Construction Standards and Tools



(2013) Save the Children South Sudan



(2012) Save the Children Haiti



(2011) Save the Children Liberia



(2014) Save the Children Ethiopia



SCI Construction Developments

- \$286m of grants dependent on construction
- Construction is a specialist risk in mandatory risk assessment
- Mitigation
- Automatic notification to <u>ConstructionTA@savethechildren.org</u>
- Mandatory 5-15% of construction cost budgeted to technical input and supervision
- Benchmark Standards
- Champion and benchmark countries
- WHS Commitment "[SC] Commit to being the first agency to formally endorse the 'Key Principles of Community-Based Safe School Construction'; and commit that for every classroom we substantially remodel or rebuild, we will adhere to these Principles including by meeting 'life safety' standards*

Benchmark Standards







Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector

Towards Safer School Construction

A community-based approach

Michele Young – Asia Regional Shelter & Construction Adviser – Save the Children











AFRICA HUMAN DEVELOPMENT SERIES



School Construction Strategies for Universal Primary Education in Africa

Should Communities Be Empowered to Build Their Schools?

Serge Theunynck

THE WORLD BANK















CONCLUSION ON SCHOOL TYPOLOGY

No more testing is needed. The most "appropriate" technology for school construction is that which has the greatest potential of mass production at low cost on the local market, using smalland medium-size enterprises in the formal and informal sectors.

This also means simple designs using technologies familiar to the local construction industry and generally means modern techniques—cement blocks for walls, corrugated-iron roofs, and reinforced concrete structure.

AFRICA HUMAN DEVELOPMENT SERIES



School Construction Strategies for Universal Primary Education in Africa

Should Communities Be Empowered to Build Their Schools?

Serge Theunynck

THE WORLD BANK









Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector

CONCLUSION: Community Management

The experiences of Benin, Burkina Faso, Ethiopia, Ghana, Madagascar, Malawi, Mali, Mauritania, Senegal, Uganda, and Zambia show that community delegation has been the most effective. The notions that communities and local governments are unable to manage school construction are highly inaccurate. ..

...the quality of the works done by local contractors is—as in any other implementation arrangement heavily dependent on the efficiency of the technical supervision





Essentials:

- **1.** Build safe schools and strengthen weak ones
- 2. Engage as partners
- 3. Ensure technical oversight
- 4. Build upon local knowledge
- 5. Develop capacity and bolster livelihoods

Good Practice:

- 1. Support a 'culture of safety'
- 2. Scale-up and promote accountability

Key Principles of Community Based Safe School Construction











Good practice:

- Support a 'culture of safety'
 - Increasing awareness on hazards, risk reduction strategies
 - Establish disaster management committees and integrate hazard, mitigation concepts into curricula; encourages continued engagement post construction

• Scale-up and promote accountability

- Develop common standards, processes and guidance tools
- Track progress on commitment to safer schools through measurable targets/indicators

Key Principles of Community Based Safe School Construction













what counts as community based?













- Labour
- Local knowledge

to safer schools

Implementing organisation

(e.g. NGO, CBO, local authority) provides:

- Program manager to facilitate process
- Experts

- Training
 Funding
- · Project scope

GFDRR













how to use the guide













Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector



Ghana development programme

Building from ground up

- Parent Teacher Organisation involvement (PTA)
- Typically the community to contribute to building of schools providing in-kind labour, materials or cash for a contractor; safety not always achieved
- Technical expertise brought in
- Consultation on acceptability of design/materials
- Hazard assessemnt and identifying gaps in traditional building techniques; perception of progress in building design
- Community built with technical oversight and capacity building of skilled/unskilled labour

Case study: Design and Construction









