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| [1] | 00:00:16:00 | 00:00:17:12 | The community-based approach |
| [2] | 00:00:17:16 | 00:00:20:10 | does not end when construction finishes. |
| [3] | 00:00:20:14 | 00:00:24:20 | The last stage, maintaining a safer school, is ongoing. |
| [4] | 00:00:25:20 | 00:00:28:10 | Previous stages of safer school construction |
| [5] | 00:00:28:14 | 00:00:32:18 | included participation and training opportunities with the community. |
| [6] | 00:00:32:22 | 00:00:35:13 | Often, this community engagement |
| [7] | 00:00:35:17 | 00:00:38:02 | leads to the community changing its views on hazards |
| [8] | 00:00:38:06 | 00:00:41:24 | and committing to building safer schools. |
| [9] | 00:00:42:03 | 00:00:46:01 | Stage 5 is where this changing view on hazards and safety |
| [10] | 00:00:46:05 | 00:00:49:20 | spreads to other parts of school life and community. |
| [11] | 00:00:50:21 | 00:00:52:18 | When the community learns about hazards |
| [12] | 00:00:52:22 | 00:00:55:23 | and works together to remove unsafe conditions, |
| [13] | 00:00:56:02 | 00:00:57:23 | and when the community values safety |
| [14] | 00:00:58:02 | 00:01:01:05 | as a goal for their children and for themselves, |
| [15] | 00:01:01:09 | 00:01:04:09 | they begin to create a culture of safety. |
| [16] | 00:01:04:24 | 00:01:06:22 | With support from the program manager, |
| [17] | 00:01:07:01 | 00:01:09:09 | the community grows this culture of safety, |
| [18] | 00:01:09:13 | 00:01:12:09 | even after school construction ends. |
| [19] | 00:01:13:01 | 00:01:16:16 | They do this by maintaining the school, |
| [20] | 00:01:16:20 | 00:01:20:02 | applying a safety culture |

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| | to other parts of their lives, |
| [21] | 00:01:20:06 00:01:23:19 and passing on lessons learned to future generations. |
| [22] | 00:01:26:12 00:01:31:02 If implemented well, Stage 5 has the biggest long-term impact. |
| [23] | 00:01:31:06 00:01:34:00 There are three steps in the Maintenance stage: |
| [24] | 00:01:34:16 00:01:39:06 Step 1: Develop a school use manual and maintenance plan. |
| [25] | 00:01:39:10 00:01:43:14 Step 2: Celebrate completion and integrate safety. |
| [26] | 00:01:43:18 00:01:46:17 Step 3. Promote broader responsibility. |
| [27] | 00:01:46:21 00:01:51:17 These steps make sure safer school construction becomes the norm. |
| [28] | 00:01:51:21 00:01:54:16 They ensure the community continues to learn from hazards |
| [29] | 00:01:54:20 00:01:57:05 and reduce their risk. |
| [30] | 00:01:57:19 00:02:01:14 Step 1: Develop school use manual and maintenance plan. |
| [31] | 00:02:04:12 00:02:06:02 As construction finishes, |
| [32] | 00:02:06:06 00:02:08:24 the program manager and school management committee |
| [33] | 00:02:09:03 00:02:12:16 focus on the safe use and maintenance of the school. |
| [34] | 00:02:12:20 00:02:16:05 They first work with the design team to write a user manual, |
| [35] | 00:02:16:09 00:02:21:05 a document that lists how the school can, and cannot, be used safely. |
| [36] | 00:02:22:02 00:02:26:05 Government policies may require particular safe uses of the school, |
| [37] | 00:02:26:09 00:02:29:19 so government agencies may help write the manual. |
| [38] | 00:02:29:23 00:02:32:02 Perhaps the school is designed |
| [39] | 00:02:32:06 00:02:34:16 to be a temporary community shelter during disasters. |
| [40] | 00:02:34:20 00:02:37:05 |

