

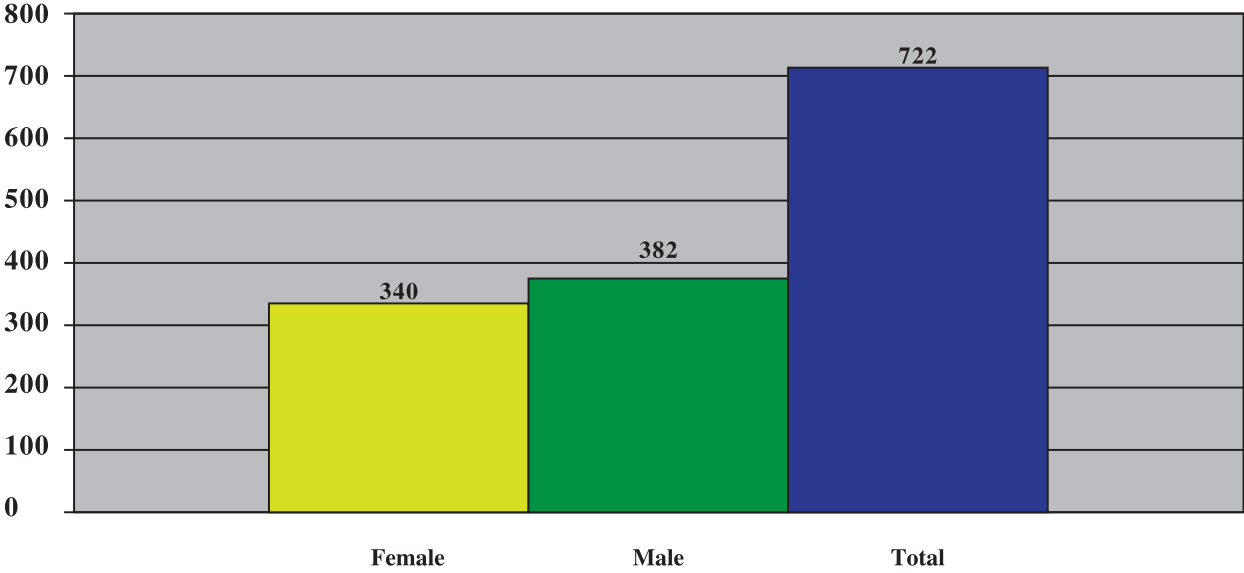


Looking back at the 2008: Efforts made towards risk reduction

Disaster Risk Reduction through School Program (DRRSP)

Disaster Risk Reduction Begins at School: let's make a safer community

Human Resources Developed to cope during Emergency



Acknowledgement

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Participatory Vulnerability Analysis (PVA) in School & Community

At the end of year 2006 PVA was carried out in the two communities and schools in Kathmandu and Lalitpur. On the basis, a program was designed to address the vulnerability that exists in the communities and schools. As a result, various activities were carried out in the community and schools. In 2008, this process has continued with the addition of various issues like climate change adaptation and management aspects of the school and the community.



The same PVA process has been applied with women's groups in 3 communities and various issues related to women have been identified such as domestic violence, discrimination and an unsafe environment in the community. The women's group as well as the people in the community have appreciated the process and programs have developed to address the issues.

PVA has become a regular process in the schools and communities to develop and address issues that occur in the community and specific groups as well. Again this process will be applied in the more than 10 schools of Kathmandu to identify the existing vulnerability in the government schools from the prospective of stakeholders.

Awareness raising and capacity building of stakeholders to address the issues of risk & vulnerability

Skill development through First Aid Training for emergency response: *"First aid training is a very important training that I have participated in. Being a teacher it's very valuable for us as we can practice this in school. It can save us from major accidents that occur in school. Not only that, but this is very much useful in our daily life"*



*"MAKE
DISASTER RISK
REDUCTION A
PRIORITY"*

*Ensure that
disaster risk
reduction is a
national and a
local priority
with a strong
institutional
basis for
implementation.*

- A teacher of Buddha Jyoti School who faced many emergency incidents in school and at home was able to overcome the situation after having participated in the basic first aid training course.

Teachers as well as the youth in the community said that this training has built their skill to respond effectively in situations of emergencies.

