STAGE 2 MASTER

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| [1]     00:00:12:21     00:00:16:12<br>Planning is the second stage<br>of safer school construction. |
| [2]     00:00:16:16     00:00:20:16<br>In this stage, the program manager<br>and the community meet |
| [3]     00:00:20:20     00:00:24:06<br>to talk about the specific school<br>they are working on. |
| [4]     00:00:24:10     00:00:28:02<br>The program manager finds out<br>and tells the community about |
| [5]     00:00:28:06     00:00:32:18<br>any policies or standards that<br>a safer school project must follow. |
| [6]     00:00:34:00     00:00:36:05<br>Everyone agrees on a shared goal. |
| [7]     00:00:36:09     00:00:38:10<br>They decide whether they will<br>build a school |
| [8]     00:00:38:14     00:00:40:18<br>or strengthen an existing one. |
| [9]     00:00:42:01     00:00:45:09<br>Three steps help the program manager<br>and the community |
| [10]     00:00:45:13     00:00:47:13<br>during the planning stage. |
| [11]     00:00:49:11     00:00:51:12<br>Step 1: Determine need. |
| [12]     00:00:51:16     00:00:54:11<br>Step 2: Assess project viability. |
| [13]     00:00:55:02     00:00:57:18<br>Step 3: Create a project plan. |
| [14]     00:01:01:14     00:01:04:00<br>The first two steps<br>collect information |
| [15]     00:01:04:04     00:01:06:14<br>about the community<br>and the environment. |
| [16]     00:01:07:23     00:01:10:23<br>The third step is where<br>this information comes together |
| [17]     00:01:11:02     00:01:13:17<br>to create a project plan. |
| [18]     00:01:14:17     00:01:16:17<br>Step 1: Determine need. |
| [19]     00:01:20:20     00:01:25:06<br>The needs assessment finds out what<br>problems a safer school would solve |
| [20]     00:01:25:10     00:01:29:09<br>and what features the community<br>wants their school to include. |
| [21]     00:01:31:06     00:01:34:12<br>A school management committee |

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| usually leads the needs assessment. |
| [22]     00:01:34:16     00:01:37:13<br>This can be as simple<br>as a community meeting |
| [23]     00:01:37:17     00:01:41:16<br>or as comprehensive as a door-to-door<br>survey of every household. |
| [24]     00:01:42:01     00:01:45:06<br>The program manager should help<br>the school management committee |
| [25]     00:01:45:10     00:01:46:18<br>conduct the needs assessment. |
| [26]     00:01:47:11     00:01:50:10<br>The program manager ensures<br>the assessment is fair |
| [27]     00:01:50:14     00:01:52:17<br>and representative. |
| [28]     00:01:52:21     00:01:55:00<br>It reflects everyone's perspectives, |
| [29]     00:01:55:04     00:01:59:08<br>not just the opinions of the people<br>closest to the management committee. |
| [30]     00:01:59:12     00:02:01:22<br>A needs assessment involves<br>the whole community, |
| [31]     00:02:02:01     00:02:03:03<br>including children, |
| [32]     00:02:03:07     00:02:08:24<br>and asks questions like, What grade<br>levels will the school have? |
| [33]     00:02:09:03     00:02:11:19<br>Will the school building<br>be used for other things? |
| [34]     00:02:11:23     00:02:13:20<br>The needs assessment can find out |
| [35]     00:02:13:24     00:02:16:19<br>if it will be a community shelter<br>during a cyclone |
| [36]     00:02:16:23     00:02:20:12<br>or if it must be large enough<br>for community meetings. |
| [37]     00:02:20:16     00:02:22:21<br>The needs assessment also asks, |
| [38]     00:02:23:00     00:02:26:03<br>Can the school provide<br>education for children |
| [39]     00:02:26:07     00:02:27:23<br>who have not had access before? |
| [40]     00:02:28:02     00:02:30:06<br>Can the school offer<br>education for girls, |
| [41]     00:02:30:10     00:02:34:06<br>students with disabilities,<br>or ethnic minorities? |
| [42]     00:02:36:16     00:02:40:23<br>A needs assessment is also where a |

