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41. How do Schools Manage without a National Timetable? When School Practice meet School Policy under New Conditions 499
Martin Kristiansson

42. Principals' Opinions about Physical Punishment at Schools of Turkey 525
Naciye Aksoy

43. Preparedness of Public Schools for Crises: A Study in Elementary Schools of Ankara/Turkey 539
Hasan Huseyin Aksoy and Naciye Aksoy

44. Disciplinary Authority and Autonomy of Canadian High School Vice-Principals 553
Ken Brien

45. Investment of the Slovene Municipalities in Primary Education 571
Srečko Devjak

PART VI: Futures

46. Citizenship Consciousness of Quebec Studenfs: Preliminary Results from a Qualitative Research 587
Jean-François Cardin, Jean-Pierre Charland and Marc-André Éthier

47. Negotiating Cross-Cultural Education: A Case-Study at Maria Springs, South Australia 597
Jose W.I.M. van den Akker

48. A Cross Cultural Study of Child-Teacher Relationships: A Comparison between Turkish and U.S. Cultures 615
John E. Kesner and Derya Beyazkurk

49. Children in Crisis; Global Perspectives on Research-Based Practices 625
Ann Gruenberg

50. Promoting Human Securiability in the Field of Education 635
Solvita Lazdina

51. Assessing Sexual Risk Behaviors and the Impact of the 'HIV 101' Seminar on Students' Knowledge 645
Karen L. Butler and Maya Gibbons

Chapter Forty-Three

Preparedness of Public Schools for Crises: A Study in Elementary Schools of Ankara/Turkey

Hasan Huseyin Aksoy and Naciye Aksoy

Introduction

At the beginning of the study it would be very meaningful to remember "The Beslan School Hostage Crisis in Russia" (also referred as the Beslan school siege). Millions of people across the world watched in shock the horror and the tragedy. According the data, 344 civilians were killed, at least 172 of them children, and hundreds more wounded. What happened in Beslan is not only tragic but also horrific and an unforgettable crisis of year 2004. It was effected millions of us may be not directly but indirectly. In today's world not only the children in Beslan but also every of us may experience similar crisis. Decker (1997) supports this idea and reports that within the next 3 to 5 years crisis situations will probably occur in any school (cited in Gruber, 2004).

Crises can occur at any time, whether or not organisations have plan for them. However, a planned organisation wide crisis management can reduce or prevent unnecessary turmoil and damage. In addition, having a crisis plan can help to satisfy individuals' sense of security in organisations. It makes no difference for educational organisations. It is well known fact that best learning can take place in safe and secure environments. Therefore, one of the main goals of today's schools must be to develop crisis plans, be ready for unexpected situations, provide resources that will reduce damages, and protect students and school staff.

The term crisis can be defined in different way. In this study the term crisis is defined as any event or an unexpected situation that negatively effects the normal day-to-day operation of schools and demands immediate resolution. At this point it is necessary to explain that every unexpected event that schools face can not always be seen as crisis. Crisis brings chaos and undermines safety and stability of entire schools (Johnson, 2000, cited in Allen, Ashbaker, and Stott, 2003). For example, two students fighting in the school cafeteria may disrupt the school daily operation and cause some havoc but this event can quickly be resolved by simple solutions and then the school can return to normal daily schedule. This situation probably can not be considered a crisis because it was not totally unmanageable (Bastis, 1994). But students fighting

in a small size school located in an environment in which traditional culture is dominant and conflicts occur among families may cause a greater problem and effects the school population and involves serious injury or death. In a situation like this can not be resolved by simple solutions (Aksoy and Aksoy, 2003).

