



THE GLOBAL PROGRAM FOR SAFER SCHOOLS

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A Roadmap for Safer Schools
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GFDRR
Global Facility for Disaster Reduction and Recovery

Message 1

Children and teachers are increasingly exposed to the impact of natural hazards worldwide

Each year, natural disasters and climate change around the world have a devastating effect on children's education

Year	Event	Country	# of schools affected
2001	Earthquake	India	1,864 (collapsed)
2005	Earthquake	Pakistan	7,000 (collapsed)
2007	Cyclone	Bangladesh	6,000 (collapsed)
2008	Earthquake	China	7,400 (collapsed)
2009	Cyclone	Philippines	3,417 (damaged)
2010	Earthquake	Haiti	1,350 (collapsed)
2013	Typhoon	Philippines	2,500 (damaged)
2015	Earthquake	Nepal	5,000 (destroyed)
2016	Earthquake	Ecuador	1,000 (damaged)
2016	Hurricane	Haiti	730 (damaged)

Source World Bank GPSS

Low intensity and high frequency events such as floods and storms may have a accumulative impact stronger than a single large scale disaster

Mozambique ranks third among the African countries most exposed to natural hazards



Cyclones



Floods



Earthquakes



Drought

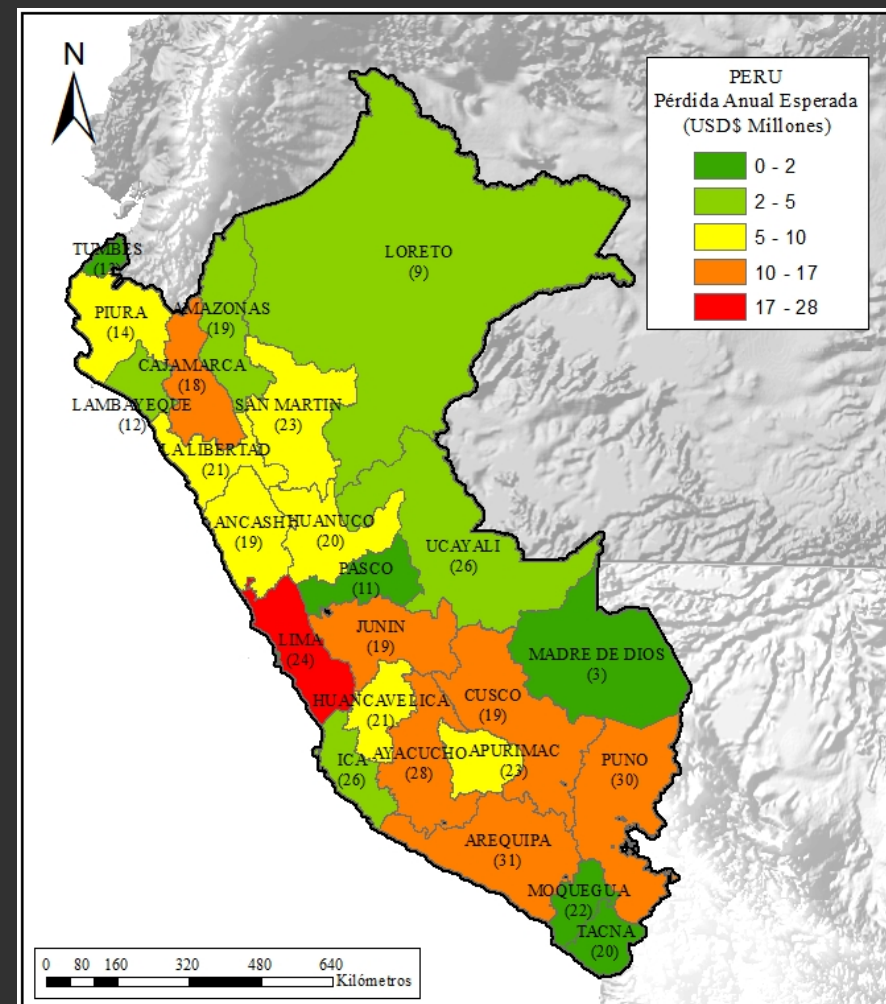


- **About 70% of schools** in Mozambique are located in hazard prone areas
- **40,000 new classrooms** (estimated) will be needed by 2025
- Impact of recurrent events, **200 to 1,000 classrooms destroyed**, out of about 400-600 constructed every year