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| community can dream big. It can ask: |
| [43]    00:02:41:02    00:02:45:19<br>What innovations or community<br>aspirations should the school have? |
| [44]    00:02:46:09    00:02:47:16<br>Maybe community members |
| [45]    00:02:47:20    00:02:50:23<br>want the school to include<br>traditional architectural styles |
| [46]    00:02:51:02    00:02:54:20<br>or house the community's<br>first computer. |
| [47]    00:02:54:24    00:02:59:05<br>Perhaps community members agree that<br>the school should have a playground. |
| [48]    00:03:01:13    00:03:03:05<br>During the needs assessment, |
| [49]    00:03:03:09    00:03:07:00<br>community members discuss and agree<br>upon what will make the school |
| [50]    00:03:07:06    00:03:09:10<br>a positive learning environment<br>for students |
| [51]    00:03:09:14    00:03:11:17<br>and an asset for<br>the rest of the community. |
| [52]    00:03:11:21    00:03:14:22<br>At the same time, or shortly after<br>the needs assessment, |
| [53]    00:03:15:02    00:03:18:17<br>the program manager, the community<br>and technical experts |
| [54]    00:03:18:21    00:03:20:17<br>undertake the next step. |
| [55]    00:03:20:21    00:03:23:17<br>Step 2: Assess project viability. |
| [56]    00:03:24:18    00:03:29:13<br>To assess the viability of a safer<br>school project, the program manager, |
| [57]    00:03:29:17    00:03:32:10<br>school management committee<br>and technical experts |
| [58]    00:03:32:14    00:03:35:04<br>conduct a feasibility study. |
| [59]    00:03:35:08    00:03:38:00<br>This feasibility study<br>looks beyond the school |
| [60]    00:03:38:04    00:03:40:02<br>at the broader community context. |
| [61]    00:03:40:06    00:03:42:09<br>It asks questions like: |
| [62]    00:03:42:13    00:03:44:21<br>Where can the school be built? |
| [63]    00:03:45:00    00:03:49:15<br>Will children from other villages or<br>remote locations attend the school? |

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| [64]    00:03:49:19    00:03:54:04<br>How many students will attend<br>the school now and in the future? |
| [65]    00:03:54:08    00:03:56:04<br>Will the school serve the region, |
| [66]    00:03:56:08    00:03:59:17<br>for example, by being a temporary<br>shelter during disasters? |
| [67]    00:04:00:16    00:04:04:04<br>Which government agencies will be<br>involved in the construction? |
| [68]    00:04:04:08    00:04:06:08<br>Can the safer school project |
| [69]    00:04:06:12    00:04:09:04<br>be included in existing<br>community development plans? |
| [70]    00:04:10:01    00:04:12:02<br>The answers to questions like these |
| [71]    00:04:12:06    00:04:15:24<br>will help shape the success<br>of a safer school project. |
| [72]    00:04:17:19    00:04:20:12<br>One of the most important parts<br>of a feasibility study |
| [73]    00:04:20:16    00:04:24:12<br>is figuring out what hazards<br>could damage the school. |
| [74]    00:04:25:09    00:04:28:00<br>Earthquakes can cause schools<br>to crumble, |
| [75]    00:04:28:04    00:04:31:00<br>floods can wash schools away, |
| [76]    00:04:31:04    00:04:33:18<br>and high winds can blow them over. |
| [77]    00:04:33:22    00:04:38:07<br>Landslides can block access<br>or crush schools. |
| [78]    00:04:40:00    00:04:43:18<br>Communities know about local dangers,<br>but they may not be able |
| [79]    00:04:43:22    00:04:47:03<br>to answer questions about<br>all hazards themselves. |
| [80]    00:04:47:07    00:04:49:21<br>They will need support from experts. |
| [81]    00:04:50:00    00:04:52:03<br>Program managers can make sure |
| [82]    00:04:52:07    00:04:54:06<br>experts and<br>school management committees |
| [83]    00:04:54:10    00:04:56:10<br>talk about hazards together. |
| [84]    00:04:56:14    00:04:59:23<br>Things such as earthquakes<br>might only have affected |
| [85]    00:05:00:02    00:05:02:16 |