Similarly, any death of a student or a teacher may effect his/her classmates/grade levels/but not whole members of the school in a school that have 2000 or above student population. This may not be considered a crisis. But in the same school 15 or more students' death in a field trip accident may be significant crisis. These examples also show that what is considered a crisis in one school environment may not be a crisis in another school. Therefore, what constitutes a crisis depends several variables (Batsis, 1994):

- the nature of the event,
- the seriousness of the event,
- an appropriate level of response
- and the available resources to the aid in the response

Crises that may affect schools includes natural disasters (floods, earthquakes, tornados, hurricanes, fire etc), hostage situations, suicides, homicides, terrorist attacks, fatal accidents, contagious diseases, sexual and physical abuse and financial crisis. These crises directly or indirectly threaten the daily routine of the school and life of school members. Whatever the type of crisis they all demands immediate responses. In order to manage crisis effectively every single school should have crisis management plan in advance. However, having a crisis management plan or dealing with crisis effectively may vary depending on the school's organisational structure and human, financial and physical resources. For example, Allen, Ashbaker, and Stott, (2003) mention that providing crisis intervention poses unique challenges especially for rural school districts of America because of limited access to medical facilities and mental health services, limited financial resources, community services and shortage of doctors, and nurses. However, even if conditions or resources are insufficient it is important to have a plan. A well-developed and realistic plan can reduces chaos and gives sense of security to school members.

The Process of Crisis Management in Schools of Turkey

In Turkey there is limited legitimate arrangements that can be used just by educational institutions in terms of crises or emergency state. However, there are some basic public regulations that also cover educational organisations. One of them is the "Prime Ministry Crisis Management Centre". The centre works based on the Regulation issued in 1997, No: 22872. The purpose of the regulation is to prevent possible events that cause to crises, remove crises and regulate necessary arrangements and actions for crises in the directions of national benefits. The regulations includes prime ministry, general staff, all

ministries, general secretary of national security council, public organisations and institutions and other related private institutions. Prime minister and an assigned minister of the state by Prime Minister are responsible for administration of the regulation and top executives of general staff, ministries, General Secretary of National Security Council, public organisations and other related private institutions are responsible for carrying out the regulations.

In the regulation some of the crises affairs that need management are terror attacks, unlawful strike, lockout, and knock off work; events that are derived from different ethnic structure, religious and sect; natural disasters (earthquake, flood, avalanche) land-slide, large-scale accidents, other meteorological disasters, fire, contagious diseases, nuclear and chemical substance accidents, heavy financial crisis.

According to regulation depending on characteristics of crisis event crisis centres are established in provinces and counties. Evaluating and watching affairs related to crisis, making and implementing decisions in terms of evaluation results, assessing needs and meeting needs, coordinating responsible units, giving information to prime ministry crisis management centre about progress and applications, and joining drills organised by the prime ministry crisis management centre are the duties of crisis the centres.

Ministry of National Education is among the ministries that will take place in Crisis Coordination Council and Evaluation and Watch Council. Developing crisis management plan is not compulsory for schools. However, based on the "Civil Defence and Measures Regulation, 1964, No: 6/3150" schools located in sensitive regions and have population more than 200 must prepare Civil Defence Plan. According to the regulation control, security, rescue, first aid, fire brigade, social relief and technical repair centres are established in these schools. If the population of a school is under 100 it does not need to develop Civil Defence Plans but has to establish services for fire combat and first aid and rescue and also prepare a measure plan. Fire combat team in schools is established based on the regulation "Regulation of Preventing Public Buildings from Fire, 2002, No: 2002/4390).

Review of the Literature

It would be said that the subject of crisis management or emergency management at educational institutions has recently been taken attention of scholars especially after the earthquake occurred on August 17, 1999. Therefore, there are very limited studies on the subject that they are mostly theoretical and focus on process of crisis management plan. For example, in his study Demirtaş (2000) explains crisis management components, relationship with crisis management and educational administration and what competencies educational administrators should have for crisis management. He also states that after the earthquake occurred on August 17, 1999, Ministry of National

Education was very far from the assessing the missing human and material resources and evaluating the dimension of chaos in educational area.

In the study of Earthquake and Chaos: Turkish School Principals' Earthquake Experiences and Reactions Akbaba-Altun (2001) reached the result that school principals considered earthquakes to be an unexpected phenomenon. She also found that while school principals considered earthquakes as a negative experience in the short term, but a positive experience in the long term. The subjects of the study felt that the earlier regulations for natural disasters, such as for earthquakes, were not adequate. Finally, school principals lived through mixed emotions between their professional careers and their families.

In another study by Celik (2004) an emergency management model for educational organisation was poroposed and tested for feasibility. Celik mentioned that many urgent case happen in schools but there is not any comprehensive study covers the issue. He also stated that school managers response to urgent cases based on their experiences but not use systematic approaches.

