

INTRODUCTION MASTER

[1]	00:00:18:04	00:00:22:01	All children deserve safe and accessible schools,
[2]	00:00:22:05	00:00:26:15	regardless of class, creed, gender or ability.
[3]	00:00:30:09	00:00:32:15	Children have the right to safety and survival,
[4]	00:00:32:19	00:00:35:09	to development and education
[5]	00:00:35:13	00:00:37:00	and to participation.
[6]	00:00:37:04	00:00:40:05	And if schools not safe,
[7]	00:00:40:19	00:00:43:12	these rights can be violated very quickly
[8]	00:00:43:16	00:00:46:04	and they can even come into conflict with each other.
[9]	00:00:46:08	00:00:50:16	The global community has set a clear vision for all children and youth.
[10]	00:00:50:20	00:00:55:20	That vision is inclusive, equitable and universal education.
[11]	00:00:56:21	00:00:59:08	Decades of building classrooms and schools
[12]	00:00:59:12	00:01:01:19	has brought education to millions of children.
[13]	00:01:01:23	00:01:05:19	But many of these children learn in classrooms that are unsafe.
[14]	00:01:06:11	00:01:09:01	If schools are unsafe from hazards,
[15]	00:01:09:05	00:01:12:12	then the very first thing is
[16]	00:01:12:16	00:01:14:06	our whole future,
[17]	00:01:14:10	00:01:16:00	that's the children,
[18]	00:01:16:08	00:01:18:19	will be killed or will be injured.
[19]	00:01:18:23	00:01:23:05	When the earthquake hit Pakistan in 2005,
[20]	00:01:23:09	00:01:26:02	one of the villages close to Muzaffarabad

[21]	00:01:26:06	00:01:30:07	witnessed that the two schools in that community
[22]	00:01:30:11	00:01:33:01	collapsed, completely collapsed,
[23]	00:01:33:05	00:01:38:07	and all of the students, 128, that is the number I got,
[24]	00:01:38:11	00:01:40:12	all the students were killed.
[25]	00:01:40:16	00:01:48:01	And saying that, that community does not have any children.
[26]	00:01:48:05	00:01:51:14	In the whole community. That's a huge generational gap.
[27]	00:01:51:18	00:01:53:21	And that is the consequence we will have
[28]	00:01:54:00	00:01:55:20	if the school is unsafe.
[29]	00:01:55:24	00:01:59:15	An unsafe school can destroy fragile development gains
[30]	00:01:59:19	00:02:03:03	and undermine the hope a community places in education.
[31]	00:02:04:09	00:02:05:17	With so much at stake,
[32]	00:02:06:07	00:02:09:11	all those involved in building schools must do better.
[33]	00:02:09:15	00:02:12:03	Whether they be ministries of education
[34]	00:02:12:07	00:02:13:23	managing thousands of facilities
[35]	00:02:14:02	00:02:18:02	or small non-profits constructing a single school,
[36]	00:02:18:06	00:02:19:21	they must acknowledge
[37]	00:02:20:00	00:02:23:06	that every child has a right to safety and survival
[38]	00:02:23:10	00:02:27:07	and that every child has the right to access education.
[39]	00:02:27:11	00:02:31:19	Every new school must be planned, designed, and constructed
[40]	00:02:31:23	00:02:33:04	to be a safer school.
[41]	00:02:33:08	00:02:36:16	And if existing schools are weak, they must be strengthened.

