INEE Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

GFDRR GLOBAL FACILITY FOR DISASTER REDUCTION AND RECOVERY
Reducing Vulnerability to Natural Hazards
A partnership of Australia, Canada, Denmark, European Commission, Finland, France, Germany, Italy, Japan, Luxembourg, Norway, OFDA/USAID, Spain, Sweden, Switzerland, UK, UNISDR and The World Bank

Safer School Construction Guidance Notes

-- *Facilitator's Guide for Consultations* --

March 2009

Dear Colleague,

Thank you for holding a consultation to develop inter-agency Guidance Notes on Safer School Construction. Please read this letter and the following pages carefully, as it provides a description of your responsibilities and serves as a guide for your facilitation.

This facilitation guide has been designed to capture the opinions and advice of practitioners and policy makers on the draft Guidance Notes through a series of consultative workshops around the world. The material and activities can be covered within a half-day workshop, but can also be extended into a longer, whole day workshop. Please study the Guidance Notes on Safer School Construction carefully in advance and organize the consultation as best suits the participants' needs, experiences and availability, shortening or lengthening the time for each activity depending on your own assessment of participants' knowledge and experience on this subject. Please be sure to send participants a copy of the draft Guidance Notes 1-2 weeks in advance of the workshop, so that they will be familiar with the content and the task at hand.

Feedback should be recorded on the reporting forms provided. The report from your consultation will be used to inform a revision of the draft Guidance Notes on Safer School Construction. Please note that a consultation may be held in any language as long as the results are submitted to INEE (allison@ineesite.org) in English.

This Facilitator's Guide includes the following sections:

- Instructions for holding a consultation (pages 2-3)
- Outline of Guidance Notes on Safer School Construction (Appendix A)
- Talking Points on Safer School Construction and Guidance Notes (Appendix B)
- Discussion Questions for Small Group Work (Appendix C)
- Reporting Form (Appendix D)
- Case study template (Appendix E)

Through a consultative process involving continuous input from education, disaster prevention, shelter design and construction stakeholders, and drawing on concrete experiences, good practices and lessons learnt, the final Guidance Notes will provide:

1. **Background information, definitions and advocacy points** (Sections 1-4) that provides basic information needed to facilitate the use of this document.
2. **A series of suggested steps** (Section 5) for the design and implementation of an appropriate plan for safer school construction and retrofitting.
3. **A compilation of basic design principles** (Section 6) to identify some basic requirements a school building must meet to provide a greater level of protection. These principles are sufficiently broad to be applied to a variety of construction types and materials and to both new construction and retrofit.
4. **A broad list of references to resources** for more detailed, technical and context-specific information.

Once finalized, the Guidance Notes will be produced, translated and widely launched in the second half of 2009 by the GFDRR and INEE, in partnership with other networks and organizations around the world. It is envisioned that these guidance notes will be an evolving document, which will be regularly revised to include new and appropriate research, insights and practices thereby maintaining its relevancy and usefulness.

Thank you for your support and invaluable contribution to this process. Your consultation will help to refine the Guidance Notes on Safer School Construction and highlight areas for expansion and/or clarification. All participants will be sent a final copy of the Guidance Notes when they are available.

FACILITATOR'S GUIDE

Instructions for holding a consultation on Safer School Construction Guidance Notes

Suggested consultation agenda:

Timing*	Agenda item	Resource
15- 30 minutes	1. Introduction of consultation, participants, and purpose of workshop	• Workshop flyer • Facilitator's Guide: Talking Points (Appendix B)
30 minutes	2. Overview of Guidance Notes	• Draft Guidance Notes • Facilitator's Guide: Guidance Notes Outline and Talking Points (Appendices A and B)
60-120 minutes	2. Reviewing the Guidance Notes in Working-Groups	• Facilitator's Guide: Pages 2-3 • Facilitator's Guide: Questions for Working Groups (Appendix C); responses captured on Reporting Form (Appendix D)
30-60 minutes	3. Plenary or Guided Gallery Walk on Guidance Notes	• Facilitator's Guide: Pages 2-3; responses captured on Reporting Form (Appendix D)
30-90 minutes	4. Plenary Debrief and Discussion on Next Steps	• Facilitator's Guide: Pages 2-3 and Talking Points (Appendix B); responses captured on Reporting Form (Appendix D)

