[1] 00:00:21:02 00:00:24:16 Every year, thousands of children are killed or injured
[2] 00:00:24:20 00:00:29:06 when unsafe schools collapse or are severely damaged in disasters.
[3] 00:00:32:07 00:00:35:00 Safer schools save lives.
[4] 00:00:35:09 00:00:37:05 These projects are an opportunity
[5] 00:00:37:09 00:00:39:17 to build schools able to withstand hazards
[6] 00:00:39:21 00:00:43:00 like earthquakes, floods, and high winds.
[7] 00:00:43:21 00:00:46:21 But these projects can do so much more.
[8] 00:00:47:20 00:00:51:05 Safer school projects also spark change within a community.
[9] 00:00:52:15 00:00:55:16 When a program manager takes a community-based approach,
[10] 00:00:55:20 00:01:02:09 following the five stages to prepare, plan, design, construct,
[11] 00:01:02:17 00:01:05:04 and maintain safer schools,
[12] 00:01:05:08 00:01:09:11 the project supports the development of a culture of safety.
[13] 00:01:09:15 00:01:13:12 Communities learn how to adopt hazard-resistant construction.
[14] 00:01:13:22 00:01:15:20 Communities advocate for safety,
[15] 00:01:15:24 00:01:18:15 which helps governments justify spending money
[16] 00:01:18:19 00:01:20:18 to prevent school disasters.
[17] 00:01:20:22 00:01:24:21 And school staff learn how to protect and maintain their schools.
[18] 00:01:25:24 00:01:31:05 Safer schools become the platform for community, even countrywide, change.
[19] 00:01:32:03 00:01:35:11 Unfortunately, when disasters have destroyed schools
[20] 00:01:35:15 00:01:37:22 or where poor construction is normal,
[21] 00:01:38:01 00:01:41:00 some communities believe

safer schools are not an option,		
[22] 00:01:41:04 00:01:44:17 because they are too expensive or too hard to build.		
[23] 00:01:44:21 00:01:48:07 The first stage of safer school construction, Prepare,		
[24] 00:01:48:11 00:01:50:14 addresses these beliefs		
[25] 00:01:50:18 00:01:53:19 and helps the program manager understand the context		
[26] 00:01:53:23 00:01:55:15 and community.		
[27] 00:01:56:02 00:01:58:13 This stage helps communities understand		
[28] 00:01:58:17 00:02:01:04 that safer schools are possible.		
[29] 00:02:01:08 00:02:04:03 There are four steps in this first stage.		
[30] 00:02:04:07 00:02:07:07 Step 1. Understand the context.		
[31] 00:02:07:11 00:02:10:14 Step 2. Identify tools.		
[32] 00:02:10:18 00:02:13:07 Step 3. Raise awareness.		
[33] 00:02:13:11 00:02:17:05 Step 4. Work with a school management committee.		
[34] 00:02:18:20 00:02:22:19 These steps help a program manager understand the local context,		
[35] 00:02:22:23 00:02:26:09 help communities understand that safer schools are possible,		
[36] 00:02:26:13 00:02:28:21 and find local champions.		
[37] 00:02:29:10 00:02:31:15 Step 1: Understand the context.		
[38] 00:02:34:18 00:02:37:19 The program manager gathers information and uses it to understand		
[39] 00:02:37:23 00:02:41:11 the strengths and challenges of a community.		
[40] 00:02:42:04 00:02:45:00 The program manager needs to understand the cultural,		
[41] 00:02:45:04 00:02:47:240 environmental and political context.		
[42] 00:02:48:07 00:02:50:20 They need to know what could influence the safer school project,		