[42]	00:02:36:20	00:02:39:04	Well, there's a lot of schools that are unsafe in the world
[43]	00:02:39:08	00:02:40:21	and there's a lot of different reasons.
[44]	00:02:41:00	00:02:43:16	Sometimes schools are safe buildings
[45]	00:02:43:20	00:02:46:05	but they're in unsafe locations.
[46]	00:02:46:09	00:02:49:12	It's a great school in the middle of a flood-plain
[47]	00:02:49:16	00:02:52:10	and it's going to be damaged because of a flood
[48]	00:02:52:14	00:02:54:06	or it's underneath a steep slope
[49]	00:02:54:10	00:02:56:16	and a landslide's going to come and hit it.
[50]	00:02:56:20	00:03:00:09	Other times, it's unsafe because the design
[51]	00:03:00:13	00:03:06:02	doesn't incorporate all of the extra strength features
[52]	00:03:06:06	00:03:11:09	needed to make sure that it can handle either high winds or shaking
[53]	00:03:11:13	00:03:15:18	or the floods that are a natural part of the environment
[54]	00:03:15:22	00:03:18:07	in which it's going to exist.
[55]	00:03:18:11	00:03:20:20	Sometimes it's construction.
[56]	00:03:20:24	00:03:23:12	Sometimes the design's great, the location's great
[57]	00:03:23:16	00:03:26:20	and then, when construction happens,
[58]	00:03:26:24	00:03:28:20	there isn't enough attention to detail
[59]	00:03:28:24	00:03:31:08	or maybe the workers haven't been fully trained
[60]	00:03:31:12	00:03:34:22	in the safer school construction techniques,
[61]	00:03:35:01	00:03:37:11	and there isn't enough assurance
[62]	00:03:37:15	00:03:41:07	that the construction follows

			the correct design,
[63]	00:03:41:11	00:03:43:00	and things fall apart at that stage.
[64]	00:03:43:04	00:03:46:19	Other times you get a great school
[65]	00:03:46:23	00:03:49:17	and the community doesn't know that it's...
[66]	00:03:49:21	00:03:51:12	how to maintain it.
[67]	00:03:51:16	00:03:56:22	Maybe they cut a hole in one of the walls to add an extra doorway
[68]	00:03:57:01	00:04:00:02	or they allow the roof to start leaking
[69]	00:04:00:06	00:04:03:19	and it starts rusting some of the reinforcing,
[70]	00:04:03:23	00:04:06:01	and, over time,
[71]	00:04:06:05	00:04:09:14	that really safe school winds up being an unsafe school.
[72]	00:04:10:13	00:04:11:21	One way to change all this
[73]	00:04:12:00	00:04:15:20	is a community-based approach to safer school construction.
[74]	00:04:15:24	00:04:18:07	A community-based approach has a twin goal:
[75]	00:04:18:11	00:04:21:19	a safer school building,
[76]	00:04:21:23	00:04:27:24	but also a community that is able to take that knowledge
[77]	00:04:28:03	00:04:30:10	and use it to maintain the school,
[78]	00:04:30:14	00:04:35:19	to incorporate safety into their housing construction
[79]	00:04:35:23	00:04:37:08	and into their daily lives,
[80]	00:04:37:12	00:04:40:03	so that it builds a culture of safety.
[81]	00:04:40:07	00:04:42:06	Technical experts partner with the community
[82]	00:04:42:10	00:04:45:06	to identify hazards that could damage a school
[83]	00:04:45:10	00:04:47:20	or injure or even kill those inside.

[84]	00:04:47:24	00:04:52:15	These experts work with the community to develop a safer school design
[85]	00:04:52:19	00:04:56:11	and ensure the school is constructed according to this design.
[86]	00:04:57:13	00:04:59:12	But it's not just about the school building.
[87]	00:05:00:08	00:05:02:24	When they are involved in the safer school construction
[88]	00:05:03:03	00:05:04:20	or in school safety,
[89]	00:05:04:24	00:05:09:20	whatever components they can bring to home or household,
[90]	00:05:09:24	00:05:11:11	it's very easy, right?
[91]	00:05:11:15	00:05:13:10	And ultimately what we want is
[92]	00:05:13:14	00:05:16:11	life safety of all community members, not only the school.
[93]	00:05:16:15	00:05:18:16	And the school is the best place
[94]	00:05:18:20	00:05:21:24	to demonstrate or to showcase that, to showcase that.
[95]	00:05:22:03	00:05:24:17	That means, okay, this technology is the best for building.
[96]	00:05:24:21	00:05:26:20	Okay, that technology they can apply now.
[97]	00:05:26:24	00:05:29:17	Because if someone's household or home
[98]	00:05:29:21	00:05:32:05	is built with the proper technology,
[99]	00:05:32:09	00:05:35:03	not all community members will look at that.
[100]	00:05:35:07	00:05:38:00	But if the school is made that way,
[101]	00:05:38:04	00:05:41:08	then everybody, "Look at that! Oh, what is happening to my school
[102]	00:05:41:12	00:05:43:20	"or to my son's or daughter's school?"
[103]	00:05:43:24	00:05:45:03	They will look at that
[104]	00:05:45:07	00:05:49:13	and then they will try to replicate that to their home.

