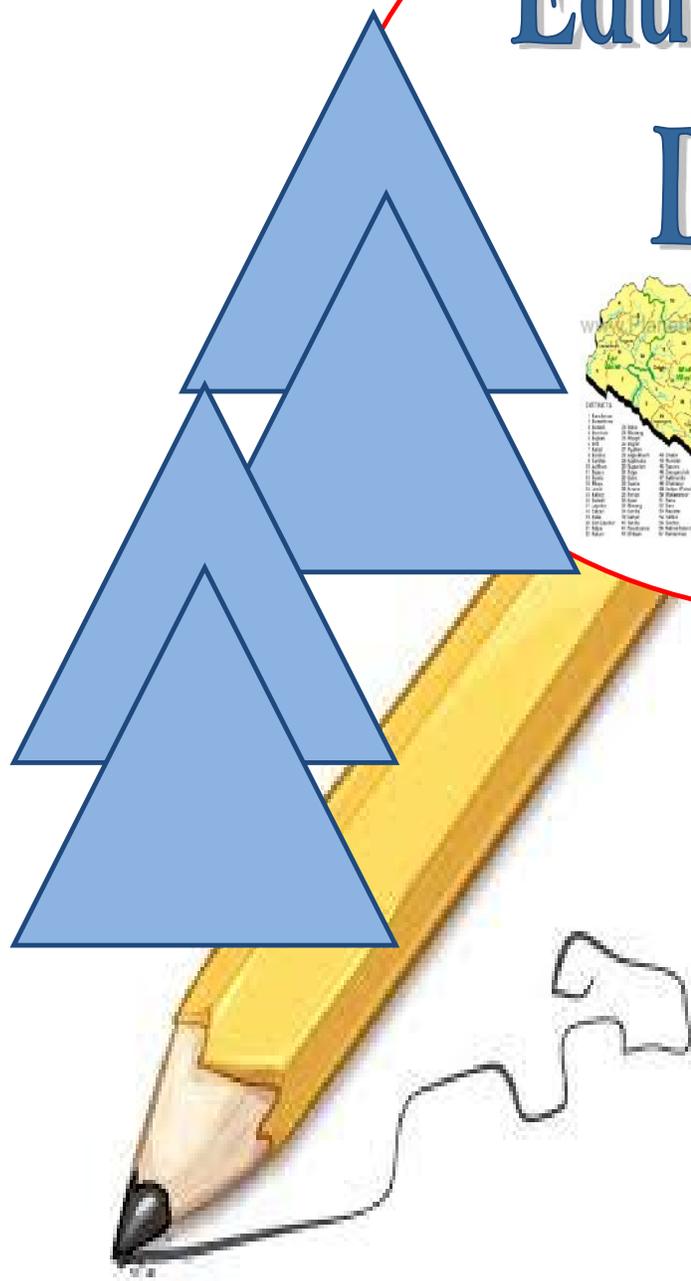


Education Sector DRR Snapshot -Nepal



Manish Mehta
DRR Advisor-Asia

Preface

The Nepal is not new to disasters and it is evident that DRR pays off, however the DRR sector in Nepal is evolving and recently been put on pace. The education sector is typically the low investment sector in development as well as disaster situation.

The Nepal have gone through the similar investment and preparedness cycle in terms of DRR in education sector however the efforts were entirely an initiative of NGO sector hence sparsely address.

There is a great need and demand of time to stand back and review “where we are?” in terms of integrating DRR in to education sector.

We have made sincere efforts in given constrains of conflicting priorities and humanitarian manager leaving; to gather the information and generate the snap shot.

The report findings are derived based on desk top reviews of the document provided by DM team, desk top research, consultation with various key stakeholders in SC office, NGOs and DoE –Nepal.

The significant information contribution have come from Mr. Dhurba, Mr. Pashupati and Mr. Kedar of SC-Nepal, DRR coordinator Plan international, world vision, UNICEF and DoE-Nepal.

It is my honor to present this report on “education sector DRR snapshot” for Nepal, The primary scope of the analysis is to generate baseline for Save the children’s work on DRR in Education sector and provide the forward directions for strategic interventions.

Because of limitation of time and resource during the snapshot exercise the complete information may not have captured or analyzed, this document remains live and dynamic in nature, The continuous updating and revision of document by Education and DM (Disaster Management)Team on regular basis is the only way to make it more perfect.

This report contains 8 chapters covering policy, strategy and operational level analysis of existing situation of DRR integration in education sector.

I sincerely hope that this report will prove a solid foundation stone for DM and Education team of SC –Nepal to build on DRR in education sector in coming years.

Acronym

CP: Contingency Plan

CCDRR: Child Centered Disaster Risk Reduction

DDC: District Development committee

DM = Disaster Management

DRR = Disaster Risk Reduction

DRM= Disaster Risk Management

DoE = Department of Education

DEO = District Education Office

DDRC: District Disaster Relief Committee

DCDB: District Curriculum Development Board

HVCA = Hazard Vulnerability and Capacity Assessment

MoE= Ministry of Education

MoHA= Ministry of Home Affairs

NRRC: Nepal Risk Reduction Consortium

SBDRM: School Based Disaster Risk Management

SZoP= School as Zone of Peace (campaing)

SIP= School Improvement Program

RDRRC: Regional Disaster Relief Committee

Executive Summary

This Snapshot have covered various aspects of DRR integration in Education sector, this document will provide the forward directions to DRR sector. Nepal social and economical growth including Education sector growth has significantly been hindered over past decades by political instability and conflicts despite the national will and readiness to take up disaster management as utmost priority.

The significant resources including financial and human are diverted towards achieving the stability hence the investment in education sector remain bare minimum. As seen in many countries the investment in resilience (DRR/CCA) in general and specifically for education sector remains negligible despite marginal increase in education sector budget and investment by other actors in the country.

The country level emergency response mechanisms especially NDRF and NEOC are recently established bodies, hence the struggling with human, financial, technical, technological resources, being new they still have to get complete hold of coordination mechanisms. As usual in this coordination mechanisms the DRR /CCA is absent despite the clear education cluster is established the mandate is only covering the emergency response. This mechanism is only active during emergency and post emergency relief/recovery efforts.

The administration is decentralized to a greater extents and 5 regions are established in the country, each region have RDRC (Regional Disaster Relief Committee) however region remained little influential over district level administration.

There are various platform for DRR exists at national level like **Dpnet**, **CCDRR**, **NRRC** (National Risk Reduction Consortium) who are well presented by all stakeholders including the policy makers from GO as well as NGOs.

The District Disaster Relief Committee are proved to be more efficient and effective in case of disaster response as well as during the development along with DDC (District Development Committees) however DRR integration in education at sub-national level remained low, mainly due to lack of central policy on “DRR in general” but specifically for education sector.

Despite all the structures and mechanisms exist at national level the clear gaps are observed as lack of policies for integration of DRR/CCA in to education sector, standardization of “school based Disaster Risk Management” modules and procedures and more importantly the allocation of budget for DRR/CCA in to education.

The subnational level situation is a bit better however the DRR integration is sparsely and randomly addressed in various districts. These initiatives solely came from NGO funding; mainly WVI, plan, SC, AA, Mercy corps and UNICEF have tried to integration school based disaster management concept in various districts.

These approaches seem briefly coordinated however it lacks the standardization of SBDRM modules and approaches, consistency and sustainability.

Each actor (NGO) has its own model of school based disaster risk management and been implemented with the support of district administration especially district education offices.