[43]   00:02:50:24   00:02:53:13 from a community level to a national level.
[44]   00:02:53:17   00:02:57:05 The program manager decides on how much research to do
[45]   00:02:57:09   00:02:59:21 based on the size of the project,
[46]   00:03:00:00   00:03:03:20 whether it is for a couple of schools or for an entire region.
[47]   00:03:03:24   00:03:06:22 The program manager first analyses the education sector
[48]   00:03:07:01   00:03:11:08 to understand what type of safer school project will help.
[49]   00:03:11:12   00:03:13:13 If there are too few schools in the area,
[50]   00:03:13:17   00:03:17:13 new and safer schools can give children access to education.
[51]   00:03:18:04   00:03:21:13 If schools are plentiful but are falling apart or dangerous,
[52]   00:03:21:17   00:03:25:04 the school may need to be replaced or strengthened.
[53]   00:03:26:06   00:03:29:06 Strengthening weak schools is called "retrofitting"
[54]   00:03:29:10   00:03:33:03 and is an alternative type of safer school project.
[55]   00:03:33:07   00:03:37:01 Strengthening existing schools may keep children safe
[56]   00:03:37:05   00:03:39:02 and stretch project dollars further.
[57]   00:03:39:06   00:03:42:00 However, the most cost-effective approach
[58]   00:03:42:04   00:03:45:06 is to build the school right at the beginning.
[59]   00:03:46:20   00:03:50:15 Secondly, the program manager finds out about the community's history,
[60]   00:03:50:19   00:03:53:10 culture and political processes.
[61]   00:03:54:09   00:03:57:16 They find out what role schools play in the community,
[62]   00:03:57:20   00:04:00:09 and how it is typically built.

[63] 00:04:00:17 00:04:01:17 Thirdly,	
[64] 00:04:01:21 00:04:06:08 the program manager figures out who has an interest in safer schools.	
[65] 00:04:06:12 00:04:09:00 Students, parents, and school staff	
[66] 00:04:09:04 00:04:11:23 have an obvious interest in safer schools.	
[67] 00:04:12:03 00:04:14:24 But as schools are often a hub for community activity,	
[68] 00:04:15:03 00:04:18:09 the program manager will also talk to community leaders	
[69] 00:04:18:13 00:04:20:09 and government officials.	
[70] 00:04:20:13 00:04:23:01 Local builders may help build the school,	
[71] 00:04:23:05 00:04:25:17 so the program manager will meet with representatives	
[72] 00:04:25:21 00:04:28:02 from the construction sector.	
[73] 00:04:29:23 00:04:32:12 The program manager starts to understand	
[74] 00:04:32:16 00:04:35:13 each of these groups' concerns and priorities.	
[75] 00:04:35:17 00:04:39:11 Together, all stakeholders make sure the safer school project	
[76] 00:04:39:15 00:04:42:06 will be able to meet the concerns of the community.	

00:04:45:00 Nepalese interview
People in the community may not be aware about safe locations.
They do not know which places are safe, they don't know which places are unsafe…
…Or what they should do to make them safe.
The community may not know that.
Because we can study the issues, do site observations, and collect information from various sectors, we are more aware.
To immediately provide that information for delivery of safer school construction….
We need a close relationship between both sides.

For this, when we come, to the school sites
we need to call all parents and provide information.
Only then, can we build safe and secure schools.

[77]   00:05:23:15   00:05:25:24 Step 2 is Identify tools.
[78]   00:05:27:21   00:05:30:22 Building safer schools is a big task.
[79]   00:05:31:01   00:05:34:08 The program manager gathers existing tools:
[80]   00:05:34:12   00:05:37:18 tools to raise awareness, for project management,
[81]   00:05:37:22   00:05:39:13 and to train local builders.
[82]   00:05:39:17   00:05:43:04 These tools support the program manager and community
[83]   00:05:43:08   00:05:45:08 throughout the safer school project.
[84]   00:05:46:24   00:05:49:15 The program manager may need to teach the community
[85]   00:05:49:19   00:05:54:11 about hazards like floods, earthquakes, cyclones,
[86]   00:05:54:15   00:05:57:04 and now climate change.
[87]   00:05:57:08   00:06:00:07 Other hazards, like chemical factories, dams,
[88]   00:06:00:11   00:06:04:11 and railway lines may also be nearby.
[89]   00:06:04:15   00:06:08:15 Community-based risk assessment can help identify these hazards.
[90]   00:06:08:23   00:06:10:20 The concept of disaster
[91]   00:06:10:24   00:06:13:12 is completely new for the community as well,
[92]   00:06:13:16   00:06:17:05 and so we have to explain every individual word for them.
[93]   00:06:17:09   00:06:18:09 "This means this,
[94]   00:06:18:13   00:06:21:02 "and this could be the impact, the impact would be like this."
[95]   00:06:21:06   00:06:24:24