**Timing for each activity is flexible depending on the schedule of the organizers and the make-up of the group of participants*

Materials needed:

- Sign-in sheet
- Copies of Guidance Notes and Facilitator's Guide Appendices for facilitators/note takers: A, B, C, D
- Flip chart and markers (if available)

1. <u>Introduction of consultation, participants and purpose of workshop</u>

A. Welcome participants and thank consultation hosts and organizers. Briefly present the initiative to develop Guidance Notes on Safer School Construction

B. Briefly review the consultation administrative issues/rules:
- Agenda
- Meals and/or breaks
- Restrooms
- Participation
- Health and safety, including location of emergency exits

C. Follow with brief introductions within the group: ask people to say their name, organization and position, and to share any experience they have with safer school construction. Introduce the facilitation team.

2. <u>Overview of Guidance Notes</u>

A. Present the draft Guidance Notes on Safer School Construction, drawing on Appendices A and B (outline and talking points) as well as your own context and assessment of participant knowledge:
- Why focus on Safer School Construction?
- How will these Guidance Notes be developed and how will they be used?
- The structure of the draft Guidance Notes

2. <u>Reviewing the INEE Guidance Notes in Working Groups</u>

A. Explain to participants that they will be working in small groups in order to discuss the details within and provide input on the draft Guidance Notes. For the following activity, if the group is larger than eight, consider breaking into small groups for discussions; four to five people per group is ideal. Each group should appoint a chair who is familiar with the Guidance Notes, and a rapporteur or note taker. Flipchart paper and markers may be useful for making notes, but only where available.

For the group activity it is useful to prepare copies of the Guidance Notes Outline (Appendix A) and the Group Discussion Report Form (Appendix D). It is also recommended to have the discussion questions (Appendix C) written on flip charts ahead of time. One Reporting Form should be filled out per group.

B. The facilitator of each small group should assess whether the group members have read the Guidance Notes. Hopefully this has already been done, but if not, the group be given time to read through the Guidance Notes. Facilitator's should begin by asking the group members to review sections 1-4, focusing on sections 5 and 6 for the bulk of the group work time (*refer to Appendix C for questions to facilitate this discussion*).

3. Plenary Review or Guided Gallery Walk of Guidance Notes

A. Plenary Review: Ask each group to take up to 10 minutes each to present feedback on their breakout discussions. Groups should highlight key points they are suggesting for inclusion, or any other substantial amendments they would like to be made.

or

Guided Gallery Walk: The work-group facilitator from each group presents their conclusions from their small group discussion, while the remaining group members rotate to hear the conclusions of the other work groups. Time is saved as each group only listens to the conclusions of the other two groups, rather than sitting through a presentation of all three groups. Each work-group facilitator will present their group conclusions twice, once to each of the other two thematic groups, presenting for 10 minutes to each group. The presentations occur simultaneously (20 minutes total).

For either scenario: The working group-facilitator should invite comments from the rest of the participants on the conclusions from their working group. Ask the note-taker from each group to also take notes of any key points raised during the plenary discussion or guided gallery walk and include these within their Reporting Form.

B. Plenary Debrief: All participants engage in a plenary group discussion led by the workshop facilitator, summarising issues for which there was consensus within the groups' feedback and raising questions around issues for which there was not agreement. The facilitator should also ask participants about their views on the document structure, format and language. Are the draft Guidance Notes understandable? User-friendly? What could be improved and how?

4. Conclusion and Next Steps

The facilitator should conclude the consultation by congratulating the participants on their efforts and contributions towards developing these Guidance Notes. They should be reminded that their feedback will be sent to the consultant developing the Guidance Notes for the revision process. The facilitator should present the next steps of the process (*see Appendix B*) and facilitate a discussion on:

- Possible implementation strategies and opportunities in applying and institutionalizing the Guidance Notes
- Upcoming advocacy opportunities in which to use the Guidance Notes to raise awareness about safer school construction

In order to receive updates and additional information about contributing to this process (as well as information on other relevant initiatives within the field of education in emergencies), tell participants that they can join INEE, a free, open and global network of representatives from NGOs, UN agencies, donor agencies, and individuals from affected populations working together within a humanitarian and development framework to ensure the right to education in emergencies and post-crisis reconstruction: www.ineesite.org/join.