A large stock of school buildings are exposed to natural hazards as middle income countries continue to rapidly urbanize

In Peru more than **45,000** public school facilities serve **6.5m** students

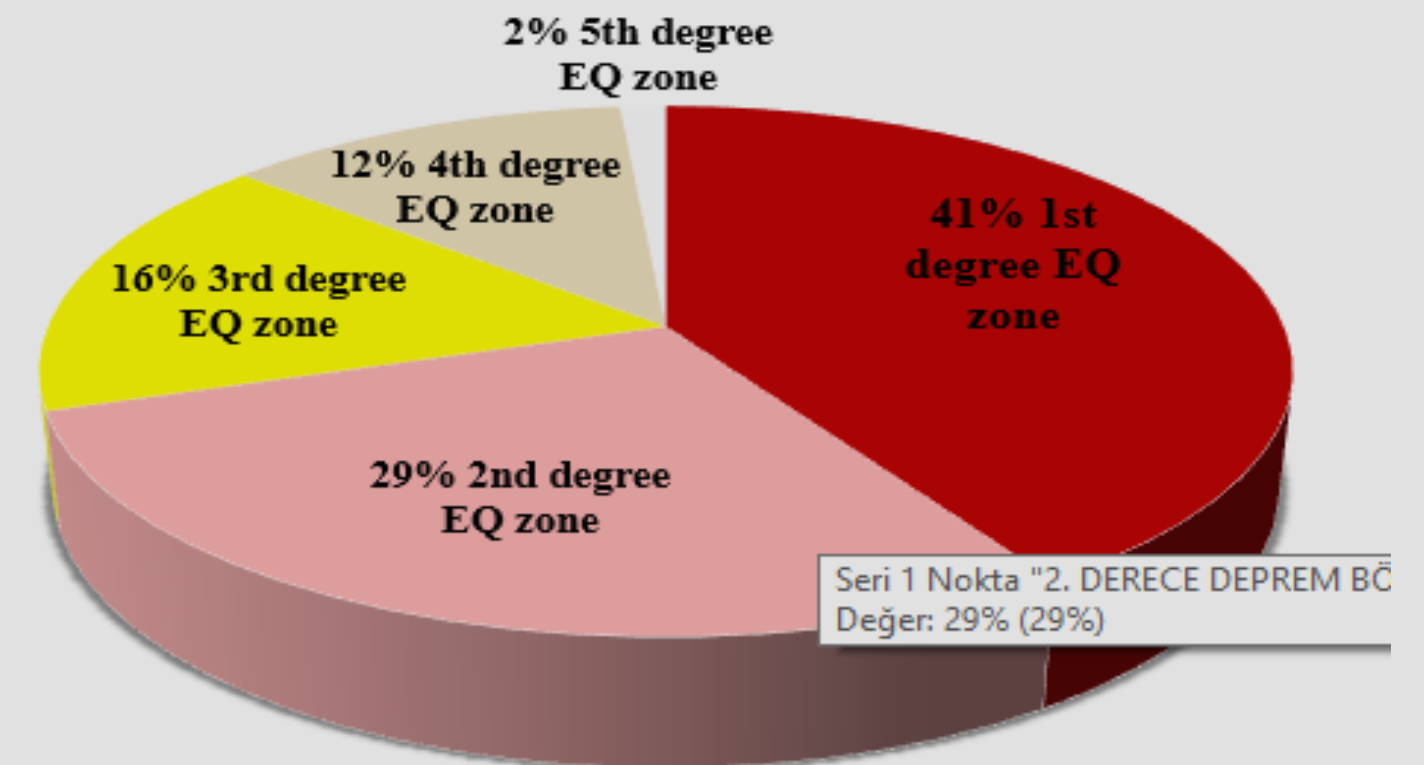
Seismic risk of school infrastructure in Peru (Annual Average Loss – AAL)