In 2008, a follow up first aid training course was provided to the members of the Disaster Management Committee (DMC), teachers and the students of both Buddha Jyoti and Baal Kumari Schools. This is one of the most highly demanded training courses by the teachers and other members of the community. Teachers especially feel that this should be given to all teachers as they are the first to respond when accidents occur in the school. We are proud to say that we have more than 25 certified first aiders in the communities and in the schools to coop with minor accidents.

This training is provided in coordination with NEPAL RED CROSS SOCIETY and PEACE NEPAL. As an impact these organizations have assured to mobilize trained first aider during emergency situations. One of the trainees, Gunakeshari said that “now we have become like a first faced doctor in community to save peoples' lives. We should be proud of ourselves and fortunate that we got an opportunity to get this training”.

Student first aiders in community school

The students of Baal Kumari and Buddha Jyoti School were given basic first aid training. More than 48 girls and boys participated in the training. The training was coordinated by a professional trainer from PEACE NEPAL, a recognized institution for this kind of training courses. The major objective of the training was to provide basic knowledge and skills on first aid.

As a basic course, students were given knowledge on the concept, introduction, process and objectives of first aid. They also discussed the do's and dont's of first aid during an emergency including theoretical knowledge. They were also provided with skills through the medium of various exercises. Students were very enthusiastic and active in the training and exercise work. All of them seemed



happy and interested to participate in all the practical exercises. Santoshi and Sabita, students of Buddha Joyti School, enjoyed the training and shared that they have been practicing the exercises at home as well. They also said that now they were able to handle minor first aid exercises and can advise their friends on what type of medication to take for simple illnesses. We have more than 48 trained students in the community schools to treat minor incidents.

Drama shows to raise awareness in the community: Youth members of the community are trained in drama to raise awareness in the community. More than 15 youth members of the DMC and Child Development Youth Network of Kathmandu, Dharan, Birganj and Bharatpur were trained and are performing regular dramas in the community, school and in public places around Valley. The scripts are based on four issues: fire, earthquake, flood and sanitation. These are the issues that were identified during the PVA process in schools and in the community as the issue and make them aware to address.

The youth are doing well and the people in the community are fond of the drama as this has shown the real picture of the issues that are being faced by the community. *"It builds our confidence to work collectively and independently as a team and helps us become more aware in a particular this issue."* Says Bhagwati Adhikari, coordinator, drama team. We are confident and will make a positive impact on the audience.



In 2008, they have performed more than 10 dramas at schools, community and public places around the valley. In appreciation of their performance and the issues, the public responses are as follows: "Very effective dramas that addressed the major issues and problems that people are facing. It has pointed out the small mistakes that people make in daily life. It needs to be shown in all places to raise awareness of small mistakes they do in daily life which may cause major accidents". – Kathmandu

"It's really a nice drama and I enjoyed it a lot. After seeing this it feels like this may happen in our place. We need to think on preparing for possible disasters in the future". – Bhaktapur

"The actors performed very nicely. It has depicted daily problems and the issues of disaster and also taught us how to be safe when an earthquake occurs."- Lalitpur

*"KNOW THE
RISKS AND TAKE
ACTION"*

*Identify, assess,
and monitor
disaster risks - and
enhance early
warning.*

In the cities, dramas on fire, earthquake and sanitation were performed by the team to raise awareness. Trained youth from other cities are also giving continuation to perform dramas.

Community based disaster preparedness training to the members of the DMC: This training was provided to the members of DMC under the coordination of PEACE NEPAL. The major objectives of the training were to enhance the skills and knowledge of DMC members on community based disaster preparedness and make them capable to train other people in the community and students on particular issues, and also to produce efficient community level trainers by enhancing their capacity in facilitation and presentation. This four day training has produced more than 23 community level trainers to train other community people in the issues of disaster preparedness.

District Level Program for disaster risk reduction Government's actions on international commitment; Hyogo Framework for Action (HFA) Talk

A talk program on HFA was held among the district level stakeholders. More than 45 people from different organizations were presented including- DPnet, Nepal Red Cross, Eco-nepal, Municipality, DoE, SWC, DMCs, school and CDYN. The program was facilitated by the Coordinator of the DRRS program in Lumanti along with Puspa from the DRR team. The main objectives of the program were:

- to gain knowledge on HFA,
- to provide knowledge on HFA to district level stakeholders and
- to explore the way to incorporate activities based on *HFA*.



