



FINAL PROJECT REPORT FOR NON-STRUCTURAL MITIGATION ACTIVITIES IMPLEMENTED IN THE TARGET SCHOOLS UNDER DIPECHO VI PROJECT



Dushanbe 2011

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A. PROJECT SUMMARY

CAMP Kuhiston is worked with UNICEF Tajikistan to conduct specific activities to strengthen school safety in sixteen target schools in four districts under the DIPECHO VI project. These activities include strengthening capacity and resilience of the project target schools as well as improving knowledge and skills of the school children and teachers to cope with the risks of potential disasters through implementation of non-structural mitigation measures. Mentioned activity included software and hardware parts. Software part included provision of orientation sessions to the school teachers on the non-structural mitigation measures by qualified CAMP trainers. Hardware part included fixing and fastening existing school furniture and other items to the wall, ceiling, floor to prevent falling and injury of the school children.

School buildings often serve multiple purposes in a community. For most of the day, they house one of our most precious resources, our children. In addition to their role as learning centres, they may serve as gathering places for community events and safe havens during emergencies. In accordance with trustworthy sources most of the injuries and deaths occurring in schools during earthquakes are caused by falling belongings inside of the buildings including various furniture, heating stoves and dishes in the canteen.

The sixteen target schools are equipped with various equipment including shelves, book cases, lighting items, desks that impose hazard on children's life. In addition to falling of the above belongings may cause secondary life threatening phenomena such as fire resulting in severe injuries and death. In Tajikistan most of the rural schools use coal or firewood burning heaters without any safety precautions. Such heaters may pose high risk of fire during the earthquake and result in blocking exits for evacuation of school children. All of the above mentioned hazards mainly occur during the low and medium intensity earthquakes and seldom occur while flooding, avalanche and stone fall. It is indeed crucial to understand the risks and undertake essential precautions to prevent hazards to children's life in schools.

In order to undertake above mentioned precautions non-structural mitigation (NSM) measures were considered to be the most appropriate to implement in the sixteen project target schools. It is important that not only hardware NSM measures are implemented in schools, but also school staff and children are educated on the non-structural mitigation measures. NSM activities are simple and quick to apply, inexpensive, yet can save lives and minimize economic loss.

B. IMPLEMENTATION

CAMP Kuhiston has completed training on NSM in all sixteen target schools. All the training activities were completed on 20 June 2011. Training has been delivered to 345 students and 311 teachers.

Hardware part of the activities including fastening and fixing school furniture has been completed in all 16 schools located in Rasht, Tojikobod, Kulyab and Ayni districts on 30th of July 2011.

C. CHALLENGES EXPERIENCED

Training

- Limited time to develop training programme and prepare learning materials for inclusion into the training plan due to the project period coinciding with the school holiday and exam schedules.
- Delivering the training programme to varied age groups highlighted the difficulty in developing training in which the focus was directed towards the individual ages and learning capabilities of the students. This highlighted a situation in which it was difficult to maximise the learning potential for all students.

Physical NSM measures

- Project implementation period coincided with school holidays and many schools had been implementing major refurbishment.
- Individual schools requirements for room setup not completed at project installation period. ie administrators advised that bookshelves and desks needed to be reorganised prior to NSM measures installation.
- The varied school construction materials used and the current state of repair of some of the target schools. ie mud brick walls are unsuitable for wall bolts.

D. PROJECT LEARNING OPPORTUNITIES

CAMP team discussed the challenges that arose throughout the delivery of the project outcomes. CAMP Kuhiston identified suitable methods of implementation of the non-structural mitigation activities before and during the projects duration and adapted the methods used to the challenges faced. The challenges discussed below have created learning opportunities that CAMP used to ensure it delivered the UNICEF DIPECHO IV desired outcomes.

Training

- Due to the limited time available for the development and subsequent refinement of the training programme, CAMP staff increased the frequency of planned monitoring of the training seminars at the start of the training programme. The monitors made suggestions to ensure the delivery of the training promoted the desired outcomes of the UNICEF DIPECHO IV project. Random monitoring was continued throughout the project implementation as planned to maintain or increase where possible the quality of the activities being implemented.

- During the monitoring of the training seminars it was noted by the monitors that whilst the student training material was broadly received well by the students, the learning objectives of the project could be enhanced by directing the materials towards the individual age groups and learning abilities of the students in each individual seminar. The monitors directed the trainers to modify the training provided to the teachers and administrators to include increased train-the-trainer's material and group participation to discuss information dissemination methods. The purpose of this is to enable the teachers to tailor the follow up training that they deliver to suit their individual students and their learning abilities and thereby increase the effectiveness of the training.

Physical NSM measure installation

- On-going school repair works occasionally meant that rooms were not available for the physical NSM measures. In these instances the CAMP coordinator for the project reorganised the programme of works and moved the installation teams to other schools in the district.
- CAMP Khuriston found that at some schools, rooms in the schools needed to be rearranged prior to implementation of physical NSM measures. This issue was discussed among CAMP coordinator and school administration. Where this occurred the CAMP coordinator for the project discussed the measures with the school maintenance staff and it was agreed that the measures will be installed when the rooms are reorganised.

Note: CAMP contacted these schools at project completion to ensure the agreed NSM works have been completed to the required standards.

- Monitoring by CAMP staff enabled to identify the various materials required to be procured to complete the physical NSM measures based on each individual schools' condition. The methods and materials required to complete the physical NSM had to be reassessed for each individual school, i.e. mud brick walls are unsuitable for wall plugs therefore floor strengthening had to be increased.

E. CONCLUSION

CAMP Khuriston has completed all the project outcomes envisaged in the project proposal within the agreed timeframe. CAMP has conducted training for students, teachers and directors in each of the sixteen target schools. Following the training sessions conducted at each of the target schools the teachers provided feedback identifying that the training was both needed and effective in addressing disaster risk reduction.

During the project implementation it was noted that the administrators and teachers in the target schools had never received this type of training before and the content was entirely new to the recipients. The training delivered was appropriate for the audience and adequately addressed the fact that the content was new for the recipients. Feedback from both administrators and teachers expressed their understanding of the methodology taught in developing the physical NSM measures and their subsequent understanding of benefits of the installed measures.

Teachers in most of the target schools requested further training on disaster risk reduction at a scheduled frequency (ie: annually) to improve sustained preparedness for the disasters and reduce vulnerability due to trained teachers leaving schools. Teachers also expressed a desire for this training to include more train-the-trainer instruction and increased materials to be provided to assist in the awareness raising of students. Administrators expressed their approval and satisfaction with the NSM measures installed within their individual schools.

It is CAMP's recommendation that future implementation of physical NSM measures be conducted during the month of August to alleviate the challenges faced due to schools maintenances period being principally during July as described above.

Appendixes

1. Photos
2. Trainers' Reports
3. Training Report Spreadsheets
4. Financial Report