Source: World Bank and Universidad de Los Andes

In Turkey over **83,000** schools offer services to **17.5m** students

Distribution of Students according to Earthquake Zones



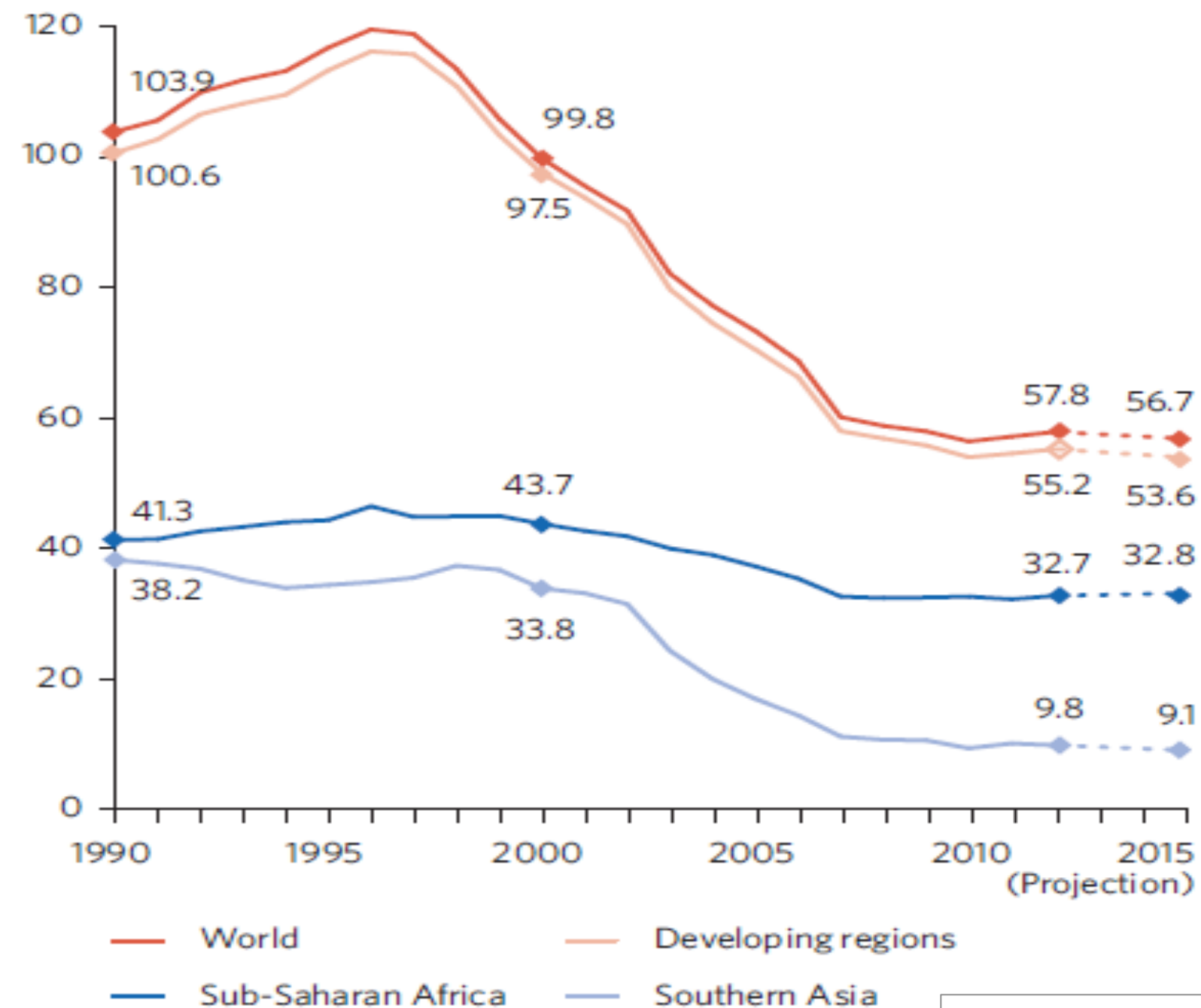
Source: A. Hakan MUTLU (Civil Engineer, Ph.D.)