[105]	00:05:49:17	00:05:53:16	And a community-based approach can bring savings.
[106]	00:05:53:20	00:05:56:20	With training, the community can monitor construction
[107]	00:05:56:24	00:06:00:09	and check that funds are being used appropriately.
[108]	00:06:00:13	00:06:04:16	In some cases, the cost per classroom may fall
[109]	00:06:04:20	00:06:07:07	and construction quality may rise
[110]	00:06:07:11	00:06:10:02	when schools are built through a community-based approach.
[111]	00:06:10:06	00:06:14:17	Most importantly, a community-based approach places these projects
[112]	00:06:14:21	00:06:17:17	within the Comprehensive School Safety Framework.
[113]	00:06:18:05	00:06:20:12	The Comprehensive School Safety Framework
[114]	00:06:20:16	00:06:23:10	acknowledges that there are many, many different actors
[115]	00:06:23:14	00:06:26:04	when it comes to assuring school safety.
[116]	00:06:26:08	00:06:28:12	You can't just go in and, you know,
[117]	00:06:28:16	00:06:31:13	pass one law, wave a magic wand
[118]	00:06:31:17	00:06:34:11	and make it happen.
[119]	00:06:34:15	00:06:39:20	What we've been able to understand and kind of divide up the terrain,
[120]	00:06:39:24	00:06:45:12	is that there are three overlapping sets of tasks to be done.
[121]	00:06:45:16	00:06:47:21	One is around safer school facilities,
[122]	00:06:48:00	00:06:50:01	one around school disaster management
[123]	00:06:50:05	00:06:51:20	and ongoing administration,
[124]	00:06:51:24	00:06:55:01	and the third is around

education itself.
[125] 00:06:55:05 00:06:58:14 And these spheres of practice overlap.
[126] 00:06:59:18 00:07:03:20 So, keeping in mind the goals of Comprehensive School Safety,
[127] 00:07:03:24 00:07:06:12 that is, to protect children and adults
[128] 00:07:06:16 00:07:08:19 from death and injury in schools,
[129] 00:07:08:23 00:07:11:19 to assure educational continuity,
[130] 00:07:11:23 00:07:15:04 to safeguard educational sector investments,
[131] 00:07:15:08 00:07:17:04 and to develop a culture of safety.
[132] 00:07:17:08 00:07:20:21 So, those four goals are best met
[133] 00:07:21:00 00:07:23:06 when we have robust approaches
[134] 00:07:23:10 00:07:27:20 to each of the three pillars of school safety.
[135] 00:07:27:24 00:07:30:13 Five principles guide community-based approach
[136] 00:07:30:17 00:07:32:23 to safer school construction.
[137] 00:07:33:03 00:07:37:02 Principle 1 is build safer schools and strengthen weak ones.
[138] 00:07:37:06 00:07:40:05 The safety of the school building must be top priority,
[139] 00:07:40:09 00:07:43:17 above cost, time, or other concerns.
[140] 00:07:45:06 00:07:48:22 The second principle is engage as partners.
[141] 00:07:49:02 00:07:51:05 Those funding and managing school construction
[142] 00:07:51:09 00:07:54:07 must partner with the community at all stages.
[143] 00:07:54:11 00:07:59:05 Development actors and governments may understand some regional hazards
[144] 00:07:59:09 00:08:01:05 and how to build a school for safety,
[145] 00:08:01:09 00:08:04:18 but it is the community

