

Disaster Risk Reduction (DRR) in Education-Lessons Learned Assessment following the Nepal floods in August 2017

at

Banke and Saptari



Photograph shows meeting with new Gaun palika members in Banke district

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List of acronyms

CC-DRR	Child centre Disaster risk reduction
CC	Child club
CDC	Curriculum development centre
CSSF	Comprehensive school safety framework
DDRC	District disaster relief centre
DEOC	District emergency operation centre
DIPECHO-8	European Commission Humanitarian Aid Department's Disaster Preparedness Programme (DIPECHO)
DRR	Disaster risk reduction
FGD	Focus group discussion
GLOF	Glacial lake outburst flood
GP	Gaun Plaika
HIP	Humanitarian Implementation Plan
HVCA	Hazard, vulnerability, capacity assessment
KAP	Knowledge Attitude and practices
LL	Lessons learnt
NCED	National center for educational development
NGO	Non-governmental organisation
NORAD	Norwegian Agency for Development Cooperation
NP	Nagar Palika
PTA	Parent teacher association
RC	Resource center
SC	Save the children-Nepal
SDMC	School disaster management committee
SSDP	School sector development plan
SIP	School improvement plan
TOR	Terms of Reference

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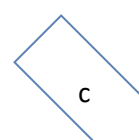
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Executive summary

In August 2017, Nepal witnessed another spell of torrential rains affecting 32 out of 75 districts, by that time, the country was just surfacing out of the tragic earthquake incident that occurred in 2015 and reconstruction was taking place and a new federal structure was introduced for better local administration. The net value of total damages to the education sector in floods -2017 is estimated at NPR 1,193.8 (USD11.5) million at pre-disaster prices as reported in Post Flood Recovery Needs Assessment, by Nepal Planning Commission. DIPECHO-8 was introduced in 2015 just before the earthquake and the program got halted due to emergency and resumed activities after three months. Earthquake gave impetus to DIPECHO-8 for advocacy with the Ministry of Education and was successful in bringing out changes in policy context. The current action of ECHO, named HIP, seems to be the final round of funding on DRR in the education sector in Nepal and is expected to handover to government and other donors to continue thereafter.

DIPECHO-8 was fully focused on schools and a consortium of child-centred organisations like PLAN, WORLDVISION, UNICEF, and SAVE THE CHILDREN came in together and bid for the ECHO grant and comprehensive school safety approach was a core agenda of the consortium. Save the Children worked with government officials within the Ministry, NCED and CDC to bring in CSSF as top priority. Banke was chosen by Save the Children, as the most vulnerable area to work in schools focused heavily on capacity building of teacher trainings and DM components within schools.

Disaster risk reduction as an entry into schools was a good strategy in flood-prone areas, which was very much required as the selected district "Banke" was perennially affected by the floods and the district capacity to mitigate and respond to emergencies was very weak. Communities were well covered by Nepal Red Cross through a comprehensive disaster management program before DIPECHO, but nothing specific interventions were done for children and teachers in schools. Almost 62 schools were selected based on vulnerability to floods and the program covered formation of SDMCs, School Improvement Plans, formation of task forces and awareness generation on DRR in schools.

The purpose of the assessment is

- 1) To assess and document results of the DRR in education activities, including any positive or negative unintended effects in flood-affected districts where Save the Children Nepal has been working, and
- 2) To make recommendations to SC to improve future programming in Nepal, as well as the development of our common approach to Comprehensive School Safety.

The main assessment questions are:

- a) To capture the relevance and effectiveness of the DRR activities implemented in the targeted schools. What worked well, what did not work well and what needs to be improved in the context of the recent flood experience. This information can be captured through detailed case studies and the overall findings included as recommendations in the main report.
- b) To document the relevance and effectiveness of the linkages between schools and community DRR groups and other emergency responders as well as child protection committees, Red Cross, local government, etc.
- c) To report on the efficiency of the education system at different levels (national, district, resource center etc) in responding to the flood.

- d) To review the level of partnership with communities, schools, education authorities, civil society partners and others, in the DRR in education activities and the overall appropriateness of these activities.

The lessons learnt assessment was carried out to understand the impact of CC-DRR and CSSF activities on real time floods and presented in a way to broadly look into issues, which gave lessons from both positive and negative experiences. The lessons learnt exercise would give future programming, a direction and sensitisation towards issues which needs attention from all CC-DRR stakeholders. Much of the activity level DIPECHO interventions have been covered in the end line KAP study. So, the team kept its findings at outcome level to only understand what went well and what did not go well during the flood response and captured issues narrated by different stakeholders. The lessons learnt report should be read together with KAP study report.

The approach for lessons learnt was unique, beneficiary was able to be part of the exercise, one girl and a boy, a teacher and government official and partner staff with the consultant formed a team in Banke and conducted the mission. The intention for including beneficiaries was to look from their perspective, how did the project performed, what were the achievements, what were the lessons learnt and a means to send the lessons back to the stakeholder groups.

The methodology was purely qualitative and highly participatory, which gave motivation to meet every stakeholder from children, teachers, government officials, district administrators and newly formed Gaun and Nagar palika members to bureaucrats, several participatory skills such as focus group discussion, Key informant interviews, observation techniques were largely used to tap qualitative information .Over the exercise, team visited in total 8 schools, DIPECHO -8, Non DIPECHO ,NORAD funded and Save the children Sponsorship schools in two districts namely Banke and Saptari. Conducted FGDs with 4 boys group and 4 girls group, met SDMC, SMC and PTAs in schools.