And once we are able to aware them in proper manner,		
[96] 00:06:25:03 00:06:28:11 then only they get completely aware of that.		
[97] 00:06:29:13 00:06:32:09 It is important for communities to understand		
[98] 00:06:32:13 00:06:35:08 that safer schools are possible and within their reach.		
[99] 00:06:35:12 00:06:39:05 Only then will communities be willing to invest their time and money		
[100] 00:06:39:09 00:06:41:13 in safer school construction.		
[101] 00:06:44:13 00:06:50:02 Convincing people is sometimes easy and is sometimes difficult.		
[102] 00:06:50:06 00:06:55:04 If you rely only		
[103] 00:06:55:08 00:06:58:17 on your modern knowledge about structural safety		
[104] 00:06:58:21 00:07:01:11 and structural engineering and technology,		
[105] 00:07:01:15 00:07:03:22 and go to the people and don't...		
[106] 00:07:04:01 00:07:06:19 without understanding their language,		
[107] 00:07:06:23 00:07:11:15 if you go and preaching [at] them, then it becomes much more difficult.		
[108] 00:07:11:19 00:07:16:10 But if you can, if you talk to the people in their language,		
[109] 00:07:16:14 00:07:17:24 in their understanding,		
[110] 00:07:18:03 00:07:21:06 especially banking on the traditional knowledge		
[111] 00:07:21:10 00:07:25:05 that they have, and looking into their culture,		
[112] 00:07:25:09 00:07:28:13 and where these elements of...		
[113] 00:07:28:17 00:07:32:07 risk-reduction or element of engineering also are there,		
[114] 00:07:32:11 00:07:34:08 then it becomes very easy.		
[115] 00:07:34:12 00:07:37:03 The program manager		

helps the community track finances		
[116]　00:07:37:07　00:07:39:07 and monitor school construction.		
[117]　00:07:40:01　00:07:42:08 The organisation or agency		
[118]　00:07:42:12　00:07:45:00 may already have community-based templates.		
[119]　00:07:45:04　00:07:48:15 If not, the program manager looks elsewhere and adapts.		
[120]　00:07:49:13　00:07:53:00 Local builders must learn how to build safer schools.		
[121]　00:07:53:04　00:07:57:00 The region may already have construction training or programs		
[122]　00:07:57:04　00:08:00:00 that could be adapted to cover hazard-resistant techniques.		
[123]　00:08:00:11　00:08:04:05 If not, the program manager may need to find program partners.		
[124]　00:08:05:12　00:08:07:22 The third step is Raise awareness.		
[125]　00:08:08:01　00:08:10:22 The program manager helps the community better understand		
[126]　00:08:11:01　00:08:14:17 how hazards can damage schools and put children's lives at risk.		
[127]　00:08:14:21　00:08:16:19 They also help them understand		
[128]　00:08:16:23　00:08:20:00 how a safer school can reduce these risks.		
[129]　00:08:23:00　00:08:26:02 Demonstration events are a spectacular and effective way		
[130]　00:08:26:06　00:08:27:15 to raise awareness.		
[131]　00:08:27:23　00:08:34:06 Suppose this is a building. This is the window. Okay?		
[132]　00:08:34:10　00:08:35:10 So...		
[133]　00:08:35:14　00:08:39:01 (PAPER TEARING)		
[134]　00:08:39:05　00:08:42:20 So during an earthquake, it happens to the wall of the building.		
[135]　00:08:42:24　00:08:46:20 So if we have to provide the window,		
[136]　00:08:46:24　00:08:50:12 then we have to extend it, this part.		

[137]	00:08:50:16	00:08:54:16
We will see, the crack is from the bottom.		
[138]	00:08:54:20	00:08:59:06
So in this way, the wall is cracked and damaged		
[139]	00:08:59:10	00:09:03:15
and the building can fall, so there we have to put the bands.		
[140]	00:09:05:17	00:09:07:16
There are two bands,		
[141]	00:09:07:20	00:09:14:13
but we also provide vertical rebars.		
[142]	00:09:15:19	00:09:19:10
Children do lessons also, so...		
[143]	00:09:25:02	00:09:26:17
So there it is.		
[144]	00:09:26:21	00:09:33:01
So what we do is, we ask children to make this, like this,		
[145]	00:09:33:05	00:09:37:01
and then we ask them to make one of these.		
[146]	00:09:37:05	00:09:41:01
So this is strengthening bands.		
[147]	00:09:41:05	00:09:42:23
So now we ask children to...		
[148]	00:09:43:02	00:09:46:01
(PAPER BEING TUGGED)		
[149]	00:09:46:05	00:09:51:01
So if the earthquake tries to break the wall from the corners,		
[150]	00:09:51:05	00:09:52:23
now it is stronger.		
[151]	00:09:53:02	00:09:56:17
It means that if we do the same thing in our building,		
[152]	00:09:56:21	00:10:00:18
in the walls, if we connect the walls to these type of bands,		
[153]	00:10:00:22	00:10:04:01
then this can be stronger. This can resist the earthquake.		
[154]	00:10:06:23	00:10:11:02
Step 4 is Work with a school management committee.		
[155]	00:10:11:06	00:10:12:15
In every community		
[156]	00:10:12:19	00:10:15:06
where a safer school construction project will begin,		
[157]	00:10:15:10	00:10:17:11
the program manager needs a committee		