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| | | | This is written down in the user manual. |
| [41] | 00:02:37:09 | 00:02:41:05 | If the school foundation is only strong enough to support two storeys, |
| [42] | 00:02:41:09 | 00:02:44:05 | this is also written down. |
| [43] | 00:02:46:04 | 00:02:48:05 | The school management committee needs to know |
| [44] | 00:02:48:09 | 00:02:52:05 | what changes they can safely make without seeking approval. |
| [45] | 00:02:54:06 | 00:02:57:02 | Changes such as painting, replacing windows, |
| [46] | 00:02:57:06 | 00:03:00:04 | or planting vegetation may all be acceptable. |
| [47] | 00:03:00:08 | 00:03:04:00 | But other changes, like adding doors or removing columns, |
| [48] | 00:03:04:04 | 00:03:06:00 | might weaken the school building. |
| [49] | 00:03:06:04 | 00:03:09:20 | These changes need approval from an engineer. |
| [50] | 00:03:09:24 | 00:03:12:16 | The school management committee needs to know this |
| [51] | 00:03:12:20 | 00:03:16:05 | before the school is handed over to the community. |
| [52] | 00:03:16:16 | 00:03:21:03 | All these permitted uses and changes, along with those that are not, |
| [53] | 00:03:21:07 | 00:03:23:14 | are included in the use manual. |
| [54] | 00:03:23:18 | 00:03:27:06 | The final design drawings are also included. |
| [55] | 00:03:27:10 | 00:03:31:03 | But that is not all. A safer school needs a maintenance plan. |
| [56] | 00:03:33:06 | 00:03:37:13 | The program manager helps school staff and the committee to understand |
| [57] | 00:03:37:17 | 00:03:41:13 | that maintenance keeps schools functional and safe. |
| [58] | 00:03:43:04 | 00:03:46:13 | A maintenance plan can include a number of helpful tools. |
| [59] | 00:03:46:17 | 00:03:49:10 | A maintenance schedule includes a timetable |

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| [60] | 00:03:49:14 | 00:03:53:10 | of when jobs need to be done on the school building and grounds. |
| [61] | 00:03:53:14 | 00:03:58:05 | A maintenance checklist helps school staff remember what they need to do |
| [62] | 00:03:58:09 | 00:04:01:13 | and who is responsible for each task. |
| [63] | 00:04:01:17 | 00:04:04:10 | Part of a good maintenance plan is the budget: |
| [64] | 00:04:04:14 | 00:04:06:20 | working out how to pay for each task. |
| [65] | 00:04:06:24 | 00:04:09:10 | Generally, the government agency or organisation |
| [66] | 00:04:09:14 | 00:04:11:20 | in charge of managing the school |
| [67] | 00:04:11:24 | 00:04:14:03 | is responsible for funding this maintenance work, |
| [68] | 00:04:14:07 | 00:04:17:00 | but sometimes there is not enough money. |
| [69] | 00:04:17:04 | 00:04:19:16 | A school management committee can find creative ways |
| [70] | 00:04:19:20 | 00:04:21:15 | to boost limited funds. |
| | 00:04:35:00 | | Nepalese interview |
| | | | We need to find a solution, right? |
| | | | When we were building, the money we got was not enough. |
| | | | We needed to raise the money from within the community. |
| | | | First we had a meeting and discussions with the parents... |
| | | | We had to fill the shortfall. |
| | | | So we collected 10 kilos of ginger |
| | | | And 15 kilos of oranges from each family and sold it... |
| | | | We also raise money from donations, and all the money went to the school. |
| | | | After all, the money is for us and our kids... |
| | | | So they won't have to struggle and go far to study |
| | | | if we can at least have the school nearby. |
| | | | We've raised money for the school, |
| | | | but looks like we'll need to raise more. |
| [71] | 00:05:21:07 | 00:05:24:05 | Some schools have regular "safe school days". |
| [72] | 00:05:24:09 | 00:05:28:05 | These are when everyone - parents, students, staff - |
| [73] | 00:05:28:09 | 00:05:31:21 | donate time and skills to maintain the school. |
| [74] | 00:05:32:00 | 00:05:35:12 | |