The NGOs were successful in using 20% quota of district for curriculum where they could influence district education and district curriculum board to integrate DRR curriculum but there was no study or case study found on impact of such curriculum on broader resilience and/or preparedness.

The notable investments are made towards the structural safety of schools through retrofitting however the non structural mitigation and curriculum part is weaker.

The findings from this snapshot summarize following immediate priorities in the country to integrate the DRR /CCA in to education sector:

- Documentation of DRR integration in various districts /schools
- Immediate need of national level policy on “safe schools” and allocation of necessary budget in coming years.
- Advocacy for bringing DRR as national agenda including in post disaster reconstruction.
- Standardization of SBDRM modules, approaches and material
- Standardization of DRR curriculum for schools and advocacy for integration
- Research or detailed assessment on school based vulnerability and capacities and prioritization for intervention.
- Capacity building of sub national level actors including District Education offices, curriculum boards, school disaster focal teachers on SBDRM.
- Establishment and/or strengthening sub national level DRR structures and coordination mechanisms
- Linking subnational level DRR efforts to national level
- Increasing SBDRM learning and sharing across the districts

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Chapter-I

Socio-economic, Political Context and Education Support



Section-i

Socio-Economic political profile of Nepal:

The Nepal Socio-economic and political contexts can be described as follows:

Overview by ADB:

Nepal's gross domestic product (GDP) grew by 3.6% in Fiscal Year 2013 (ended July 2013), slowing from 4.5% growth a year earlier. Unfavorable weather, chemical fertilizer shortages, and delay in passing a budget for FY2013 (ended 15 July 2013) weakened growth. Inflation climbed to an estimated 9.9% from 8.3% last year as agriculture faltered, higher prices in India raised the import bill, and the Nepal rupee depreciated.

Selected Economic Indicators (%) - Nepal	2013		2014	
	ADO 2013	Update	ADO 2013	Update
GDP Growth	3.5	3.6	4.2	4.5
Inflation	10.5	9.9	9.0	10.5
Current Account Balance (share of GDP)	-0.5	3.4	-1.8	1.8

Source: Asian Development Outlook (ADO) 2013 Update; ADB estimates.

The lack of political consensus delayed approval of the FY2013 budget for 9 months, constricting capital expenditures. Combined with robust revenue growth, this left a year-end budget surplus equal to 0.4% of GDP, reversing the 2.2% deficit last year. The external position weakened slightly as remittances decelerated and imports rose, narrowing the current account surplus to an estimated 3.4% of GDP from 4.9% in FY2012. However, this outcome is significantly better than the Asian Development Outlook (ADO) 2013 forecast in April, as imports expanded much more slowly and remittances grew a bit more quickly than expected.

In FY2014, GDP is now expected to exceed the ADO 2013 forecast and grow by 4.5% on the favorable monsoon, restored supplies of chemical fertilizers, and a timely budget. Remittances will sustain expansion in services, but growth in industry will remain constrained by persistent power outages and long-standing structural

bottlenecks, including a distorted labor market, deficient skills, investment lacking in research and development, inadequate infrastructure, and low productivity.

Prices in FY2014 will be under pressure from hikes in administered fuel prices, continued inflation in India transmitted through the currency peg, and higher import prices as the Nepal rupee depreciates. The ADO 2013 Update raises the inflation forecast to 10.5%. The current account balance forecast is greatly improved from the April projection as greater remittance inflows and tourism income offset rising imports. The increase in the number of migrants to the Gulf and higher incentives to remit money as the rupee weakens are expected to accelerate remittance growth greatly in FY2014.

Source: ADB. 2013. Asian Development Outlook 2013 Update. Manila

Please refer to attached doc “**13. Human development report- 2013**” for more details on performance of Nepal towards social and economical international indicators.

For Nepal specific exclusive socio-economica context can be found on <http://www.hks.harvard.edu/fs/drodrik/Growth%20diagnostics%20papers/Nepal.pdf>

Section-ii

Environment for education sector support

The General scenario regarding environment for education is covered in MoE EMIS 2010 report and 2012-13 reports.

Please refer to **attached document “8. Ministry-of-education-a-glimpse2013” and “8.a Ministry-of-education-a-glimpse2013” for complete overview of Nepal education sector.**

Based on expert's views specifically the education environment at sub national level in general is bit poorer compared to urban areas. The main hindering drivers are the geographical locations, less number as well as less skilled human resources and inadequate financial resources at sub national level.

The reader may like to read “School Sector Reform Program Mid term evaluation conducted by consultant for more detailed views on quality of education and investment in education.

Refer to attached document no “**9.School Sector Reform Program Mid term evaluation 2012**”.

Chapter-II

Education

Demographic

Context



•Gender segregated population:

0-14 years: 32.6% (male 5,045,989/female 4,859,274)

15-24 years: 22.6% (male 3,444,428/female 3,431,127)

25-54 years: 34.9% (male 5,015,145/female 5,593,248)

55-64 years: 5.5% (male 820,014/female 860,439)

65 years and over: 4.5% (male 630,853/female 729,750) (2013 est.)

• Primary and secondary grade levels Education:

Grades	Numbers	Compulsory/Free	Remarks
Basic	(1-8)	Free	
Secondary	(9-12)	Compulsory	

Please refer to **document “8. Ministry-of-education-a-glimpse2013”** for complete details on number of schools per region, enrollment, teacher/student ration, dalit/janjati students, M/F student, teacher’s per qualification etc.

• Number of days in the school year.

Number of days in the school year	192
Number of lost days (average of last 3 years) due to disasters	Average 15-20 days are lost due to natural hazards as well as political turbulences

Costing and financing is approached in the education sector, particularly with respect to comprehensive school safety:

- Funding sources for Education sector DRR (govt budget, donors, other institutions), the government budget is well described in previous sections.
- Refer to interview of secretary of DSE, attached document “**5. financing scenerio for education sector investment in Nepal**” the government have increased 20% budget for ministry of education for 2014, however the budget for infrastructure, maintenance and operation is still not enough.
- The donor’s investment through IOs in education sector is more towards the software part, the DipECHO, USAID, UN, ADB are investing in this sector however the exact data for investment could not be acquired during this mission,

our DM team/Education team like to gather more details and furnish over here. The NGOs are implementing the short term time bound projects hence longer term advocacy is not producing any effective results.

- However specifically there is no budget allocation under government system for CSSF because CSSF is not yet legalized/adopted under any government policy.

Please refer to NRRC flagship program priority no.2 for investment in DRR

<http://www.un.org.np/sites/default/files/Final%20Report-High%20Level%20Symposium%20on%20DRR.pdf>

Chapter-III

Education Sector Policy and Management Context



Education authority structure and division of responsibilities between national and sub-national education administration and between public and private schools.

Public Schools:

- Nepal is having established MoE under which various departments are set, one of the key department deals with education is **Department of Education (DoE)** MoE is final responsible bodies to form and implement the educational policies in the country. DSE is more operational body under MoE who manages the education administration at national and sub national level. They hold the budget for education sector and responsible for releasing necessary budget to the districts. DSE brings up the policy formation needs or such challenges in implementation of set procedures to the Ministry of education which then be taken further to parliament if necessary or central policies will be amended /reformed in given legal contexts.
-
- **District Education Office** (headed by Dist. Edu. Officers) are responsible for managing the district level education activities set and directed by DSE covering curriculum, school calendars, school improvement program and other related activities in given budget. They have power to design/add 20% of curriculum through the “district curriculum development board”
-
- **Resource centers** which is a small office in the cluster (5-10 villages) responsible for administration, operations, and maintenance etc activities for the schools falling under their jurisdictions. They are responsible for the monitoring and reporting.
-
- **School management committee** which is the main body in school comprises of principle and teachers for the management of day to day affairs of schools, school activities, operations and maintenance of school amenities, parents teacher’s relations etc.
-
- **Parents Teachers Association** is an informal body but institutionalized in education for long time, this body is usually responsible for maintaining the relations with parents and teacher’s for smooth function of school activities.

