



**PART  
III**

**ASSESSING VULNERABILITY AND RISKS TO  
SCHOOLS AND OTHER PUBLIC BUILDINGS**



## Introduction

Is it feasible to develop norms for assessing risk and for quantifying structural and non-structural hazards, vulnerability and exposure in schools and other public buildings? If establishing and monitoring norms is realistic, to what extent are these norms transferable across cultures and countries?

Successful programmes exist that assess vulnerability and risk in public buildings. In this section, the Insurance Services Office's Building Code Effectiveness Grading Schedule (BCEGS) and the United States-Italy collaborative programme for improving seismic safety of Italy's hospitals (ATC-51) are cited as exemplary programmes. The *ad hoc* experts' group was asked to deliberate on the transferability of such programmes to an international context.

The group reached the following conclusions:

- A number of existing risk scoring and assessment systems – such as those published by the Applied Technology Council in the United States – could be adapted to schools in different countries. Likewise, common performance objectives, standard criteria for specifying expected ground-shaking severity, and standards, regulations, licensing, education and training could be realistically implemented across countries.
- The processes of code administration, plan review and field inspection used in grading systems such as the BCEGS could be adopted as standard procedures across countries.
- Adequate risk assessment methodologies and metrics currently exist to evaluate the state of school seismic safety, and to monitor the progress and success or failure of school seismic safety programmes throughout the world.