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| World Disaster Risk Reduction Day on October 13 |
| [75] 00:05:35:16 00:05:37:11 might be a good date to choose. |
| [76] 00:05:37:15 00:05:41:14 The community may also have regular community work days. |
| [77] 00:05:41:18 00:05:44:12 When funds are limited, the school management committee |
| [78] 00:05:44:16 00:05:49:09 may ask parents and older students to help raise money for maintenance. |
| [79] 00:05:50:10 00:05:53:21 Building a safer school takes a lot of hard work and time. |
| [80] 00:05:54:22 00:05:56:23 Proper care and use of the building |
| [81] 00:05:57:02 00:05:59:17 will ensure the next disaster does not destroy |
| [82] 00:05:59:21 00:06:02:04 what the community has created. |
| [83] 00:06:03:18 00:06:06:18 The next step of the Maintain stage is |
| [84] 00:06:06:22 00:06:11:14 Step 2: Celebrate completion and integrate safety. |
| [85] 00:06:12:02 00:06:16:19 Completing a safer school project is a big achievement for any community. |
| [86] 00:06:16:23 00:06:19:15 While the safer school building itself is significant, |
| [87] 00:06:19:19 00:06:23:03 so too is the community's new knowledge and skills |
| [88] 00:06:23:07 00:06:26:02 and its emerging culture of safety. |
| [89] 00:06:27:03 00:06:30:11 The community has become a partner in protecting their children. |
| [90] 00:06:30:15 00:06:33:17 It should be celebrated. |
| [91] 00:06:33:21 00:06:36:02 This celebration highlights how the community |
| [92] 00:06:36:06 00:06:40:05 made safety-conscious choices when selecting their site, |
| [93] 00:06:40:18 00:06:44:04 designing their school, and constructing it. |
| [94] 00:06:44:08 00:06:46:16 The celebration |

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| | | | is also a public commitment |
| [95] | 00:06:46:20 | 00:06:48:08 | to maintain the school building |
| [96] | 00:06:48:12 | 00:06:51:17 | and integrate safety into all parts of their lives. |
| [97] | 00:06:53:06 | 00:06:55:12 | Once students begin classes, |
| [98] | 00:06:55:16 | 00:06:57:19 | it is important these lessons of safety |
| [99] | 00:06:57:23 | 00:07:00:19 | are immediately put to practice. |
| [100] | 00:07:01:08 | 00:07:04:07 | Staff and students need to manage their school |
| [101] | 00:07:04:11 | 00:07:07:04 | so everyone remains safe during disasters. |
| [102] | 00:07:08:00 | 00:07:10:01 | Even when a school building is safe, |
| [103] | 00:07:10:05 | 00:07:13:07 | its fittings and educational tools can be damaged |
| [104] | 00:07:13:11 | 00:07:17:12 | or even injure or kill students and staff during a disaster. |
| [105] | 00:07:17:16 | 00:07:21:02 | Everyone needs to think about the contents of their school, |
| [106] | 00:07:21:06 | 00:07:24:02 | what might be damaged, and what might cause damage. |
| [107] | 00:07:24:06 | 00:07:25:12 | In earthquakes, |
| [108] | 00:07:25:16 | 00:07:29:02 | heavy furniture can topple onto people or block exits. |
| [109] | 00:07:29:06 | 00:07:32:06 | These items should be attached to the walls. |
| [110] | 00:07:33:15 | 00:07:36:13 | It is important to also minimise fire risk. |
| [111] | 00:07:37:01 | 00:07:39:20 | Chemicals can spill and cause explosions, |
| [112] | 00:07:39:24 | 00:07:41:08 | so hazardous materials |
| [113] | 00:07:41:12 | 00:07:44:02 | should be stored in cabinets with latched doors. |
| [114] | 00:07:44:06 | 00:07:46:24 | Small edges or bars should be installed |
| [115] | 00:07:47:03 | 00:07:49:14 | |