Private schools: are obliged to follow all necessary reporting, monitoring and auditing requirements by laws and guidelines set by DoE private school division they are not given grants for any education or non education related activities from govt. funding. Since they are private sector the norms are bit relaxed and execution of procedures related to monitoring is weaker. Curriculum is same as of public schools.

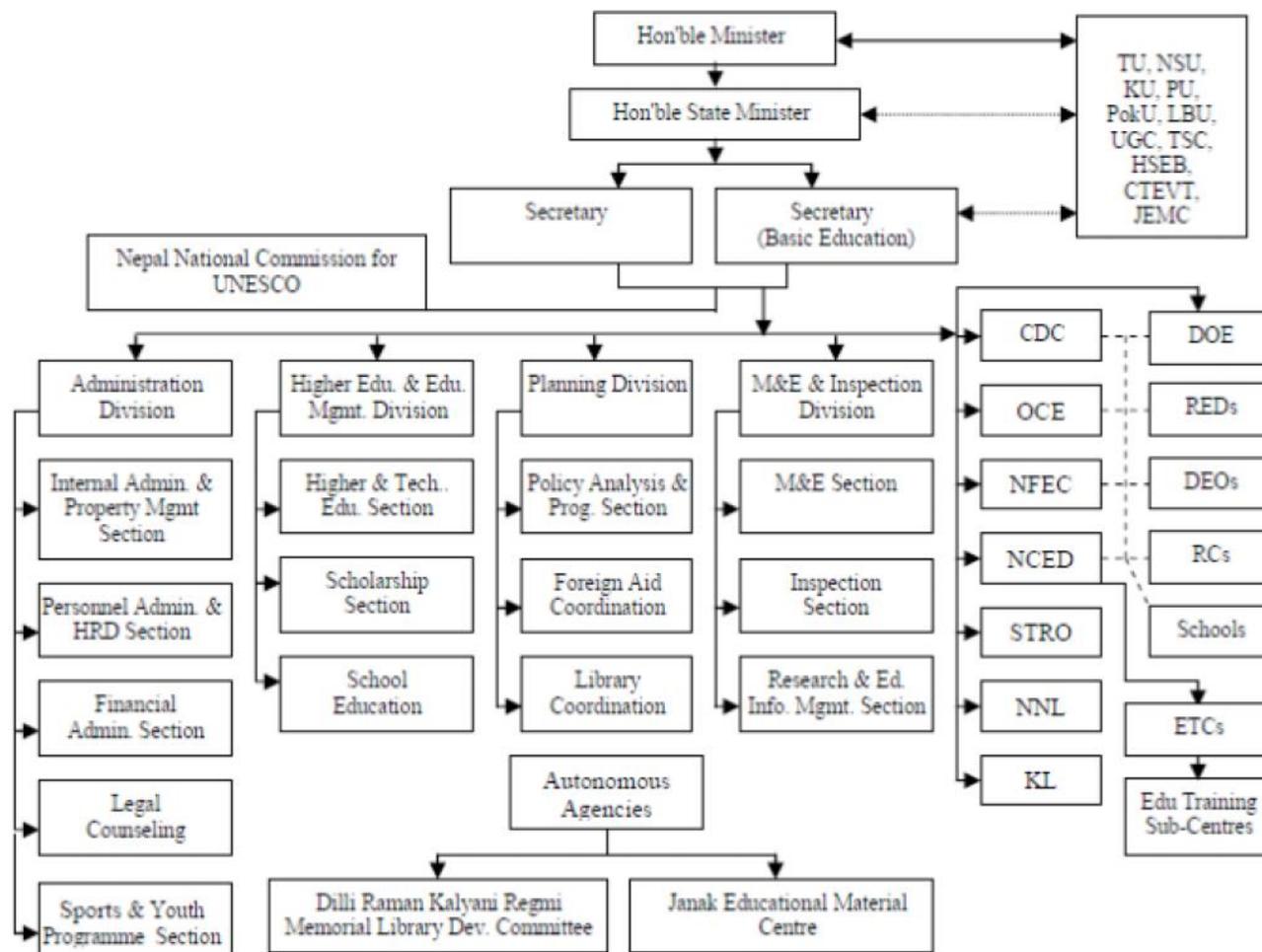


Policy and management environment in terms of decisions:

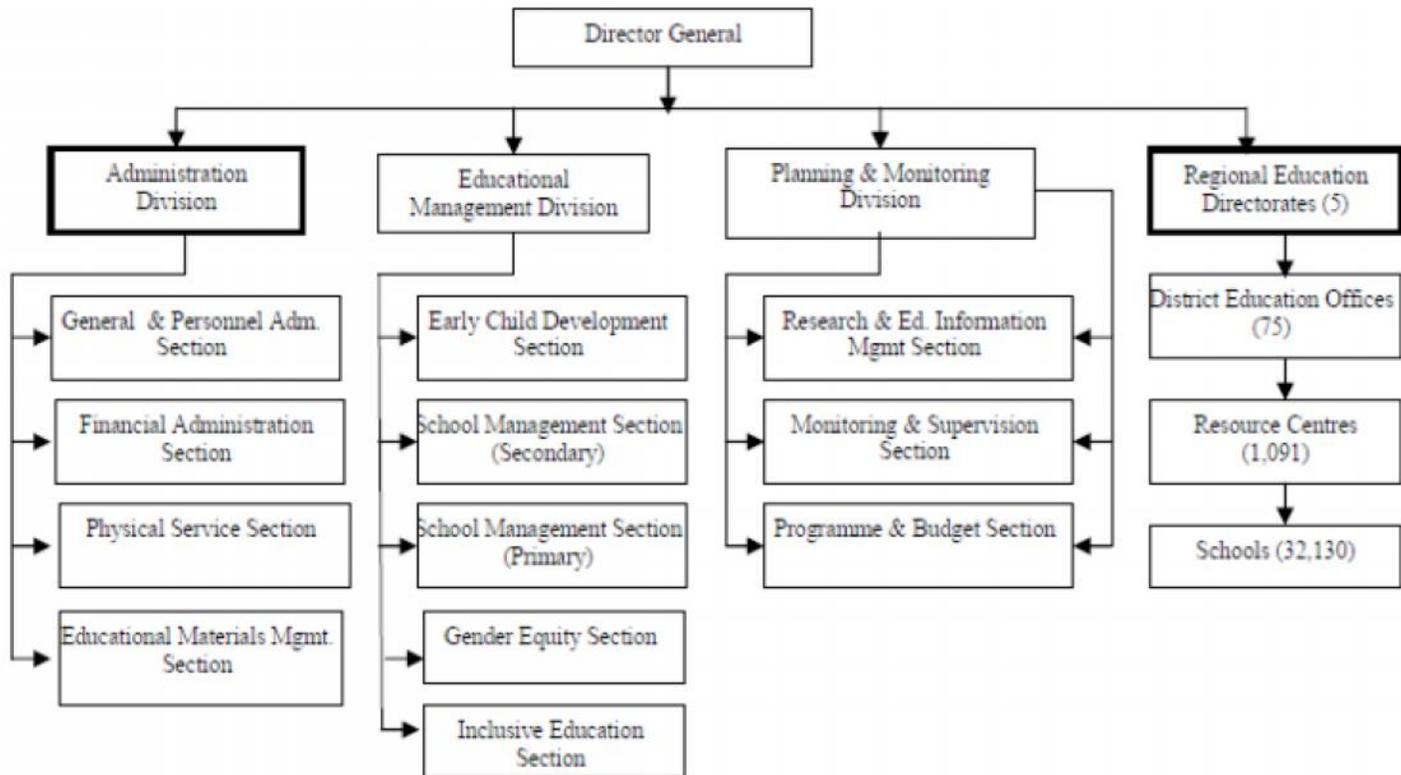
- As described previously most of the policy and strategic level decisions are taken by MoE if it is within existing bill (act) or agreed legal frameworks however the DoE can propose for development of new policies, reforming existing policies based on field requirements of experience to secretary of MoE. Refer to <http://www.ibe.unesco.org/curriculum/Asia%20Networkpdf/ndreppn.pdf> for more details on education sector policy management,
- DoE have authority (refer to <http://www.moe.gov.np/> for more information on policy and decision making) to come up with additional procedures if required and if it is under existing agreed policies.
- District office of Education mainly holds administration and monitoring/reporting responsibilities.
- **DCDB** (district curriculum development board) is having power to select/pick 20% of the curriculum for concerned district, most of the organizations using this clause to introduce various health, environment, DRR etc topics to be taught. SCI have successfully used this clause to incorporate DRR in curriculum for 2 districts and we shall continue doing it till the central “safe school policy” is enacted and relevant mechanisms are in place to implement that policy.

