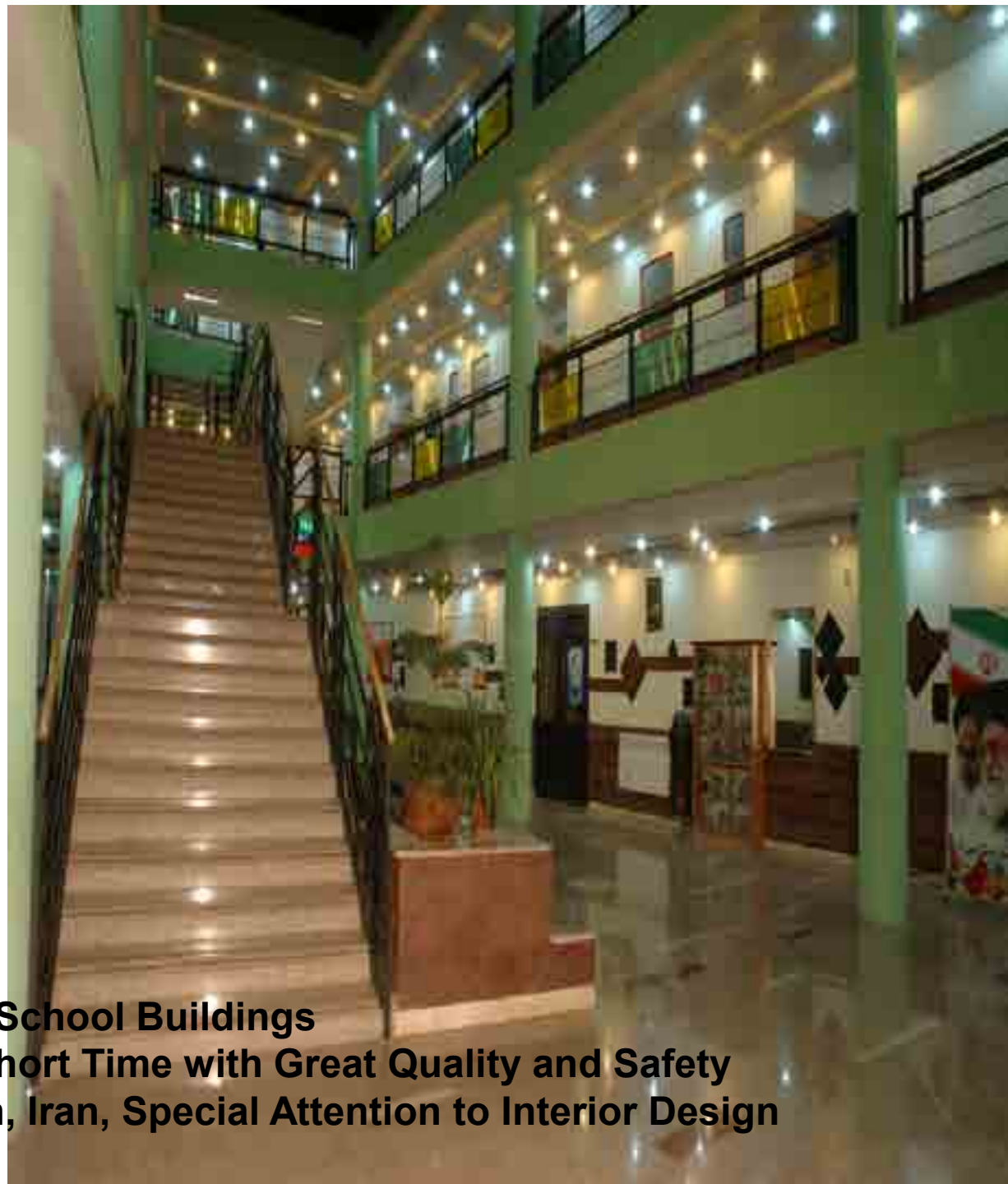
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Looking forward for a world with safe schools for all students

**Abilities of Construction of School Buildings
for Students in I.R.Iran in Short Time with Great Quality and Safety
Hagh panah School, Isfahan, Iran, Special Attention to Interior Design**



Workshop on School Safe Leaders Istanbul, October 30-31, 2014



Seismic risk mitigation of school buildings in Italy

*Agostino Goretti
Seismic and Volcanic Risk Office, Civil Protection Department
agostino.goretti@protezionecivile.it*

Italy



Population
60.8 millions

Surface
301,340 sqKm

Density
201.8 pers/sqKm

GDP pro capita
30,000 US\$



Italy: a country exposed to many risks

- Earthquakes
- Floods
- Landslides
- Volcanos
- Forest Fires
- Snow
- Environmental disasters
- Storms and Tornadoes
-



We do expect schools to be exposed as well

Safe schools

- Integrate risk reduction into school curriculum
- School preparedness plan
- Resilient infrastructure

Molise 2002 earthquake

31 October 2002, 11:32

Magnitude: M_w 5.8

Intensity $I_{MCS} = VII-VIII$

Victims: 30



San Giuliano di
Puglia school
collapsed
27 kids remained
under the debris

LESSONS IDENTIFIED ..

- Old building stock
- Out of date seismic zonation
- Out of date building-code

Under protection of critical buildings
Under protection of school buildings

....AND IMPLEMENTED ACTIONS

Ordinanza 3274/2003

- New seismic zonation
- New building code (including existing buildings)
- **National seismic safety assessment plan**

Law 289/2002

- **Special national plan for seismic upgrade of school buildings**

NATIONAL SEISMIC SAFETY ASSESSMENT PLAN (CPD)

Funded by the Italian Civil Protection
Department in the years 2004 - 2005
with € 200 m

Outcame: $\text{Seismic Risk Index} = \text{Capacity} / \text{Demand}$

Assessed buildings

Infrastructures
11%

**Cultural
heritage**
6%

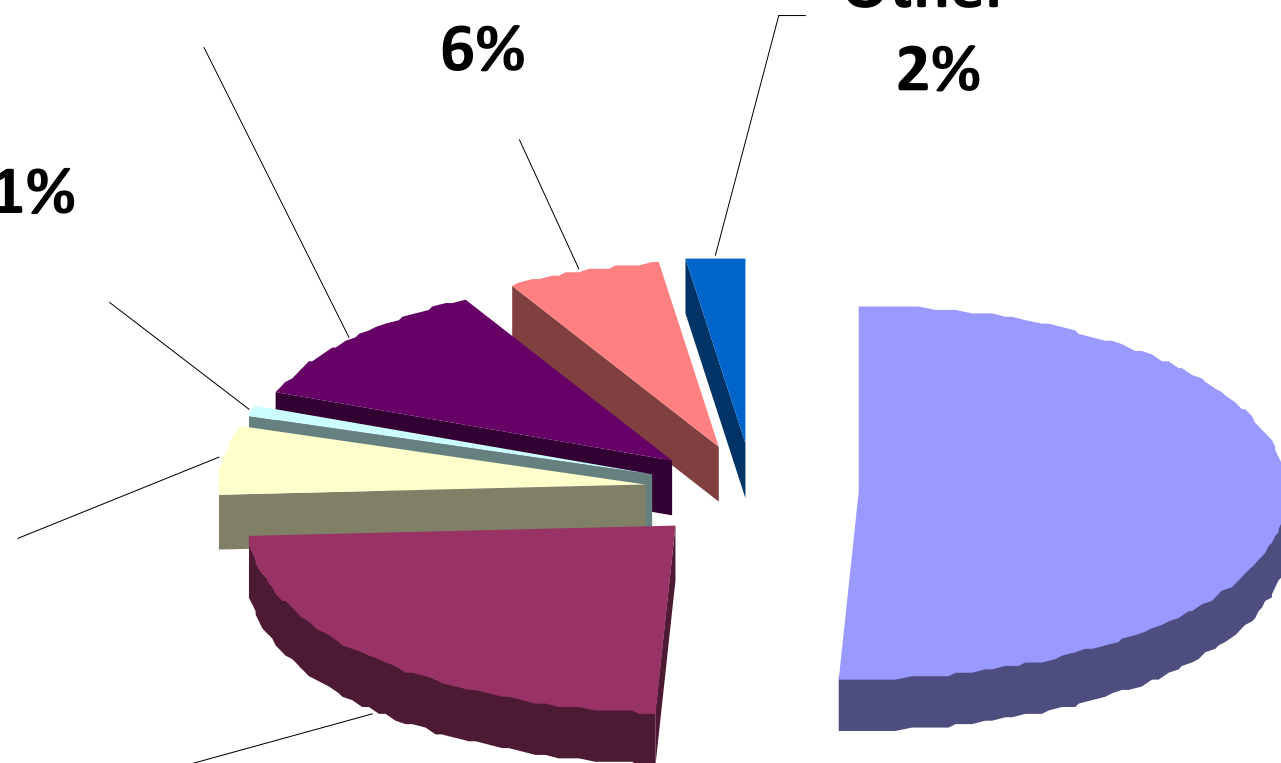
Other
2%

Barracks **1%**

Health
6%

Town Hall
6%

Schools
51%
≈2,500



Special national plan for seismic upgrade of school buildings (2002)

How many schools do we have ?

Where are they located ?

How safe are they ?

How much does it cost to reduce risk ?

How long will it take ?

Is it sustainable ?

Which priorities ?

Estimated cost for seismic upgrading of school buildings (2003 estimates)

Seismic zone I	Seismic zone II	Seismic zone III
€ 1,599,875,685	€ 7,474,314,354	€ 3,863,394,795

Prioritization

- 100% of the buildings belonging to seismic category I +
- 30% of the buildings belonging to seismic category II

€ 4 billion

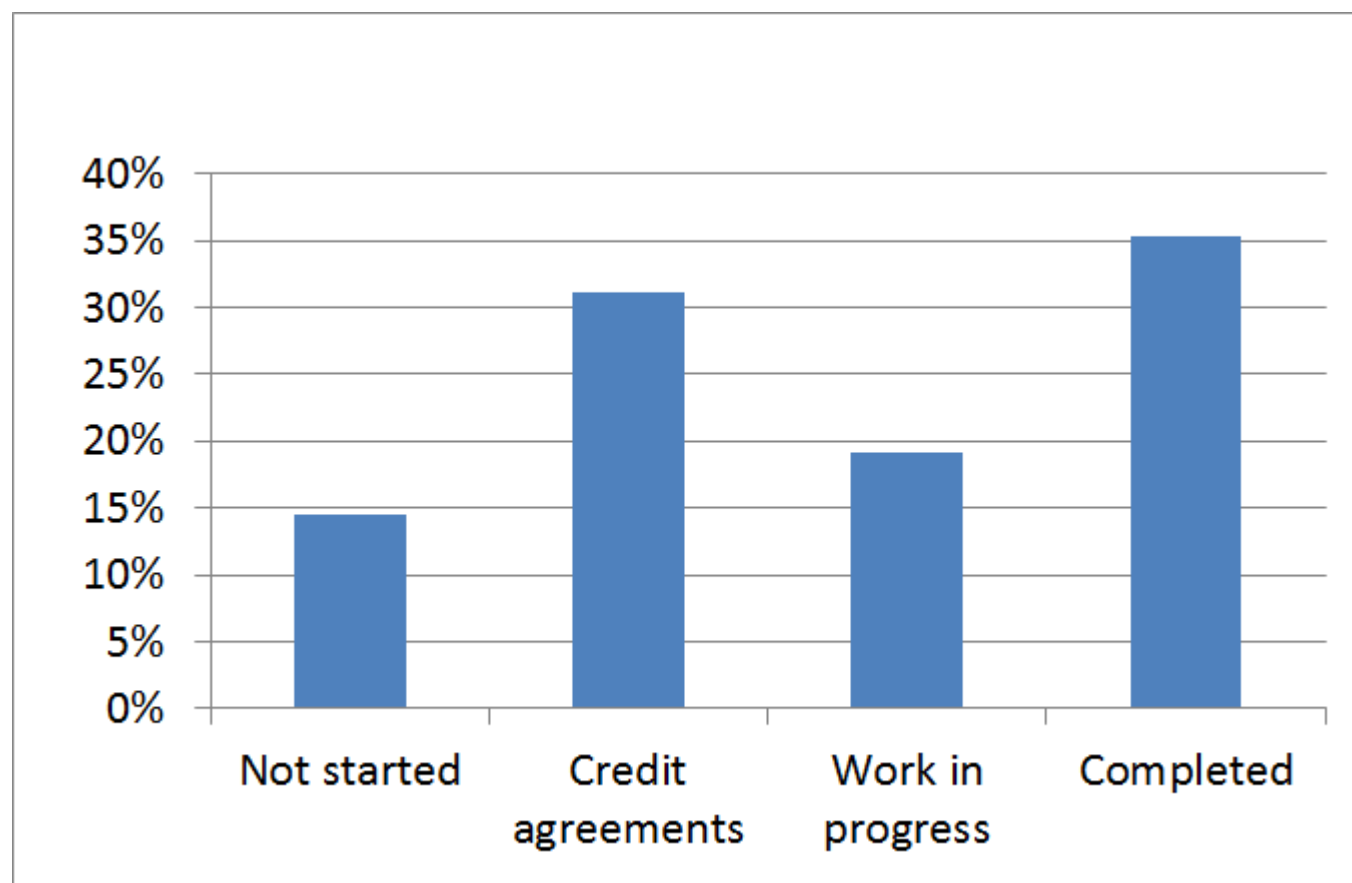
With a fifteen-year loan approx. 460 million Euro were made available for upgrading school buildings

As for today, 3 subplans have been approved:

1. August 2005
193 million Euro, 714 interventions
mean cost of intervention 270,000 Euro
2. April 2007
300 million Euro, 879 interventions
mean cost of intervention 340,000 Euro
3. January 2013
110 million Euro, 989 interventions
mean cost of intervention 110,000 Euro

Status of subplans 1 and 2

Total of 1593 intervention on school buildings, € 500 m



About 85%
on the way

Charles Darwin High School accident

22 nov 2008

Charles Darwin High School

Rivoli municipality

False ceiling collapse

Cast-iron duct collapse



1 victim
4 injured



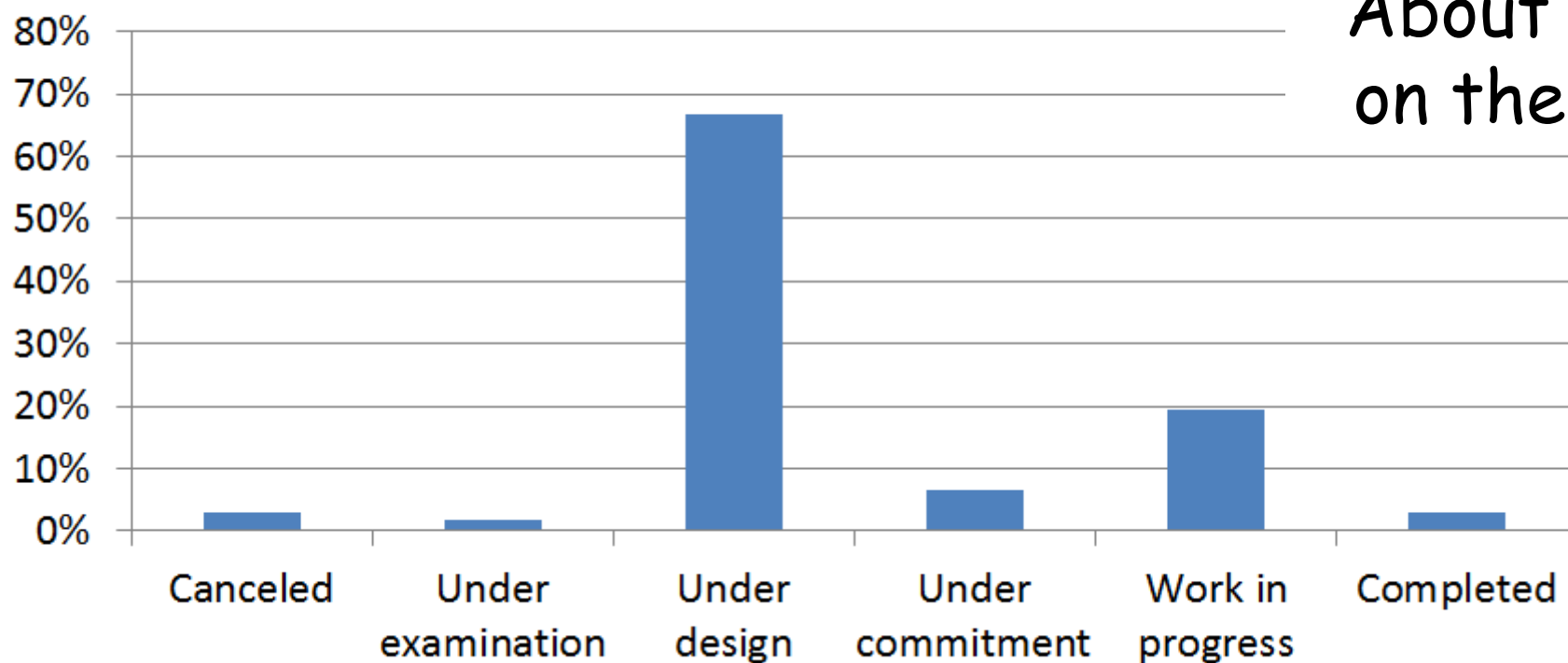
On 2009 CIPE allocated € 1,000 million to the Special Plan for reduction of the non structural component vulnerabilities in school buildings.

As for today, 2 subplans have been approved:

1. January 2010
358 million Euro, 1706 interventions
mean cost of intervention 210,000 Euro
2. January 2012
259 million Euro, 1809 interventions
mean cost of intervention 143,000 Euro

Status of subplans 1 and 2

Total of 3515 intervention on school buildings, € 660 m



About 97%
on the way

The Fund for Extraordinary Interventions of the Presidency of Council of Ministers

Initially used for funding the national safety assessment plan in 2004-2005 (€ 100+100 million)

Law 244/2007 allocated € 20 million per year, starting from 2008, for structural measures and earthquake-resistant interventions on existing school buildings

Managed by the Civil Protection Dept.

