

Istanbul Roadmap on the Worldwide Initiative for Safe Schools

Draft Zero

1. **We, [Heads of States and Governments, Ministers of Education and] high level participants** of the Safe School session at the 3rd UN World Conference on Disaster Risk Reduction (WCDRR);
2. **Mindful** of the outcomes of the 2009 Second Session of the Global Platform on Disaster Risk Reduction, which proposed that by 2011 national assessments of the safety of existing education and health facilities should be undertaken, and that by 2015 concrete action plans for safe schools and hospitals should be developed and implemented in all disaster prone countries;
3. **Considering** the High-Level Dialogue Communiqué of the 2013 Fourth Session of the Global Platform on Disaster Risk Reduction, which proposed to “start a global safe schools and safe health structures campaign in disaster-prone areas with voluntary funding and commitments to be announced at the World Conference on Disaster Risk Reduction in 2015;”
4. **Appreciative of** the commitment made by the Government of Turkey to the Worldwide Initiative for Safe School in taking the lead in hosting the First Meeting of Safe School Leaders (30-31 October 2014, Istanbul, Turkey), with the participation of 16 countries¹ in the meeting and the engagement of additional countries unable to attend the discussions²;
5. **Mindful** of the combination of core elements that constitute safe schools, comprising of safe learning facilities (disaster-resilient

¹ The 16 countries represented in the First Meeting of Safe School Leaders are: Algeria, Brazil, Costa Rica, Croatia, Honduras, Indonesia, Islamic Republic of Iran, Italy, Kyrgyzstan, Lebanon, Mexico, Nepal, Nigeria, St Vincent and the Grenadines, Tunisia and Turkey.

² China, Ecuador and Philippines confirmed their support and engagement in the Worldwide Initiative for Safe Schools but could not attend the discussions.

infrastructure), school disaster management, and disaster risk reduction and resilience education;

6. **Acknowledging** the different levels of development, capacities and capabilities at national level in which school safety efforts are being undertaken;
7. **Taking note** of the initiatives by countries to promote resilient education infrastructure, including efforts by countries to mobilize domestic budget or develop public-private partnerships to retrofit schools, leading to an increase in the number of student safety in some countries.
8. **Also appreciating** the promotion of a multi-sectoral approach to safe school implementation according to the three-pillar approach, including the integration of nutrition as a core element of safe schools and the use of locally available and low cost materials for the building of disaster-resilient schools;
9. **Aware** of the positive developments in promoting school preparedness and school disaster management, including good initiatives on campaigning, advocating and fostering training for safe school implementation, the involvement of communities in building school facilities to increase the ownership of safe school work and of civil society in contributing to urban risk reduction in support of resilient cities and schools, the development of child clubs, initiatives to reach out to all children, in particular refugee children, including through high-technology tools (i-phone applications) thereby building the social demand by children themselves to learn in safe school environments.
10. **Mindful** of the importance of the concept of building “life skills” as a goal in making resilience part of school education and appreciating the integration of disaster risk reduction in school curricula;
11. **Considering** the ongoing examples of cooperation in the promotion of school safety among countries, including on areas such as risk assessment, school disaster preparedness, improving risk reduction and resilience in education, the promotion of school safety among sister or partners cities and through the exchange of experiences, information and methodologies at sub-regional level;

12. ACKNOWLEDGE that promoting school safety will require the implementation of the following measures :

- a. The development , sharing and implementation of plans towards safe schools at the national level in respective countries;*
- b. Advocacy with other countries and other stakeholders in the promotion of safe schools;*
- c. Provision of technical cooperation and technical assistance to other countries, as necessary, in various aspects of school safety;*

13. AGREE to develop further the Worldwide Initiative on Safe Schools (WISS) that will then support our efforts to implement the above objectives;

- a. That the WISS shall adopt the definition of a safe school as one that includes safe learning facilities, school disaster management, and disaster risk reduction and resilience education;*
- b. That participating countries will adopt their own set of national targets based on each capacity, ability and national priorities;*

14. AGREE to meet regularly, at least once a year, and call on countries to host such meetings on rotation;

15. EXPRESS APPRECIATION to I.R. of Iran for their offer to host the second meeting of Safe School Leaders in 2015;

16. CALL ON:

- a. **UNISDR** to serve as the secretariat of the WISS;
- b. **Safe School Leaders** to:
 - Develop a mechanism for sharing good practices, including the development of a database for safe school initiatives
 - Develop guidelines for the promotion of school safety;
- d. **Development partners including Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRES)** to support WISS participating countries in a

coherent and coordinated way, based on their respective capacities, mandates and presence at country level;

- e. **Other countries and relevant stakeholders** to join the WISS;
- f. **GADRRRES** to elaborate on the targets and indicators guidelines with a view to better understanding progress globally.

Adopted in Sendai, 14 March 2015.

Examples of good practices shared by Safe School Leader countries

Selected excerpts from Istanbul Report and presentations made in Istanbul (October 2014) and Geneva (February 2015)

Paragraph 7: Taking note of the initiatives by countries to promote resilient education infrastructure, including efforts by countries to mobilize domestic budget or develop public-private partnerships to retrofit schools, leading to an increase in the number of student safety in some countries.