Further some of the emergency response level decisions can be taken by RDRC and DDRC which is context specific and exclusive to emergencies based on boarder directives from central ministries. The education in emergencies falls under this category, however the influence of DDRC are limited to damage and repairs of schools but the curriculum or TLS related policies have to come from central ministries.

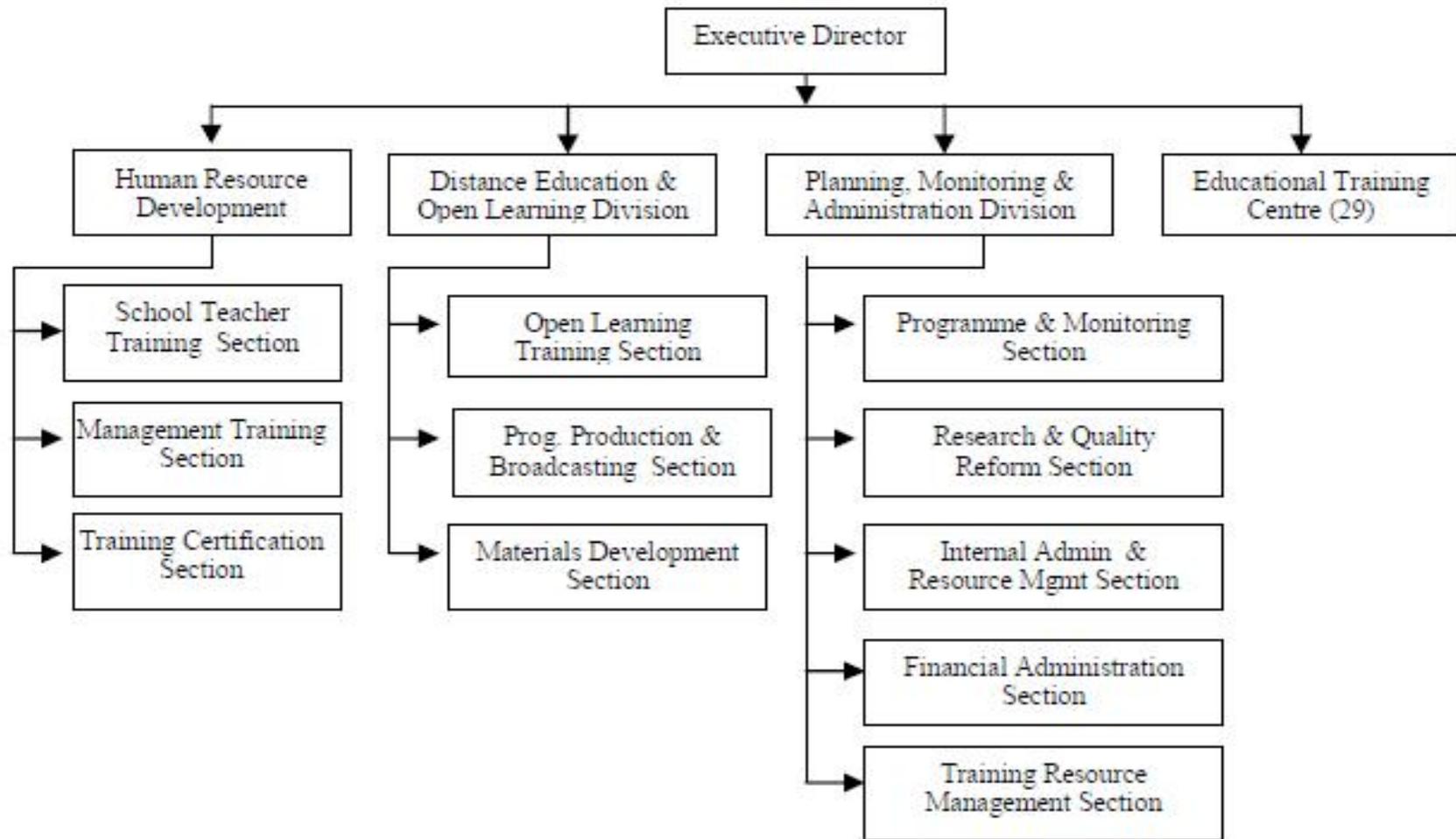
Organizational chart of national education sector management authority:



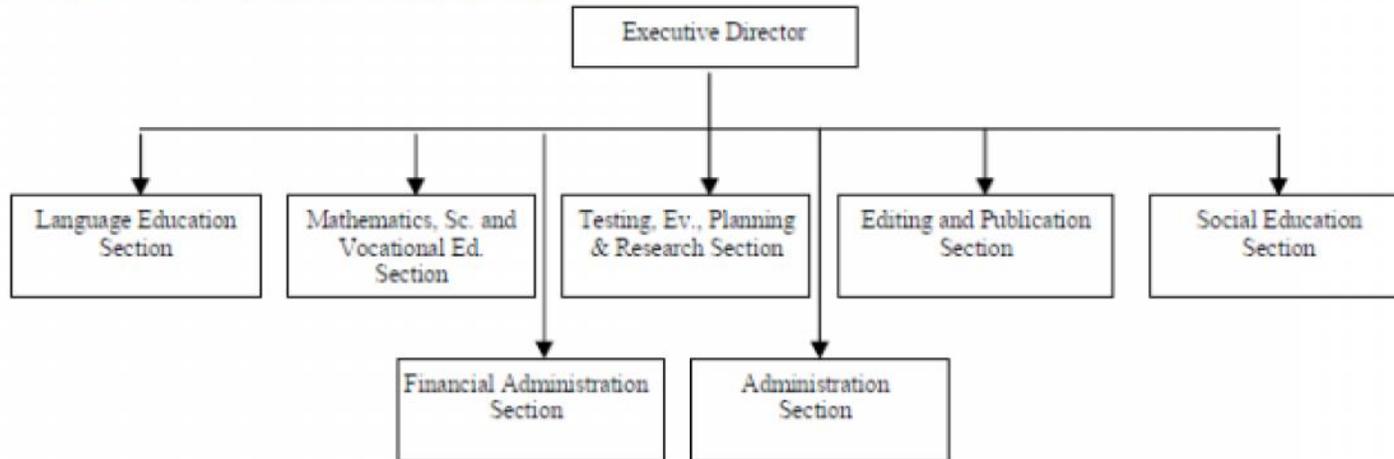
1.2 Department of Education



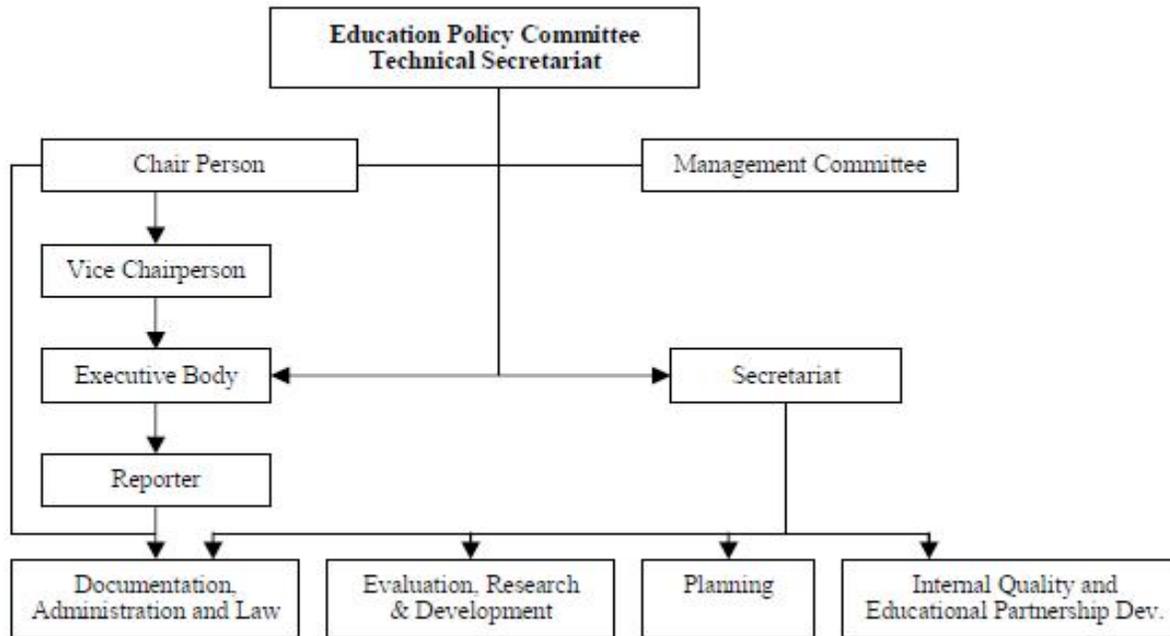
1.3 National Centre for Educational Development



1.4 Curriculum Development Centre

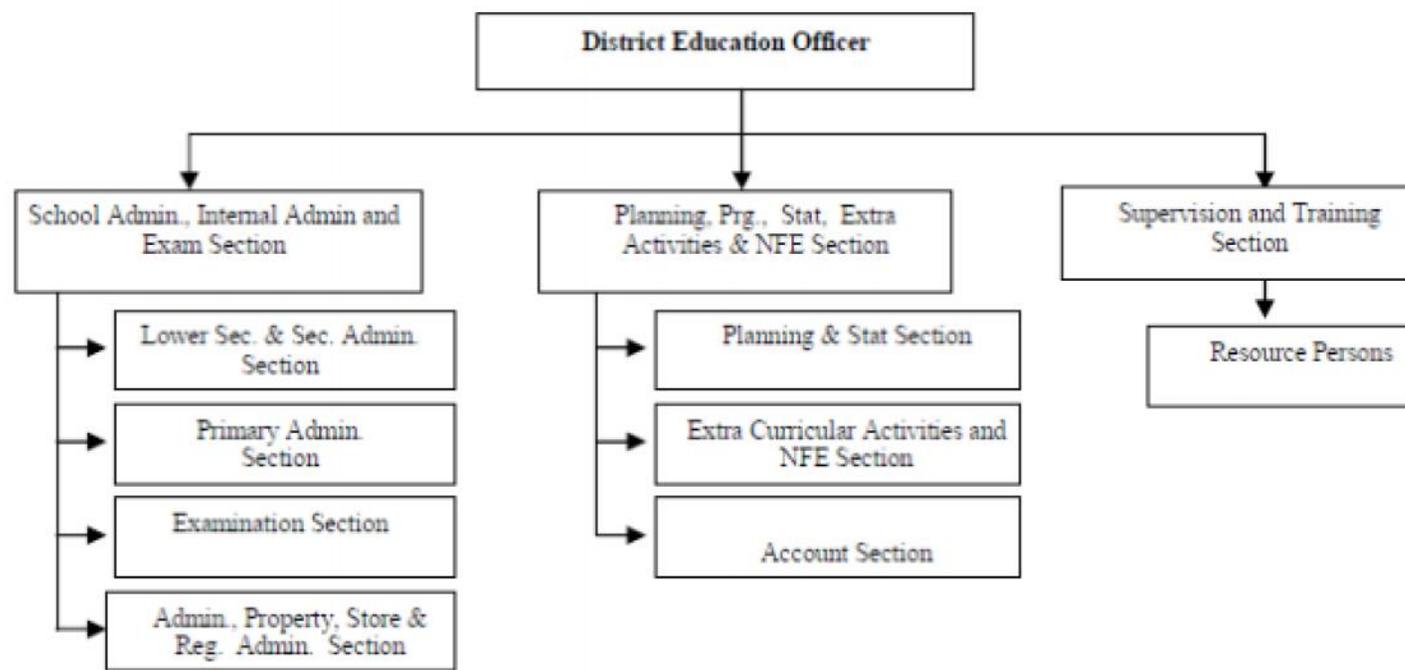


1.9 Education Review Office



- Refer to Attached document “**2. nepal DRR in education chart**” for comprehensive chart of stakeholders /influence/role on DRR in education” (view the document in 300% zoom).

Organogram for the sub-national education sector management



Key policies / standards referring to three pillars of comprehensive school safety:

- Safe school construction :

This is broadly covered under construction wing of DoE who have set guidelines for 32 types of the different building designs suitable for 3 different geographical areas Viz. Plain, hills and mountains of the country, this guidelines and designs are based on National building codes of Nepal. The building codes are comprehensive and inclusive of resilience and safety provisions. The detailed national building codes are found on <http://www.dudbc.gov.np/building.php>. UNDP as a lead of Nepal Risk Reduction Forum have come up with automated electronic version of building codes which are necessary for resilience to facilitate the designers and organization, this software can be found on <http://www.preventionweb.net/english/professional/publications/v.php?id=35258>. Further the school buildings are also mandated to follow the national building code, however the implementation and monitoring part is weaker due to lack of human and financial resources. The schools get bare minimum grants from central government which is barely enough for repair and maintenance.