Features of the program

- Retrofitting or construction of new building
- € 20 m / year available from 2008 on
- Implemented through Decrees of the President of the Council of Ministers
- Consultation with Min. of infrastructures, Min. of Education, Min. of Finance (Joint Commission)
- No loan activation. Resources are managed year by year

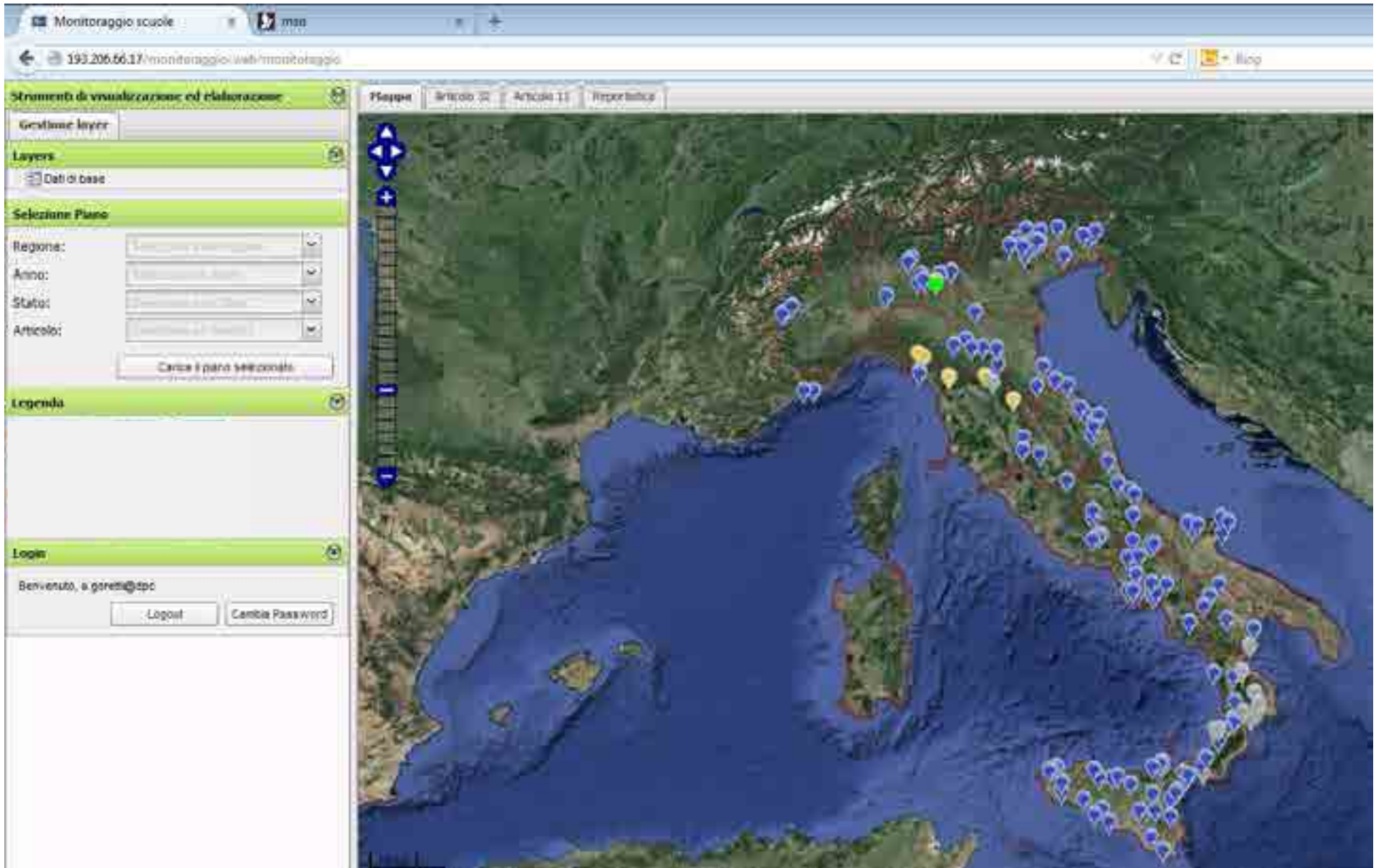
Status of the program

Year 2008	46 interventions	€ 20 m
Year 2009	52 interventions	€ 20 m
Year 2010	40 interventions	€ 20 m
Year 2011	57 interventions	€ 20 m
Total	195 interventions	€ 80 m

Mean cost of intervention = € 400.000

Procedures for years 2012 and 2013 are ongoing

Web-GIS monitoring system

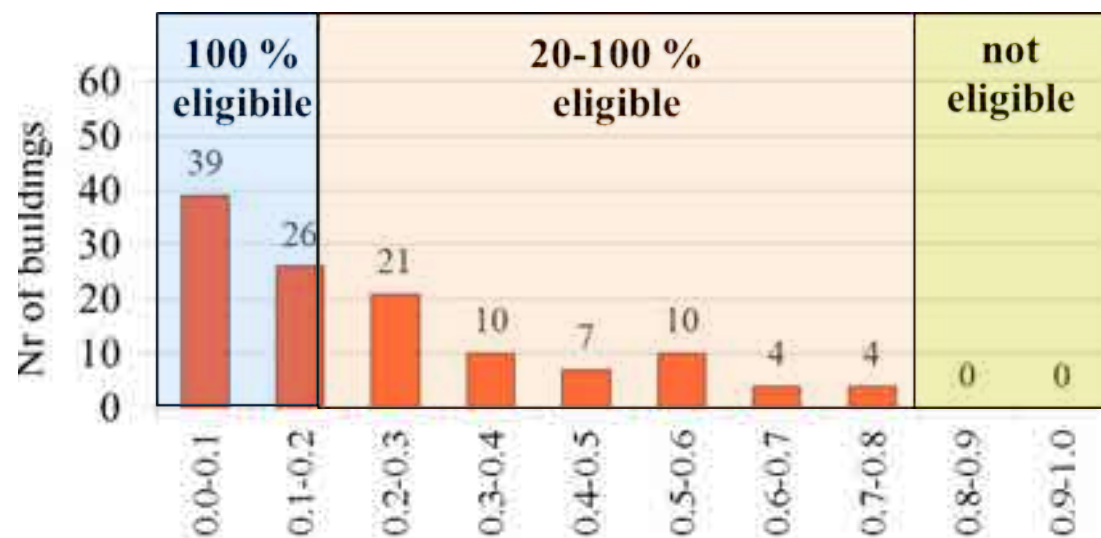


Total 195 interventions

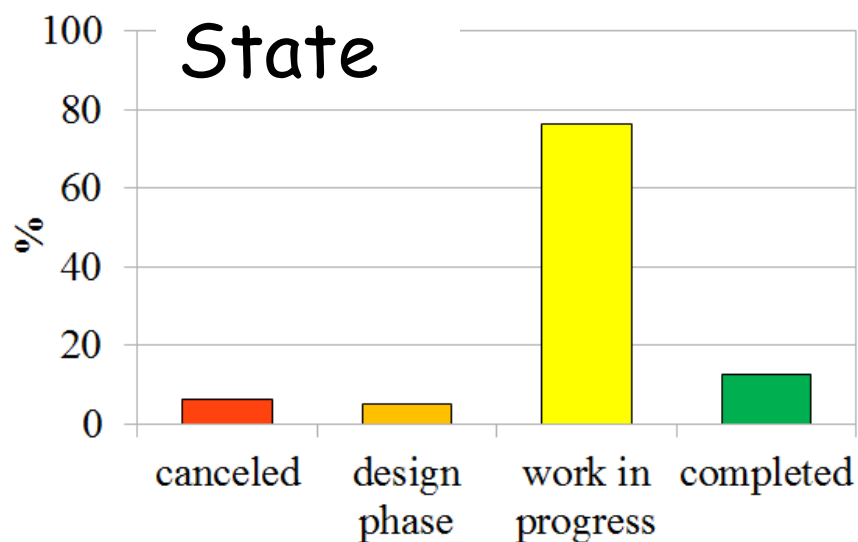
Hazard



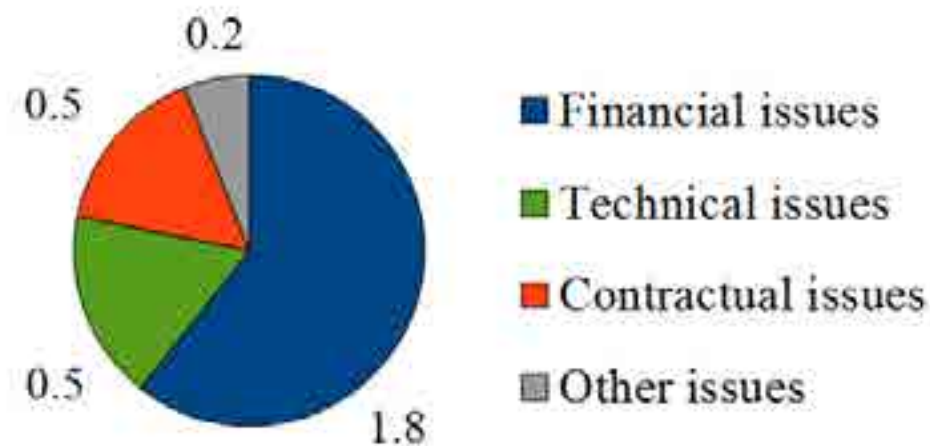
Seismic Risk Index



State



Average delay (months)



L'Aquila earthquake (2009)

April 6th 2009

3:32 am

Intensity: IX-X MCS

309 victims

67,000 displaced

L'Aquila 70,000 inhab.

57 affected municipalities



Strengthening of slightly damaged school buildings just after the earthquake



In 2009, € 226.4 m allocated to Abruzzo Region for seismic safety of school buildings

The actual policy on school buildings

- Merge the different source of fundings in one
- Ad hoc structure under the Presidency of Council of Ministers to coordinate interventions on school buildings



#italiasicura

#dissesto
al lavoro contro frane e
alluvioni

#acquepulite
sviluppiamo il settore idrico

#scuole
interventi per risanare e rinnovare
l'edilizia scolastica



		Number	Fund
Appropriate Schools	<ul style="list-style-type: none"> • Maintenance • Appropriateness • Refurbishment 	17,961	€ 450 m
Safe Schools	<ul style="list-style-type: none"> • Safety • Asbestos removal • Architectural barriers 	2,865	€ 400 m
New Schools	<ul style="list-style-type: none"> • Fiscal compact relaxation • Immediate beginning of work 	404	€ 224 m
		21,230	€ 1,094 m

<http://italiasicura.governo.it/site/home/scuole.html>



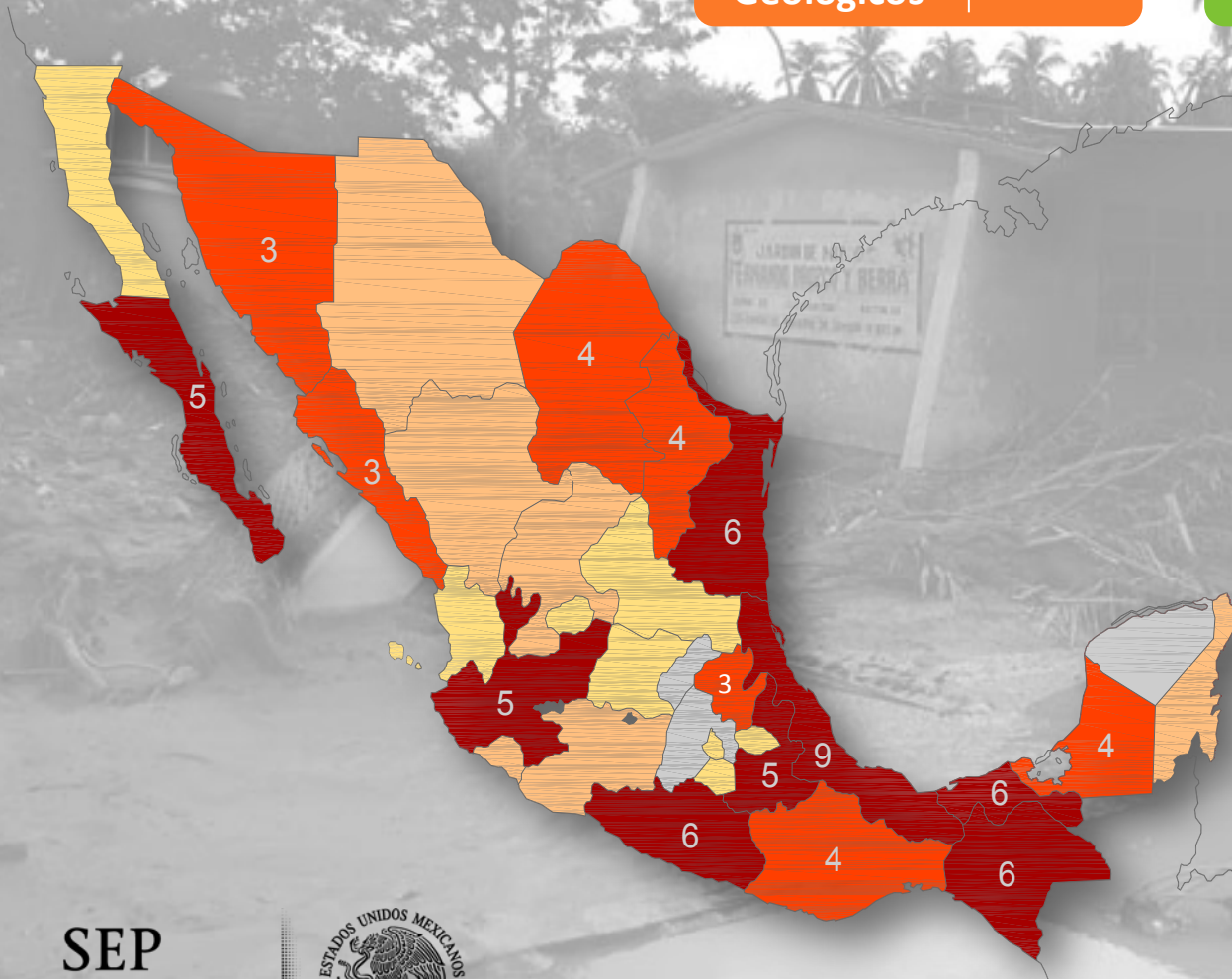


Protocolo para Prevención y Atención a Daños en la INFE ante Desastres Naturales

PROCLIVIDAD DE LA INFRAESTRUCTURA ESCOLAR A SER AFECTADA POR FENÓMENOS NATURALES

Fenómenos Geológicos **4.6%**

Fenómenos Hidrometeorológicos	95.4%
-------------------------------	-------



Potencialidad

- Muy alta - 8 estados
- Alta - 7 estados
- Media - 5 estados
- Baja - 8 estados
- Muy baja - 3 estados

EXPERIENCIAS EN LA ATENCIÓN DE DESASTRES OCURRIDOS

2013

- **Generación errónea de información sobre planteles dañados.**
- **Diferentes fuentes con información variada y poco confiable.**
- **Demora en la recuperación y puesta en marcha de planteles afectados.**

GRUPO PARA LA GESTIÓN INTEGRAL DEL RIESGO



Prevención y mitigación del riesgo



Generación única de Información de planteles validados con daño

INTEGRANTES

Presidente.

- **Delegado Federal de la Secretaría de Educación Pública en el Estado**
- Integrantes.**
- **Autoridad Educativa Estatal.**
- **Instituto Estatal de Infraestructura Física Educativa.**
- **Unidad de Protección Civil del Estado**
- **Instituto Nacional de la Infraestructura Física Educativa (INIFED).**

Invitados.

- **Servidores Públicos pertinentes**

SEP

SECRETARÍA DE
EDUCACIÓN PÚBLICA



INIFED
INFRAESTRUCTURA
EDUCATIVA

PLAN DE SEGURIDAD ESCOLAR

PROTOCOLO PARA PREVENCIÓN Y ATENCIÓN A DAÑOS EN LA INFE ANTE DESASTRES NATURALES

1 PREVENCIÓN

- Promoción de la cultura de la prevención
- Coordinación con protección civil en los 3 órdenes de gobierno
- Conformación del Grupo para la Gestión Integral del Riesgo
- Identificar los riesgos en base al diagnóstico
- Acuerdo con gremios profesionales para la evaluación de daños
- Capacitación para evaluadores de daños y acreditación

PRODUCTO

- PLAN DE SEGURIDAD ESCOLAR
- MAPAS DE RIESGOS
- DIAGNÓSTICO DE LA INFE
- EVALUADORES DE DAÑOS

REACCIÓN PARA DESASTRES NATURALES

2 ETAPA PREVIA

- Emisión de alertas tempranas y la aplicación de protocolos locales
- Instalación del Grupo para la Gestión Integral del Riesgo
- Contacto con el Padrón de Evaluadores de Daños

PRODUCTO

- PLAN DE REACCIÓN
- PROTOCOLO DE ATENCIÓN A DAÑOS

DESASTRE NATURAL

3 ETAPA EVALUACIÓN

- Identificación y reporte de planteles afectados a Delegación SEP
- Evaluación técnica y cuantificación del daño
- Valida expediente técnico y emite informe al Delegado SEP

PRODUCTO

- LISTA VALIDADA DE INFRAESTRUCTURA AFECTADA

4 ETAPA VALORACIÓN

- Cuantificación y validación de la infraestructura afectada
- Definición de mecanismos de atención (FONDEN, Seguro, Gobierno Federal y Estatal)