5. Reporting

A. The lead facilitator should collect reporting forms from the group discussions and plenary feedback, ensuring that Reporting Forms 1 and 4 have been completed. If more space is required, add sheets as necessary. All reporting forms should be returned to INEE (allison@ineesite.org) immediately following the consultation.

Appendix A: Outline of Guidance Notes on Safer School Construction

Key terms

1. An Introduction to the Guidance Notes

2. The Need for Safer Schools

3. How safe are your schools? (Short quiz to engage reader)

4. We CAN Build Safer Schools
   4.1. Challenges
   4.2. Guiding principles

5. Suggested steps towards safer school buildings
   5.1 Identifying Key Stakeholders and Participants
   5.2 Establishing a Broad-reaching Working Group
   5.3 Prioritization
   5.4 Categorizing Activities and Distributing Responsibilities
   5.5 Risk, Hazards, and Vulnerability/Capacity Assessments
   - *Risk Assessments*
   - *Hazard Assessments*
   - *Vulnerability Assessments*
   - *Site and Structural Assessments*
   - *How can Community Vulnerabilities and Capacity be Addressed?*

   5.6 Assessment of Building Practices and Materials
   5.7 Adopting Building Codes or Standards
   5.8 Designing a School or Retrofitting Plan
   5.9 Participating with Construction Industry

6 Basic Design Principles

This section of the guidance notes consists of a number of minimum design principles with respect to the following hazards:

- ✓ Earthquake (to include specific notes on tsunami)
- ✓ Extreme wind events (to include specific notes on storm surge)
- ✓ Flooding
- ✓ Landslides
- ✓ Volcanoes
- ✓ Wildfires

For each hazard type, minimum principles will cover:

- Site considerations and modifications
- Design & Construction
- Precautions for non-structural components
- Precautions for future development

Included for each hazard type will be references to further resources, relevant case studies, best practices and lessons learned. These guidelines are meant solely to provide the reader with a very basic understanding of certain mitigation measures applicable to most all building typologies.

Appendix B: Talking Points on Safer School Construction and Guidance Notes

Background on Safer School Construction: Urgent Challenges and Reasons to Act

- In January 2009, the Center for Research on Epidemiology of Disasters (CRED) highlighted a spike in the number of people killed in natural disasters: the 2008 death toll of 235,816 was more than three times the annual average of the previous eight years. Moreover, it noted that the biggest losses, from Cyclone Nargis and the Sichuan tremors, could have been substantially reduced had schools been built more earthquake-resilient.
- The death of children and adults in these schools causes irreplaceable loss to families, communities and countries and life-long injury to millions of children around the world. Moreover, disasters continually destroy or damage school infrastructure, which is a great economic loss for a country; the cost of reconstruction can be a substantial burden on the economy.
- In addition to providing a space for children's learning, schools often serve as centers for community activities and constitute social infrastructure that is key in the fight against poverty, illiteracy and a disease free world. The Education for All and Millennium Development Goals cannot be achieved without the construction of safer and more disaster resilient education facilities.
- Why do we need safer schools?
  - ✓ Safer schools can save lives and minimize harm to students, teachers and school personnel
  - ✓ Safer schools can minimize the disruption of education activities
  - ✓ Safer schools can serve as emergency shelter to protect not just the school population but the community a school serves.
  - ✓ Safer schools can be community centers to coordinate response and recovery efforts in the aftermath of a disaster
  - ✓ Safer school buildings can serve as models for the construction of safer homes.

The Need for Safer School Construction Guidance Notes

- Scientists are learning more about how and why these hazards events occur. With this information, engineers are discovering new and simple ways to make buildings more resistant to the extreme forces of nature. By making use of this knowledge to build and repair schools, we can ensure that our children's learning environments become a safe haven rather than a potential danger to their lives and future.
- The institutionalization of guiding principles for the construction of more disaster resilient schools has been identified by governments, international organizations, and school communities as a critical need for reducing, and ideally preventing, the devastation caused by natural disasters, illustrated most recently in China, Haiti, and Pakistan.
- Although there are many governments and organizations engaged in the construction, retrofit and repair of safer schools as well as the production of knowledge based on their experience and practices, there is presently no one reference point from which to easily navigate and obtain the appropriate technical knowledge and valuable insights gained from similar initiatives around the world.
- The development and dissemination of a tool compiling a series of recommendations and guiding readers to more technical and context-specific information is an important first step in a global effort to ensure that schools in disaster-prone regions are designed and built to best protect their inhabitants.