- The Government of I.R. Iran has enacted 4 billion US\$ between 2006 and 2014 in the renovation and retrofitting of schools, leading to resilient school infrastructure and an increase of students' life safety from 33% in 2006 up to 67% in 2014. Such experience in mobilizing relevant budget for domestic safe school implementation can serve as role model for neighboring countries. *[Pillar 1]*
- Nigeria shared a successful case of public-private partnership for safe schools. By prioritizing school safety at the national level, Nigeria benefited from US\$10 million from the Government as seed money to support particularly the integration of disaster risk reduction into school curriculum, to which US\$10 million more were received from the private sector, 1 million more from the African Development Bank and more from other countries (UK, Germany and Norway) amounting to a total of US\$27 million. *[Pillars 1 and 3]*
- As part of the "39 Schools and 39 Provinces" project, a major urban transformation process and renewal of the building stock was undertaken by the Government of Turkey throughout the province with the retrofitting of 989 key infrastructures (schools, hospitals) and the rehabilitation of a total of approximately 1162 public services buildings and bridges over the Bosphore. *[Pillar 1]*

Paragraph 8: Also appreciating the promotion of a multi-sectoral approach to safe school implementation according to the three-pillar approach, including the integration of nutrition as a core element of safe schools and the use of locally available and low cost materials for the building of disaster-resilient schools;

- Two countries in particular (i.e. Indonesia and Turkey) presented action and progress in all of the three pillars, while others developed a specific expertise in one or two of the three pillars. *[All pillars]*
- Indonesia has placed school safety as a national priority and is finalizing their blueprint for safe schools 2015-2020 as a major tool to guide safe school implementation at the national level. *[All pillars]*

- Nepal will further promote a multi-sectoral approach to safe school implementation at the national level and the use of locally available and low cost materials for the building of disaster-resilient schools. Nutrition represents a major component of safe schools strategy in Nepal. *[All pillars]*
- The (Istanbul) exchanges of experiences allowed countries like Lebanon, Nepal, Costa Rica or Italy to recognize that they had been working so far only on one or two pillars of school safety and to commit to focus on a more holistic approach to safe schools (around the three pillars), to ensure comprehensive school safety work implementation by 2015 and beyond. *[All pillars]*

Paragraph 9: Aware of the positive developments in promoting school preparedness and school disaster management, including good initiatives on campaigning, advocating and fostering training for safe school implementation, the involvement of communities in building school facilities to increase the ownership of safe school work and of civil society in contributing to urban risk reduction in support of resilient cities and schools, the development of child clubs, initiatives to reach out to all children, in particular refugee children, including through high-technology tools (i-phone applications) thereby building the social demand by children themselves to learn in safe school environments.

- Involvement of communities in building school facilities to increase the ownership of safe school work in Indonesia *[Pillars 1 and 2]*
- Promotion of child clubs mobilization in Nepal *[Pillar 2]*
- “Reaching All Children for Education” initiative in Lebanon to address the education needs of a growing flow of refugee children and students from neighboring conflict-stricken areas despite the pressure imposed on education facilities *[Pillars 2 and 3]*
- Indonesia and Nepal will continue campaigning, advocating and fostering training for safe school implementation. *[Pillar 2]*
- Brazil is also reaching out to children through high-technology tools (i-phone applications) that children use on a daily basis, thereby building the social demand by children themselves to learn in safe school environments. *[Pillar 2]*
- Tunisia recommended to strengthen risk assessment methodologies and to better involve civil society in reducing urban risks and making resilient cities and schools. *[Pillars 1 and 2]*

Paragraph 10: Mindful of the importance of the concept of building “life skills” as a goal in making resilience part of school education and appreciating the integration of disaster risk reduction in school curricula;

- Croatia highlighted the focus they will continue placing on life-skills and risk perceptions to effectively address the unpredictability of people’s behaviours at times of disasters. *[Pillar 2 and 3]*
- Brazil is promoting the concept of “Skills for Life” *[Pillars 2 and 3]*
- In Turkey, the training of teachers and students and the integration of disaster risk reduction in school curriculum in cooperation with AFAD were processed in school safety priorities. *[Pillars 2 and 3]*

- Good integration of disaster risk reduction in the school curriculum in most countries represented in particular Indonesia, Nepal, Italy, Algeria, Tunisia, Costa Rica, Nigeria [*Pillar 3*]

Paragraph 11: Considering the ongoing examples of cooperation in the promotion of school safety among countries, including on areas such as risk assessment, school disaster preparedness, improving risk reduction and resilience in education, the promotion of school safety among sister or partners cities and the exchange of experiences, information and methodologies at sub-regional level;

- Brazil proposed some innovative approaches to make safe school implementation sustainable and interactive by promoting the concept of sister cities and school cities exchanges and cooperation models through the Resilient Cities Campaign [*Global advocacy and cooperation*]
- Algeria indicated that Maghreb countries share common threats and called for a closer sub-regional “Mediterranean” cooperation in sharing experiences and supporting each other in implementing school safety. Algeria also highlighted the need to promote a universal culture of risk and resilience with effective and systematic exchanges of information and methodologies on school safety for national replication, and recommended the development of a geographic information system on training programmes. [*Global advocacy and cooperation*]
- Turkey committed to support selected neighboring countries in South Eastern Europe, Caucasia, Central Asia and Middle East and Africa with technical expertise in the area of school safety. Kyrgyzstan expressed interest to benefit from Turkey’s experience and expertise in safe school implementation. [*Global advocacy and cooperation*]