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| maybe the generation before | | |
| [86] | 00:05:02:20 | 00:05:04:02 |
| that are living in the village | | |
| [87] | 00:05:04:06 | 00:05:06:15 |
| and perhaps there's no actual memory | | |
| [88] | 00:05:06:19 | 00:05:08:13 |
| of that last event | | |
| [89] | 00:05:08:17 | 00:05:11:15 |
| within the people | | |
| [90] | 00:05:11:19 | 00:05:14:16 |
| living within that area at the time. | | |
| [91] | 00:05:14:20 | 00:05:21:13 |
| So we would be able to bring hazard maps along with us | | |
| [92] | 00:05:21:17 | 00:05:26:16 |
| that actually were able to demonstrate where the threats lie | | |
| [93] | 00:05:26:20 | 00:05:31:00 |
| and also then we can sort of physically relate that | | |
| [94] | 00:05:31:04 | 00:05:35:17 |
| to a potential site or location that is offered by the village | | |
| [95] | 00:05:35:21 | 00:05:37:17 |
| or that we have, given by the government. | | |
| [96] | 00:05:37:21 | 00:05:41:07 |
| We'd be aiming to try and get all of that knowledge together | | |
| [97] | 00:05:41:11 | 00:05:44:05 |
| to influence where we place the building | | |
| [98] | 00:05:44:09 | 00:05:47:01 |
| to ensure that we have the best position possible | | |
| [99] | 00:05:47:05 | 00:05:54:23 |
| for there to be very few, if any, threats likely from the environment. | | |
| [100] | 00:05:55:02 | 00:05:58:11 |
| People in the community will also have knowledge to contribute. | | |
| [101] | 00:05:58:15 | 00:06:02:02 |
| They know about hazards that strike them regularly. | | |
| [102] | 00:06:02:11 | 00:06:04:11 |
| They know where flooding happens each year, | | |
| [103] | 00:06:04:15 | 00:06:07:11 |
| or where avalanches tend to come down in winter. | | |
| [104] | 00:06:07:15 | 00:06:11:15 |
| They know how local prevailing winds wrap around hills, | | |
| [105] | 00:06:11:19 | 00:06:14:16 |
| and which roads are blocked | | |

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| during the monsoon. |
| [106]  00:06:14:20  00:06:18:18<br>So in this community we have<br>some serious health hazards, |
| [107]  00:06:18:22  00:06:22:10<br>like tropical storms,<br>sometimes hurricanes... |
| [108]  00:06:22:14  00:06:27:03<br>Also, you know, the flooded,<br>when the rivers are over-flooded, |
| [109]  00:06:27:07  00:06:30:00<br>that will cause<br>some serious hazards too. |
| Spanish interview  00:06:31:00 |
| Including the community<br>in the design process |
| is fundamental<br>to guaranteeing a safe school. |
| Firstly, because the community<br>is the voice of the territory |
| and is the voice of the risks that the place has. |
| As technical experts<br>we can visit the site once a year |
| and if it's summer we can't see<br>the conditions during winter, |
| or vice versa. |
| We visit in winter but can't see<br>the conditions during summer. |
| Therefore, we can never identify<br>all of the risks that it faces. |
| Only those<br>who live there permanently |
| would know what is happening there<br>throughout the whole year. |
| Therefore, if we really want<br>to have a safe school, |
| we need to interact<br>with the community |
| and take their advice<br>in regards to how they live |
| and what they know<br>about the place. |
| So before we go out to see a place |
| or carry out these projects<br>or undertake technical studies |
| and see what would be the best place, |
| but they find many other things<br>that we have never seen before |
| or even thought about. |
| It is fundamental that we rely<br>on their opinion and their vision |
| since they have<br>many years of experience |
| and vital historical knowledge<br>of the land, |
| which we do not have. |