- School disaster management (including educational continuity and education in emergencies):

this area is pretty uncontrolled and undefined, School disaster management is not bounded under any central policy yet, the education cluster along with DPNet (www.dpnet.org.np) are working together to bring the “safe school policy” under the lead of DoE, however the progress is slow, presently Plan international have some funding to support this activities. The policy consultation meeting was significantly delayed due to varied understanding and priorities among various actor including govt., ADB, IOs etc. however the first consultation meeting had happened recently and consensus are acquired to formulate the policy under the lead of DoE. In near future the write-shop will be organized by DoE with support from Plan international to write safe school policy.

The NGOs who are working (or have previously worked) on school based DRR have introduced their own model of SBDP like “safe school initiative”, “safer school” etc in their targeted districts, these models similar to each other. The central policy might help in standardization of the “safe school model” as well. However this might be time consuming process.

ADB is coming up with “safe school strategy” soon hence it is interesting for education sector to have a look and align the internal policy accordingly as well as organize the joint

meetings with ADB to make them aware of country “safe school policy” and advocate to incorporate the relevant issues in their strategy.

The education cluster is working efficiently in the event of disasters and successfully implemented the EiE components however these efforts are limited to NGO focused districts as government is having negligible budget allocation for education in emergencies on the contrary the schools are being used as “temporary shelter” for community during disaster/relief time hence the education is seriously disrupted during the time.

The mandate of education cluster is coordination and advocacy related to post disaster situation so the cluster hardly takes role in predisaster situation especially broader resilience thematic areas.

- **Disaster risk reduction and climate change adaptation in the curriculum** (eg. as part of education for sustainable development, integrated, stand-alone, etc.)

Various efforts are made to include DRR/CCA in to curriculum, AA have implemented project till 2010 and have come up with DRR reference mapping in existing curriculum for grade 1 to 10.

SCI have developed DRR topics to be included in various subjects for standard 1 to 5 for one district Kailali and rukum through 20% quota of DCDB. (**Please refer to attached doc no. 7 for SCI DRR curriculum**)

Efforts for curriculum development:

DRR curriculum is being mainstreamed in formal and informal education. The Department of Education (DoE), through District Education Offices, has been improving school buildings based on the DoE guidelines. The program provided critical inputs like school buildings and textbooks to make an education system functional.

For mainstreaming DRR education into Nepal's school curricula, the UNESCO Office in Kathmandu jointly with the Nepal National Commission for UNESCO and the Curriculum Development Centre of the Ministry of Education based on UNESCO prepared guidelines entitled “Towards the Learning culture of safety and resilience: A Technical Guidance for Integrating DRR in the School Curriculum”.

UNDP supported Curriculum Development Centre/DoE for Integration of DRR in School Curriculum for grade 6 to 8. As a scope of the project, school curriculum was drafted, and teachers guide book and student's resource book were prepared. It has contributed for the integration of DRR in the school curriculum from grade 6 to 8.

ActionAid contributed school building structural and non-structural retrofitting, new building construction, training and capacity building on school safety and disaster preparedness and safety drills. In close coordination with MOHA/Disaster Management



and MOE/Curriculum Development Centre, curriculum mapping and text revision development of local curriculum was made.

- Child-led DRR experience and structures and their linkages:

As described in previous sections the child led DRR is left to the initiatives of individual organizations, no specific legal framework exist to support this segment. SCI, Plan, WV, AA, mercy corps and UNICEF are the key players in implementing the child centered /led DRR in Nepal.

Mainly the “CSSF (comprehensive school safety)” components in bits and pieces are implemented in targated areas of NGOs who are working in education sector.

The current scope and capacity of the existing national Education Management Information System (EMIS):

Nepal has a decentralized statistical system. EMIS of Nepal established under Ministry of Education has been using data from different sources. Population Census provides benchmark. Sample surveys provide information on changes undergone between censuses. (LSMS, BCHIMES, NMIS, NLFS, NDHS, MICS), Administrative data provides annual data. This system is not providing any specific information on DRR neither it has provision which can capture school vulnerability data. The “physical integration” division of DoE is requesting EMIS to include some more technical field in capturing the structural vulnerability data.

EMIS publishes following information annually:

- GER and NER, level of educational attainment available from both census/ surveys and admin records
- Number of schools/teachers/students annually, drop outs, repetitions rate etc.
- Disaggregated data by regions, sex, disadvantage groups, However, literacy rates are provided by census and surveys only.
- Census provides data by village development committees.

Chapter-IV

Multi-hazard risk analysis to education sector



Disaster Profile of Nepal:

Type	Analysis Parameter	# of Events from 1900 to 2014	Killed	Total Affected population	Damage (000 US\$)
Drought	Drought	6	-	4903000	10000
	ave. per event		-	817166.7	1666.7
Earthquake (seismic activity)	Earthquake (ground shaking)	6	9936	729950	306000
	ave. per event		1656	121658.3	51000
Epidemic	Unspecified	3	685	50242	-
	ave. per event		228.3	16747.3	-
	Bacterial Infectious Diseases	7	1888	114886	-
	ave. per event		269.7	16412.3	-
	Viral Infectious Diseases	10	1995	9669	-
	ave. per event		199.5	966.9	-
Extreme temperature	Cold wave	6	217	25200	123
	ave. per event		36.2	4200	20.5



	Heat wave	1	-	10	-
	ave. per event		-	10	-
Flood	Unspecified	13	1729	781907	766313
	ave. per event		133	60146.7	58947.2
	Flash flood	4	2566	714650	200000
	ave. per event		641.5	178662.5	50000
	General flood	23	2078	2134826	71929
	ave. per event		90.3	92818.5	3127.3
Mass movement dry	Landslide	1	150	-	-
	ave. per event		150	-	-
Mass movement wet	Avalanche	2	109	-	-
	ave. per event		54.5	-	-
	Debris flow	1	106	-	-
	ave. per event		106	-	-
	Landslide	16	1416	442618	-
	ave. per event		88.5	27663.6	-
Storm	Unspecified	4	27	184	3600