PRODUCTO

- PROGRAMA DE RECONSTRUCCIÓN

SEP

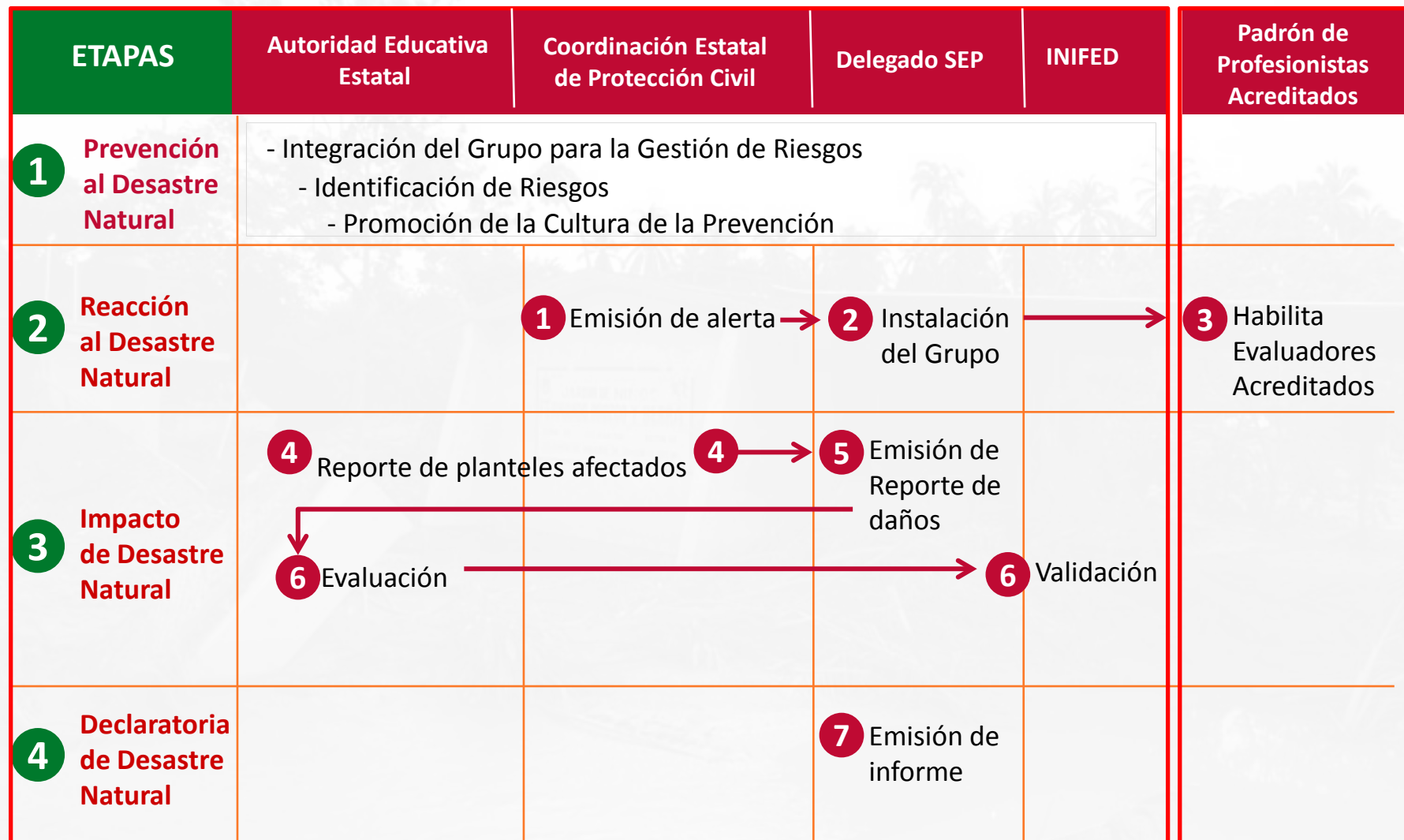
SECRETARÍA DE
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EDUCATIVA

PLAN DE SEGURIDAD ESCOLAR

DIAGRAMA DE FUNCIONAMIENTO

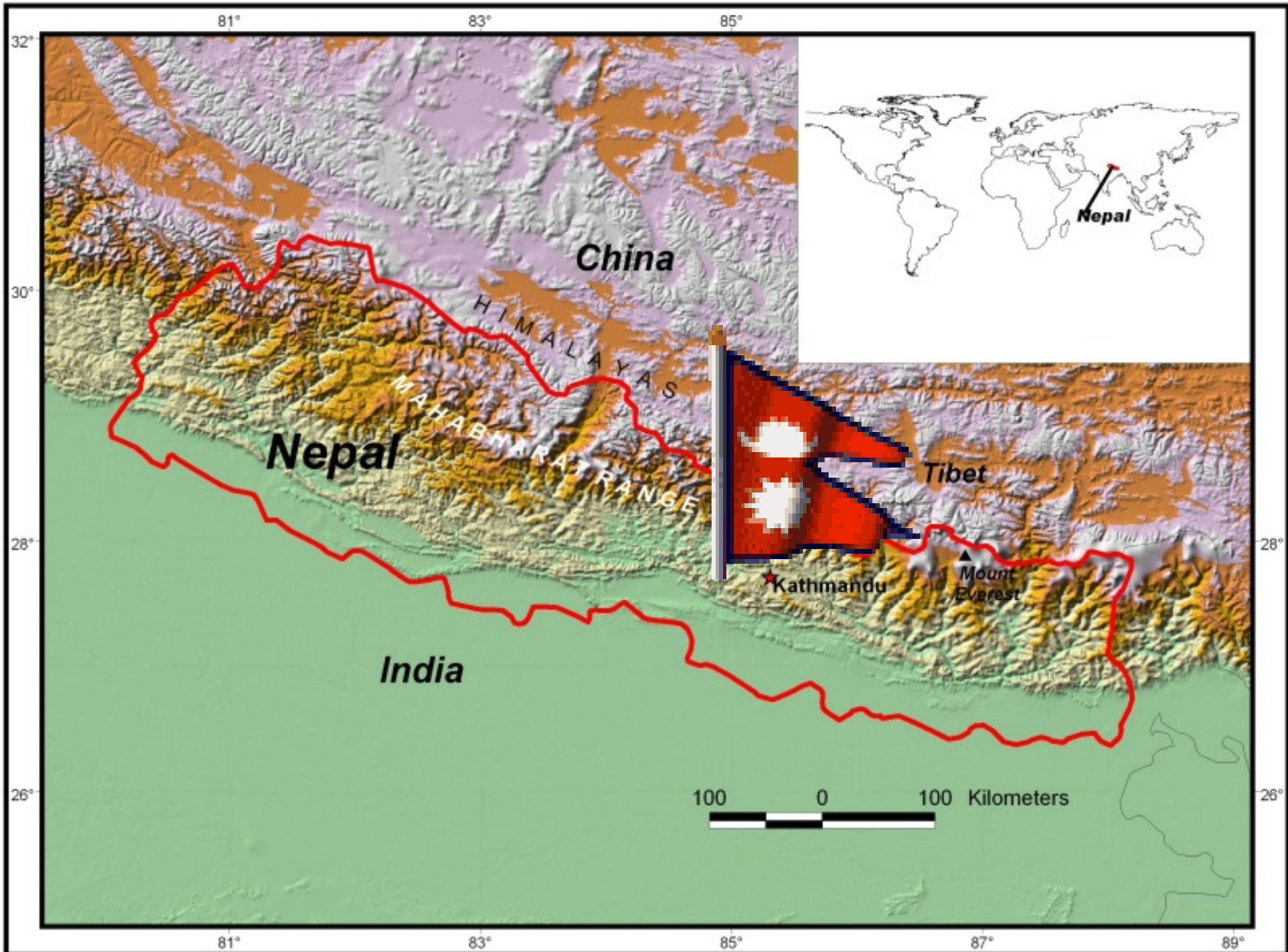


Protocolo para Prevención y Atención a Daños en la INFE ante Desastres Naturales

GRACIAS

Safe School Policy and Practice: Experience of Nepal

**Ministry of Education,
Government of Federal Democratic Republic of
Nepal**



Country Situation

- **The Interim Constitution of Nepal (2007) guidelines for safeguarding and ensuring the rights of children.**
- The Education Regulation , 2002, : **acknowledged that natural disasters have consequences for the safety of schools**
- SSRP (2009-2015):s chool safety, particularly regarding the **safe construction and retrofitting** of schools to meet national standards, **training masons and engineers**
- National Curriculum Framework (2007) includes **environmental** issues like **plantation, natural disaster, conservation, home and school sanitation**

Existing Status on DRR initiatives

- Out of five flagship programs in DRM, Flagship 1 is School and Hospital Safety: **Components focused:** Structural and non structural vulnerability assessment
- National **plan of action, Strategic Implementation Plan and contingency plan** backed up with strong commitment for budget allocations through **multi sector** involvement
- **Flash Reporting mechanism in EMIS** about status of school infrastructure and facilities
- **Daily, weekly and monthly checklists** to address the safe-school information
- Schools used as temporary post-disaster shelters managing **education in emergencies**
- Technical institutes, colleges, universities **(missed)** in all the interventions

Policy Gaps

- Policy intervention: **making school safe is still a choice, not an obligation**
- Lack of hazard, vulnerability, and capacity analysis (**HVCA**) system
- Curricular gap: focused on knowledge but not on developing the real life skills, “**create fear**”
- Do not address **socio-psychological counseling**, less focus on **local knowledge** to address safety
- **No specific law** regulating the **safety of private schools**.
- **Culture of Funding gap** the quality of work is sub-standard: works not meeting the ideal of structural safety.

Demand of Policy intervention

- ❖ **Consequences: increase in risk of disaster & climate change, damage of school infrastructure, disrupting academic calendars, forcing children to drop out from the school**
- ❖ **Rationale: cost effectiveness, developing culture of safety, establishing child right,**
- ❖ **Scope: from public to private school premises , schools to colleges**

A Different View of Safe School

- Disaster resilient school
- **School with health and nutrition facilities**
- School without Fear Environment
- **School as zone of peace**
- Child friendly and child centered school

Nepal Ministry of Education initiatives

- Curricular reform and preparedness in line with disaster risk reduction strategy
- Behavioral change towards good health habits
- **Use of Daily, weekly and monthly checklists**
- Child club mobilization
- **Provision of Mid day meal**
- Building Capacity through teacher's professional development (TPD) Packages



Quality ensured resilient school: A Practical Model

- Disaster Resilient Physical infrastructure
- Facility of health and nutrition
- Teacher trained
- Learning Materials available
- Regular drill and simulation for behavioral changes
- Support with ICT



Mapping Vulnerability and Risk



Infrastructure





Our Reforms



Policy implementation and Reflection



Moke Drill, Simulation and Localization





← **Not this**

But this →

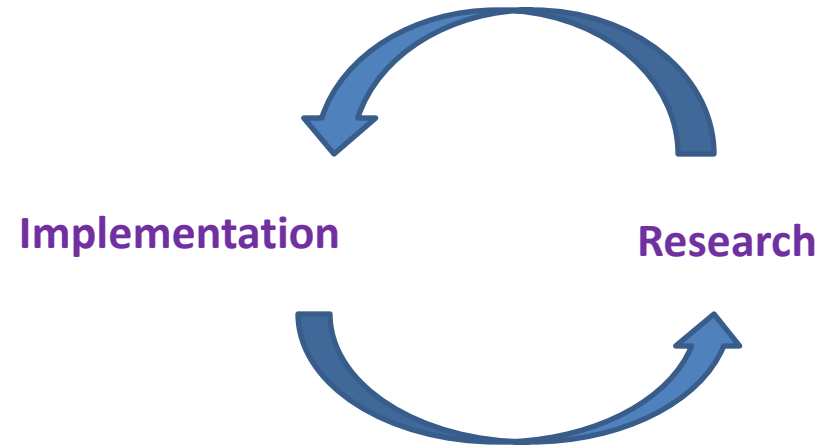


Good Practices

- Child friendly schooling integrated with school safety strategy
- Opening the new avenues: the shift in the movement towards multi-sector collaboration approach
- Focused on soft skills along with hardware
- Locally available materials, low cost materials for school safety purposes
- Practice of Bio engineering, local materials in safety and protection

Challenges and Strategy to Overcome

Limited Retrofit Options



- Collaboration with **Academia and Expert agency** for Exploring better and innovative Retrofitting Options

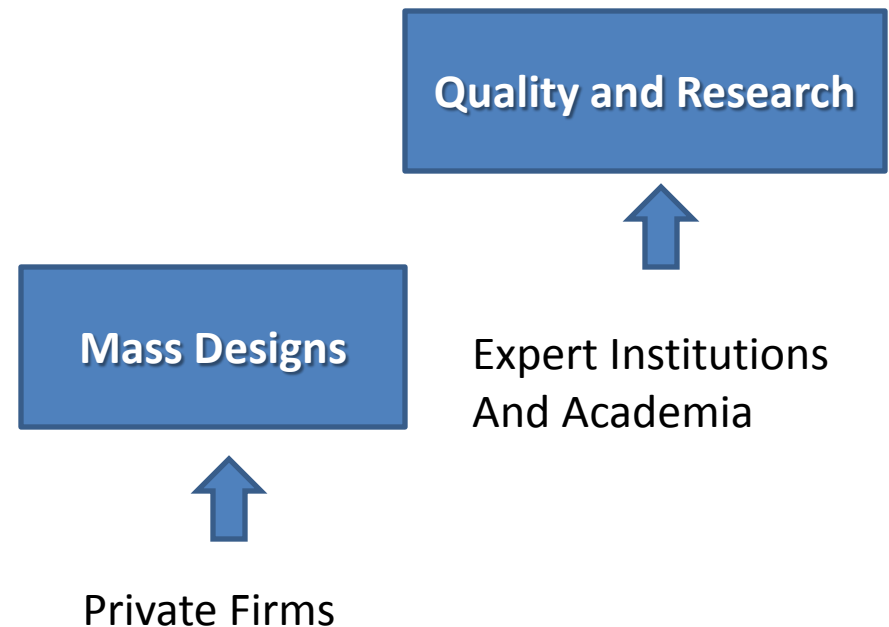
- Technical Feasibility
- Economical Affordability
- Local Availability
- Social Acceptability

Challenges and Strategy to Overcome...

Assessment, Analysis and Design of proto types

- Diverse need in design
- Limited Professionals
- Time Consuming,& Costly
- Problem of Standardization
- Design Quality

- Private Consulting Firms are Encouraged
- Proto-type design for New Construction
- Continuous Training to all Stakeholders
- Collaboration with, Expert agency and Academia



Challenges and Strategy to Overcome..

Maintaining Quality Implementation and Quality Construction

- **Timely Mobilization of Fund from Community**
- Trained engineers for supervision, monitoring and follow up
- Minimum of one trained mason in one site
- Community mobilization and orientation

Challenges and Strategy to Overcome

School Earthquake Safety Action Plan (SESP) Implementation in Private Schools colleges

- Vulnerability Assessment in private schools
- Regulation policy (retrofitting of existing and safe new construction)
- Awareness to Parents about safer schools

**Our Goal:
all-children-in-
safe-school**

Thank you





FEDERAL REPUBLIC OF NIGERIA SAFE SCHOOL INITIATIVE(SSI)

Presentation by

MUHAMMAD SANI SIDI, OFR

DIRECTOR – GENERAL

NATIONAL EMERGENCY MANAGEMENT AGENCY (NEMA)

AT FIRST MEETING OF SAFE SCHOOL LEADERS MEETING IN ISTANBUL, TURKEY

31st October, 2014

Created by National Emergency Management Agency (NEMA), October 2014

OVERVIEW OF NIGERIA

- Total population - over 160m
- States – 36 + Federal Capital FCT
- Local Government Areas – 774
- Total population Affected by insurgency – over 7,000,000
- Students Affected by Insurgency – Over 120,000
- Schools Affected by Insurgency - 267

BACKGROUND

- The Nigeria Nation has witnessed an unprecedented level of insurgency from 2009 till date with the North-Eastern region being the worse hit.
- In 2013 a state of emergency was declared in Adamawa, Borno and Yobe State due to insurgency activities
- The UN Special Envoy for Global Education, Mr. Gordon Brown (former Prime Minister of the United Kingdom) and a coalition of Nigerian Business leaders initiated the Safe Schools Initiative (SSI) Project during the World Economic Forum on Africa (WEFA) in Abuja on the 7th of May, 2014.

BACKGROUND

- The President of Nigeria inaugurated the committee on the 9th of July 2014 to provide overall guidance on the implementation of the SSI.
- The committee is being co-chaired by the Coordinating Minister of the Economy the Honorable Minister of Finance and the UN Special Envoy for Education Mr. Gordon Brown.
- Technical committee was set up to develop a framework for the speedy actualization of the initiative on the 17th July, 2014.

FUNDING FOR THE SAFE SCHOOL INITIATIVE

- Nigerian Government provided seed money of \$10 million to start the program
- Nigerian private sector Business leaders provided \$10 million
- African Development Bank provided \$1 million
- DFID provided £1 million and British Consultants for technical support
- Government of Norway provided \$1.5million
- Government of Germany provided €2million
- Total so far **\$27million.**

GUIDING PRINCIPLES FOR THE SSI STRATEGY

- Inclusiveness: efforts will be made to ensure that all students (both primary and secondary schools) will be able to benefit in safe school programs, irrespective of their physical location, security context, gender, disability and economic status.
- Sustainability: interventions will be designed and implemented that are affordable and sustainable by the Government of Nigeria.
- Community ownership: interventions will be designed to ensure high levels of community ownership, participation and trust.
- Do no harm: interventions will be appropriate to local context,

RISK ANALYSIS

- The National Security Adviser's office in collaboration with the office of State Governors of Borno, Yobe and Adamawa generated heat maps detailing the risk, threat and frequencies of attacks area by area mitigated by either presence of Military, Police or Community base security structure as follows:
- **RED** – High Risk of attack not mitigate by a credible security presence
- **AMBER** – High Risk of attack mitigate by a credible security presence
- **YELLOW** – Medium Risk of attack mitigate by a credible security presence.
- **GREEN** - Medium Risk of attack heavily mitigate by a credible security presence

RISK ANALYSIS cont

- Based on the above, it was agreed that the project will commence its pilot phase of intervention in the ten affected schools in each of the three states the criteria for selection were as follows:
- Schools in the “red areas” must be certified “safe places for schooling” by the security agencies.

ASSESSMENT FINDINGS

- The technical committee worked with the Governments of the three affected state to complete a rapid assessment of the status of schools in affected locations. The key findings among others include:
- 267 schools have been have been partially or completely destroyed by the Insurgency.
- 120,077 students have been affected by the Insurgency.
- Over 300 teachers killed by the insurgence in the 3 affected state.