Safer School Construction Guidance Notes: Content and Process

- The World Bank's Global Facility for Disaster Reduction and Recovery (GFDRR) and the Inter-Agency Network for Education in Emergencies (INEE) are working together to facilitate a consultative process to develop Guidance Notes for Safer School Construction. These Guidance Notes will provide:
  - o Background information, definitions and advocacy points that provides basic information needed to facilitate the use of this document.
  - o A series of suggested steps for the design and implementation of an appropriate plan for safer school construction and retrofitting.

  - A compilation of basic design principles to identify some basic requirements a school building must meet to provide a greater level of protection. These principles are sufficiently broad to be applied to a variety of construction types and materials and to both new construction and retrofit.
  - A broad list of references to resources for more detailed, technical and context-specific information.

- The Guidance Notes are being designed for local, national, and international entities engaged in the advocacy and integration of hazard-resilient construction within the education sector. The document specifically addresses the following hazards: earthquakes, extreme wind events, floods, landslides, volcanoes, and wildfires. It focuses only on hazards that pose a threat to school structures and does not include human-induced hazards. While other hazards may not be addressed, the provided steps for planning and implementation should prove useful in other hazard environments. Basic design principles for some hazards are similar. In this case, these principles are combined and notes are made where specific design criteria may differ.
- The Guidance Notes are being developed through a consultative process involving continuous input from a technical expert resource group as well as virtual and face-to-face consultations with education, disaster prevention, shelter design and construction stakeholders to ensure not only sound technical input but also that the tool is practical and user-friendly.
- The Guidance Notes will also draw on material already available, which will ensure that the content is based upon concrete experiences, good practices and lessons learnt.
- **This consultation – and participants' feedback within it -- represents a crucial step within the process to develop these Guidance Notes.** This consultation will help to refine the Guidance Notes on Safer School Construction and highlight areas for expansion and/or clarification.
- Once finalized, the Guidance Notes will be produced, translated and widely launched in the second half of 2009 by the GFDRR and INEE in partnership with other networks and organizations. It is envisioned that these guidance notes will be an evolving document, which will be regularly revised to include new and appropriate research, insights and practices thereby maintaining its relevancy and usefulness. At the end of the workshop, participants will have the opportunity to brainstorm and discuss how they might advocate for, utilize and institutionalize the Guidance Notes within their work.

Appendix C: Discussion Questions for Small Group-Work

Questions to stimulate discussion during small group work: Please use the following questions as a guide, obtaining specific recommendations regarding word and content changes where possible. It is important to consider the specific expertise of your audience when deciding the most appropriate place to steer their focus.

Sections 1-4: *An Introduction to the Guidance Notes; the Need for Safer Schools; Safe Schools Quiz; We CAN Build Safer Schools*

- Do these sections clearly outline the purpose of the Guidance Notes?
- Is the language and the content appropriate and easy to understand and use? If not, how do you suggest rewording various sentences/sections?
- Is there anything you would add/remove from these sections?
- Do you have materials that would be useful and relevant to consider in the development of the self assessment quiz, which will test the extent to which communities /organizations/governments are currently maximizing school safety?
- Can you suggest and/or develop a case study for section 4 that highlights a success or failure of an effort to increase the safety of schools? In particular, do you have a case study on community management of the construction of schools?**
- Are there relevant resources, which are not yet referenced, that would be useful for readers?

Section 5: *Suggested steps towards safer school buildings*

How do the Guidance Notes compare to your experience with safer school construction and retrofitting? Does the guidance sufficiently help clarify steps and provide guidance on how to do this?

- Are there any points that you would amend/change?
- Is there anything you would remove from this section?
- Are there any additional points that are missing and which you feel should be included?
- Are there any useful planning or decision making tools which you feel should be included?
- Is the language and the content appropriate and easy to understand and use? If not, how do you suggest rewording various sentences/sections?
- Is the format easy to understand and use? If not, how do you suggest reformatting?
- Can you suggest and/or develop a case study that would successfully illustrate a point within this section of the Guidance Notes? Encourage participants to include details of any other relevant examples from their experience, which they feel are appropriate and would helpfully illustrate particular Guidance Notes.**
- Are there relevant resources, which are not yet referenced, that would be useful for readers?