Message 2

The accumulative impact of natural disasters and climate change exacerbates governments' ability to: finance and operate a growing stock of school facilities and ensure continuity of educational services especially in the poorest areas

Global education targets have led to a rapid expansion of new and existing school infrastructure

Number of out-of-school children of primary school age, selected regions, 1990–2015 (millions)



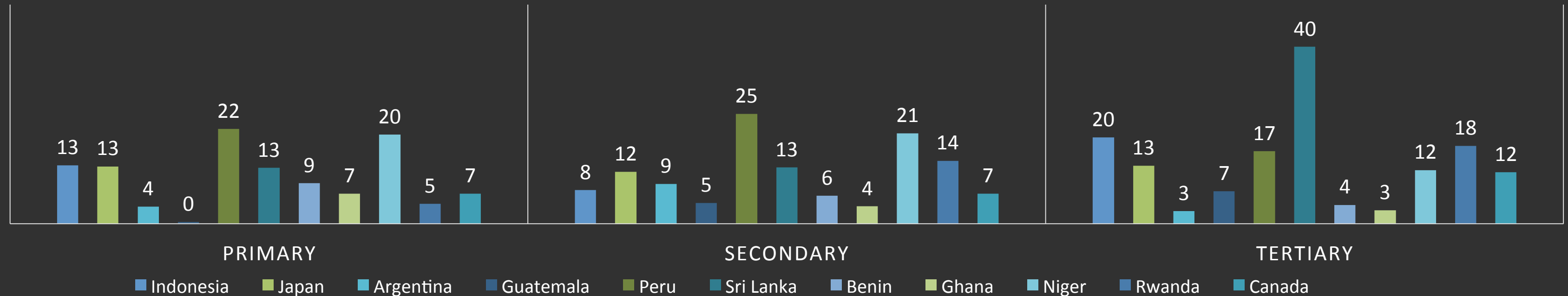
Source: UN MDGs Report 2015

From 2000 to 2015 as part of the Millennium Development Goals:

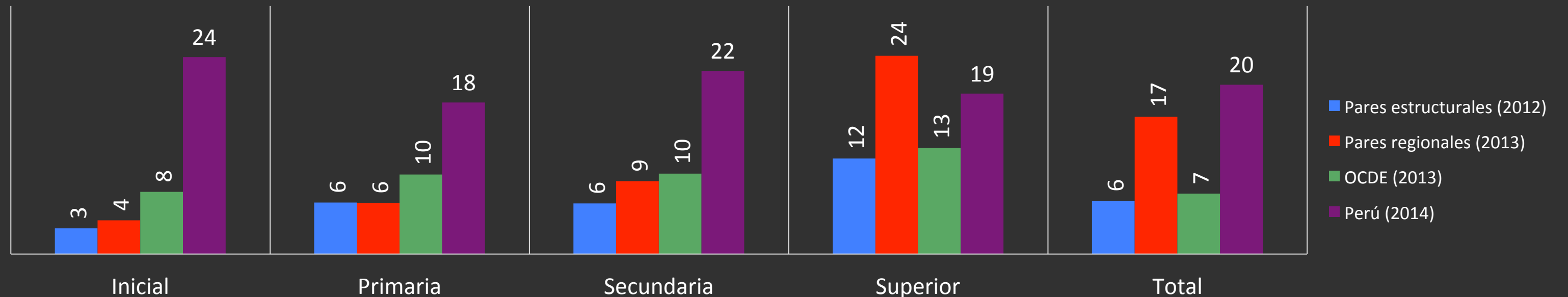
- The primary school net enrolment rate in developing regions increased from 83% to 91%
- The number of out-of-school children (primary age) worldwide has decreased from 100 to 57 million

School infrastructure spending needs to move toward efficient and sustainable investments

Selected Countries - Capital expenditure as a percentage of total expenditure, by level of public education (2013)