IMPACT OF INSURGENCY ATTACKS ON SCHOOLS, STUDENTS AND TEACHERS

- Abducted of 221 Chibok Schools
- Escaped Girls: 57
- Missing Girls: 164
- Those identified in the Video: 73
- 29 students were slaughtered and over 100 wounded in their sleep at Federal Government College Buniyadi

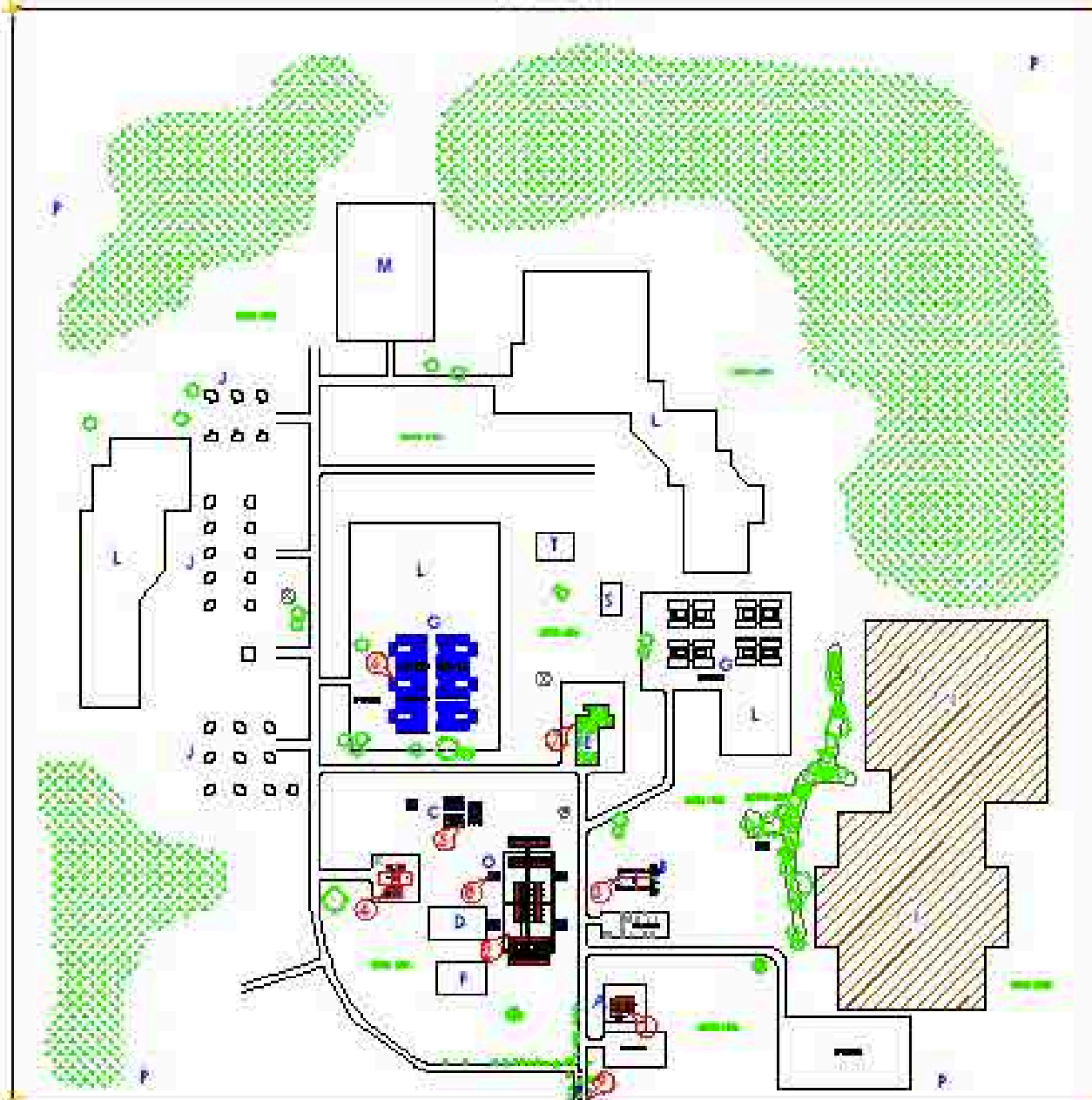


PICTURES OF SOME SCHOOLS DISTROYED BY INSURGENTS



GOVERNMENT SECONDARY SCHOOL CHIBOK

SITE PLAN LAYOUT



SYMBOL LEGEND

- TREES
- SCHOOL FARM
- WATER RESERVOIR
- SLURRY OUT

BUILDING LEGEND

- A — ADMIN BLOCK
- B — ASSEMBLY HALL
- C — LABORATORY
- D — LIBRARY
- E — DINING HALL / KITCHEN
- F — COMPUTER / ICT
- G — COMPOSER
- H — CLASSES
- I — SPORT COMPLEX
- J — STAFF MEETING (CONTINGENT)
- K — CLINIC
- L — FUTURE EXPANSION
- M — SCHOOL FARM (PONYRY)
- II — CENTRAL STORE / WAREHOUSE
- — TOILETS
- P — OBSERVATION POST
- — GATE HOUSE
- S — URINE
- T — CHURCH

PLANS - QUICK WIN INTERVENTIONS

- The Technical Committee working with the 3 emergency states recommended 10 Schools per State in 'low risk areas' for immediate intervention
- **As pilot scheme, the technical committee has identified 800 students from each of the States in high risk areas for transfer to Federal Unity Colleges in safe areas making a total of 2400 students.**
- The transfer process of students from high risk areas to other schools in country is ongoing.

Safe School Model' in 30 pilot schools in low risk areas (green or yellow areas)

- Including Safe School Infrastructure and Equipment
- School in a box (teaching and learning materials)
- Community led school protection

Transfer of students from high risk areas (red or amber areas)

- Inter-State transfers for Junior Secondary and Senior Secondary School students

Intra-State transfers for primary leavers and Junior Secondary School students

Double Shift Schools (DSS) for communities absorbing Internally Displaced People (IDPs)

- Provision of additional teaching and learning materials (school in a box)
- - Mobilisation and training for additional volunteer teachers
- - Provision of additional temporary classrooms (prefabricated)

ADVOCACY AND COMMUNICATION

Advocacy and communication strategy to mobilise support and create awareness through three identifiable levels:

- Policy level
- Technical level and
- Community levels

Currently on going.



MEDIUM TERM INTERVENTION OPTIONS(3-12 MONTHS)

- School on wheels' for communities for areas where there are no schools
- Distance education using radio for secondary or tertiary education
- Teacher 'trainer in the pocket' for newly recruited teachers

CHALLENGES

- Frequent Insurgent attacks on Students, Teachers and Schools infrastructures.
- There are more than 300,000 schools in the high risk area of insurgency attacks with limited access for any possible intervention.
- Most primary schools were built in the 1970s and 80s, where DRR was not considered.

CHALLENGES

- Coordination at National, Regional, State and Local Government level is a Major challenge.
- Funding for rehabilitation, reconstruction, provision of learning material and security for the 267 schools destroyed by insurgents is limited.
- Provision of Emergency Education for IDP children living in Camps and outside is also posing a challenge because of multiple displacement and displacement pattern.
- Building back confidence of parents who traumatized by the insurgents is another challenge.



Thank you for listening



SCHOOL SAFETY IN ST. VINCENT AND THE GRENADINES (SVG)

Idelia M.A. Ferdinand, PhD
Ministry of Education

SVG -32 ISLANDS AND CAYS

- Population 109,000 (2011 est.)
- Mainland, St. Vincent; 134 Sq m
- The Grenadines 16 sq m, extends southwest for 45 miles.
- Closest neighbours – Barbados, St Lucia and Grenada



LOCATION OF SVG



SCHOOLS IN SVG

Type of School	Total No.	No. Students	No Teachers
Early Childhood Centres	125	3,599	421
Primary Schools	68	13,427	856
Special Needs Schools	3	?	?
Secondary Schools	26	10,342	670
Technical Centres	3	?	?
Total	225	27,368	1,947

Achievements & Good Practices

- **Retrofitting of some schools including – water storage**
- **School Safety Training for Teachers – Ongoing with USAID**
- **Disaster Management in at least 2 subjects**
- **Hazard presentation at several Schools**
- **Tsunami and Earthquake Readiness Education Packages – Regional Project**

Achievements & Good Practices

- **Model School Assessment in 1 School – Regional Pilot**
- **Some Schools have Disaster Plans and conduct emergency drills**
- **School Safety Policy committee developed and working on SSP**
- **Plan being developed to integrate DRR in Education Sector**
- **Project under PPCR for developing CR and DRR curriculum**

Challenges

- **Some Schools already in vulnerable locations - relocation costly**
- **Lack of adequate resources – financial, staff, transport, admin**
- **Time allocation for teacher training**
- **Competing Priorities**
- **Schools are emergency Shelters**

THANK YOU



Idelia M.A. Ferdinand, PhD

ideliafd@hotmail.com



REPUBLIQUE TUNISIENNE

**Ministère de l'Équipement de l'Aménagement du
territoire et de Développement Durable**

Les écoles plus sûres en Tunisie

Habib el Ouni

Et

Anis El Mabrouk

Ingénieur principal

Istanbul, octobre, 2014

Direction Générale de l'Environnement et de la Qualité de la Vie

TUNISE?



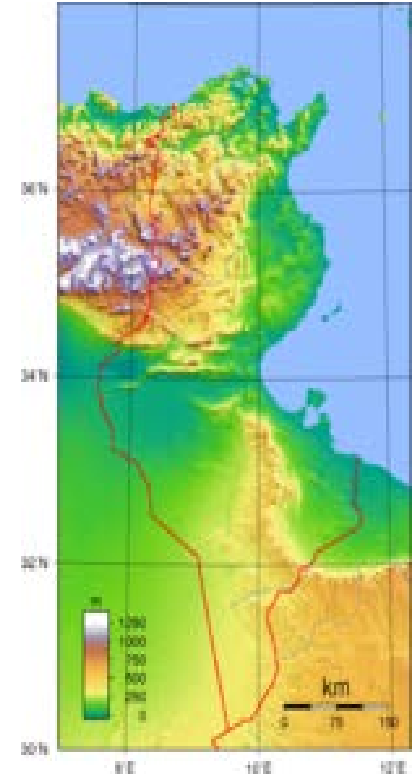
Tunisie est un Pays d'Afrique du Nord, elle appartient aussi au pays du **Maghreb Arabe**.



- Elle est bordée:
 - Au nord et à l'est par la mer Méditerranée
 - A l'ouest par L'Algérie avec 965 kilomètres de frontière commune
 - Au sud-est par la Libye avec 459 kilomètres de frontière.
- La capitale Tunis est située dans le nord-est du pays, au fond du Golf de Tunis.
- Plus de 40 % de la Superficie du territoire est occupée par le désert du Shara

How is its Geography?

- 🇹🇳 superficie de la Tunisie 163 610 km²: c'est le plus petit État du Maghreb
- 🇹🇳 Le“dorsale”, est une chaîne de montagne a moyenne altitude, de longueur 1 298 km longue presque tout le pays du SW au NE.
- 🇹🇳 Djebel Chambi: Le point culminant du territoire culminant à 1 544 mètres.
- 🇹🇳 LeSahara, au sud du pays couvre 40 % du terittoire.
- 🇹🇳 “Medjerda” est la plus grande fleuve du pays.
- 🇹🇳 les principaux ressources du pays sont: phosphates, huile d'olive, iron, ore, lead, zinc, salt and its arable soils.



Les principaux indicateurs?

Year	2012
Population	10,982,752
Taux de croissance démographique	1,29%
Espérance de vie	74.9
Water - mobilization rate (%)	87,93%
Water treatment (sanitation)	
- Collected volume (million m3)	200
- treated volume (million de m3)	194
- treatment rate	97%
Forestry rate (%)	12,11%
Green spaces' rate (m2 per habitant)	14,5
Connectivity (global)	
- Electricity	96,4%
- drinkable water	95,8%
Connectivity (rural)	94,3%
Electricity	88,5%
Water treatment (urbain)	
- Connected Population (millions)	5,0
- Connection rate	84,5%

Le Climat?

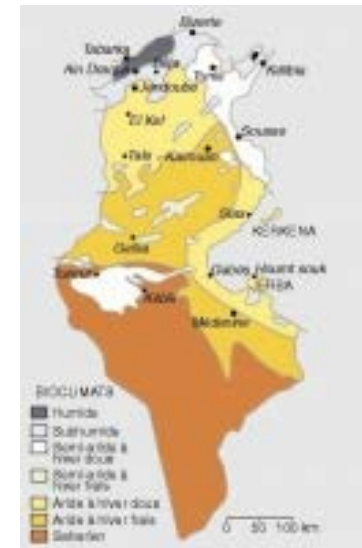
🇹🇳 le climat Tunisien est influencé à la fois par la mer Méditerranée au N-E et aussi le Sahara au Sud. C'est le "Dorsale" qui sépare les zones influencées par le Méditerranéen des zones influencées par le SAHARA.

🇹🇳 la **pluviométrie annuelle moyenne varie de** moins de 250 mm au Sud à 1000 mm au Nord



🇹🇳 En Tunisie on a 7 étage bioclimatics :

moyenne annuelle (mm)	Etage bioclimatic
800 – 1200	Humid
600 – 800	Sub-humid
400 – 600	Semi-arid
100 – 400	Arid
20 – 100	Desertic (Saharan)



🇹🇳 La moyenne de la température varie de 12° C (September) jusqu'à 30 °C (JUIN), et peut atteindre 50° C au sahara, la température atteint des valeurs négatives en Hiver et au NORD.

Les catastrophes naturelles en Tunisie

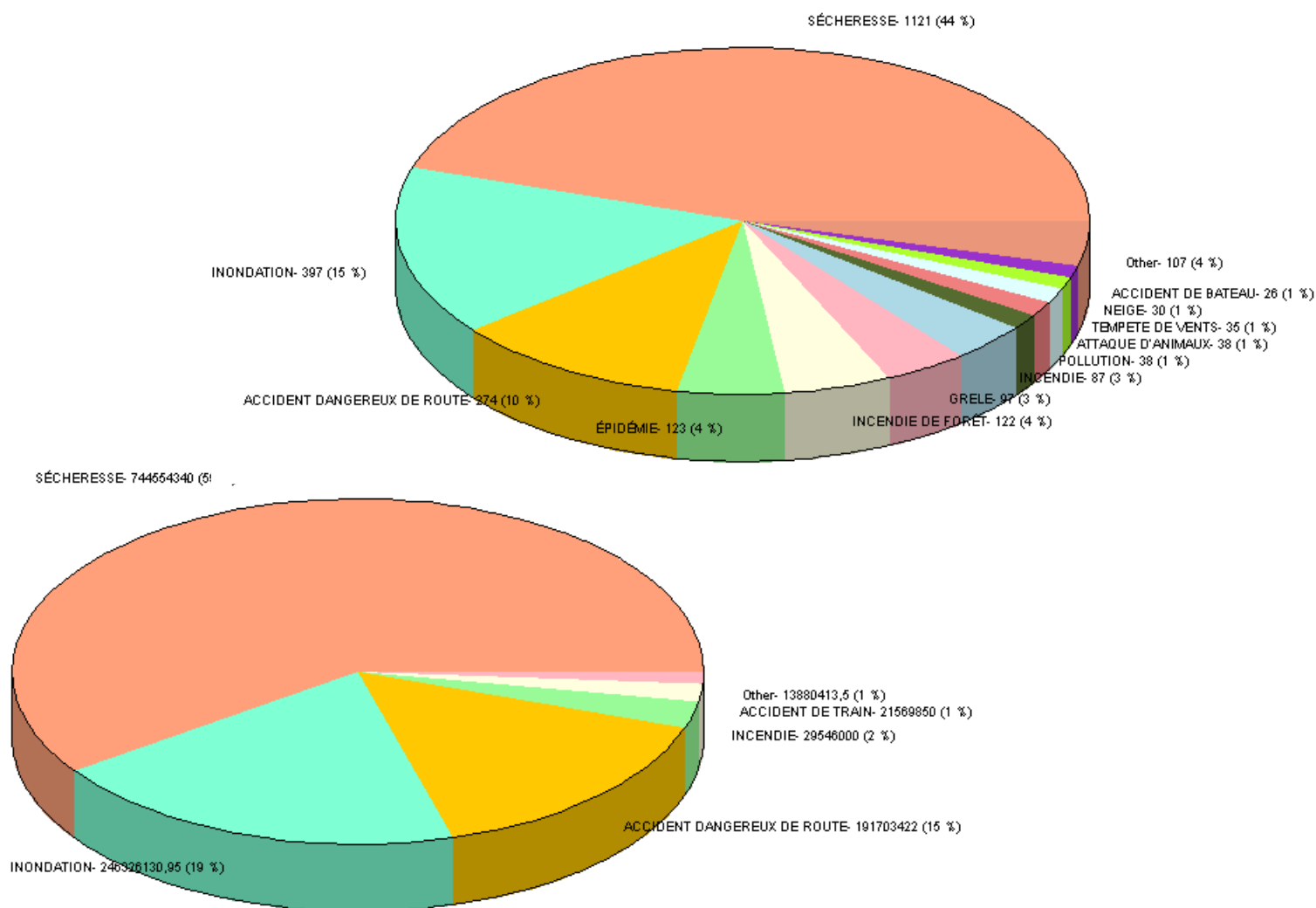
Vulnérabilités ?

✚ Inondations, glissements de terrain, tremblements de terre, désertification, érosion des côtes et autres incendies de forêts : les catastrophes et menaces naturelles ne manquent pas en Tunisie

✚ la Tunisie a vécu beaucoup d'évènements et de catastrophes .Elle a adhéré au programme mondial de la Réduction des Risques de catastrophes.

✚ Dans ce même cadre un Projet de mise en œuvre d'une base de données sur les pertes liées aux catastrophes en Tunisie a été lancé afin de rendre les données des catastrophes disponibles en premier lieu et puis évaluer et analyser les pertes liées aux dites catastrophes en deuxième lieu.

Répartition des Pertes en dinar par type d'évènements



Quelles sont les réalisations en Tunis

La politique nationale de l'environnement a connu quatre grandes étapes:

- 1- La sensibilisation pour la **conservation** de la nature
- 2- La sensibilisation pour la **protection** de l'environnement
- 3- La sensibilisation pour le **développement** de la qualité de la vie général
- 4- La sensibilisation pour la qualité de la vie

Notre stratégie de l'éducation, de communication et de la sensibilisation environnementale a suivi ces étapes et s'est adaptée aux objectifs de chaque période

A travers l'Education Environnementale on a chercher de développer des capacités de l'individu (physique, intellectuelle et en comportement) afin d'introduire les exigences de conservation de l'environnement et du développement durable dans les valeurs, les normes de la société, les comportement individuels et collectifs

Sur le plan éducation

La Tunisie a initiée et réalisée plusieurs actions en éducation environnementale dans le but de développer des connaissances, des actes et des valeurs morales pour atteindre les niveaux d'une culture environnementale souhaitée qui permet à tout citoyen et en particulier aux enfants et aux jeunes, la préservation de l'environnement.

Deux type d'Education Environnementale (EE) sont mis en œuvre:

L'EE « formelle » en partenariat avec le ministère de l'éducation qui a intégré des savoirs, des actes et des attitudes se rapportant à l'environnement et à la qualité de la vie dans les programmes des enseignements de base et du secondaire

L'EE « informelle » qui est concrétisée par une multitude d'actions (communication à travers les médias, sensibilisation/animation à travers les compétitions et la caravane environnementale 'Enviro Mobile ',....

C'est a travers l'EE qu'on commencé a introduire des notions de lutte et réduction des risques des catastrophes que se soit en « formelle » dans les matières éducatives ou en « informelle » par la création des clubs environnementaux, les journées ouvertes, les journées d'information, les sites WEB, les compétitions, les manifestations, les foires.....