The spokesperson for the particular issue was *Mr. Lekhnath Pokharel, Vice Secretary, Home Ministry*.

The program started in the presence of all the invitees. Puspa welcomed all the participants and encouraged them to actively participate. The coordinator, Sobina Lama, gave a brief introduction of Lumanti and the DRR program in Lumanti. The floor was handed over to Mr. Lekhnath to sensitize on the particular issue. He covered all the aspects of disaster from the meaning to its situation in Nepal, the international situation and then the HFA. He also gave an overview of the current policies of Nepal to address the issues of disaster.

This talk program created an environment on understanding among the district level stakeholders to understand HFA from the perspective of the government and was linked with the ongoing activities of individual organizations. It has built good linkages with the concerned government agencies. The expression of Mr. Lekhnath was “We have listed out the organizations working in disaster issues. Now it seems need to include the name of Lumanti as it is implementing various activities in the community to address the issues of disaster”. Government have initiated many activities on disaster and there seems to be possibilities and opportunities to work with government in particular issues.



District Level PVA Sharing Program: In 2007, PVA was done in the program area of DRRS. With the participation of community groups, teachers and students this process was held. Regarding this process, various issues were identified. To share these findings, a sharing program was organized. Different phases of the meeting were held with the PVA team to share the findings with the district level stakeholders. As per the plan, the district level PVA sharing was held on 7th of March in the presence of MoE, DoE, DeO, Municipality, community and schools. The program started with an introduction and project briefing by Sobina Lama, the coordinator of the DRR program. In the same session, a PVA team member, Mr. Jeevan Lohani, gave a presentation on the theoretical aspects of PVA that includes the following: What is PVA? Why we did PVA? After that, DMC chairperson of Sunakoti, Mr. Nabin Maharjan, focused his presentation on the findings of PVA that was conducted in two



schools and the nearby communities. He has shared major findings which are management aspects of school, sanitation situation segmented polls, school buildings etc. After the presentation session, the floor was open for discussion, suggestions and queries from the participants. Representatives from various

*"BUILD
UNDERSTANDING
AND
AWARENESS"
Use knowledge,
innovation, and
education to build a
culture of safety
and resilience at all
levels.*

organisations have appreciated the program and shown interest in coordination work.

Coordination Meeting with Education Agencies & Community Schools:

A coordination meeting was held among the representatives of 8 schools and the education department. The main objectives of the program were to share the updated situation of the 8 schools that Lumanti is working with and to get suggestion on the concept of the district level PVA which they are planning



to conduct in 10 government schools of Kathmandu. More than 25 people from SMC, PTA, and Teachers and CDYN were present in the program. The representative from the education department Mr. Yam Khadka emphasized that “The concept seems okay for us. Let us know which schools you would like to apply this process to. In partnership we can recommend to the concerned offices of education to help in this process. Findings can later be incorporated in our program as well.”

During the meeting, the best practices of 8 schools were also shared. Among them Yagyamati school, Nawajagritqi and Buddhajyoti shared the new technologies they are implementing in individual schools like One-on-One computer programs in Yagyamati, regular coordination with parents in Nawajagriti and retro fitting technology in Buddha Jyoti School. This meeting also proved as a learning floor to other schools which are keen to have more development in their schools.



Collaborative efforts for safer school building; initiation of retro-fitting technology:

The national partner that supports the technical aspects in school (NSET) conducted an assessment, of both schools in 2007. On the basis of this both schools were found to be more vulnerable regarding physical aspects. NSET's assessment shown the vulnerability of both schools and suggested for the action both schools and communities to reduce risk in schools where there is a concern of more than 900 school children.



Baal Kumari School: From NSET's preliminary analysis of the school buildings, the report shows that structural details of the building do not comply with the criteria that is required for the buildings to be able to resist large earthquakes. It identifies some critical deficiencies that may not satisfy life safety requirements. Hence, it is recommended that a detailed analysis be conducted to confirm the deficiencies identified and to carry out strengthening measures. Buildings are strictly recommended to retrofit technology.