that understands local conditions
[146] 00:08:04:22 00:08:05:22 and building practice.
[147] 00:08:06:01 00:08:07:22 They need to work together.
[148] 00:08:08:23 00:08:12:12 The third principle is ensure technical oversight.
[149] 00:08:12:23 00:08:16:12 Even if the community plays a large role in constructing a school,
[150] 00:08:16:16 00:08:19:07 it is the job of the government or development actor
[151] 00:08:19:11 00:08:23:19 to make sure the school will withstand hazards like fire,
[152] 00:08:23:23 00:08:26:22 high winds, floods and earthquakes.
[153] 00:08:27:16 00:08:30:19 They can do so by making sure the right technical experts
[154] 00:08:30:23 00:08:32:20 are part of the process.
[155] 00:08:33:08 00:08:37:02 Principle 4 is build upon local knowledge.
[156] 00:08:37:06 00:08:42:06 Safe school construction should build on local knowledge, not replace it.
[157] 00:08:42:14 00:08:44:18 Then community members will be able to adapt
[158] 00:08:44:22 00:08:47:10 to what they have learned at the school construction site
[159] 00:08:47:14 00:08:49:20 to the rest of their lives.
[160] 00:08:49:24 00:08:54:02 Principle 5 is develop capacity and bolster livelihoods.
[161] 00:08:54:06 00:08:55:17 Safer school construction
[162] 00:08:55:21 00:08:59:10 is a great opportunity to teach the community new skills
[163] 00:08:59:14 00:09:00:22 and provide jobs.
[164] 00:09:01:01 00:09:04:10 Once trained, local builders can even market their new skills.
[165] 00:09:04:14 00:09:07:00 Taken together, these principles
[166] 00:09:07:04 00:09:10:17 underpin five main stages of the safer schools approach.

[167]	00:09:10:21	00:09:13:12	The first stage is Preparing.
[168]	00:09:13:16	00:09:16:24	The program manager, the person who ensures school construction
[169]	00:09:17:04	00:09:19:22	is finished within the time and funds available,
[170]	00:09:20:01	00:09:24:00	first understands the local context and then promotes the idea
[171]	00:09:24:04	00:09:28:04	that schools can be built to withstand hazards.
[172]	00:09:28:08	00:09:31:06	The program manager works with the school management committee.
[173]	00:09:31:10	00:09:35:02	Where one does not exist, the program manager helps the community form one
[174]	00:09:35:06	00:09:38:01	to represent all the stakeholders.
[175]	00:09:41:21	00:09:43:24	The second stage is Planning.
[176]	00:09:44:03	00:09:47:06	The program manager and school management committee
[177]	00:09:47:10	00:09:50:03	talk with hazard experts and find a safe site
[178]	00:09:50:07	00:09:51:18	for building a school.
[179]	00:09:51:22	00:09:53:24	They talk with the community to understand
[180]	00:09:54:03	00:09:57:08	what type of school is needed.
[181]	00:09:58:09	00:09:59:24	In the third stage,
[182]	00:10:00:03	00:10:01:17	the community design stage,
[183]	00:10:01:21	00:10:04:09	the program manager introduces the design team
[184]	00:10:04:13	00:10:06:23	to the school management committee.
[185]	00:10:07:03	00:10:08:14	Working back and forth,
[186]	00:10:08:18	00:10:12:08	the design team and committee select a school design
[187]	00:10:12:12	00:10:16:10	that will be safe, inspiring and achievable.
[188]	00:10:18:14	00:10:20:06	The next stage is construction.

[189]	00:10:20:10	00:10:22:11	The program manager ensures
[190]	00:10:22:15	00:10:24:13	that everyone working on the school project
[191]	00:10:24:17	00:10:28:04	is trained in how to use hazard-resistant construction methods
[192]	00:10:28:08	00:10:31:11	and that the workers follow the design.
[193]	00:10:31:15	00:10:34:24	The school management committee helps monitor the process
[194]	00:10:35:04	00:10:37:08	and the program manager also ensures
[195]	00:10:37:12	00:10:41:10	the project is independently inspected for safety.
[196]	00:10:46:08	00:10:48:03	Finally, in the maintenance stage,
[197]	00:10:48:07	00:10:51:12	the school is handed over to the community with a big celebration.
[198]	00:10:52:05	00:10:53:19	The school management committee
[199]	00:10:53:23	00:10:58:10	focuses on developing school safety procedures and educational tools.
[200]	00:10:59:12	00:11:01:22	These will ensure that the lessons of safety,
[201]	00:11:02:11	00:11:05:23	and the school building itself, are maintained.
[202]	00:11:06:19	00:11:08:18	In each of these five stages,
[203]	00:11:08:22	00:11:11:07	Stage 1, Prepare,
[204]	00:11:11:11	00:11:13:10	Stage 2, Plan,
[205]	00:11:13:14	00:11:16:00	Stage 3, Design,
[206]	00:11:16:04	00:11:18:15	Stage 4, Construct,
[207]	00:11:18:19	00:11:21:22	and Stage 5, Maintain,
[208]	00:11:22:21	00:11:25:10	governments play an important role.
[209]	00:11:25:14	00:11:28:10	When governments encourage a community-based approach
[210]	00:11:28:14	00:11:30:21	in their school construction

