

AFGHANISTAN



900%

increase in enrolment (mostly girls) over 15 years to more than nine million children in 16,400 schools

13,000

new schools established since 2001

50%

of current schools don't have any buildings

20,000

schools need to be built by 2030

RECOMMENDATIONS

- Conduct a national survey of education infrastructure as part of a safer schools program to identify needs for new infrastructure, retrofitting requirements of existing infrastructure and investment gaps.
- Review and revise model school designs with regional variations that incorporate vernacular and modern methods.
- Develop guidance for site selection, quality assurance, and project implementation for new schools.
- Create risk analysis, prioritisation and cost benefit analysis for retrofitting existing schools.

ASSESSMENT

Hazard Assessment

Flooding is a significant hazard, particularly in the central and north east. Seismic hazard ranges from low in the south west to very high in the north east. Recent analysis shows significantly higher seismic hazard in the east than previously understood. Earthquakes occur less frequently than floods but cause the most deaths.. Exposure to landslides and snow avalanche are a significant local hazard. Awareness appears to be good but there is a limited understanding of how to address hazards through site mitigation, building design or construction.

Existing Education Infrastructure

Demand has increased significantly, however, a focus on quantity over quality has resulted in overcrowded schools working in shifts, and only 50% of schools have buildings. The prioritisation of new construction is undermined by the current database which only covers 30% of schools and more information is required to inform a robust analysis. A review of 28 schools indicates that community construction of unreinforced masonry is widespread and particularly vulnerable to earthquakes.

Implementation Process

There is an acute lack of technical and professional capacity at all stages of the implementation process. The Ministry of Education Infrastructure Services Department (ISD) is responsible for schools, but due to limited capacity and logistics, the School Management Shuras play a significant role in site selection, assessment, and construction quality monitoring. A suite of 17 model school designs may not provide an appropriate level of seismic performance and key construction information is missing from the drawings. Schools are either constructed through community contracting or a National Central Bidding contract.

Regulatory Environment

The regulatory framework is still developing under the Afghan National Standard Authority (ANSA) and law enforcement remains a challenge. The structural code was introduced in 2014 based on the US International Building Code (IBC) with specific chapters relating to local loading requirements and masonry construction typologies. There is no mandate for the Ministry of Education (MoE) to

comply with the ANSA codes. The Ministry of Rural Rehabilitation and Development (MoRRaD) has developed a more practical Building Manual which includes schools and is used more widely.

Financial Environment

At least 5,000 schools have been built since 2001 by a variety of agencies. However, the volume of schools being implemented 'off budget' outside the MoE make it extremely difficult to ascertain the real volume and costs. The World Bank program approximates to US\$75,000 per school which is considerably less than the estimate of US\$27,000 provided by the National Education Strategic Plan (NESP). The availability and price of materials depends heavily on location which makes it difficult to attribute a construction budget for each school. While there is an intention to move all schools 'on budget' and into the MoE, there is also a growing realisation that the demand for school construction is greater than the MoE capacity has to deliver, and increasing the share of other Ministries in the implementation of school construction is being considered.



This study was conducted in collaboration with the World Bank and GFDRR as part of the Global Program for Safer Schools to understand the vulnerability of existing schools infrastructure and contributing factors of risk to inform the preparation of EQUIP III. It was conducted over an eight week period in 2016 which included consultation with key stakeholders including national government, INGOs and donor organisations. For more information, please contact:

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