[158] 00:10:17:15 00:10:19:05 to represent stakeholders	
[159] 00:10:19:09 00:10:23:02 and help oversee community involvement in the project.	
[160] 00:10:23:06 00:10:25:22 Where a school management committee does not already exist,	
[161] 00:10:26:01 00:10:28:22 the program manager works with the community	
[162] 00:10:29:01 00:10:34:10 to find respected school staff, parents, youth, community leaders,	
[163] 00:10:34:14 00:10:36:14 emergency response authorities,	
[164] 00:10:36:18 00:10:38:18 civil society organisations,	
[165] 00:10:38:22 00:10:41:09 and others with an interest in schools being safe.	
[166] 00:10:43:02 00:10:44:12 Of course, the program manager	
[167] 00:10:44:16 00:10:48:10 or someone from the organisation or agency funding the school project	
[168] 00:10:48:14 00:10:50:17 is also a member of the committee.	
[169] 00:10:51:01 00:10:52:23 When a program manager knows	
[170] 00:10:53:02 00:10:56:02 a certain group is often excluded from community decisions,	
[171] 00:10:56:06 00:11:00:07 they work hard to ensure these groups participate in the committee too.	
[172] 00:11:01:03 00:11:04:02 When there are many safer school construction projects planned	
[173] 00:11:04:06 00:11:07:08 at the same time, the program manager forms regional	
[174] 00:11:07:12 00:11:10:06 or even a national safer schools management committee.	
[175] 00:11:10:10 00:11:13:15 This ensures local communities can pass on to others	
[176] 00:11:13:19 00:11:16:23 the lessons learned and effective strategies.	
[177] 00:11:17:24 00:11:19:11 The school management committee	
[178] 00:11:19:15 00:11:22:07 becomes the program manager's community counterpart.	

[179] 00:11:22:11 00:11:25:04 The committee works with the program manager		
[180] 00:11:25:08 00:11:29:21 to make decisions about safer school construction in their community.		
[181] 00:11:30:00 00:11:32:07 With a bit of training, the committee can provide		
[182] 00:11:32:11 00:11:34:13 community oversight during construction		
[183] 00:11:34:22 00:11:37:13 and help engage other community members		
[184] 00:11:37:17 00:11:39:17 in the safer school project.		
[185] 00:11:39:21 00:11:41:20 The work of the school management committee		
[186] 00:11:41:24 00:11:45:08 even continues after construction is finished.		
[187] 00:11:45:12 00:11:48:12 The committee creates school emergency management plans		
[188] 00:11:48:16 00:11:51:13 and makes sure the school is well maintained.		
[189] 00:11:52:04 00:11:56:09 It also helps spread a culture of safety throughout the community.		
[190] 00:11:57:15 00:12:02:08 In Stage 1, Prepare, the program manager understands the context,		
[191] 00:12:02:12 00:12:06:06 identifies tools, raises awareness		
[192] 00:12:06:14 00:12:07:14 and begins to work		
[193] 00:12:07:18 00:12:10:01 with a school management committee.		
[194] 00:12:11:05 00:12:14:02 These steps help the community understand the hazards		
[195] 00:12:14:06 00:12:16:10 and risks of its region.		
[196] 00:12:16:14 00:12:19:04 They learn that a safer school is possible,		
[197] 00:12:19:08 00:12:22:12 begin to trust hazard and construction experts,		
[198] 00:12:22:16 00:12:27:09 and form a committee to represent them and other stakeholders		

[199] 00:12:27:13 00:12:30:09 in the construction of a school.		
[200] 00:12:30:13 00:12:33:18 The community is now ready to move forward to the next stage:		
[201] 00:12:33:22 00:12:35:22 planning the school.		