

# Evaluation Findings: Nepal Disaster Preparedness for Safer School-2 (DPSS-2) Project

Implementing Organization: Nepal Red Cross Society

Sector: Disaster Preparedness



## CONTEXT

Nepal is ranked the eleventh most at risk country with regard to earthquakes, and the thirtieth with respect to floods. The communities also suffered from other disasters such as fires, windstorm, thunderstorms and landslides. Having implemented since 2009, the school based DP project employed the Children to Children and Children to Adult (C to C and C to A) approaches, using schools as the centers and the students as the agents to promote a culture of safety and disaster preparedness among the communities.

## PROJECT INFORMATION

**Goal:** Reduce the number of deaths, injuries, and the socio-economic impact caused by disasters by building safer, more resilient schools and communities.

**Objectives:** 1) to increase the awareness and knowledge on Disaster preparedness in schools and communities; 2) to establish functional disaster management systems, and; 3) to build the capacity of communities and implementing organizations.

**Project Duration:** 01 July 2011 – 30 June 2014

**Direct Beneficiaries:** Students in 55 core schools and 165 noncore schools

**Location:** Three districts (Two Rural districts of Nuwakot and Rasuwa; One Peri-Urban District of Bhaktapur) in Nepal

**Hazards:** Varied (Bhaktapur: earthquakes and fires; Nuwakot : floods, earthquake and landslides; Rasuwa : landslides and earthquake.)

**Partners:** ARC, National Society for Earthquake Technology (NSET)– Nepal

**Research Methodology:** Qualitative research methods, with purposive sampling of 12 core schools and 8 non-core schools in the three operational districts

## EVALUATOR

Gade Raj Kumar, External evaluator



## Actionable Learning and Recommendations

*Project design:* The project was highly relevant to the Nepal context as it contributed to the Government's flagship 1 program. Activities in schools were coherent. These school based training and awareness raising activities can be very cost effective (or no cost at all) in schools if properly designed.

*Sensitizing school headmasters:* Before the orientation on the project for the school headmasters, the project rollout had been uneasy because of other engagements in the schools. But after the school headmasters got oriented, the project received much greater collaboration from the schools. Also it became easier to work with other teachers.

*Collaboration:* Any new projects on School based DRR in future should begin with a MoU with Education Ministry and integration of project in District Education Department.

*Engaging School Management Committees (SMCs):* The project should push the School Management Committees and other Departments to leverage resources from the Village Development Committees or other agencies in support of the DP activities in the schools. This would set examples for schools to utilize the VCA/DP effectively.



*Child to Child (C to C) Approach:* Complaints were made by the non-Red Cross students that the contents were not cascaded accurately by the Red Cross members. Core trainings should be provided directly for all the students by the teachers.

The child to child approach could be appropriate for conveying informal information, awareness measures, and for first aid trainings in which the cadre had been skillful.

*Child to Adult (C to A) approach:* The approach successfully reached the school students' households. However it failed to reach other households, e.g. those who had no children or those whose children did not join in the target schools, or joined in boarding schools or drop out, or were beyond schooling age. A more direct community intervention that covers the entire catchment should be an option for future programming

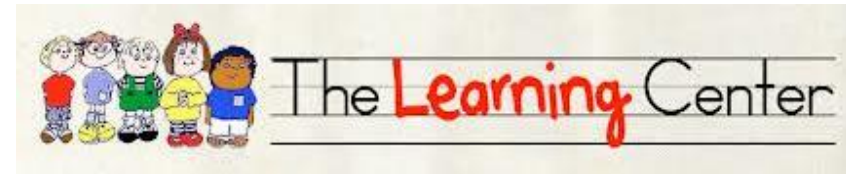


*Training Design:* The trainings should be more practical than theoretical. Five day trainings for teachers should be split into two-day trainings and the subjects should be made more effective.

The existing DM training should be redesigned using child friendly approach. There is also a need for a viable, small scale and low cost LSAR training adaptable to children.

*Household DP Plan:* HHDP Plan was highly relevant as a household-level lifesaving tool. The HHDP plan brought focus to in-house preparedness such

as First Aid, emergency food stocking, safe places, early warning and communication in emergencies. The activity could generate high level of participation as children engaged their parents and family members to create a plan for their household. Besides, it could serve an effective IEC material. According to a student, who posted her HHDP plan on the exterior wall of her parents' shop, the plan generated curiosity among the neighborhood. Upon investigation in the community, people wanted these plans for their individual house and their community. With its potential, the HHDP plan should be taken as a campaign, not an activity that covers the entire communities and schools



*Disaster Learning Centers (DLC):* There were the needs for: (1) mapping of schools served by the DLCs ; (2) regular maintenance on DLC equipment, and; (3) guidelines and training support for running the centers



*VCA/DP Plan:* The entire project should revolve around the vulnerability and capacities identified in the VCA/DP document. The VCA/DP plans should not simply provide information about risk scenarios, but need to be converted into action plans that can be used on a day-to-day basis.

DP plans required planning of directions forward, e.g. action planning, budget, time management and resource mobilization plan and training needs to fill the gaps in capacity and reducing vulnerability. Additionally, update of the VCA/DP plan should be regular and should be integrated into the school system, not just part of the JYRC activity.

*Drills:* Drills should be designed to cover not only earthquakes but also other disasters in the local contexts.



*Evacuation map:* indicates safe and unsafe spots with green and red color indications. When displayed on the schools' wall, it could be a good educational tool making difference to the knowledge of children and teachers in the schools.

*DRR mainstreaming:* DRR mainstreaming should be taken as a priority of the district, sub-chapters and JYRCC, and set as an objective of the project. Relevant government departments at all levels, especially District Education Department and other stakeholders such as VDCs, fire, police, early warning departments and public works should be involved in implementation to promote ownership, DRR integration and mainstreaming in those agencies.



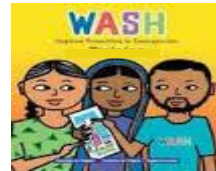
*IEC Materials:* Audio-visual IEC material customized to local conditions were more preferred to printed publications. A low-cost version of Go-bags should be explored for wider dissemination among students.

*IEC Material Utilization:* Project's IEC materials were left underutilized in some certain schools. Go-Bags for example were confined in the JYRC or head Master Rooms in some schools. Utilization of the IEC materials should be ensured.

*Earthquake IEC materials:* SBTOT manual for trainers were identified successful because it enabled learners to identify safe spaces in school and households. The teacher community was very happy with the inclusion of technical detailing of construction into trainings, and now they themselves are able to question about the school designs and demand more resilient structures from the education department.

*Monitoring and Evaluation:* The outreach activity by teachers and children was currently set voluntary at the moment. These resulted in limited level of

community outreach and participation in the project. Monitoring systems should be established to track the indicators beyond school boundary, including door to door visits, community awareness and information dissemination activities. District level steering committee should be involved in the project monitoring and reviewing.



*WASH activities:* The WASH activities could be mobilized locally with concerned local departments. School Management Committees should play a vital role in these activities

*Exposure trips:* Exposure trips should be organized in earlier stage in the project cycle so that the learning could be sown for better yields.

*Staff capacity:* Essential capacity building needs for DPSS staff included school based DRR, child friendly concepts and rights based programming.



*Gender:* Participation in the project activities made girls less shy as they were observed to talk about DP subject with confidence. Girls were also observed to contribute more, viz. they performed better in cascading information to households and taking lead on FA and DP activities in schools.

As girl students constitute majority of the project beneficiaries, and women comprise majority of the available population in rural communities, the project should consider engaging more female staff in disaster programming in the future.

For more information or full evaluation report please contact:-

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