Results of some studies done in other countries were also included in this part. Warlick (1994) surveyed emergency preparedness state of public schools of Texas. The study showed that 85% of Texas schools have a written emergency preparedness plan; that 66% have a designated school official or chain or command responsible for emergency action. Results also revealed that school officials considered emergency preparedness plans a critical priority yet only 20% of the respontents considered their schools as well-prepared for emergency conditions.

According to the results of the study done by Smith (1992) diversity exists among disaster preparedness planing and natural disasters in school districts in the United States. Some school districts plan primarily for an impending disaster while others plan for actions to be taken before, during and in the aftermath of a disaster. While California school districts have developed extensive, detailed plans which offer real guidance and involve local agencies in plan preparation other school districts depend upon commen sense, "the classic fire drill" for practice and help from local agencies to respond to the disaster.

Some Types of Crisis Examples Occurred in Schools of Turkey

Like in many other countries, increasing attacks to schools from outside, violence emerge in school, natural disasters, financial crisis and etc.. threaten to schools of Turkey. Almost everyday television and other mass media document crisis occurred in Turkish schools. At this point of the study some examples of school crisis that were reported by media are given and discussed.

Natural disasters cause crises that are not mostly manageable or controllable. But if there is an effective well-developed plan the devastating results of disasters can be diminished. Turkey has been experiencing natural

disasters rather frequently. For example, on August 17 and on November 1999 a devastating earthquake occurred in north west of Turkey. As a result of the event 142 teachers, 36 retired teachers, 13 preschool, 1073 elementary and 3001 high school students lost heir lives (http://www.meb.gov.tr/stats/ist2000/b9a.htm downloaded on April 9, 2005). In another earthquake occurred on May 1, 2003 a boarding elementary school dormitory collapsed in Bingol. In the event 84 students and a teacher lost their life. The newspaper Milliyet (http://www.milliyet.com/2003/5/02/guncel/gun01.html) documents the results of some earthquakes regarding to schools as the following:

- March, 13, 1992 Erzincan: health vocational high school collapsed
- August, 17, 1999, Istanbul: 20 schools heavily damaged
- August, 17, 1999, Izmit: 27 schools collapsed
- August, 17, 1999, Golcuk: 2 schools collapsed
- August, 17, 1999, Adapazarı: 13 schools heavily damaged
- August, 17, 1999, Yalova: 13 schools fallen into ruin
- November, 12, 1999, Bolu: 27 schools collapsed
- November, 12, 1999, Duzce: 11 schools heavily damaged
- February, 3, 2002, Afyon: 14 schools damaged
- January, 27, 2003, Pulumur: A Boarding school collapsed.

Many times it can be seen that some types of crisis occur all together. For example, when sufficient precautions are taken against heavy snowing it can be seen a joyful event for kids but if authorised people ignore heavy snowing and do not give an explanation to parents it can turn into a crisis. Such news was reported on Hurriyet, February 20, 1999 that "the governors of Istanbul and Ankara did not cancel schools in advance despite heavy snowing so parents and students felt miserable". In this event the cause of the crisis can be seen heavy snowing but since governorship of Ankara and Istanbul did not take immediate actions the actual cause of the crisis is responsible government.

Sometimes crisis may occur even if every precaution is taken against possible risks. For example, in May 1999 question booklets prepared for higher education entrance exam was stolen one day before the exam and the day after the exam was cancelled (Milliyet, May, 2, 1999). This event negatively effected thousands of students and parents. In Turkey many may be millions of students study very hard for the exam for years. Students take the higher education entrance examination once in a year and the exam is hold at the same day and time across the country. Therefore, living this kind of experience causes some detrimental emotional and psychological effects on students. Schools' psychological support and explanation may make easier the situation and crisis management plan should include all such events.

Financial crisis also effects the schools of Turkey. When schools do not supply sufficient financial input or use resources ineffectively crisis may possibly occur. Schools may not pay teachers' salary or heating bill. Based on financial crisis the following example was reported by the newspaper Hurriyet:

"because of lack of fund private schools were defeated by the crisis. While some of the colleges are not able to pay teachers' salary the others waiting for rich and prestigious clients (March 29, 1999).