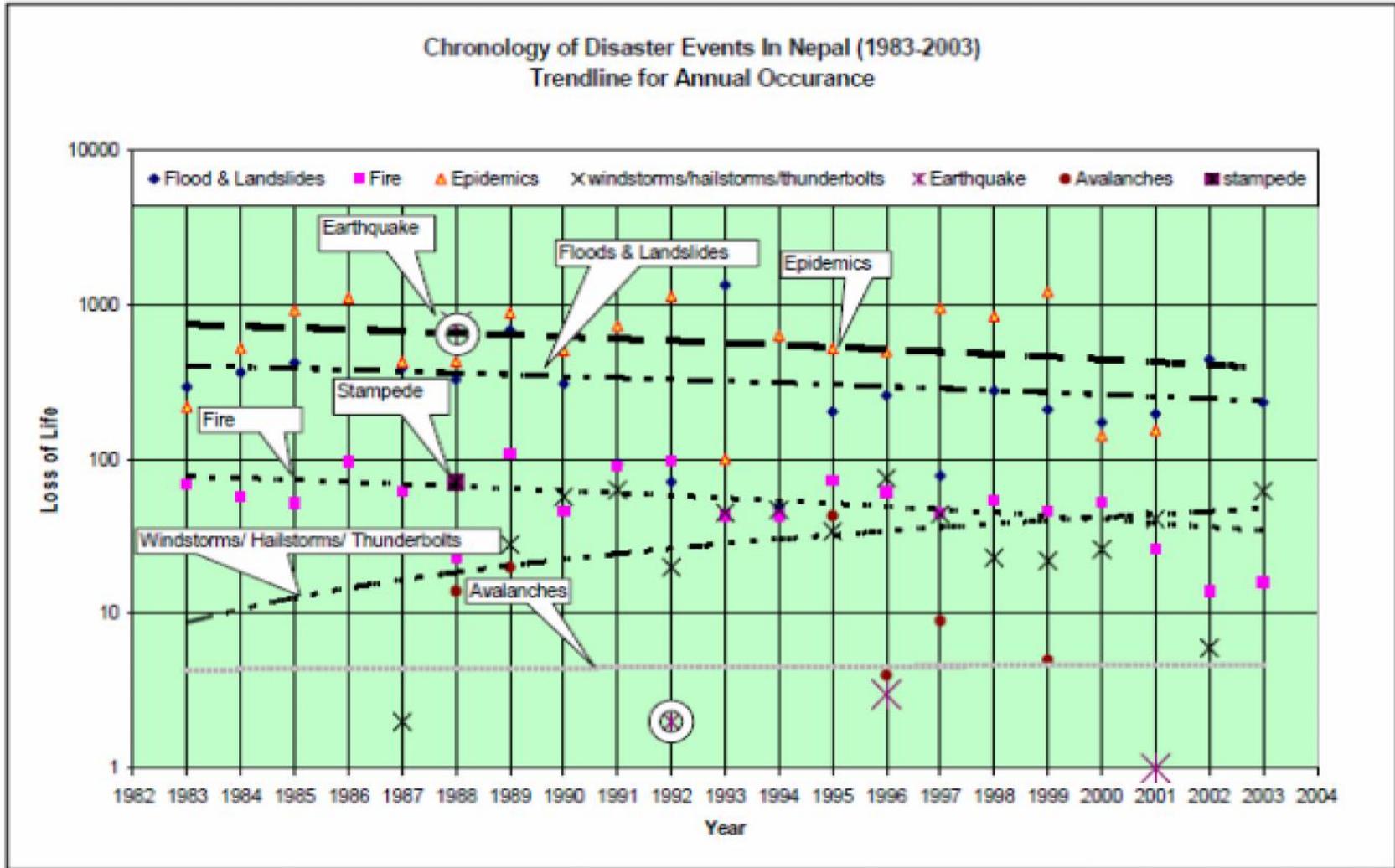
	ave. per event		6.8	46	900
	Local storm	2	70	-	-
	ave. per event		35	-	-
Wildfire	Forest fire	2	88	54000	6200
	ave. per event		44	27000	3100

(Source: "EM-DAT: The OFDA/CRED International Disaster Database)



Save the Children

Manish Mehta | DRR advisor-Asia | Feb'14



Save the Children

Manish Mehta | DRR advisor-Asia | Feb'14

Hazard/Disaster impact on Education sector:

Disaster type	Historical frequency	Potential future frequency (likelihood)	physical impacts on safety of students and staff	impacts on condition of school infrastructure and access to school	economic impacts on school enrollment and retention	educational impacts on students and quality of education	psychosocial impacts on students, teachers and staff	management challenges and impacts
Floods								
Droughts								
Storms								
Armed conflicts								
Disease outbreaks (AWD, pandemic etc)								
Land mines (UXOs)								
Political unrest								

The detailed report on education sector vulnerability is not widely available at central level however some districts have incorporated this in their DDPRP.



National, sub-national and district level disaster risk management plans or emergency preparedness plans and if/how they link to education sector:

Nepal has institutionalized “**District disaster preparedness and response plan**”; this comes under DDRC (district Disaster Relief Committee) responsibilities and as of now most of the districts have DPRP. (Refer to attached Document “**10. Guidance Note 2011 for Preparing Disaster Preparedness & Response Plan**”) (Refer to attached document “**10.a chitwan DPRP-nepal**” the copy of chitwan DPRP.)

However looking at guidelines it seems the focus of such plans on education sector is very blur, the integration of education sector risk reduction component including EiE/ SDMP are not evident in district level plans.

Access to hazard and risk information :

Coordination mechanism during disaster: Nepal National Emergency Operation center <http://www.neoc.gov.np/en/> is responsible for country level coordination of disaster responses.

Please refer to attached doc no. “**1. NDRF-Nepal.pdf**” for details on coordination structure, roles & responsibilities etc.

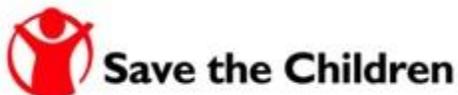
Further the information and analysis on disasters in Nepal can be collected/generated from www.emdat.be website.

National Level DRR coordinating Mechanisms:

National DRR platform (<http://www.unisdr.org/partners/countries/npl>) , Nepal risk reduction consortium (www.un.org/np/coordinationmechanism/nrrc) <http://www.un.org/np/nrrc> , DpNet (www.dpnet.org.np) , CCDRR (child centered disaster risk reduction) group , AIN (association of International NGOs –Nepal), TGDM (task groups of Disaster Management) NNCDMC (national network of Community Disaster Management Committees) are coordinating platforms for DRR in-country at National level. Among those the **NRRC**, **DpNet** and **CCDRR** are closely linked with education related DRR activities.

Sub-national level DRR coordination Mechanism:

-
- **RDRC** (Regional Disaster Relief Committee) at regional level and **DDRC** (District Disaster Relief Committee) at district level are sub national level structures and



mechanism to coordinate the DRR activities at sub national level, among them DDRC is the strongest and effective in coordinating DM related activities during disaster as well as pre disaster time.

-
- Further information on Nepal DRR related updates and coordination can be found on: <http://www.un.org.np/thematicareas/disasterpreparedness>.
-
- There are little clarity on how these all systems and platforms are interrelated or coordinate among themselves, most of the DRR platform is having limited mandate of focusing on DRR and non-emergency time where as emergency response (national and sub national level) structures are only activated during emergencies. However in given contexts the sub-national level structures especially **DDRCs are the most effective in both non-emergency as well as emergency time**. DDRCs are key stakeholders for the success of DRR integration at district level..
-
- **Early warning system**: Nepal is having early warning system for flood in place since 2001, the data is collected through various metrological stations located in various part of the country which will be compiled, analyzed and warnings are generated as appropriate, these warnings are disseminated to the concerned districts as appropriate however there is not clear link of these early warnings could be found with education sector especially with schools. It is assumed that once the communities get the early warning the schools in concerned locations are covered. The early warning is not yet fully institutionalized. At central level Nepal still lacks the technological know-how and expertise for high end data collection and automated early warnings. Some of the NGOs have established community based early warning eg. Early warning established by Practical action organization: <http://practicalaction.org/using-v2r-in-nepal>
-
- Nepal recently have got big commitment of 31bn \$ from climate change funding and gearing up for more comprehensive climate related early warning ref. <http://www.trust.org/item/20130703150545-dtgcg9>
-

• **Describe the impact of recurrent as well as low frequency** - high impact disasters on educational continuity (ie school days lost, and any adaptations systematically made to adjust the calendar or curriculum to make these up).