			and maintenance policies,
[211]	00:11:31:00	00:11:36:04	safer school projects support broad education and development goals.
[212]	00:11:36:08	00:11:38:11	It's the best opportunity
[213]	00:11:38:15	00:11:43:05	for the government to utilise the community around the school
[214]	00:11:43:09	00:11:44:20	to make the whole community safe.
[215]	00:11:44:24	00:11:47:05	So it's a really added value
[216]	00:11:47:09	00:11:49:15	and it's the best value of money,
[217]	00:11:49:19	00:11:52:11	that government can spend just a school,
[218]	00:11:52:15	00:11:54:20	but then that output is not only for a school,
[219]	00:11:54:24	00:11:56:13	but for the community, so...
[220]	00:11:56:17	00:11:59:17	To do that, government can formulate the policy
[221]	00:11:59:21	00:12:02:08	and formulate the legal instrument,
[222]	00:12:02:12	00:12:05:19	like a legal system and the regulations
[223]	00:12:05:24	00:12:09:12	and should be open to the community to engage.
[224]	00:12:09:16	00:12:13:14	And that's how government can be really instrumental
[225]	00:12:13:18	00:12:16:22	and really,
[226]	00:12:17:01	00:12:19:21	at the final or most powerful institutions
[227]	00:12:20:00	00:12:23:12	to make a school safe, community safe,
[228]	00:12:23:16	00:12:26:12	and by that way, a country safe.
[229]	00:12:26:24	00:12:31:12	With the number of disasters increasing, there is no time to lose.
[230]	00:12:31:16	00:12:35:01	School is the one place we require children to attend,
[231]	00:12:35:05	00:12:37:04	so we have a responsibility

[232]	00:12:37:08	00:12:40:16	to ensure that all schools are built to withstand hazards.
[233]	00:12:43:02	00:12:47:01	Children should no longer risk their lives when they sit down to learn.
[234]	00:12:48:08	00:12:51:00	And communities should no longer see disasters destroy
[235]	00:12:51:04	00:12:55:10	the promise of a better life that education brings.
[236]	00:12:56:18	00:13:01:00	A community-based approach builds schools and community capacity.
[237]	00:13:01:04	00:13:05:03	Alongside the laying of foundations and the raising of walls,
[238]	00:13:05:07	00:13:08:02	communities become knowledgeable caretakers of their school.
[239]	00:13:08:06	00:13:11:00	They become champions of a culture of safety in their school,
[240]	00:13:11:04	00:13:14:00	their community, and beyond.
[241]	00:13:14:04	00:13:15:20	A community-based approach means
[242]	00:13:15:24	00:13:17:21	that it's not only going to make sure
[243]	00:13:18:00	00:13:19:22	that children are physically safe,
[244]	00:13:20:01	00:13:21:22	but that they know how to use the facilities.
[245]	00:13:22:01	00:13:23:24	That the facilities are maintained
[246]	00:13:24:03	00:13:26:01	in a safe position... condition.
[247]	00:13:26:05	00:13:29:00	That communities learn from this
[248]	00:13:29:04	00:13:32:22	what it means to do safe construction,
[249]	00:13:33:01	00:13:35:04	so it builds a culture of safety.
[250]	00:13:35:08	00:13:39:16	So it's contributing to all of the child rights issues
[251]	00:13:39:20	00:13:42:22	as well as to developing a culture of safety and resilience.