On March 30, 2005 an armed man who was chasing by the police officers entered a high school and took two hostages. After a while he was persuaded by the police officers and the man delivered the hostages but committed suicide. Students were told there was a drill and not let go outside (Birgun, March 30, 2005).

Significance and Purpose of the Study

All of the above crisis event or some others not included here directed the researchers to find out what schools' administrators do to deal with crisis and how much schools are prepared for crisis. It was felt by the researchers that objective information of this type may be useful for authorised organisations, policy makers, non profit institutions, rescue services, teachers, students and parents in evaluating existing situations and resources. Most importantly this research can be useful in planing and maintaining crisis management plans for creating safe school environment.

Based on this significance the main purpose of the study was to determine demographical characteristics of schools, preparedness level of schools to crises, and principals' general evaluations of their schools in terms of crises. This study was limited by the following factors: Firstly, the schools were limited to public elementary schools of Ankara. Secondly, it was also limited by the constraints of the inventory. As a result the findings of this study may not be generalizable beyond the city of Ankara.

Population and Sample of the Study

Before selecting of the sample schools for the study, the list (name and addresses) of all-public elementary schools in the eight center districts of the city of Ankara was obtained. There were 508 elementary schools. The researchers used a random proportionate sampling approach for representing each public elementary school.

For the target sample, the researchers selected 80 elementary schools from the total number of 508 elementary schools. Which was 15 % of total number of elementary schools. However, 69 questionnaires were returned and used in the study. Thus, 13,6% of schools from the total number were reached.

Data Collection and Analysis Process

In order to collect data the researchers developed an inventory. The inventory was divided into two parts. Part I consisted of fifteen questions to survey demographic characteristics of schools. The second part of the

inventory included twenty-one questions related to preparedness of schools for crisis. One more question was asked to principals related to their general evaluation on preparedness of schools for crisis. The initial draft of the inventory submitted to experts' review. Based on experts' suggestions and comments some changes were made in the wording of the items. Thus, face validity of the inventory in terms of content was established. After the changes suggested by the experts the inventory was pilot tested on ten elementary school principals or vice principals. Prior to the initially administrating the inventory, the researchers obtained the permission of Ministry of National Education and Ankara governorship by submitting a request letter and an instrument sample so as to administer the inventory in public elementary schools.

The instrument was given to the principals or vice principals individually by the researchers and some graduate students serving in elementary schools as teachers or administrators. A cover letter was attached to the instrument that explained the purpose of the study, instructing principals not to write their own names and school names on the instruments thus, principals were assured that confidentiality would be maintained. Some of the instruments were filled out by the principals and taken back immediately but some of them were distributed and taken back a few days later. When distributing or administering the inventory the researchers had a chance to observe the schools and taken some pictures obtaining the principals' permission.

After the data were collected, arbitrary numerical codes were assigned both the independent variables (for example, socioeconomic level: low=1, middle=2, high=3) and the "yes=1" or " no=2" choices for computer processing. The data of the study were analyzed using the Statistical Package for the Social Science (SPSS). All numerical codes were also rechecked by the researchers for the accuracy. The data gained from the instrument were analyzed by employing descriptive data analysis procedures including frequencies and percentages.

Findings

Demographic Characteristics of Schools

Schools selected for the study are located in different socioeconomic level. According to the evaluation of principals of selected schools from the total number of 69 schools 43 of them (63%) are in low, 25 of them (36%) are in middle and 1 of them (1.4%) is in high socioeconomic environment. When filling the questionnaire some principals reported verbally that families from high socioeconomic level generally send their children to private schools and children of low or middle level families attend public elementary schools. Therefore, even the schools are located in high socioeconomic environment or surrounded by high socioeconomic families generally low and middle class

students attend to public schools. When we consider this situation we may say that low and middle-income families support public elementary schools.

Regarding time of teaching there are two types of elementary schools in Turkey: half day and full day schools. Both are serving six hours in a day. Because of limited classrooms there are two shifts in half day schools. Half - day schools start at early morning (around at seven thirty or eight o'clock) and end at noon, then second shift start at noon and finish at evening. Half-day schools do not have lunch break. In full day schools classes start at morning (one or one and half an hour later than half-day schools) and take one our lunch break at noon and continue until afternoon. Data analysis showed that 22 (31.9%) of 69 sample schools have full day teaching type while 47 (68.1%) of them have half day teaching type.