<p>- تطرح التربية المدنية عديد المواضيع المتعلقة بالتنمية المستدامة مثل المدرسة والبيئة والتضامن بين الأجيال والقات والجهات ومفاهيم العمل الجماعي والواجبات الاجتماعية وغيرها، وكلها تنمي الشعور بالمسؤولية أمام المحافظة على المحيط وعلى التكون عموما.</p> <p>- التنوع البيولوجي وتنوع الكائنات.</p> <p>- دراسة المحيط الطبيعي بكوناته المختلفة .</p> <p>- تطوير إنتاج الخضروات والحيوانات .</p> <p>- الطبيعة والصحة.</p> <p>مادة الجغرافيا تستند في برامجها إلى:</p> <p>- دراسة تكون الأرض والبحار.</p> <p>- تقييم السكان في العالم وعلاقتهم بالأرض.</p> <p>- تنوع المناخ.</p> <p>- التضاريس والموارد الطبيعية.</p> <p>- تهتم هذه البرامج بعديد المواضيع التي تطور علاقة الفرد بأسرته ومحيطه وتوضح توارثات الكون والمحيط الطبيعي وأسراره وقدرته الإنسان على البحث في هذا الكون.</p>	<p>* <u>تربية المدنية</u></p> <p>* <u>برامج علم الحياة والأرض</u></p> <p>* <u>برامج التاريخ والجغرافيا</u></p> <p>* <u>برامج التربية المدنية</u></p>
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المستويات و المواد و مجالات التطوير	الأهداف
1. المرحلة الأولى من التعليم الأساسي	1. اكتشاف الكائنات عن طريق الصور .
* <u>الإيقاظ العلمي</u>	2. اكتشاف المحيط الطبيعي بصفة تدريجية.
	3. التعرف على طرق حياة هذه الكائنات وخاصة الحيوانات.
	4. التعرف على تفاعلها مع المحيط الطبيعي.
* <u>لغة عربية وفرنسية</u>	- تطرح الصور عديد المسائل المتعلقة بالبيئة من التلوث بالزئبق و بالظهور إلى حماية الموارد إلى العناية بالبيئة و إنجاز الحدائق و المحافظة عليها.
* <u>تخصص النحو و الصرف</u>	

Une expérience nouvelle et originale, destinée aux écoliers de divers établissements du pays pour la vulgarisation de thèmes touchant de près l'environnement. L'outil de base de ce concept est un bus équipé d'ordinateurs portables connectés à l'Internet. Il a pour mission de sillonner le pays pour offrir aux jeunes de toutes les régions une exposition éducative en matière d'environnement. Des sujets variés sont abordés devant les écoliers pour leur permettre de se familiariser avec des expériences scientifiques se rapportant à l'environnement et aux moyens de le préserver.

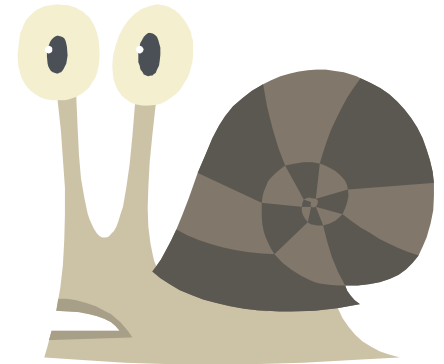
A chaque escale, le bus offrira aux jeunes une pléiade d'activités autour de thèmes aussi divers que variés tels l'eau, l'énergie, les déchets, la désertification, les forêts, le littoral, la pollution atmosphérique, les changements climatiques et la biodiversité



Nothing more to be said!!!

But

THANK YOU FOR STAYING
AWAKE





تشخيص أضرار الاعتداء على المؤسسات التربوية









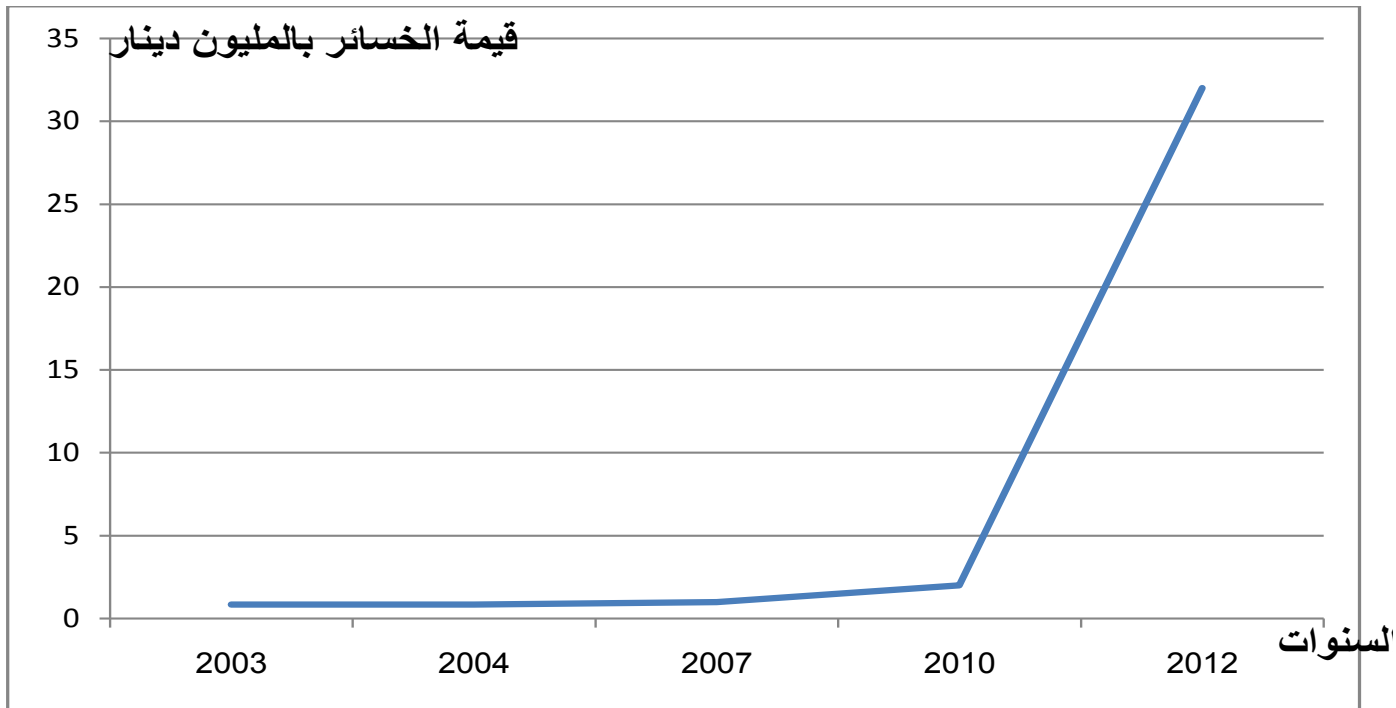
تقوم المؤسسة التربوية بدورها الأساسي المتمثل في تربية وتكوين وتعليم الناشئة وإضافة إلى هذا الدور تساهم في احتضان عديد الأنشطة الوطنية والاجتماعية (استغلال المؤسسات التربوية خلال الانتخابات، تنظيم التظاهرات الثقافية والشبابية ، إيواء العائلات المنكوبة أثناء الكوارث الطبيعية) .

وها هي اليوم في حاجة لمن يناصرها ويساعدها في مجابهة الاعتداءات وعمليات التخريب المتكررة التي تستهدفها والتي تفاقمت خلال الفترة الأخيرة

تفاقم الخسائر في المؤسسات التربوية خلال العشرية الأخيرة (2012/2003)



السنوات	2007-2003	2010-2008	2012-2011
عدد المؤسسات المتضررة	1112	2500	5455
قيمة الخسائر	0,843 م.د	1.9 م.د	32 م.د





لئن بدأت عمليات الاعتداء باستهداف المؤسسات التربوية
بالمناطق الريفية النائية فإنها سرعان ما شملت أغلب مناطق
الجمهورية وتعددت أساليب الإعتداء فتمثلت خاصة في :

1- سرقة المعدات التعليمية والإعلامية والمخابر

2- التخريب :

-المعدات

-المركبات الصحية

-الأسيجة

-الأبواب والنوافذ والشبكات (الكهربائية والمائية)

3-الحرق :

-المبيلات

-قاعات التدريس والمخابر



بداية من سنة 2000 تمت ملاحظة تنامي ظاهرة الاعتداء و السرقة على المؤسسات التربوية وقد شملت خاصة سرقة معدات الإعلامية واكتسحت مختلف جهات البلاد: المدارس الابتدائية بالمناطق النائية والمدارس الإعدادية والمعاهد

على إثر تفشي هذه الظاهرة التي بلغت خسائرها سنة 2007 حوالي 900 أ.د قامت وزارة التربية بمراسلة وزارة الداخلية طلبا للتدخل قصد حماية المؤسسات التربوية ، كما تمت مراسلة وزارة المالية طلبا لرصد الاعتمادات الواقية بقاعات الإعلامية

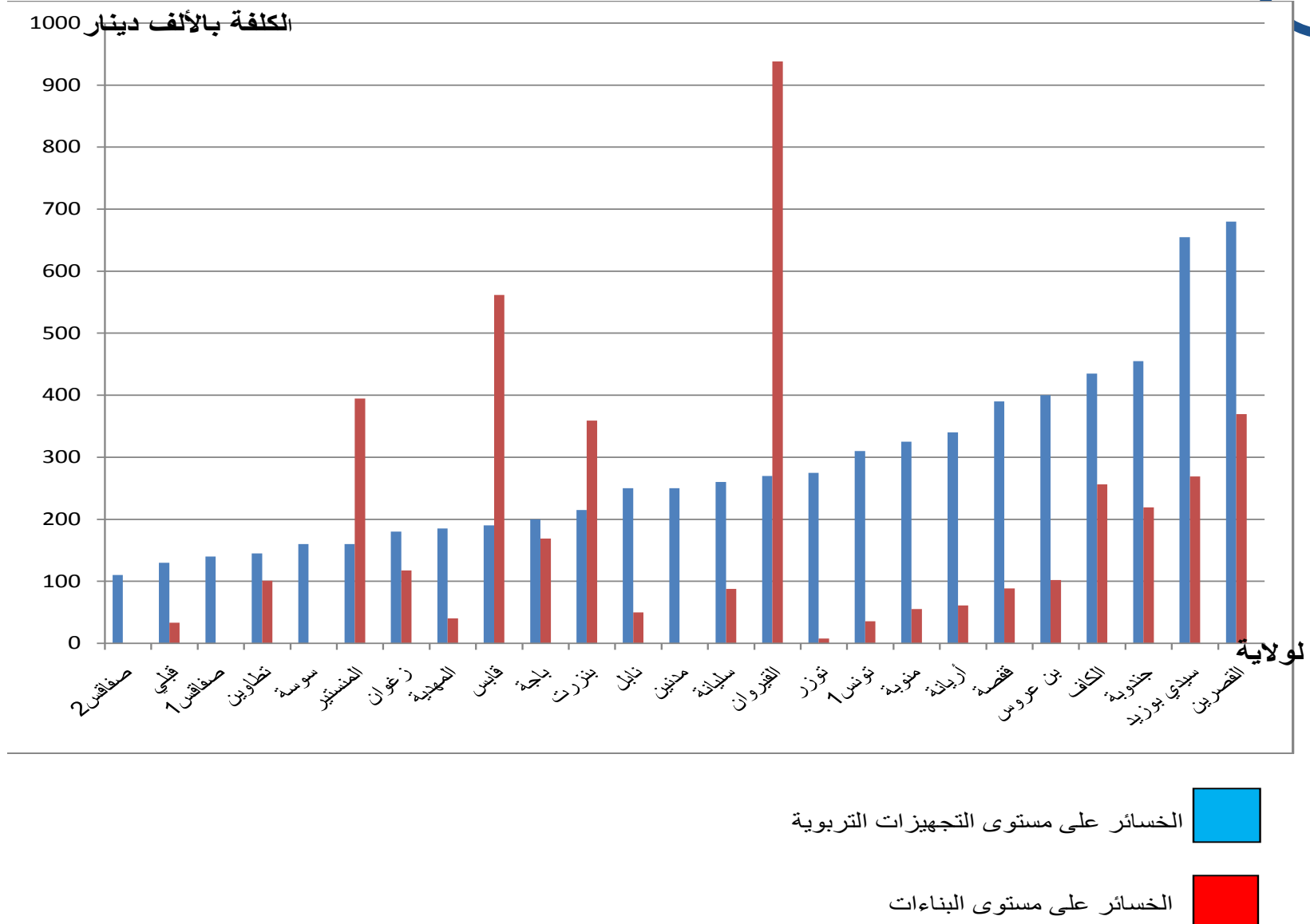


استفحلت هذه الظاهرة بصورة تدعو إلى القلق بعد الثورة وما شهدته البلاد خلالها من انفلات أمني ، حيث تفاقمت عمليات الاعتداء واستهداف المؤسسات التربوية بالحرق والنهب والخلع والسرقة وبلغت الخسائر خلال سنتي 2012/2011 حوالي:

16 م.د. بالنسبة للتجهيزات

18 م.د. بالنسبة للبناءات

الخسائر سنتي 2011-2012 على مستوى التجهيزات والبناءات





ومن خلال الإحصائيات المتوفرة فإن الأطراف
المتسببة في هذه الاعتداءات تنتمي في بعض الحالات إلى
المؤسسة التربوية نفسها (التلاميذ الحراس..) ولكن في
اغلب الحالات تكون من أطراف خارجية.

التوزيع الجغرافي للخصائر



الولايات الأكثر خصائر

التوزيع الجغرافي للخصائر



التوزيع الجغرافي للخسائر



الولايات الأقل خسائر



التوزيع الجغرافي للخسائر



الولايات الأكثر خسائر

الولايات متوسطة الأضرار

الولايات الأقل خسائر



ما يعادل تشييد
16 مدرسة إعدادية

الخسائر خلال سنتي
2012/2011
32 م.د



الاجراءات المتخذة للتصدي لظاهرة الاعتداء على المؤسسات التربوية



امام تنامي ظواهر السرقة و التخريب والحرق اتخذت
الوزارة جملة من الاجراءات للتخفيف من وطأة الاعتداءات على
المؤسسات التربوية عبر برامج عديدة :

1 - تركيز مركبات صحية مقاومة للعنف و التخريب:

قامت الوزارة مع بعض المصممين بابتكار نموذج لمجموعة
صحية قادرة على مجابهة ظواهر العنف والتخريب من خلال:



✓ تركيب تجهيزات صحية مقاومة للخلع.

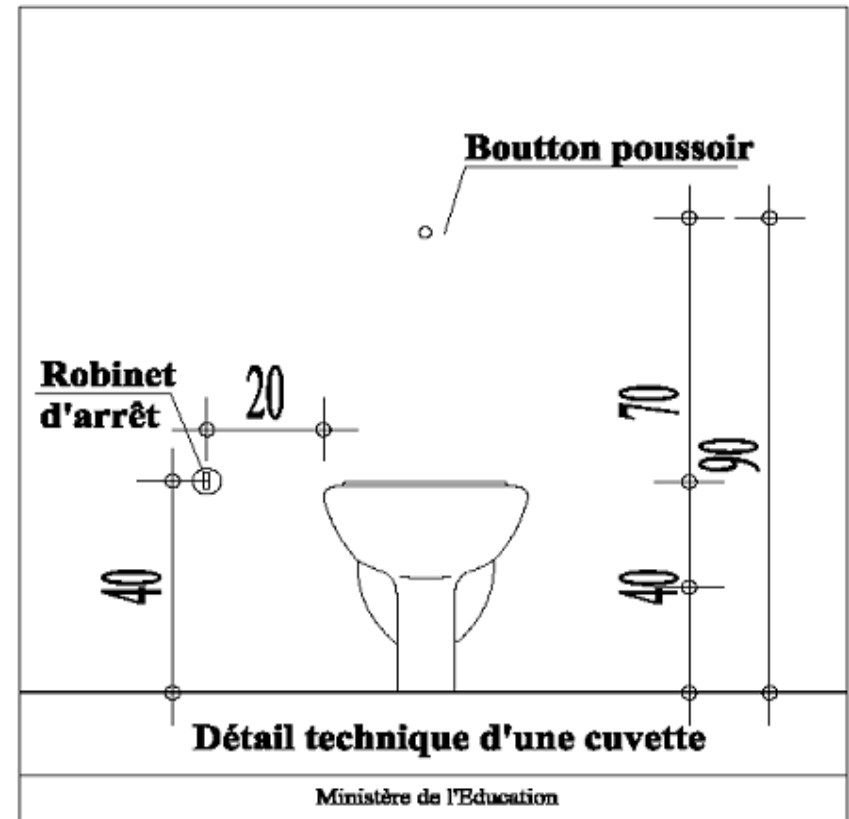
✓ إحداث شبكات مائية لا تعتمد على مادة النحاس وتركيزها داخل الجدران حتى نتفادي قلعها و استبدالها بأنبوب متعدد الطبقات (MULTICOUCHES).

✓ تركيز أبواب و نوافذ حديدية صلبة يصعب كسرها أو سرقتها.

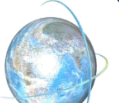
أنموذج مركب صدي



Ministère de l'Education

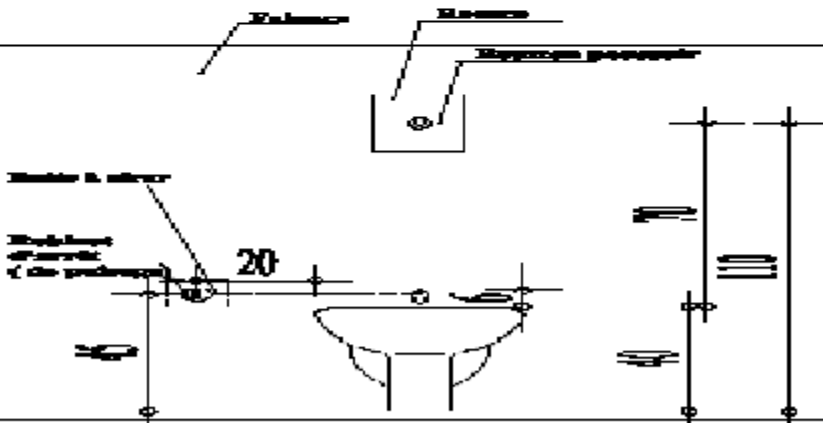


تفاصيل فنية لحوض الاستحمام



Ministère de l'Éducation

Détail technique des sanitaires anti-vandalisme



Tube perforé en acier inoxydable de 1/2" de diamètre

Tube en acier inoxydable de 1/2" de diamètre

Fuselage

Système de verrouillage

Boîtier d'encastrement

Tube en acier inoxydable

Éclairage à LED



هذا و قد تم خلال سنة 2012 الانطلاق في انجاز
برنامج خصوصي لبناء و تهيئة المركبات الصحية بالمدارس
الابتدائية و تم رصد اعتماد قدره 6 مليون دينار لتهيئة 700
مجموعة صحية على أن يتواصل العمل بهذا البرنامج في
السنوات القادمة.