Buddhajyoti School: The school building is still under construction for further extension. Even the current status of the school building is not sufficient to sustain earthquake loads. Therefore it is strictly recommended to retrofit the building immediately.

After retrofitting, the extension of the first story can be completed by incorporating earthquake resistant elements. However, further extension beyond the first storey is not recommended. -Source: NSET Assessment Report

After the study, retro-fitting technology was highly recommended for as it is not cost effective to re-build both school buildings. Phases of consultation and meetings were held with the school stakeholders and they agreed to implement the technology. Until and unless the school and community agrees, it won't be possible in both schools. As a result, the construction and the maintenance work is being held in both schools. In Buddha Jyoti School the retro-fitting technology is continuing and in Baal Kumari the new earthquake resistant building is being constructed in collaboration with the District Education Office, Lumanti and the school.

"REDUCE RISK"

*Reduce the
underlying risk
factors.*



At present in both schools, the foundation work is completed and more funds are trying to be generated to retrofit the first floor. The community people, students and teachers are very happy with the technology. Recently in one meeting, a teacher of Buddhajyoti School Mrs. Lalita Jamkattel said, “When we first heard about how vulnerable our school building is, after the report sharing of the assessment, there was a sort of mental disturbance and fear that if an earthquake occurs what will be the condition when it was decided that the technology would be fitted in, we were really happy and feel safer now and will proudly share with others.” The same concern was of grade 2 student Bishal Lama. He was sharing his views with the technical expert of NSET Mr. Ramchandra Kandel “Sir, our school is now safer from earthquake. The school building is built with earthquake safety technology. And we also know how to be safe if an earthquake occurs.” He also added that the children are now more aware on the technology and preparedness aspect, which is very impressive.

Though this technology is being implemented in both schools, the cost estimation varies. In Baal Kumari School the cost estimation of the building that was conducted with the support of the District Education Office, technical department (DEO) came to Rs 20,00,000/-. In Buddhajyoti, where NSET conducted the estimation, the cost is around Rs 3,42,195/- .

This is one of the very new technologies that we have initiated in schools of our working area and seems valuable. It seems like the concerned agencies are also favourable to technology and the basis of its learning can later be replicated in other government schools that Lumanti is affiliated with.

Learning and sharing environment to adopt best practices

On 11th- 14th May, an exposure visit was organized along with the DMC members, teachers, students and CDYN members to Makwanpur. The main purpose of the visit was to share and learn the activities in the community carried out by the DMCs. Two schools under the DRR program and one community under the DIPECHO project were visited. More than 40 people participated in the program. The DMC chairperson shared the ongoing activities and the mobilization of the community. An interaction was also held. They have mobilized the community in a very effective manner for upcoming disasters especially in preparedness and awareness. The major learning from this visit is how to mobilize the community to reduce existing risks in the community. Members of the DMCs expressed that the communities are mobilizing actively



in this area which will be very helpful for community level initiation for risk reduction. We should learn from this and apply it in our community too.

School teachers, DMC members and CDYN members were taken on an another exposure visit to Chitwan to have an interaction and sharing session among the schools and DMC members where more than 30 people were present. An interaction was held with the SMC, PTA and the teachers of Dibya Jyoti L.S.S at Sauraha, Chitwan. That school has been for the last 4 years managed by the community and also had an interaction with the DMC network of Kabilaaas VDC of Chitwan.

The management committee of Baal Kumari School learned a lot of management aspects from this school. They have been mobilizing the community teachers to provide quality education in school. The major aspect is the coordination work with the community, teachers and parents which is very important for the development of the school. The SMC chairperson of Baal Kumari School, Mr. Ramchandra Maharjan said that “after the visit I sat with all the teachers and had a meeting to discuss the issues of schools which was very valuable. It needs to continue to actively involve stakeholders to develop the school environment, quality education and better coordination.”