Related to the purpose of the study distance of schools to health centers, fire stations and security units also was asked to find out how long it takes to arrive the nearest facilities or services in case of an emergency or a crisis situation. Data analysis revealed that most of the schools are very close to these services. For almost every selected school it takes less than 30 minutes to arrive to the nearest services in case of emergency.

The other demographic/physical characteristics of schools are presented in Table 1. As seen in the table slightly more than half (53.6%) of the 69 schools do not have needed teaching staff and 6 (8.7%) schools do not have guidance and counselor. This is a very important result regarding the purpose of the study. Guidance and counselors and teachers of a school can be seen as natural members of crisis intervention team and are responsible for students' safety. Lack of teachers may cause to have heavy workload for other teachers, to be more stressful and conflict between teachers, students, and administrators. Insufficient number of teachers may also create student absenteeism in schools. Although 91% of schools have counselors in general there is a guidance and counselor shortage in schools of Turkey. Since all schools do not have guidance and counselor the Ministry of National Education has been planing to withdraw present school guidance and counselors to the Center of Guidance and Research. However most guidance and counselors and schools come out against this plan and try to take public attention to the issue.

In addition there is no emergency room or infirmary in 63 (91.3%) schools. It may be said that in most schools first aid will not be applied immediately to students and school staff if any emergency or crisis occurs. In general, Turkish public schools do not have emergency or first-aid room. As seen in the study only 6 of the 69 schools have this kind of room. In Turkey not only emergency room but also classrooms are also insufficient. May be because of classroom shortage allocating a room for emergencies can be considered as resource waste.

Table 1 *Demographic Characteristic of the Schools*

State of Schools	YES		NO		Total	
	N	%	n	%	n	%
Are all teaching positions occupied?	32	46.4	37	53.6	69	100
Is there a guidance and counselor?	63	91.3	6	8.7	69	100
Is there an emergency room or infirmary?	6	8.7	63	91.3	69	100
Are there science laboratories?	57	82.6	12	17.4	69	100
Are there computer labs?	28	40.6	41	59.4	69	100
Is the school furnished with central heating?	67	97.1	2	2.9	69	100
Are restrooms inside the school building?	67	97.1	2	2.9	69	100
Is the school surrounded with wall or fence?	64	92.8	5	7.2	69	100
Is there a staff responsible for night security?	12	17.4	57	82.6	69	100
Is there any entrance controller other than students on duty?	17	24.6	52	75.4	69	100
Is there a water container for water cut?	42	60.9	27	39.1	69	100
Is there an emergency alarm?	42	60.9	27	39.1	69	100
Is there emergency exist and stairs?	26	37.7	43	62.4	69	100
Are there first aid kits?	54	78.3	15	21.7	69	100
Are there fire-fighting tools?	68	98.6	1	1.4	69	100
Is there a shelter to gather in emergencies?	28	40.6	41	59.4	69	100

As shown in the table while 67 schools (97.1%) are heated with central heating system 2 (2.9%) are heated with stove. At schools especially in rural areas if there is not a responsible person teachers or sometimes students set stoves on fire. This question was especially asked because in the year 2003 two young female teachers were died while they were trying to set stove on fire. These two teachers saved their students life but not their own life. In addition sometimes some schools are closed temporarily in winter because schools may not have enough gas, fuel, or wood for heating or fuel cost.

Fifty seven (82.6%) schools do not have night security guard to protect school buildings from possible crisis at nights. In the day time students on duty are responsible to control entrance and exits of schools' buildings in 52 (75.4%) schools. It is very important finding that 27 (39.1%) of schools do not have both water container and emergency alarm system. There is no emergency exist or stairs in more than half of the schools (62.4%). In addition 15 (21.7%) schools do not have first aid kit such as bandage, sterilized cotton even for a small injury. Similarly 41 schools (59.4%) do not have shelters to gather in emergencies or a crisis situation. One of the best situations of the schools is having fire-fighting equipment. Sixty eight of 69 sample schools does not have fire-fighting tools. This is may be because of the Regulation of Preventing Public Buildings from Fire. As explained in the first part of the study it is compulsory for every single school to establish fire combat team.