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| [110]   00:07:44:16     00:07:46:02<br>Hazard specialists, |
| [111]   00:07:46:06     00:07:50:03<br>such as geologists, hydrologists,<br>and engineers, |
| [112]   00:07:50:07     00:07:53:09<br>can access regional hazard maps. |
| [113]   00:07:53:13     00:07:55:09<br>They can explain<br>what level of shaking |
| [114]   00:07:55:13     00:07:57:10<br>or what intensity of high winds |
| [115]   00:07:57:14     00:08:00:20<br>the school will have to be<br>strong enough to withstand. |
| [116]   00:08:01:12     00:08:03:02<br>It's up to the program manager |
| [117]   00:08:03:06     00:08:07:03<br>to bring the technical experts<br>and the local community together |
| [118]   00:08:07:07     00:08:09:13<br>to understand hazards. |
| [119]   00:08:12:02     00:08:14:22<br>The last thing the program manager<br>and school management committee |
| [120]   00:08:15:01     00:08:18:07<br>need to think about<br>is construction options. |
| [121]   00:08:18:11     00:08:21:20<br>If no one in the community has<br>the skills to build a safer school, |
| [122]   00:08:21:24     00:08:26:08<br>the committee and program manager<br>must hire an external contractor. |
| [123]   00:08:27:03     00:08:30:17<br>Even then, community members<br>may want to do some tasks |
| [124]   00:08:30:21     00:08:33:08<br>and complete<br>some construction training. |
| [125]   00:08:38:20     00:08:41:16<br>With the needs assessment<br>and feasibility study done, |
| [126]   00:08:41:20     00:08:45:02<br>the committee and program manager<br>can move on to the third step. |
| [127]   00:08:46:12     00:08:49:10<br>Step 3: Create a project plan. |
| [128]   00:08:52:03     00:08:56:23<br>A project plan states when design and<br>construction activities will happen |
| [129]   00:08:57:02     00:08:58:18<br>and who will do them. |
| [130]   00:08:58:22     00:09:02:13<br>It is good practice for<br>the program manager and committee |

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| [131] 00:09:02:17 00:09:05:20<br>to include training workshops<br>on safer school construction | | |
| [132] 00:09:05:24 00:09:08:10<br>in the project plan. | | |
| [133] 00:09:08:14 00:09:11:12<br>School management committees<br>may also need some training | | |
| [134] 00:09:11:16 00:09:14:21<br>in managing budgets<br>or tracking supplies. | | |
| [135] 00:09:15:01 00:09:17:06<br>A communications plan<br>is also important | | |
| [136] 00:09:17:10 00:09:21:18<br>to keep the community involved<br>and informed. | | |
| [137] 00:09:21:12 00:09:23:03<br>Together, the three steps: | | |
| [138] 00:09:23:16 00:09:25:15<br>Step 1: Determine need, | | |
| [139] 00:09:25:19 00:09:28:17<br>Step 2: Assess project viability, | | |
| [140] 00:09:28:21 00:09:31:21<br>and Step 3: Create a project plan, | | |
| [141] 00:09:32:07 00:09:36:15<br>start a safer school project off<br>on the path to success. | | |
| [142] 00:09:37:05 00:09:42:12<br>Getting everyone's perspectives makes<br>sure the school meets student needs. | | |
| [143] 00:09:42:22 00:09:47:19<br>All participation from children,<br>to parents, school committee, | | |
| [144] 00:09:47:23 00:09:52:09<br>program manager, local builders,<br>and hazard specialists, | | |
| [145] 00:09:52:13 00:09:54:18<br>makes for an achievable plan. | | |
| [146] 00:09:54:22 00:09:57:06<br>And sharing knowledge about hazards | | |
| [147] 00:09:57:10 00:10:01:06<br>ensures the school site chosen<br>is a safe one. | | |
| [148] 00:10:01:24 00:10:07:00<br>Everything is now in place<br>to begin designing the safer school. | | |