*"BE PREPARED
AND READY TO
ACT"*

*Strengthen
disaster
preparedness for
effective response
at all levels.*



Climate Change Initiations

-Deepak Paudel, Consultant, Lumanti

Climate Change has become a challenge for both human and natural systems in present situation. An international environmental treaty called UNFCCC (United Nations Framework Convention on Climate Change) produced at the UN Conference held in Rio de Janeiro in 1992. The treaty has accepted the Climate Change issue as a problem of world. In the present context we can realize different example of Climate Change around the globe. Climate change, changes occurred on the average weather elements especially temperature and precipitation, poses a serious challenge to social and economic development. There is widespread acceptance of the pressing need for greater knowledge and urgent action to enhance the integration of climate change issues into global, national and sectoral planning and policies of development.



Kyoto Protocol, 1997, has initiated a movement to legally binding reduction in GHGs emissions of an average of 6 to 8 % below 1990 levels between the years 2008-2012, called the first emissions budget period. Kyoto Protocol made strategy to stabilize GHGs emissions in the atmosphere through the different agreements: Flexible Mechanisms including Clean Development Mechanism, Emissions Trading and Joint Implementation; Carbon Sinks including forest and crop land management; and financing including the funds for NAPA (National Adaptation Program of Action), Kyoto Protocol adaptation fund supported by a CDM, and voluntary contributions.

Nepal's contribution to green house gases is insignificant (about 0.025 percent of global) but the likely impacts of climate change on livelihoods are significant, particularly through water resources and agriculture. Nepal is already facing a serious water catastrophe which is worsened by the global warming. With the changes in rainfall patterns and a high glaciers retreat, it is likely that we will have serious floods and landslides during rainy seasons and longer drought during winter. There are predictions of increases in frequency and intensity of extreme weather events. These all will adversely affect the economic growth in Nepal and it will have increasingly difficult to have good harvest impacting on food security.

Regarding same concern, Lumanti with the funding support of Water Aid Nepal and Action Aid Nepal's DRR program has initiated a program on Climate Change adaptation. Having phases of consultation meeting with the experienced organizations and the experts it has initiated small scale work on it. By hiring the experts in particular field sensitization workshop, orientation, and training are organized in community, organization and in schools. As a first stage of work community level research on climate change adaptation is being carried out and develop further program in research basis. It is also aim to have approach paper of Lumanti in Climate Change Adaptation.



Communities use video to help solve problems

-Tamara Plush, IDS Researcher

Community members* from Sunakothi and Balaju are using video in a unique way to research and solve their problems around disaster vulnerability and adapting to a changing climate. They are building on their learning about issues that were brought to light through a Participatory Vulnerability Analysis exercise that helps communities identify where they are most at risk and create a plan for action.

“While doing PVA, we were able to identify the problem and create a report. But many stakeholders do not always believe in reports,” said Mr. Akash Maharjan, Sunakothi DMC member. “While using video we can see what kind of problems are in the community and try and solve them. Using video it is easy to disseminate issues, which can help us pressurize local authorities better.” In Sunakothi the DMC is using video to record hazards of stagnant pools and shoddy electric wires to show to the community and local authorities for change.

In March, Lumanti staff and the young community members were trained in using video as a tool for research, community capacity building and advocacy by Ms. Tamara Plush, a researcher from the Institute of Development Studies (IDS) in the UK. Ms. Plush is working with ActionAid Nepal on a year-long project to use video for climate change understanding and adaptation advocacy. The video research is occurring in Kathmandu through Lumanti, and in the Banke and Rasuwa districts through ActionAid local partners.

The Balaju community has been active in the climate change research through a program where children interviewed each other on video about the problems they face. For example, Chhesang Tamang from Balaju explained how the weather impacts his education: “We have a roof made of galvanized tin sheets at school, when this heats up we get restless and get headaches and feel dizzy. During heavy rainfall, we are stuck at home in the mornings. Our benches and tables get wet. Our uniforms get wet and dirty and we are not able to concentrate to our lessons in that state.”



These interviews as well as part of a film made by children from Balaju were part of a longer video and report that was shown at the UN Climate Change Conference (COP-14) in December in Poznan, Poland. The film – which was also shown on Nepali TV and provided to Nepal Ministers to raise awareness of children’s issues and adaptation needs – features Smriti Kattel from Balaju and Bishal Shrestha from Lumanti as its narrators. The film is available from Lumanti or on the web at <http://blip.tv/file/1492697>.

*The community members are from the Disaster Risk Reduction through Schools Disaster Management Committee, supported by ActionAid Nepal through local partner Lumanti.