Table 2 shows the preparedness of schools for crisis. As seen in the table 2 more than half of the selected schools (68.1%) have defined events that can be considered as crisis. As a starting point it is very important to define crisis situations. By this way it may be easy to take appropriate actions towards

events and save time and energy of school staff and enable to use resources effectively.

Table 2 *Preparedness of Schools for Crises*

Questions	Yes		No		Total	
	n	%	n	%	n	%
1. Do you have definitions of events that can be considered as crisis?	47	68.1	22	31.9	69	100
2. Is there a crisis intervention plan?	56	81.2	13	18.8	69	100
3. Is there a crisis intervention or management team?	57	82.6	12	17.4	69	100
4. Were all duties and responsibilities of staff who will be in charge during crisis clearly determined?	55	79.7	14	20.3	69	100
5. Have the school staffs been trained for intervening crisis?	11	15.9	58	84.1	69	100
6. Were duties and responsibilities of the school principal for crisis situations determined?	53	76.8	16	23.2	69	100
7. Is there a phone chain to inform school staffs about crisis situations?	55	79.7	14	20.3	69	100
8. Is there any signal or message in code to warn school staffs and students about crisis?	8	11.6	61	88.4	69	100
9. Is there alarm signal or announcement system to inform emergency situations?	47	68.1	22	31.9	69	100
10. Do you drill and practice for emergency situations?	51	73.9	18	26.1	69	100
11. Is there an emergency plan to protect student from dangerous situations?	39	56.5	30	43.5	69	100
12. Are students trained about how to behave during crisis situations?	42	60.9	27	39.1	69	100
13. Was a phone chain established to inform parents about crisis situations?	21	30.4	48	69.6	69	100
14. Is there a list showing parents who have special training (such as first aid) and will help during crisis?	13	18.8	56	81.2	69	100
15. Is there a list of phone number of services like hospitals, fire station, and police station?	60	87.0	9	13.0	69	100
16. Have you (principal or any other person) ever met with the director or officer of the services like hospitals, fire station and police station?	22	31.9	47	68.1	69	100
17. Is there a trained personal to help students, school staffs and parents to cope with depression after a crisis event?	19	27.5	50	72.5	69	100
18. Is there a guideline for communicating with media?	15	21.7	54	78.3	69	100
19. Do all school staff know where the first –aid kits are kept?	45	65.2	24	34.8	69	100
20. Is there a brochure showing how to act during emergencies?	17	24.6	52	75.4	69	100
21. Were the brochures given to the students and school staffs?	12	17.4	57	82.6	69	100

Although it is not compulsory for schools 81.2% of selected schools have crisis intervention plan showing what to do before, during and after crisis. Similarly, 82.6% of schools have crisis intervention team. It was not the purpose of the study to examine if crisis plans realistic or not but these results gives hope for the future of schools. In addition having crisis plan is an ongoing process in Turkey. After the earthquake occurred in 1999 The Ministry of National Education has given special interest to train school principals and head of Guidance and Counseling Centers about crisis management and develop crisis management plans especially in the earthquake regions.

The items four and six on the table 2 shows that responsibilities and duties of both school staff and principals for crisis situations were clearly defined in two thirds of schools. However, it is interesting that just 11(15.9%) of 69 schools have trained staff about crisis intervention. It may be said that schools have crisis management plan just in written form but this not means that written plans solve all problems unless school staffs are trained. Untrained people may cause more chaotic problems if they are in panic during crisis.

In the study, it was found that three-fourths majority of the schools have practices for emergencies. Researchers also observed that mostly schools practice for evacuation for fire and earthquake cases. Some central official services and NGOs about that kind activities help to show some interventions and activities mostly for fire and earthquake cases. But some of those practices may cost high and some schools especially from low social and economic neighborhood can not afford the costs. So, they delay to make arrangement about professional practices and they try it by themselves as they know. On the other side 61 percent of schools mentioned that they train students for crisis and emergencies. Programs in elementary schools are included to give information about some kind emergencies and some practices especially for earthquakes. Mostly information given to student realized in classrooms as a part of the programs and some by conferences which mostly are volunteer specialists.