نماذج مشاريع مركبات صحية تم انجازها



بعد الأشغال



قبل الأشغال

نماذج مشاريع مركبات صحية تم انجازها



بعد الأشغال



قبل الأشغال

نماذج مشاريع مركبات صحية تم انجازها



المدرسة الابتدائية المجالسي عمدة

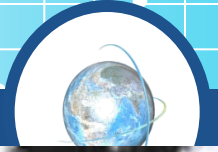
بعد الأشغال



المدرسة الابتدائية المجالسي عمدة

قبل الأشغال

نماذج مشاريع مركبات صحية تم انجازها



بعد الأشغال



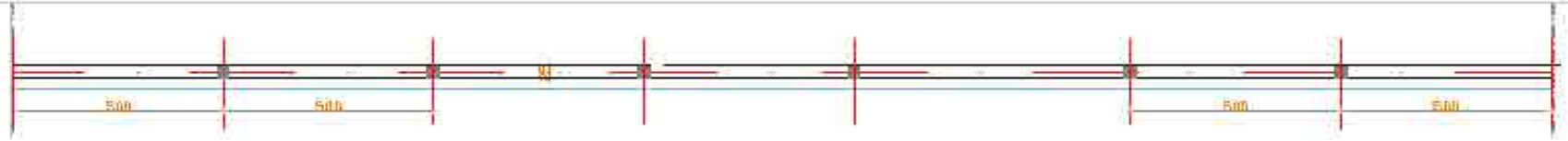
قبل الأشغال



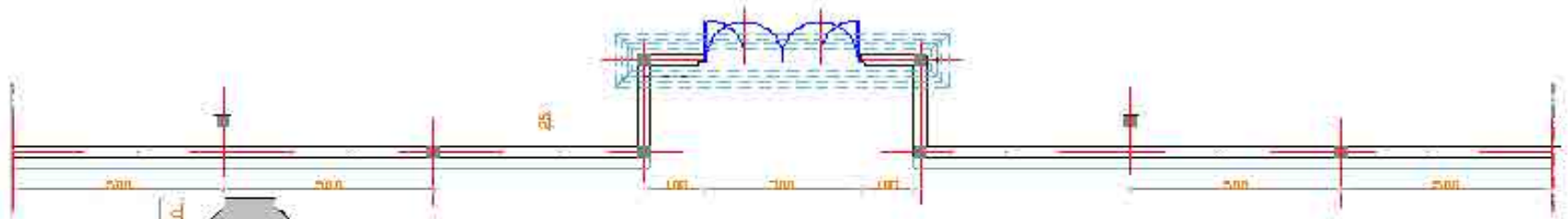
2 - الاسيجة:

يتم مواصلة تسيج المؤسسات التربوية للتصدي لظاهرة السرقة و الاعتداء عليها مع مراعاة الحاجيات والاولويات حسب الجهات حيث تم تركيز اسيجة صلبة من الخرسانة المسلحة بعديد المؤسسات و ذلك تصديا لمحاولات العنف و التخريب و قد اثبتت هذه التجربة نجاعتها في حماية المؤسسة كما نوصي باعتمادها خاصة و ان كلفتها تظاهي كلفة الاسيجة التقليدية.

الاسيجة	2011	2012	الحاجيات المتبقية
الاعتمادات المرصودة بالمليون دينار	5	10	50

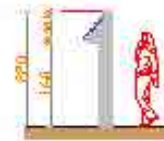
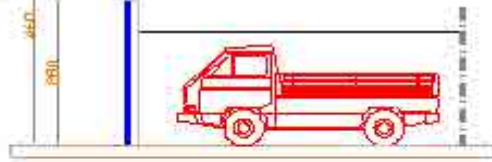


مثال هندسي لسياج من الخرسانة سابقة الإجهاد (الجهة الجانبية)



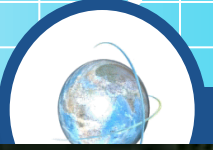
مثال هندسي لسياج

مقطع



الواجهة الامامية للسياج

سياج تقليدي تعرض للتخريب



سدياج من الاسمنت المسلح سابق الاجهاد





3 – صيانة المؤسسات المتضررة من عمليات الحرق :

تضررت المبانيات و قاعات التدريس و المخابر ببعض المؤسسات التربوية من عمليات الحرق و التي غالبا ما تسببت في خسائر مادية جسيمة لذلك تقوم الوزارة بالصيانة المستعجلة بعد استكمال الدراسات الفنية اللازمة للمرافق التي تم حرقها نظرا لحاجة المؤسسة الأكيدة لها لتكون وظيفية مما يتطلب توفير امكانيات مالية كبيرة للإصلاح والتهيئة.

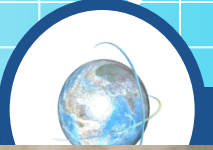
حرق قاعة تدريس بمدرسة ابتدائية



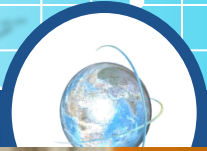
حرق فاعات تدريس



حرق قاعات تدريس

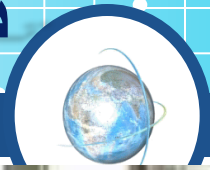


تعرض المؤسسات التربوية للسرقة



تعرض المدرسة الإعدادية التضامن للسرقة

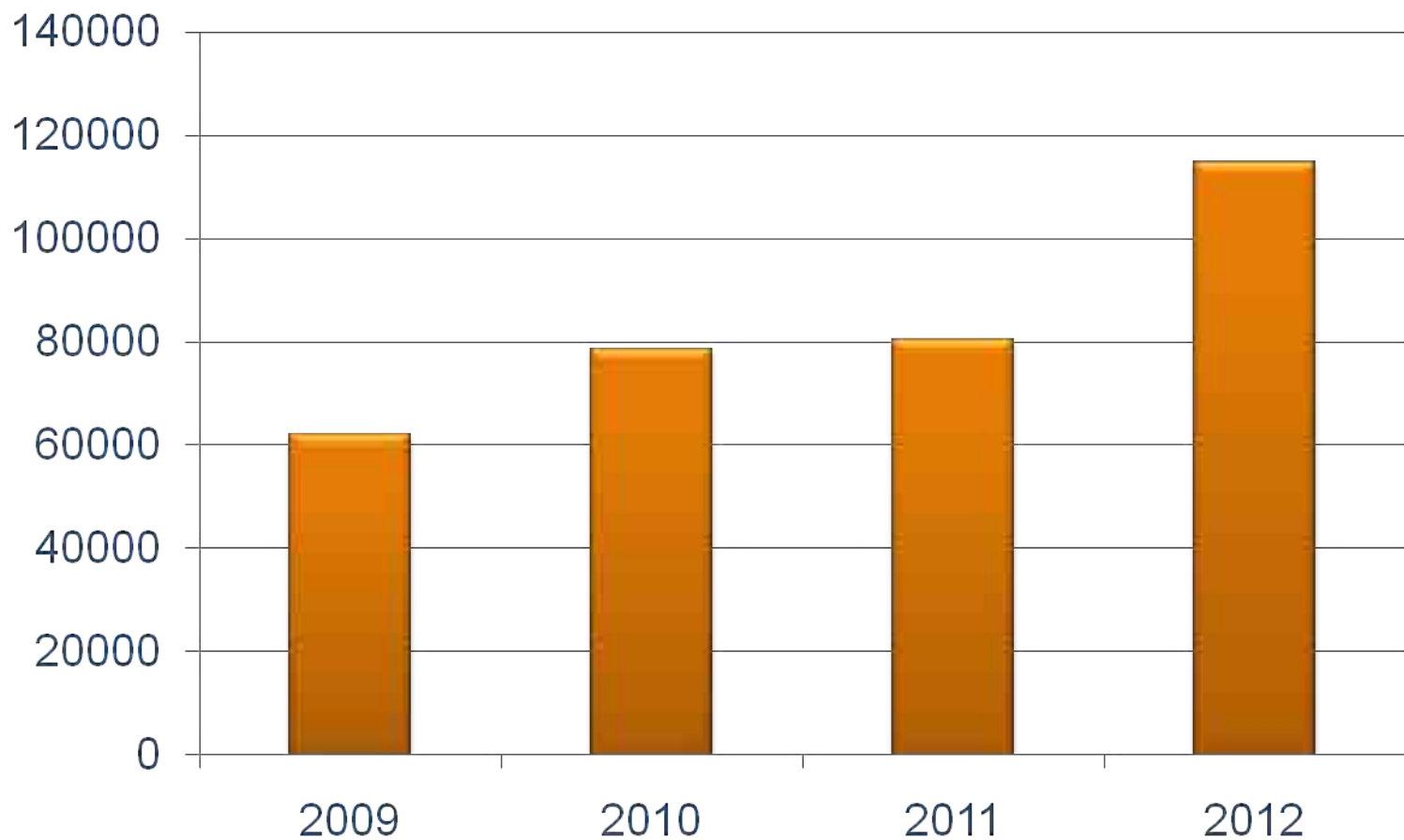
تعرض المؤسسات التربوية للتخريب





4 - صيانة المؤسسات التربوية:

تستنزف العمليات التخريبية اموالا طائلة تكون عبئا ماليا على البرامج السنوية لصيانة المؤسسات التربوية و قد تطورت الاعتمادات المخصصة لعمليات الصيانة تطورا تصاعديا من سنة 2009 الى سنة 2012 بنسبة 85 % كما يحجب تفاقم ظاهرة العنف والتخريب الاثار الايجابية لعمليات الصيانة الدورية مما ينتج عنه سنويا تضرر نسبة كبيرة من المؤسسات رغم التدخل العاجل لإصلاح الاضرار بل حتى بعض المؤسسات التي تمت صيانتها حديثا تطلبت التدخل عديد المرات نتيجة استهدافها بالتخريب و السرقة والحرق.



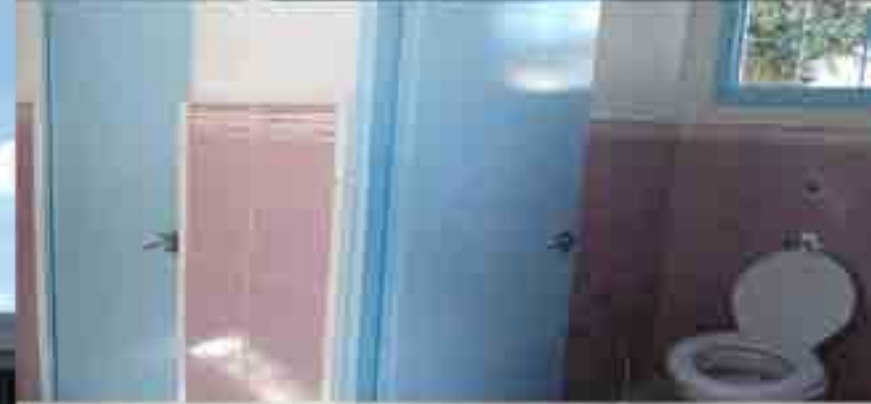
تطور الاعتمادات المرسودة لبرنامج العهد و الصيانة من سنة 2009
إلى سنة 2012

صيانة المؤسسات التربوية



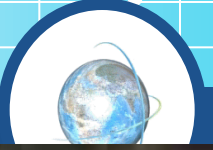
المدرسة الابتدائية المرقوب مجاز الباب
قبل الأشغال

صيانة المؤسسات التربوية



المدرسة الابتدائية العرقوب صجار الجاني
بعد الأشغال

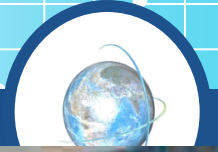
صيانة المؤسسات التربوية



المدرسة الابتدائية الجوهرة عمدون
قبل الأشغال

24/11/2011

صيانة المؤسسات التربوية



المدرسة الابتدائية الجوزة عمدون
بعد الأشغال

صيانة المؤسسات التربوية

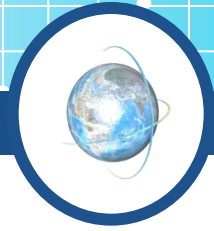


صيانة المؤسسات التربوية





مساهمة الجمعيات و المجتمع المدني في
معاودة مجهودات وزارة التربية لتهيئة و صيانة
و تجهيز بعض المؤسسات التربوية التي تعرضت
للتخريب و السرقة



❖ مجهودات متميزة للجمعيات في المساهمة في صيانة و تجهيز المؤسسات التربوية:

تشمن وزارة التربية المجهودات التي أقدمت عليها عديد الجمعيات في مجال صيانة و تجهيز المؤسسات التربوية.

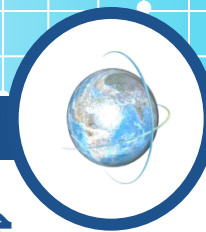
جمعية طفل وابتسامات بالتعاون مع شركة "ORANGE"

ع/ر	المؤسسة	نوعية الأشغال	الكلفة أ.د	نسبة تقدم الأشغال بتاريخ
1	المدرسة الابتدائية أولاد ضيف الله	تهيئة 3 قاعات والساحة والمجموعات الصحية وإعادة بناء السياج	130	100%
2		بناء مكتب مدير قاعة مراجعة ومطعم		بصدد الدراسات



جمعية تونس الخيرية

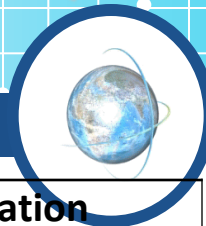
نوعية الأشغال	المؤسسة	ع/ر
توفير 10,000 محفظة لفائدة المدارس ذات الأولوية بـ 24 ولاية		1
تهيئة و صيانة مدرسة الأمل بني عيسى بمعمدية مطماطة	4 مدارس ابتدائية	2
تهيئة و صيانة المدرسة الابتدائية بزميرتن بمعمدية مارث بولاية قابس		
تهيئة و صيانة مدرسة قفصة المدينة		
تهيئة و صيانة مدرسة المناقع بولاية زغوان		



جمعية همزة وصل

ع/ر	المؤسسة	نوعية الأشغال	الكلفة أ.د	نسبة تقدم الأشغال
1	مدرسة ابتدائية 53	صيانة 53 مدرسة ابتدائية	681.874	100%
		تنوير مدارس ابتدائية بالطاقة الشمسية	296.497	100%
		تزويد المؤسسة التربوية سببية من ولاية القصرين بالنور الكهربائي	5.34	100%
		تزويد المدرسة الابتدائية الأمل زنوش من معتمدية السند بالماء الصالح للشرب	17.005	100%
		شراء بعض الخزانات المائية	4.527	100%
		تجهيزات للقاعات والمطاعم المدرسية	102.687	100%
		أدوات مدرسية	14.851	100%
		ملابس	23.401	100%
	المجموع		1.146,182	

جمعيات متعاونة مع جمعية همزة وصل في اطار مشروع مدرستي



N°	Association	Nom Ecole	Gouvernorat	Delegation
1	Leo Club Tunis Khomsa	EP El Menzah 7	Ariana	Ariana
2	Lions Club Carthago	EP Ennasser 1	Ariana	Ariana
3	Tunisie Tolérance	EP Cité Chaker	Ariana	Borj Touil
4	Association des Anciennes de la Rue de Pacha	EP Jbal Echaara	Beja	Beja
5	Association de Développement Actif	EP Sogmane	Bizerte	Sejnane
6	Club des Sports Nautiques de Bizerte	EP Beni Amor	Bizerte	Bizerte Sud
7	La Voix de l'Enfant de Gabès	El Mdou	Gabès	Gabès
8	LMnanara	EP Mustakbal El Fej	Gafsa	Gafsa
9	Association des Amis de l'INPE- Section Enfant Rural	EP Toghaz	Jendouba	Tabarka
10	Association de la Solidarité Numérique	EP Ain Jaber	Jendouba	Ghardimaou
11	Association de la Solidarité Numérique	EP Ouled Hriz	Jendouba	Ghardimaou
12	Un Toit Pour Tous	Erriadh	Kasserine	Ain Draham
13	Lions Club Tunis Megara	EP Weljet Aguil	Kasserine	Sbiba
14	Reconstruire ma Tunisie	EP Ghrabilia	Kasserine	Sbeitla
15	Thala Solidaires	EP Hedi Chaker	Kasserine	Thala
16	Toit Digne	El Houda -Aïn Nouba	Kasserine	Kasserine Sud

جمعيات متعاونة مع جمعية همزة وصل



17	Reconstruire ma Tunisie	EP Sidi Hmed Essalah	Kef	Tajerouine
18	Association Femme & Progrès	EP Eddir	Kef	Kef Est
19	Association Femme & Citoyenneté	EP Elles	Kef	Sers
20	Association El Mokhtar	EP Maafirin	Manouba	Jedaida
21	Association de Développement et des Sciences de Bazim	EP de Bazim	Medenine	Houmet Souk
22	Lion's Club Nabeul Hammamet	EP Fernine	Nabeul	Dar Chaabane
23	El Wifek d'Assistances aux Handicapés	EP Hmedet Ouled Hadj Moussa	Sfax	Skhira
25	Association Secours (Najda) Jbeniana	EP Drebla Jebeniana	Sfax	Jebeniana
26	Association de la Citoyenneté - Regueb	EP Ouled Ahmed Ezzine, Regueb	Sidi Bouzid	Regueb
27	Jeunes Démocrates Tunisiens	EP Centre Ville Jelma	Sidi Bouzid	Jelma
28	Association de Développement de Siliana	EP La république	Siliana	Siliana Sud
29	Enfidha pour la Réadaptation des Handicapés	Ayachia	Sousse	Enfidha
30	Hergla El Mostakbel	EP Habib El Kamel	Sousse	Hergla
31	Toit Digne	EP Imtiaz Ayoun	Kasserine	
32	Toit Digne	ADEP	Ben Arous	



جمعية كلنا توانسة

ع/ر	المؤسسة	نوعية الأشغال	الكلفة أ.د.	نسبة تقدم الأشغال بتاريخ
1	بناء مدرسة ابتدائية بولاية جندوبة	بناء مدرسة ابتدائية بقرية عين حراث معتمدة فرنانة ولاية جندوبة		بصدد الدراسات

جمعية "ألوان"

ع/ر	المؤسسة	نوعية الأشغال	الكلفة أ.د.	نسبة تقدم الأشغال بتاريخ
1	صيانة مدرسة ابتدائية	تهيئة وصيانة المدرسة الابتدائية البحر الازرق		بصدد الدراسات



جمعية التكافل والنماء

عمر	المؤسسة	نوعية الأشغال	الكلفة أ.د	نسبة تقدم الأشغال بتاريخ
1	بناء مدرسة ابتدائية	بناء مدرسة ابتدائية بأرض أولاد عياد حي الطيب المهيري 4		بصدد إعداد الدراسات