Section 6: Basic Design Principles

Participants should be asked to review specific hazards within this section only if they have experience with regard to this hazard. For each hazard, participants should brainstorm best practices, lessons learnt, relevant case studies, and references to key resources with regard to:

- Site considerations and modifications
- Design & Construction
- Precautions for non-structural components
- Precautions for future development

Can the design principles be explained more clearly? Do the diagrams help to clarify these principles? Are these principles applicable to the types of construction in your area of the world?

The overall document: Scope, intended audience and usefulness

- Does the document clearly and adequately address the potential needs of the intended audience?
- Is the document too long or too short?
- Is the document easy to use? Is it easy to find information?
- How could this document better guide someone who is setting out to design and implement a safer schools initiative?

*** If participants would like to contribute a case study, please give them a copy of the case study format: Appendix E*

Appendix D: REPORTING FORM

Date and Attendance Form – To be completed by facilitators

1. In which location did your consultation take place? _____
2. On which date did your consultation take place? _____
3. Over how many hours did you hold your consultation? _____
4. How many participants attended? _____

Please record the name, position/title, name of organization or institution and e-mail address (if available) for each participant.

NAME	POSITION	ORGANIZATION	EMAIL ADDRESS	INEE MEMBER?

Group Work Discussion Feedback - *To be completed by notetaker and reviewed by facilitator*.

Facilitators should record participants' comments, key points and recommendations within discussions relating to each section a separate feedback sheet:

- ***Sections 1-4:*** *An Introduction to the Guidance Notes; the Need for Safer Schools; Safe Schools Quiz; We CAN Build Safer Schools*
- ***Section 5:*** *Suggested steps towards safer school buildings*
- ***Section 6:*** *Basic Design Principles*
- ***Overall document:*** *Scope, size, and usefulness*

This Feedback Sheet covers Guidance Notes section *(from above list):* _____

Provide details of content that participants felt should be added, changed, reworded/amended or deleted.

Case studies: Do the case studies successfully illustrate the Guidance Notes? Please include any comments on specific case studies or provide details of any other relevant examples from participants' experience that would helpfully illustrate the Guidance Notes.

Any further guidance or information needed, including contentious issues

Comments/ Suggestions on Guidance Notes structure. Were there suggestions as to how to make them more user-friendly and practical?

Reference Suggestions: Please include any comments on specific resources and provide details of any other relevant resources from participants' experience that would give more detailed, technical and context-specific information to help support the application of the Guidance Notes.

REPORTING FORM on CONSULTATION PROCESS – To be filled by lead facilitator, consulting with other facilitators after reviewing all group work feedback forms

Please describe your experience of facilitating a consultation on the Guidance Notes. How easy did the participants find it to understand? Did they find the Guidance Notes relevant to their work and to their experiences?

Were there any other issues discussed not reported thus far which you feel are important to be included? What issues caused disagreement or uncertainty?

Please include any comments and specific ideas emerging from the workshop regarding the launch, promotion and application of these Guidance Notes, including strategies and opportunities for using them to advocate for Safer School Construction.

Was the facilitator's guide useful? Was it easy to follow? What suggestions do you have for its improvement?

Thank you!

Please send completed copies of these forms to the INEE Secretariat (allison@ineesite.org)

Appendix E: Template for a Case Study on Safer School Construction

Name:

Position:

Name of your organization:

Date of program or policy implementation described in the case study:

Please ☑ if you *do not* want this case study shared and/or cited within the INEE/World Bank GFDRR Guidance Notes on Safer School Construction

Location of program or policy implementation described in the case study:

Background
Please include:

- Brief overview of the education, protection and/or humanitarian context in which you are/were working *(two paragraphs maximum)*
- Background information about the natural hazard(s) that affect the context in which you are/were working *(two paragraphs maximum)*
- Background information about the programme and/or policy described in the case study *(two paragraphs maximum)*

• What were some of the challenges you faced in constructing a safer school, and how did you overcome those challenges?

• Please share any lessons learnt / outcomes / good practices resulting from this experience.