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| to secure flammable materials on shelves |
| [116] 00:07:49:18 00:07:51:06 and keep them from falling off. |
| [117] 00:07:51:10 00:07:54:20 In high-wind areas, unprotected glass can shatter. |
| [118] 00:07:54:24 00:07:57:13 Window covers should be made to be ready to attach |
| [119] 00:07:57:17 00:07:59:24 before high winds arrive. |
| [120] 00:08:00:03 00:08:03:10 In floods, books and records can be ruined forever. |
| [121] 00:08:03:14 00:08:07:24 A high shelf can keep the most important ones above flood waters. |
| [122] 00:08:08:03 00:08:11:02 The school management committee and older students |
| [123] 00:08:11:06 00:08:14:21 identify these problems and find simple solutions. |
| [124] 00:08:15:00 00:08:18:02 One way to do this is to form a safety committee. |
| [125] 00:08:19:02 00:08:22:00 The second consideration should be disaster management: |
| [126] 00:08:22:04 00:08:26:21 how students and staff need to respond safely during disasters. |
| [127] 00:08:27:00 00:08:31:02 The most dangerous thing in the school is the door. |
| [128] 00:08:31:06 00:08:35:04 And see how this door, it doesn't go inside. |
| [129] 00:08:35:08 00:08:37:13 It opens outside. |
| [130] 00:08:37:17 00:08:40:17 It doesn't go inside, so when there is a crowd of students trying to evacuate, |
| [131] 00:08:40:21 00:08:41:21 see, it opens. |
| [132] 00:08:42:00 00:08:45:21 Before the retrofitting, it used to be opened inside. |
| [133] 00:08:46:00 00:08:49:21 So after retrofitted, this door opens outside. |
| [134] 00:08:51:19 00:08:56:10 After construction, the school forms a disaster management committee |
| [135] 00:08:56:14 00:08:59:21 |

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| made up of school staff, emergency management specialists, |
| [136] 00:09:00:00 00:09:02:02 parents, and students. |
| [137] 00:09:02:06 00:09:05:08 This committee drafts school procedures |
| [138] 00:09:05:12 00:09:08:03 for emergencies and disasters. |
| [139] 00:09:08:07 00:09:12:14 They make sure emergency supplies are gathered and stored. |
| [140] 00:09:12:18 00:09:15:14 The procedures include important actions, |
| [141] 00:09:15:18 00:09:18:18 such as when and how to evacuate safely, |
| [142] 00:09:18:22 00:09:21:15 where to gather in an emergency, |
| [143] 00:09:21:19 00:09:26:09 and how to keep track of students and reunite them with their parents. |
| [144] 00:09:27:10 00:09:29:09 School staff and older students |
| [145] 00:09:29:13 00:09:33:01 also learn how to perform simple emergency tasks |
| [146] 00:09:33:05 00:09:37:02 like putting out small fires and providing first aid. |
| [147] 00:09:37:06 00:09:40:24 These procedures and skills can save lives and property. |
| [148] 00:09:41:03 00:09:42:19 They must be practised regularly, |
| [149] 00:09:42:23 00:09:44:19 so the school disaster management committee |
| [150] 00:09:44:23 00:09:49:08 must set up regular emergency drills. |
| [151] 00:09:49:12 00:09:54:10 Lastly, students, staff, parents, and the community |
| [152] 00:09:54:14 00:09:58:21 continue to learn about disasters and school safety. |
| [153] 00:09:59:00 00:10:03:06 Information about hazards, safer construction techniques, |
| [154] 00:10:03:10 00:10:05:04 and school safety procedures |
| [155] 00:10:05:08 00:10:07:14 all become part of the school culture, |