جمعية مقرين للتحديث والصيانة

عمر	المؤسسة	نوعية الأشغال	الكلفة أ.د	نسبة تقدم الأشغال بتاريخ
1	صيانة مدرسة ابتدائية	تهيئة وصيانة المدرسة الابتدائية ابن سينا مقرين		بصدد إعداد الدراسات

جمعية "عاوني نتعلم"

عمر	المؤسسة	نوعية الأشغال	الكلفة أ.د	نسبة تقدم الأشغال بتاريخ
1	صيانة وتجهيز فضاءات بأربعة مدارس ابتدائية بأربع ولايات: منوبة-أريانة-بن عروس وتونس 2	صيانة وإحداث فضاءات للمطالعة والتنشيط		بصدد إعداد الدراسات



جمعية العمل التنموي بالمدرسة الابتدائية بأوتيك بالتعاون مع السفارة اليابانية بتونس

ع/ر	المؤسسة	نوعية الأشغال	الكلفة أ.د	نسبة تقدم الأشغال بتاريخ
1	المدرسة الابتدائية بأوتيك الجديدة	تهيئة وصيانة المدرسة الابتدائية بأوتيك الجديدة بنزرت		بصدد دراسة الملف الفني

جمعية المدنية				
ع/ر	المؤسسة	نوعية الأشغال	الكلفة أ.د	نسبة تقدم الأشغال بتاريخ
1	التمتع بالنقل الريفي بثلاث ولايات سليانة، قبلي والكاف	توفير اشتراكات نقل ريفي مدرسي لـ 1000 تلميذ للسنة الدراسية 2011-2012		انطلق الانجاز في أكتوبر 2011



برنامج التعاون التونسي -السويسري

ع/ر	المؤسسة	نوعية الأشغال	الكلفة أ.د	نسبة تقدم الأشغال
1	المدرسة الابتدائية طريق قابس مدنين	تهيئة شاملة للمؤسسة	527	95%
2	المدرسة الابتدائية الطيب المهيري بن قردان مدنين	تهيئة شاملة للمؤسسة	365.682	95%
3	المدرسة الابتدائية المحبوبين جربة مدنين	تهيئة شاملة للمؤسسة	317.23	95%
4	المدرسة الابتدائية الشابي تطاوين	تهيئة شاملة للمؤسسة	230	75%
5	المدرسة الابتدائية 2مارس بئر الأحمر تطاوين	تهيئة شاملة للمؤسسة	191.880	65%
6	المدرسة الابتدائية الدويرات تطاوين	تهيئة شاملة للمؤسسة	102.003	65%
المجموع			1.733,795	



جمعية الهلال الأحمر تدخلت في توزيع هبة تتمثل في 1400 جهاز تدفئة لتركيزها بأقسام المدارس الابتدائية الريفية موزعة حسب الجدول التالي:

ع/ر	المؤسسة	عدد الاجهزة	تاريخ الاسناد
1	جندوبة	400 جهاز تدفئة	سبتمبر 2012
2	القصرين	400 جهاز تدفئة	جويلية 2012
3	الكاف	300 جهاز تدفئة	سبتمبر 2012
4	سليانة	300 جهاز تدفئة	أوت 2012

جمعية الهلال الأحمر بالتعاون مع شركة "دليس دانون"

ع/ر	المؤسسة	نوعية الأشغال	الكلفة أ.د	نسبة تقدم الأشغال
1	المدرسة الابتدائية سيدي عثمان بنزرت	تهيئة جميع فضاءات المؤسسات	حوالي 360	بصدد فرز العروض
2	المدرسة الابتدائية الصابرية قبلي			
3	المدرسة الابتدائية النباش القيروان			
4	المدرسة الابتدائية النشمية باجة			



نماذج من تدخل الجمعيات في صيانة المؤسسات التربوية

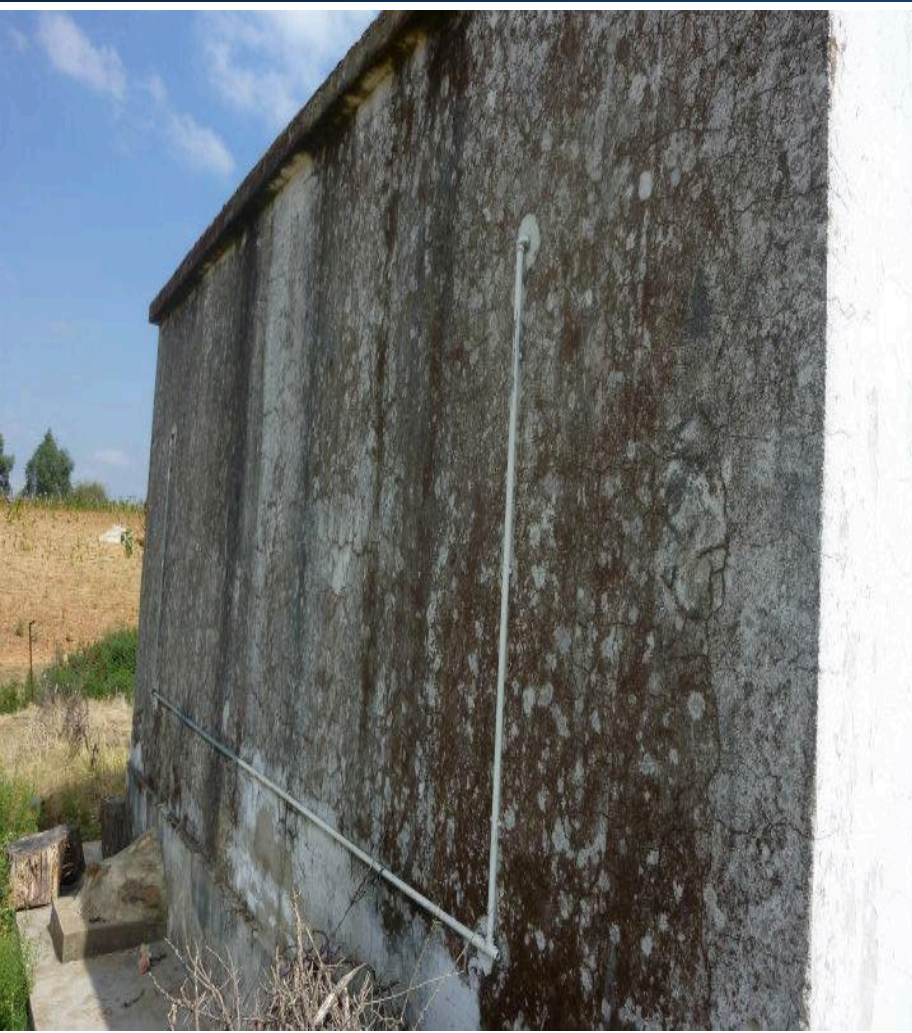
تدخل جمعية المدنية



توفير اشتراكات نقل ريفي مدرسي لـ 1000 تلميذ للسنة الدراسية 2011-2012



تدخل جمعية طفل وابتسامات



قبل الأشغال

تدخل جمعية طفل وابتسامات



المدرسة
الابتدائية أولاد
ضيف الله

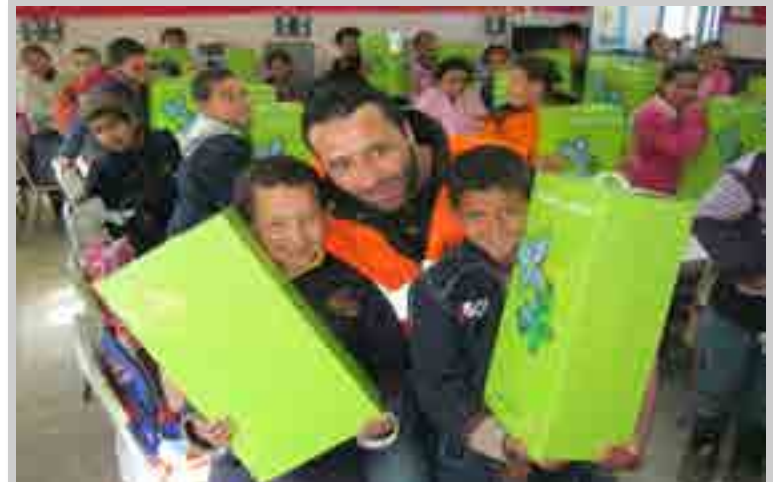


بعد الأشغال

تدخل جمعية تونس الخيرية



توفير 10000 محفظة لفائدة المدارس ذات الأولوية بـ 24 ولاية



مشروع مدرستي مع همزة وصل

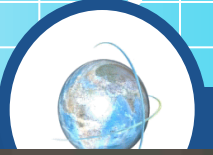


بعد الأشغال



قبل الأشغال

مشروع مدرستي مع همزة وصل



تزويد المدرسة بالطاقة الشمسية



ضرورة انفتاح المؤسسة التربوية على محيطها



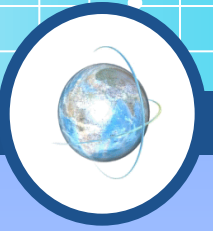
ينص القانون التوجيهي للتربية و التعليم المدرسي عدد 80 لسنة 2002 على ضرورة انفتاح المدرسة على محيطها لكنه لم يقدم لنا أجوبة واضحة عن طبيعة هذا الانفتاح و كيف يتم ترجمته إلى واقع ملموس تتجلى فيه التفاعلات الايجابية و التواصل البناء.

إن للمدرسة عدة أدوار يلتقي فيها التربوي بالثقافي والاجتماعي ، لكن نجاحها في هذه المهمة، يقتضي إعادة السؤال مرة أخرى في مسألة الانفتاح و كلفيته(شكلا و مضمونا).



نقول هذا لأن هكذا انفتاح بدون دراسة للمحيط السوسيو اقتصادي و التغيرات التي طرأت عليه إن إيجابا أو سلبا سيضعها في مسار الخطأ.

كما أن المحيط مطالب بإعادة تقييم نظرتة و تصوراتة حول المؤسسة التعليمية، و الاستعداد لتقليص المسافة بغية خلق جسور من الثقة التي نصفها مرارا على أنها مفقودة.



صياغة إستراتيجية لوقاية البنية التحتية المدرسية في المرحلة الثانية من التعليم الأساسي والتعليم الثانوي إضافة إلى حملة إعلامية وقائية وتحسيسية



تطور المنظومة التربوية وتنامي أعداد التلاميذ وفق مقتضيات القانون التوجيهي للتربية والتعليم لسنة 2002 ، أقتضى ارتفاعاً كبيراً في عدد المؤسسات حوالي ، وما يستدعيه ذلك من تجهيزات.

• ثمة مؤسسات تربوية وتجهيزات بيداغوجية ومدرسية متفاوتة من حيث النوع والقدم وهي تتطلب صيانة دائمة، وهذا ما لم يحصل دائماً تكلفة الصيانة والاستبدال المسبق للتجهيزات البالية والمخربة، وهذا سيستدعي نفقات كبرى لا تقدر عليها ميزانية الدولة



• تحدّي جودة التعليم، مرتبط شروط مادية وفي هذا الإطار وتحقيق لهذا الهدف، سعت وزارة التربية بالتعاون مع البنك الإفريقي للتنمية إلى صياغة برنامج عمل.

❖ أهداف النشاط:

يهدف النشاط:

- إجراء جرد عام للتجهيزات المتلفة وضبط الحالة الراهنة للمؤسسات
- خصوصيات سلوك مختلف مستعملي التجهيزات المدرسية، ودراسة كيفية تعاملهم مع هذه التجهيزات.



- تحديد الجمهور المستهدف بهذه الحملة الإعلامية (مديرو المؤسسات التربوية، أعوان إداريون وتقنيون مدرسون تلاميذ وأولياء) ودراسة سلوك هذا الجمهور انطلاقا من عينات ممثلة ومختارة في إطار كل جزء من أجل ضبط علاقاتهم بالبنائيات والتجهيزات المدرسية إلى جانب معرفة درجة انخراطهم في ثقافة الصيانة الاستباقية وسلوكهم وردود فعلهم ومهارتهم في هذا الميدان.
- إن هذه المرحلة تمكّن من ضبط الاحتياجات الخصوصية للجمهور المستهدف بالحملة الإعلامية واستخلاص التوجهات العامة لهذه الحملة الإعلامية وتقديم مقترحات مهمة من أجل تطوير القدرات العملية للصيانة.



وتستدعي الحملة الإعلامية ما يلي:

- ضبط المعايير والسلوك إلى جانب المهارات المرتبطة بالتصرف الوقائي الذي ينبغي إطلاع جميع المتدخلين في العملية التربوية عليه.
- تحديد محتوى الرسائل المتوقع نشرها، وتبيان أشكالها ومعرفة الوسائط التي ستستعمل إلى جانب الخصائص وتقنيات الاتصال والتسويق الاجتماعي التي ستنفذ.
- صياغة إستراتيجية عامة إلى جانب السيناريوات الممكنة لهذه الحملة الإعلامية.



• اعتماد اللغة العربية.

• إعداد الصور الفوتوغرافية التي تجسد عمليات التخريب
والاعتداء الممنهجة التي تعرضت لها المؤسسات التربوية
وتجهيزاتها.



شكرا



PREPARATION OF 39 SCHOOLS' DISASTER AND EMERGENCY SITUATION PLAN IN 39 DISTRICTS PILOT PROJECT

Project Identification

Project Name

- Preparation of the Disaster and Emergency Situation Plans of 39 Education Institutions that Have Been Reconstructed and/or Reinforced Across Istanbul Pilot Study

Project Duration

- 10 Months

Project Stakeholders

- **Project Owner;** Istanbul Governorate
- **Prepared by;** İl Afet ve Acil Durum Müdürlüğü, İstanbul Proje Koordinasyon Birimi Province Disaster and Emergency Situation Governorate, Istanbul Project Coordination Unit
- **Project Implementing Agencies;** Istanbul AFAD/Disaster and Emergency Situation Administration Presidency (Planning Branch Administration), National Education Directorate of Province (Civil Defense Unit)
- **Aiders;** Prime Ministry AFAD/Disaster and Emergency Situation Administration Presidency, Ministry of National Education
- **Project Target Group;** National Education Directorates of Districts and the planning teams to be formed at 39 schools (The Principal / Vice Principal, Teachers, Parent-Teacher Association, other staff), the administration management, teachers, students, parent-teacher association and parents of the qualified schools.
- **Project Counsellor;** Beyaz Gemi Social Project Agency

Project Aim



General Aim:

To create a secure and sustainable environment by contributing to a model culture that concentrates on being prepared.

Specific Objectives:

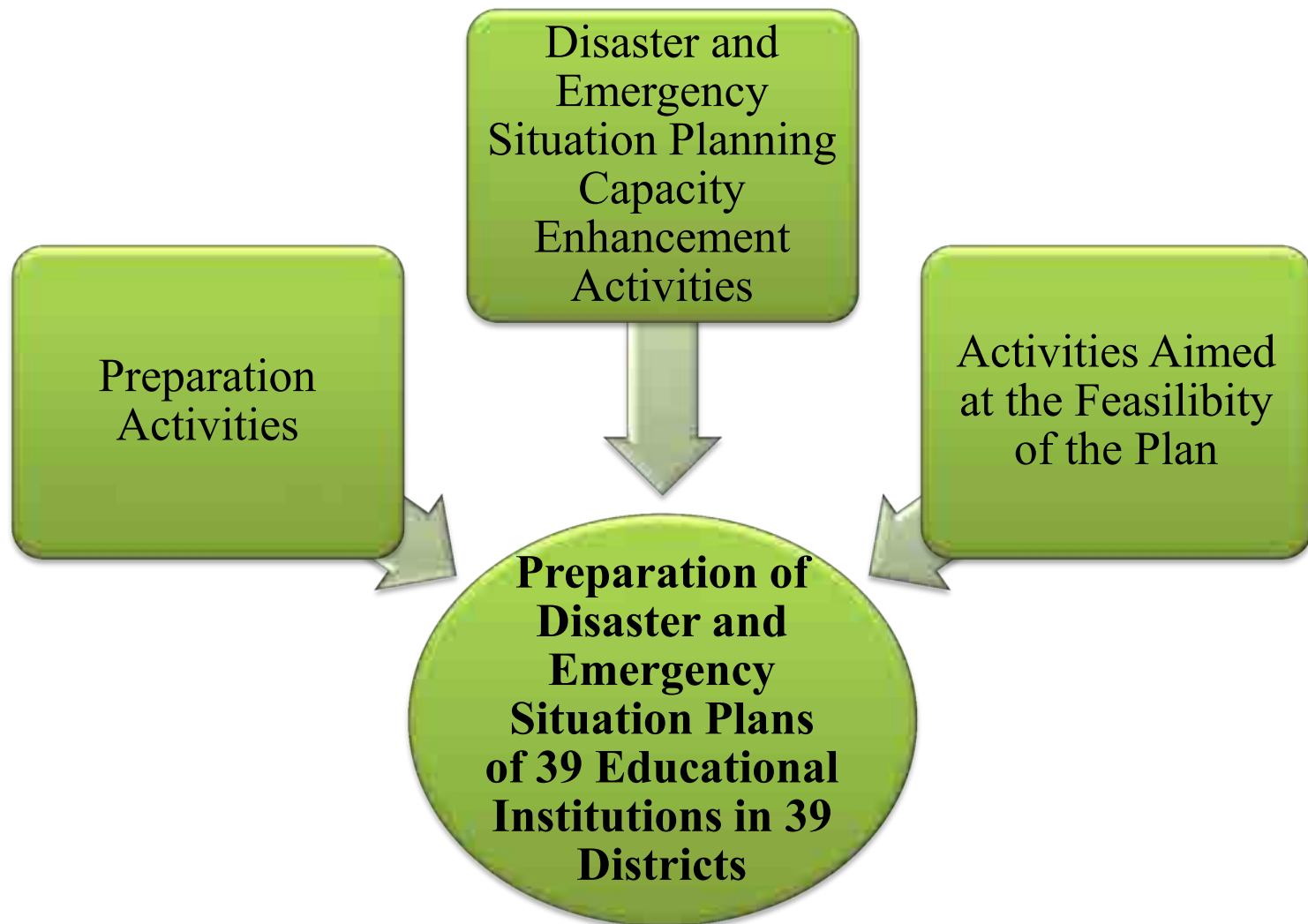
- To create a secure environment for students, teachers, administrative staff, employees and the parents.
- To increase the disaster and emergency situation planning capacities of the education institutions.
- To contribute to the continuity of education.