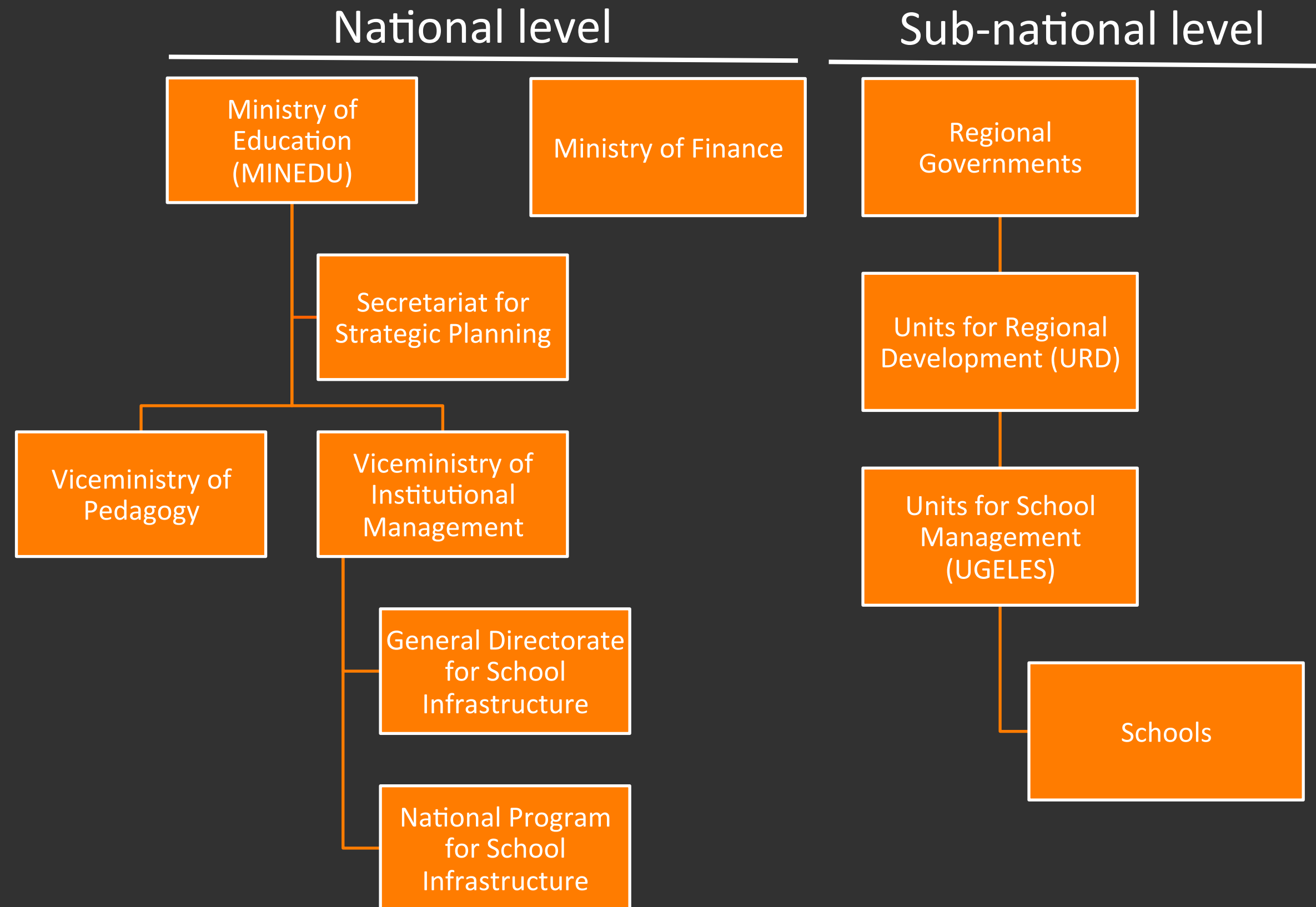
Peru and OECD - Capital expenditure as a percentage of total expenditure, by level of public education (2012-2014)



*Pares estructurales: Canadá, Australia, Malaysia, Romania, Tailandia. Pares regionales: Brasil, Colombia, México, Argentina, Uruguay