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| [156] | 00:10:07:18 | 00:10:10:00 | and even the curriculum. |
| [157] | 00:10:10:13 | 00:10:12:08 | This can even be fun. |
| [158] | 00:10:12:12 | 00:10:16:12 | Classes can create plays on how to reduce disaster risk |
| [159] | 00:10:16:16 | 00:10:19:11 | to perform to their families and fellow students. |
| [160] | 00:10:19:15 | 00:10:22:22 | Parent meetings each year can explain emergency procedures |
| [161] | 00:10:23:01 | 00:10:26:18 | and also point out again the safety features of the school. |
| [162] | 00:10:26:22 | 00:10:30:09 | Learning about a culture of safety can even change the curriculum |
| [163] | 00:10:30:13 | 00:10:32:17 | or be used as supplementary material. |
| [164] | 00:10:32:21 | 00:10:36:23 | In science classes, students can learn about hazards in their region. |
| [165] | 00:10:37:02 | 00:10:39:23 | In history class, students may want to interview their elders |
| [166] | 00:10:40:02 | 00:10:42:01 | about historic disasters. |
| [167] | 00:10:42:05 | 00:10:45:11 | In social studies classes, students may play games |
| [168] | 00:10:45:15 | 00:10:48:14 | to learn ways their families and their communities |
| [169] | 00:10:48:18 | 00:10:53:14 | protect themselves from hazards like floods, high winds, earthquakes, |
| [170] | 00:10:53:18 | 00:10:55:18 | and now climate change. |
| [171] | 00:10:55:22 | 00:10:58:11 | The last step in the Maintain stage is: |
| [172] | 00:10:58:15 | 00:11:01:14 | Step 3. Promote broader responsibility. |
| [173] | 00:11:01:18 | 00:11:04:04 | This step is no longer about the community |
| [174] | 00:11:04:08 | 00:11:06:03 | where a safer school is built. |
| [175] | 00:11:06:07 | 00:11:10:09 | It is about broader changes to the way regions, countries, |
| [176] | 00:11:10:13 | 00:11:15:04 | |

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| ministries of education, and development organisations operate. |
| [177] 00:11:15:08 00:11:17:08 It is about all of us. |
| [178] 00:11:18:13 00:11:22:20 The imperative for school safety speaks for itself |
| [179] 00:11:22:24 00:11:27:16 in terms of the contribution of education to a country. |
| [180] 00:11:27:20 00:11:31:08 You know, any country for that matter, not just the Philippines, |
| [181] 00:11:31:12 00:11:37:05 because the future of the country lies in its people. |
| [182] 00:11:37:09 00:11:39:24 You know, in the development of its people. |
| [183] 00:11:40:03 00:11:42:03 You know, we're not just talking about life-saving. |
| [184] 00:11:42:07 00:11:45:21 Education is life-saving in the sense that, you know, |
| [185] 00:11:46:00 00:11:48:13 we're talking about saving lives, the mortal life. |
| [186] 00:11:48:17 00:11:52:06 You know, if you know what to do, of course then you don't die |
| [187] 00:11:52:10 00:11:54:04 or you survive, you don't get injured. |
| [188] 00:11:54:08 00:11:57:10 No, school safety is not only talking about that. |
| [189] 00:11:57:14 00:12:01:07 School safety is talking about safeguarding the role of education |
| [190] 00:12:01:11 00:12:04:18 in terms of life-saving purpose, |
| [191] 00:12:04:22 00:12:07:13 which also means human development purpose, |
| [192] 00:12:07:17 00:12:10:09 life in terms of human development. |
| [193] 00:12:12:00 00:12:14:16 To promote broader responsibility for safer schools, |
| [194] 00:12:14:20 00:12:18:11 governments and humanitarian and development organisations |
| [195] 00:12:18:15 00:12:21:11 should make a public commitment that every school they build |