Qualified Schools within the scope of the project

DISTRICT NAME	SCHOOL NAME
ADALAR	Burgazada Sait Faik Primary School
ARNAVUTKÖY	Hadımköy İ. Özaydın Technical and I.V.H.S*
ATAŞEHİR	Ali İhsan Hayırlıoğlu Primary School
AVCILAR	Süleyman Nazif Anadolu High School
B.ÇEKMECE	Tepecik Secondary School
B.EVLER	Kazımkarabekir Secondary School
B.PAŞA	Yahya Kemal Secondary School
BAĞCILAR	Peyami Safa Secondary School
BAKIRKÖY	Halil Bedii Yönetken Secondary School
BAŞAKŞEHİR	Prof. Dr. Ahat Andican Secondary School
BEŞİKTAŞ	Hasan Ali Yücel Secondary School
BEYKOZ	Rüzgarlıbahçe Secondary School
BEYLİKDÜZÜ	Dr.Haydar Arslan Primary School
BEYOĞLU	Kaptanpaşa Primary School
ÇATALCA	Gökçeali Sevgi-Altan Şanda Primary School
ÇEKMEKÖY	Alemdağ Primary School
ESENLER	Ressam Şevket Dağ Primary School
ESENYURT	Rıfat Ilgaz Secondary School
EYÜP	Mehmet Akif Ersoy Primary School
FATİH	Ali Suavi Primary School

DISTRICT NAME	SCHOOL NAME
G.O.PAŞA	23 Nisan Primary School
GÜNGÖREN	Gündoğdu Primary School
K.ÇEKMECE	Kocatepe Primary School
KADIKÖY	Mehmet Sait Aydoslu Secondary School
KÂĞITHANE	Ziya Paşa Primary School
KARTAL	Cevizli Secondary School
MALTEPE	Adnan Kahveci Secondary School
PENDİK	Gülizar Zeki Obdan Primary School
SANCAKTEPE	Aziz Bayraktar Religious Vocational High School
SARIYER	Sarıyer Primary School
SİLİVRİ	Değirmenköy Atatürk Secondary School
SULTANBEYLİ	Hasan Ali Yücel Primary School
SULTANGAZİ	Cebeci Sultañçiftliği Primary School
ŞİLE	Kanan Secondary School
ŞİŞLİ	Kurtuluş High School
TUZLA	Kaşif Kalkavan High School
ÜMRANİYE	23 Nisan Kaptanoğlu Primary School
ÜSKÜDAR	Sultantepe Primary School
ZEYTİNBURNU	Ahmet Vefikpaşa Secondary School

Main Stages of the Project



Preparation Activities

Project Introduction Meeting

- Information about the project aim, activities and the process was provided in the meeting and expected collaboration activities from the qualified schools within the project were explained and the questions of the administrative staff about the project were answered.



Preparation Activities

First visits to the qualified schools

General information about the project was provided for teachers and the administrative staff.

“Planning Teams” in charge of the plan studies at the schools were determined.

The present plans of the school were obtained in order to determine the present situation of the schools.



Preparation Activities

Creation of the infrastructure aimed at the planning studies



Plan Outline



Preparation Guideline



Plan Preparation Training

Second Stage: Disaster and Emergency Situation Planning Capacity Enhancement Activities



Capacity Enhancement Activities



Implementation of Disaster and Emergency Situation Planning Studies



Implementation of the Desk-Bound Drills



Plan Introduction Seminar

Capacity Enhancement Trainings

Trainings about the preparation of the disaster and emergency situation plan were provided for the planning teams at the schools.



Implementation of the Disaster and Emergency Situation Planning Studies

Present situation,

Determination of the sources and the needs,

Danger and risk analysis,

Standard operation procedures, control lists, filling in the forms and the minutes,

Damage reduction plans,

Critical assignments and officers,

Evacuation plans,

Student, employee, parent lists, contact chains,

Source management and the coordination of the volunteers,

Mutual cooperation and collaboration,



Implementation of the Desk-Bound Drills

- A desk-bound study in which the plan is evaluated with the school disaster and emergency situation officers in the plan and a plan simulation is carried out through scenarios will be implemented.

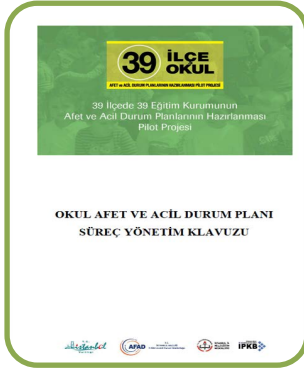


Plan Introduction Seminar

- Plan introduction seminar will be implemented about the School Disaster and Emergency Situation Plans for the target group of the project. The basic information about the plan will be conveyed in this seminar.



Third Stage: Activities Aimed at the Feasibility of the Plan



Development of the Document with the purpose of Plan Feasibility



Implementation of the “Down-Close Up-Hold” and “Evacuation” drills

Implementation of the “Down-Close Up-Hold” and “Evacuation” Drills

“Down-Close Up-Hold” and “Evacuation” drills will be implemented in 39 pilot schools with the school planning teams with the leadership of disaster management experts.



Final Situation of the Project

PREPARATION OF 39 SCHOOLS' DISASTER AND EMERGENCY SITUATION PLAN IN 39 DISTRICTS PILOT PROJECT SCHEDULE	
ACTIVITY	SITUATION
1. STEP: Project Introduction Meeting	DONE
2. STEP: First Visits to the Qualified Schools	DONE
3. STEP: Creating the Infrastructure of Disaster and Emergency Situation Planning Studies • Forms concerning the plan outline • A guideline concerning the way of the implementation of the plan • A training programme that might be necessary for the plan to be able to be created.	DONE
4. STEP: Capacity Development Trainings with Disaster and Emergency Situation Planning Teams	DONE
5. STEP: Implementation of Disaster and Emergency Situation Planning Studies	CONTINUING
6. STEP: Implementation of the Desk Based Disaster and Emergency Situation Plan Drills	
7. STEP: Disaster and Emergency Situation Introduction Seminars	
8. STEP: Development of Directive Documents Aimed at the Plan Feasibility	
9. STEP: Implementation of "Down-Close Up-Hold" and "Evacuation" Drills Aimed at the Feasibility of the Prepared Plan	

- Within the scope of the project;
 - 4 of the basic 9 steps have been completed.
 - 138 of the 273 intended visits have been completed.
 - 285 hours of work has been carried out in total in the selected schools.

Expected Results

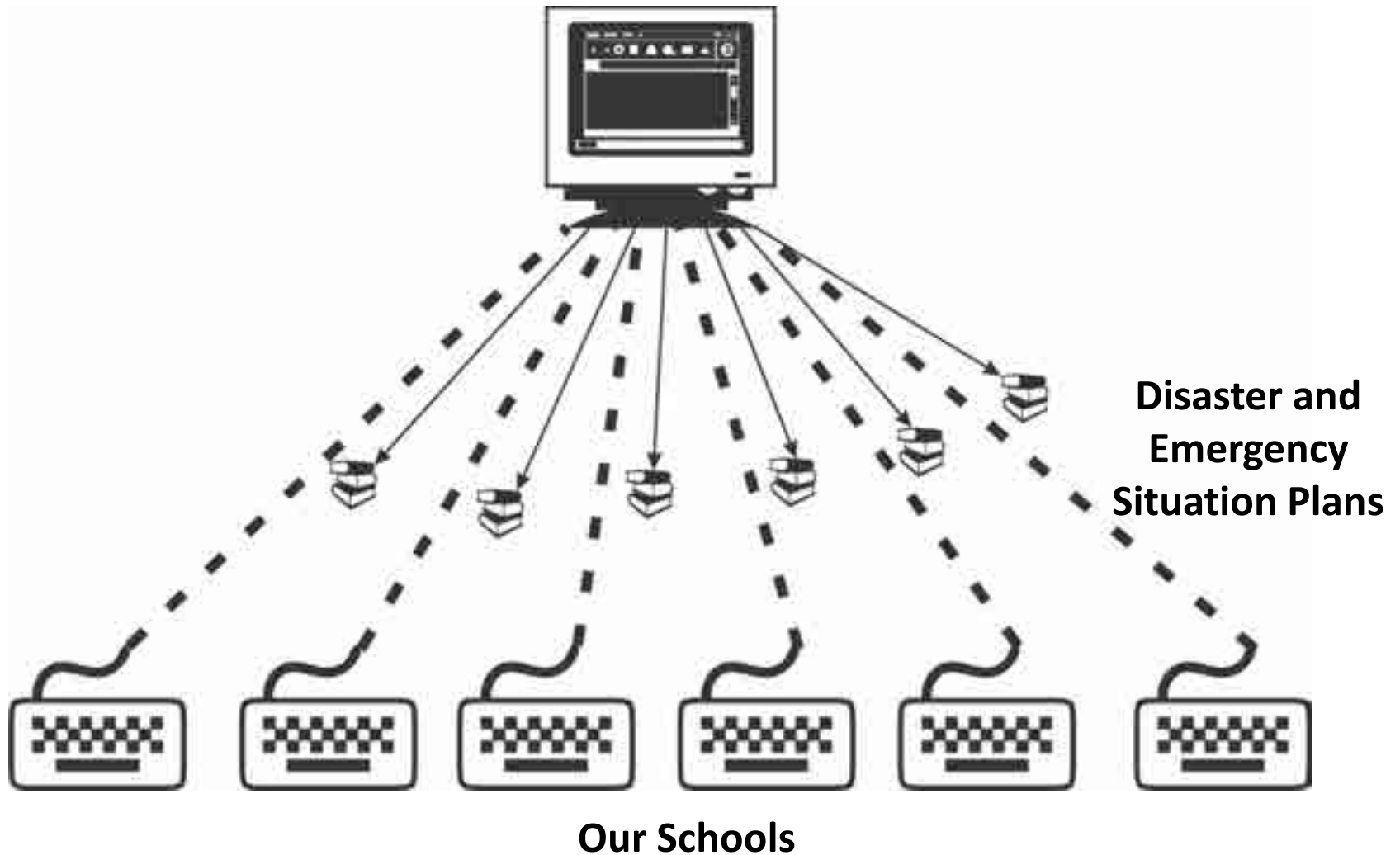
To ensure the safety of lives and properties of the schools and their people and the continuity of education.

To inform the schools about Disaster and Emergency Situation Plans.

To enhance the capacity of the schools regarding planning and to ensure the sustainability of functionality.

To determine the necessary methods to popularize these studies in all of the schools.

Popularization of the Plans





PREPARATION OF 39 SCHOOLS' DISASTER AND EMERGENCY SITUATION PLAN IN 39 DISTRICTS PILOT PROJECT

Thank you

We are strengthening our future



Istanbul Seismic Risk Mitigation and Emergency Preparedness Project

Kazım Gökhan ELGİN
Director of ISMEP





Istanbul Seismic Risk Mitigation and Emergency Preparedness Project: ISMEP

Country / Region	: Turkey / Istanbul
Project Duration	: 2006 +
Implementation	: Istanbul Governorship Istanbul Project Coordination Unit (IPCU)
Finance	: World Bank European Investment Bank Council of Europe Development Bank Islamic Development Bank
Loan Amount	: EURO 1.5 Billion (WB-EIB-CEB-IDB)

Phase III Implementation



A. Strengthening Emergency Management Capacity

Emergency Communication Systems

Emergency Management Information System

Strengthening the Institutional Capacity of DED

Upgrading the Emergency Response Capacity

Public Awareness and Training

B. Seismic Risk Mitigation for Priority Public Buildings

Retrofitting

Reconstruction

National Disaster Studies



C. Enforcement of Building Codes

Public Awareness

Development of Regulatory Framework

Voluntary Accreditation and Training of Engineers

Streamlining of Building Permits Issuance Procedures

ISMEP Components



Component B

Seismic Risk Mitigation for Priority Public Buildings

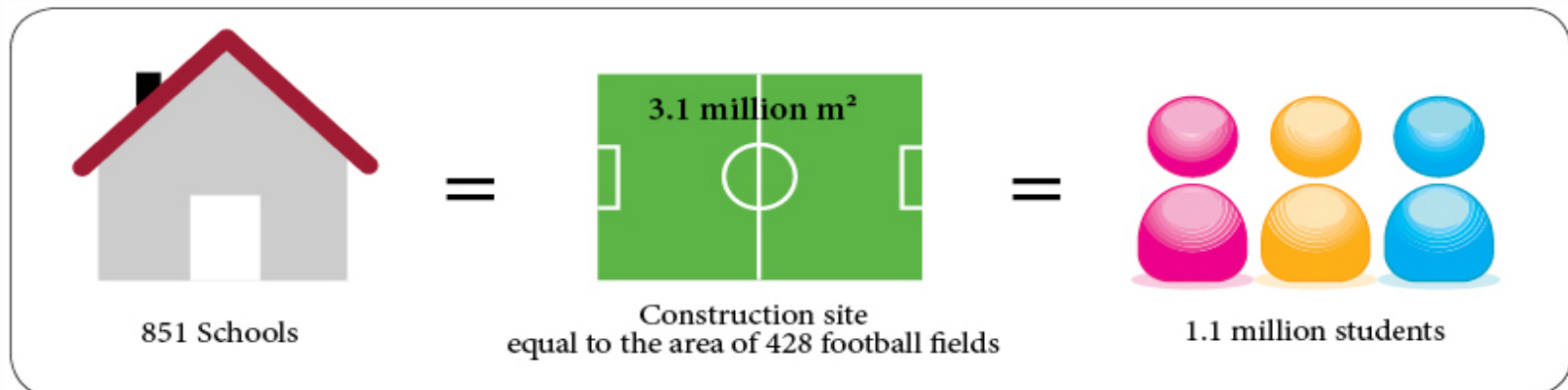
FEASIBILITY STUDIES

Building Type	Campus	Building
Schools	1189	1710
Hospitals	33	324
Outpatient clinics-health centers	106	106
Administrative buildings	95	131
Dormitories	17	49
Social service buildings	14	32
Total	1454	2352

- Feasibility study of 1969 building has been completed in 1218 campuses. 383 buildings in 236 campuses are being studied.

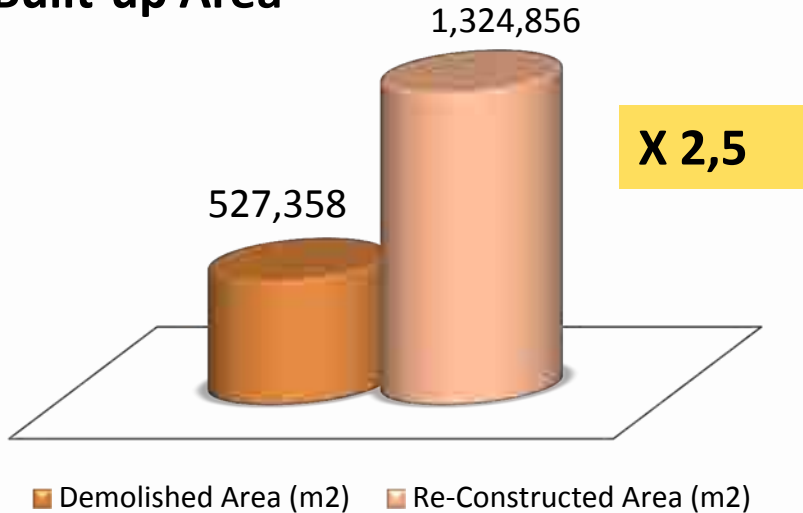
EDUCATION SECTOR

- Retrofitting and Reconstruction Works:
 - 851 schools
 - 3.110.341 m² construction area,
 - 1.120.269 students, teachers

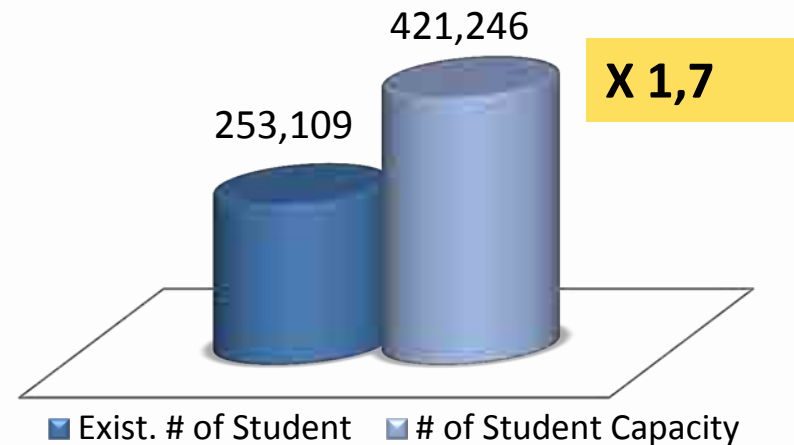


CAPACITY IMPROVEMENTS

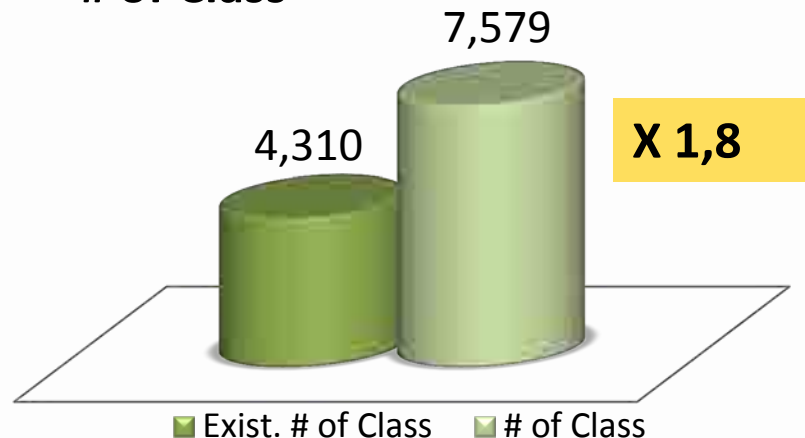
Built-up Area



Student Capacity



of Class



Completed Schools

GAZİOSMANPAŞA P.S.

New View



Old View





MUSTAFA NOYAN P.S.
ÜSKÜDAR



Old View



YAYLA P.S.
BAHÇELİEVLER



New View



Kağıthane P.S.





Sample Facade



Component B

Seismic Risk Mitigation for Priority Public Buildings

SCHOOL BUILDINGS



Bayrampaşa Yahya Kemal Primary School

Component B

Seismic Risk Mitigation for Priority Public Buildings

SCHOOL BUILDINGS



Kağıthane Gültepe Primary School

Vocational Schools



Bahçelievler Erkan Avcı VS



Vocational Schools – Under Construction





Ongoing Designs



We are strengthening our future



THANK YOU

Kazım Gökhan ELGİN
Director of ISMEP