Source: UNESCO

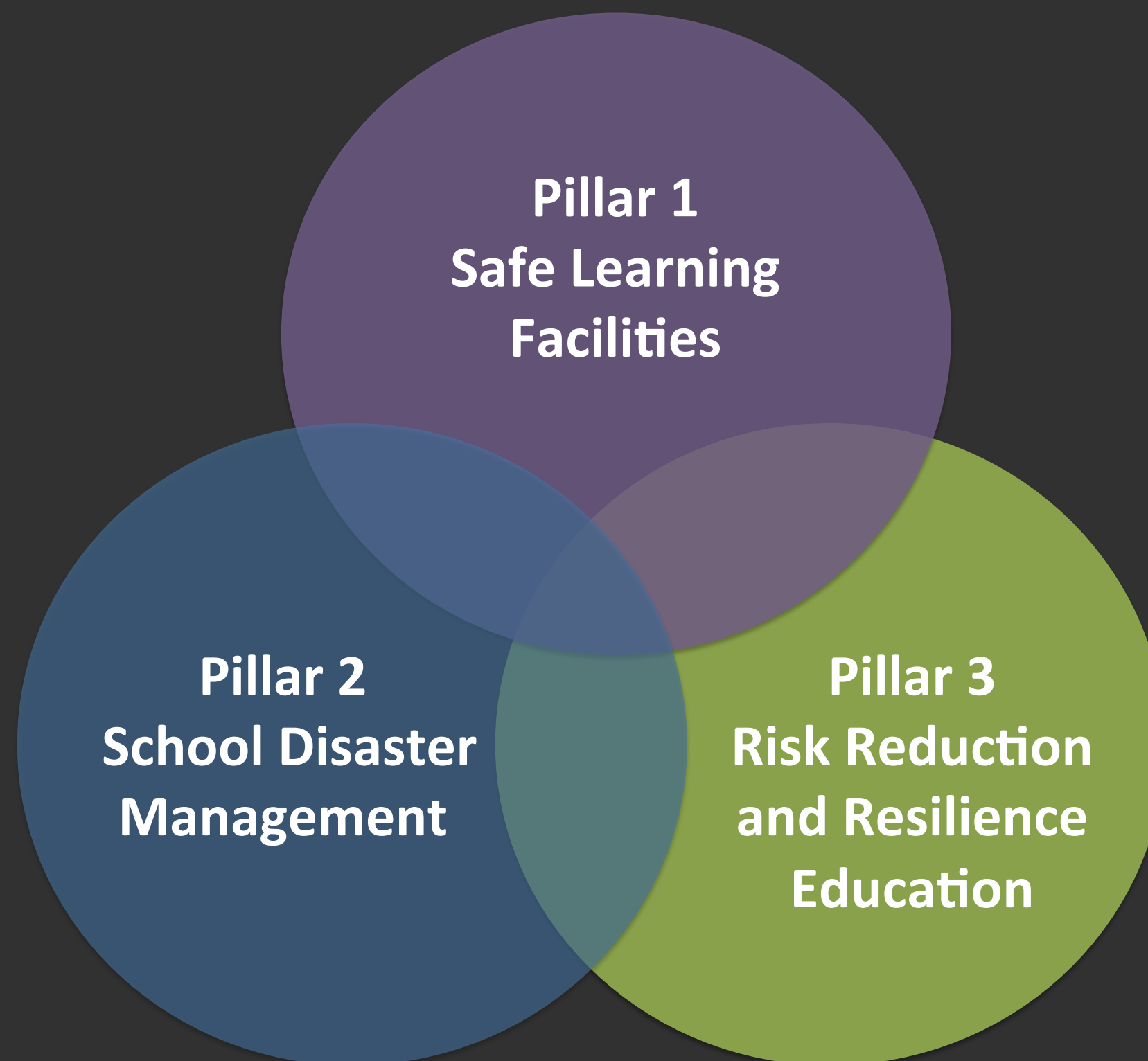
The institutional capacity and context to manage a large stock of school infrastructure in a country is complex



Message 3

A solution at scale is required to make both existing and new school infrastructure more resilient

The Comprehensive School Safety Framework





A solution at scale should provide answers to the following strategic topics

- ✓ evidence-based policies based on global trends and evolution of disaster risk and risk reduction in the education sector
- ✓ range of risk reduction solutions available for developing countries customizable to the local context
- ✓ access to global knowledge and expertise (tools, methodologies, guides) and capacity building
- ✓ innovation and optimization of risk reduction interventions
- ✓ synergy between development partners, private sector and academic institutions to scale up solutions



THANK YOU