Many schools do not have a plan to save children in case of emergency. It shows that schools do not focus on the student in case of emergency. 43 percent of schools mentioned they do not have a plan to save children in case of emergency. They may give priority to children in case of emergency, of course, but it will not be a planned effort. And all crisis plans prepared in schools should take care about saving children first.

Crisis Intervention Plans generally included a strategy to communicate with media. But, in the schools, reached in the study mentioned that they do not have an instruction to communicate with media. Only 22 percent of schools (15 of 69) mentioned that they have an instruction to communicate with media. 78 percent of schools have not an instruction to communicate with media after crisis. This situation may be explained by a general legislation that only authorized persons can give information to media. In all situations, teachers and principles were not allowed to explain officially to media about subject

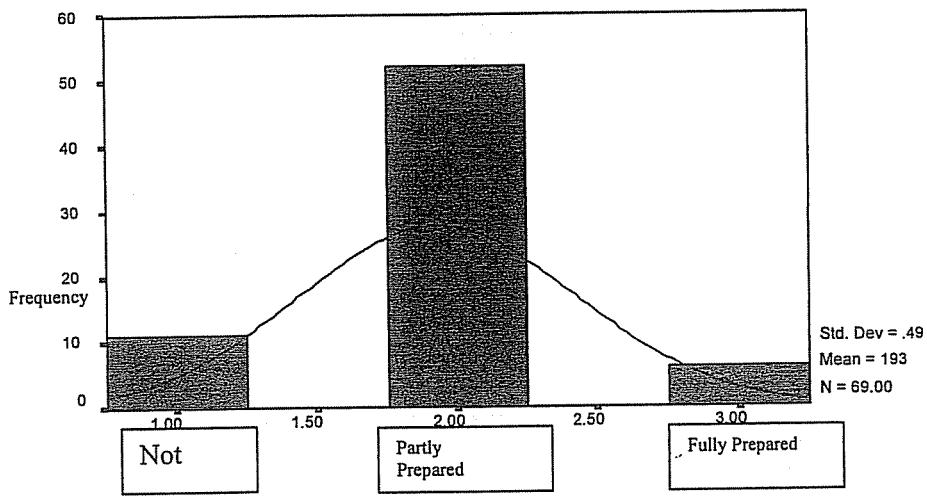
related with their duty and responsibilities. Interview requested from media representatives (corresponds) are generally rejected. Many investigations were showed up in media about teachers and principles since they gave interview to media.

Dissemination of information on emergency situation may provide more responsible and proactive school society. But, the schools covered in study seem that do not disseminate information for crisis and emergencies. 83 percent of the schools inform that they did not provide a booklet about emergencies. This indicates that schools were bypass some easy but main efforts on emergency but have some more detailed intervention plans.

The Level of Preparedness of the Schools

Finally, most of the principals (75%) who responded the study thought that their schools were partly prepared the crisis and emergency cases. 16 percent of principles think that their schools are not prepared and 9 percent of them think they are fully prepared. Distribution of preparation levels into schools gives a "normal distribution curve" which were showed at Figure 1. Actually it may think that the curve should be distorted to right in that subject.

Figure 1 *The Level of Preparedness of Schools for Crisis*



Conclusion

The study shows that elementary schools in Ankara are not fully prepared for crisis situations according to the selected schools' administrators. It means

that the schools could not provide a secure environment, what an obligatory education should provide, to the students.

Actually being well prepared for crisis may not prevent all kind of causes of crisis. But some efforts may provide safer and more stable teaching environment. This also provides a safety feeling for students, families, teachers and other personnel and counterparts of schools.

From this point of view we can say that principals and ministry of education should make more effort to provide safe, peaceful and stable educational environment. Some of these efforts need participation of all school population and some depend on financial resources. When we say that education is a right for all, at the same time we should accept that it should be provided in safe conditions and in high quality. High quality means to take care of all students and their cultural and social background and try to cooperate with them in a safe environment. You may reach endless definitions about the term. All of the definitions should already have a peaceful and safe environment. Being prepared for a safer school environment can be thought as a part of high quality education for all.

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