Existing or potential causes of tension or conflict and what triggers can contribute to its outbreak or further escalation and consequences on safety and educational continuity:

The details on conflict and its impact on education sector are well covered in following three reports:

<http://watchlist.org/wordpress/wp-content/uploads/WL-Briefing-Note-Nepal-20101.pdf>



http://www.conflictsensitivity.org/sites/default/files/Education_for_All-Nepal.pdf

http://protectingeducation.org/sites/default/files/documents/van_wessel_and_van_hirtum_schools_as_tactical_targets_in_conflict.pdf

Counters:

Nepal have sincerely tried to counter the negative effects of conflict on education by various laws and policies in place. one of the successful program interiduced was SZoP (school as Zone of Peace)

More reading is available on:

http://www.protectingeducation.org/sites/default/files/documents/schools_as_zones_of_peace_szop_education_for_stabilization_and_peace_building_in_post-conflict_nepal.pdf



Chapter-V

School Facilities



Policies and norms govern safe school site selection, disaster-resilient school design and safer school construction, and school maintenance:

This is broadly covered under construction wing of DoE who have set guidelines for 32 types of the different building designs suitable for 3 different geographical areas Viz. Plain, hills and mountains of the country, this guidelines and designs are based on National building codes of Nepal. The building codes are comprehensive and inclusive of resilience and safety provisions. The detailed national building codes are found on <http://www.dudbc.gov.np/building.php>. UNDP as a lead of Nepal Risk Reduction Forum have come up with automated electronic version of building codes which are necessary for resilience to facilitate the designers and organization, this software can be found on <http://www.preventionweb.net/english/professional/publications/v.php?id=35258>. Further the school buildings are also mandated to follow the national building code, however the implementation and monitoring part is weaker due to lack of human and financial resources. The schools get bare minimum grants from central government which is barely enough for repair and maintenance

Norms or guidance for school non-structural mitigation measures:

There are no such guidelines or norms exist at government level under legal framework or as an administrative procedures concern on non-structural mitigation measures, however where ever education sector NGOs are working they have introduced non structural mitigation through DDRC. This is limited to few districts in Nepal only.

Government as well as private sector both owns the schools in country, however private owned schools are mostly in urban and semi urban areas.

School construction quality is monitored through construction division and their line authorities in districts under standard construction guidelines and designs issued by construction division of MoE; however there are big gaps when it comes to operational matter, these gaps are mainly due to lack of human and financial resources, limited budget allocation and other malpractices.

Government construction division under DoE is responsible for maintaining the government schools, so the budget allocation is mainly through the MoE, however the private schools are not granted any such budget for maintenance. .

Chapter-VI

School Disaster Management & Educational Continuity Planning



National/sub-national/local disaster management organization structures, policies and links (or lack thereof) to education sector:

- At National level NEOC under CNDRC under over all control of MoHCA is responsible for disaster management; the education sector is principally covered under over all response. Education sector is officially accepted in overall response mechanism
- At sub national level the cluster mechanism is not in place mostly the coordination and response occurs through the government structure of RDRC and DDRRC. They are lead agencies to coordinate and implement the response activities.
- Both at national and sub-national level the mechanism and structure are sufficiently covering the education sector.
-

Policies and practices exist at national, sub-national, and school level for school-site level disaster risk reduction, disaster and emergency planning and assessment (including hazard mapping), physical risk reduction, response capacity-development, child-led DRR initiatives:

- Policies and practices related to disaster risk reduction, Disaster and emergency planning and assessment, physical risk reduction and child-led DRR are well described under chapter 3.
- The “safe school policy” is being developed under the lead of DoE in MoE. As per the head of DoE the upcoming policy addresses the three pillars of CSSF. This policy development is supported by ADB and professor from AIT –BKK is the lead consultant. DoE is expecting to come up with final draft by end of March.
- Few districts targeted by NGOs have school specific / education disaster risk reduction plans in place for targeted schools and the DPRP also covers the school safety however unfortunately education continuity plans are not in place.
- Education continuity plan is entirely based on initiatives of IO/s UN etc. SCI have responded to 2011 earthquake in one district and provided TLS to 150 school, SCI neapl maintains stock of 5000 tarpaulines to construct TLS which will be sufficient for 300 schools. (ask the same question to other NGOs) along with 56 school in box.
- Plan international also have supported few targeted school for TLS during earthquake response.

Education and training is available to teachers and administrators as far as school disaster management (including disaster response skills) :

Based on various consultations it was felt that very few schools in few targeted districts of WVI, SCI, MC, AA and UNICEF have training program for school and teachers however each organization is having its own model of training and DM in school despite similar though.

These trainings curriculum, module and frequency are solely dependent on NGO funding so it ends with funding and long gaps are being observed.

The schools hardly get funding for capacity building of teachers on DM /DRR in their regular budget hence it is never in the school budget to district education offices.

Standard operating procedures for building and area evacuation, lockdown, shelter-in-place, and family reunification; and scope and quality of guidance for school drills:

The SOPs related to building evacuation, lock down, shelter-in-place, family reunification all exists at education sector responders mainly the NGOs however it lacks the standardization, the government endorsement and/or adaptation.

This is mainly sparsely addressed issue, each organization with the help of their partners try to address this issue in targeted schools in targeted districts. Some were successful to build this in to DPRP through DDRC.

The school drills are not well covered in any of policy or curriculum hence these drills are conducted based on NGO initiative and funding situation.

Rapid damage and needs assessment for the education sector:

Nepal Education cluster has agreed to use MIRA (Multi sectoral Initial Rapid Assessment) tool and formats. MIRA is general tool covering all sectors including the Education sector. Please refer to http://www.unicef.org/nutritioncluster/files/Nepal_guidance_note_iasc-mira_flood_scenario_may09.pdf for formats.

Contingency plans for Education Sector:

Education sector contingency plan exists but educational continuity is not addressed under that plan. Further the targeted schools by NGOs have tried to come up with school disaster management plan where alternative routes and safe places are mentioned however the education continuity is not considered under those plans.

Please refer to <http://un.org.np/sites/default/files/Education-cp-2012.pdf> for detailed contingency plan.



Chapter-VII

Disaster Risk Reduction / Climate Change and Conflict Prevention in the Curriculum



Measures to integrate disaster risk reduction, climate change adaptation, health and hygiene (to reduce risk of epidemics), and conflict prevention into primary and secondary curricula:

Various efforts are made to include DRR/CCA in to curriculum, AA have implemented project till 2010 and have come up with DRR reference mapping in existing curriculum for grade 1 to 10.

SCI have developed DRR topics to be included in various subjects for standard 1 to 5 for one district Kailali and rukum through 20% quota of DCDB. **(Please refer to attached doc no. 7 for SCI DRR curriculum)**

Efforts for curriculum development:

DRR curriculum is being mainstreamed in formal and informal education. The Department of Education (DoE), through District Education Offices, has been improving school buildings based on the DoE guidelines. The program provided critical inputs like school buildings and textbooks to make an education system functional.

For mainstreaming DRR education into Nepal's school curricula, the UNESCO Office in Kathmandu jointly with the Nepal National Commission for UNESCO and the Curriculum Development Centre of the Ministry of Education based on UNESCO prepared guidelines entitled "Towards the Learning culture of safety and resilience: A Technical Guidance for Integrating DRR in the School Curriculum".

UNDP supported Curriculum Development Centre/DoE for Integration of DRR in School Curriculum for grade 6 to 8. As a scope of the project, school curriculum was drafted, and teachers guide book and student's resource book were prepared. It has contributed for the integration of DRR in the school curriculum from grade 6 to 8.

ActionAid contributed school building structural and non-structural retrofitting, new building construction, training and capacity building on school safety and disaster preparedness and safety drills. In close coordination with MOHA/Disaster Management and MOE/Curriculum Development Centre, curriculum mapping and text revision development of local curriculum was made.

Peace education programs, related curriculum and community-based peace initiatives:

Please refer to EU strategy, attached document "14. EU strategy.pdf", the priority no.2 addresses the peace building, education and community level interventions by EU.

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