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| [196] | 00:12:21:15 | 00:12:23:09 | is a safer school. |
| [197] | 00:12:26:00 | 00:12:27:16 | It is our responsibility |
| [198] | 00:12:27:20 | 00:12:31:06 | to ensure that all the safety measures are put in |
| [199] | 00:12:31:10 | 00:12:35:14 | from mobilisation stage through the design stage |
| [200] | 00:12:35:18 | 00:12:39:17 | with inclusion of community at all points |
| [201] | 00:12:39:21 | 00:12:42:22 | and also right through to the hand-over |
| [202] | 00:12:43:01 | 00:12:46:15 | and the maintenance aspects of that building. |
| [203] | 00:12:46:19 | 00:12:48:00 | We can't be handing over buildings |
| [204] | 00:12:48:04 | 00:12:52:00 | where we've not gone through what the process needs to be |
| [205] | 00:12:52:04 | 00:12:55:07 | in terms of keeping it at its, you know, peak condition |
| [206] | 00:12:55:11 | 00:13:00:12 | and peak ability to be able to mitigate any threats and risks |
| [207] | 00:13:00:16 | 00:13:03:00 | within the environment around the school. |
| [208] | 00:13:03:12 | 00:13:06:19 | Budgetary constraints can never be an excuse |
| [209] | 00:13:06:23 | 00:13:10:08 | for putting children in schools that can hurt or kill them. |
| [210] | 00:13:10:12 | 00:13:15:00 | Where funding bodies resist the small increase in cost or effort |
| [211] | 00:13:15:04 | 00:13:17:00 | needed to build safer schools, |
| [212] | 00:13:17:04 | 00:13:21:11 | we need to advocate for children and educate those funding bodies. |
| [213] | 00:13:22:19 | 00:13:26:09 | Finally, we all need to learn from each other. |
| [214] | 00:13:26:13 | 00:13:28:18 | When safer school projects are successful, |
| [215] | 00:13:28:22 | 00:13:31:16 | when they result in safer school buildings |

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| [216] | 00:13:32:03 | 00:13:33:16 | and more resilient communities, |
| [217] | 00:13:33:20 | 00:13:37:02 | the successes and challenges need to be shared. |
| [218] | 00:13:39:17 | 00:13:41:16 | This last stage of safer school construction, |
| [219] | 00:13:41:20 | 00:13:44:03 | Stage 5, Maintain, |
| [220] | 00:13:44:07 | 00:13:47:16 | starts when construction comes to an end. |
| [221] | 00:13:47:20 | 00:13:50:21 | In this stage, the program manager, design team |
| [222] | 00:13:51:00 | 00:13:52:24 | and school management committee |
| [223] | 00:13:53:03 | 00:13:55:24 | develop a use manual and maintenance plan. |
| [224] | 00:13:56:03 | 00:13:58:05 | They celebrate the completion of the school |
| [225] | 00:13:58:09 | 00:14:01:03 | and the school staff and students integrate safety |
| [226] | 00:14:01:07 | 00:14:03:14 | into their practices. |
| [227] | 00:14:03:18 | 00:14:07:08 | But their work continues long after the safer school is finished. |
| [228] | 00:14:07:12 | 00:14:11:00 | Everyone continues to promote broader responsibility, |
| [229] | 00:14:11:04 | 00:14:12:17 | for the safety of their school, |
| [230] | 00:14:12:21 | 00:14:16:02 | but also for all schools and all children. |
| [231] | 00:14:20:03 | 00:14:23:11 | Over this century alone, countless children have died |
| [232] | 00:14:23:15 | 00:14:27:09 | in the very buildings meant to educate and keep them safe. |
| [233] | 00:14:27:13 | 00:14:30:05 | Untold communities have lost their investments |
| [234] | 00:14:30:09 | 00:14:33:06 | when disasters destroyed their schools. |
| [235] | 00:14:33:10 | 00:14:37:01 | We have the knowledge and skills. Now we need to change the process. |
| [236] | 00:14:39:03 | 00:14:42:02 | |

Together, we can make sure
every child has access

[237] 00:14:42:06 00:14:45:18
to not just a school,
but a safe school.

[238] 00:14:45:22 00:14:48:00
And by taking a community-based
approach,

[239] 00:14:48:04 00:14:50:17
safer school projects
can help make sure

[240] 00:14:50:21 00:14:52:24
that when children
leave their schools,

[241] 00:14:53:03 00:14:56:19
they return to resilient homes
and communities.