Limitations, such as visiting only 2 DIPECHO schools out of 62 is comparatively low in percentage, but the number of interviews conducted with stakeholders gave overall information about the program. The other limitation of the exercise was the assessment team couldn't not meet other consortium members to understand the collective actions and achievements. We couldn't assess what every individual organisation has brought their strengths to the consortium in DIPECHO-8.

The structure of data collection on lessons were agreed with the team, and the team came out with few themes during the inception phase, such as Early warning, Education continuity, Protection, Coordination, Resource mobilisation, Capacity building, Mainstreaming, Minimum standards of DRR in schools, School as shelter, but later after the discussion with various stakeholders and beneficiaries, the issues have come out variedly and redefined and added few more themes.

Findings, Lessons and recommendations:

The lessons learnt exercise gave us very interesting findings as narrated below.

- a. DRR and Emergency preparedness, when complimented with regular education, it brings in lot of energy into school environment and children learn about life saving skills and premises become risk free zones. Similarly, when teachers are trained, the skill remains with school for long time, only the interest of teacher matter to continue it.
- b. Changes in Policy and practices needs to be backed by strong commitment for implementation with proper support of technical know-how and financial backup, SIPs and

Trainings are good examples of initiatives with no support required from outside agencies as the government should be able to continue their own with minimal support.

- c. Preparedness is a low priority in low income groups, due to enormous support inflows during emergencies, both administration and communities are happy receiving relief than working on preparedness, which needs more investments, time and resource. Currently there is no funding available from the centre towards disaster preparedness.
- d. Fast track projects like DIPECHO lacks proper backup plan to be handed over with regular education and DRR programs to follow-up and continue the activities for the sustainability aspects.
- e. Teachers training on DM components for one time, remain as a theoretical knowledge base, but do not continue into action during emergency like floods. It needs a thorough review and regular refresher courses and amend it to compulsory lifesaving skill training.

Some of the key lessons identified during the exercise has been narrated into tabular column with a thematic approach.

Early Warning
<ol style="list-style-type: none"> 1. Do not rely on one source of communication means such as mobile phones and SMS. Alternative technology such as google, and GIS based flood mapping of the entire region with flood scenarios identified with water levels and each house is informed about flood marking to take immediate decisions for evacuation or manual decision-making process should be arranged for saving lives in villages. 2. Early warning protocols should be derived at school level, so that every individual should know his /her responsibilities to react, when a call is given.
Teachers Training
<ol style="list-style-type: none"> 1. Teachers training on DRR must be made part of mandatory training in NCED and RC, otherwise if kept optional, the seriousness on DRR will not prevail among teachers and head masters and it doesn't match to changes to policy. 2. Content of training needs to emphasise on risk perspective education, rather simply focus on DRR and CSSF components. There are lot of examples of risk presence inside and peripheral to schools, which are not dealt with in school management.
Comprehensive school safety
CSSF initiatives should not ignore pillar-1(Safe learning facilities), which has overall impact on pillar 2 (school disaster management) and pillar 3(Risk reduction and resilience).
School based institutions
<ol style="list-style-type: none"> 1. SDMC and PTA, if trained properly on DRR, school standards, such as enabling environment, risk free zones; child friendly environment and disaster management committees can function well. 2. SMC and PTAs are key institutions to work in preparedness more than emergency response, these institutions can take active role in safe guarding the education infrastructure.
Advocacy
<ol style="list-style-type: none"> 1. Influencing policy changes had been easier, due to earthquake in the country and its pressure on education department to make certain changes and the project helped in pushing government to make necessary actions, and not the end of means, it needs nurturing through proper support both technically and financially from external sources. 2. The bigger success and challenge is to provide government handholding support to establish strategies and needs a vehicle to convert into actions, where INGOs can play a much bigger role in implementation.

3. Consortium should bring in more pressure at national level to fund for preparedness activities and genuine issues of flooding needs to be addressed.

Contingency planning

1. Contingency planning should be done with SDMC, SMC, and PTA to contribute more and give ownership to the institutions to take the responsibilities.
2. Contingency stocks and preparedness should be available near to the flood areas and timely able to be distributed.
3. Mere influencing the education departments to improvise the SIP with inclusion of DRR and action plans, without proper direction for fund raising will not work. The documents remain as a file and becomes an academic practise for submission to education authorities.
4. "GO Bag" concept is a proven success in all areas of hazards, so it should be promoted in all parts of country.

Coordination

1. A group of likeminded agencies such as child centred consortium could influence positively with government to achieve collective objectives on DRR at National level, and clusters at new federal level in the best interest of children.
2. Critical analysis of coordination should be carried out after the emergencies, to check whether the systems responded well to needs in emergency.

Preparedness and Emergency response

1. Save the Children needs to work on bringing real changes in villages by bringing the attention towards preparedness from all sources, advocacy on bringing more funding to implement policies is a top priority with new governance structures.
1. Donors and government needs to show certain degree of interest in funding allocation towards preparedness, they cannot push policies without strong commitment on backing with funding to realise the vision.

Funding and program-based approach

1. DIPECHO is a fast track DRR intervention, it needs time to mature, which it does not have in its form, so all the activities should be handed over to the regular programs to follow-up.
2. Flood based programming is the requirement, needs and requirements of communities should be seriously considered while programming including the proposal writing.

New governance and opportunity

1. The federal system is calling for the help from stakeholders to come closer to villages for overall development. It should be an opportunity to extend support and develop few models Gaun palikas on CSSF.

Comparison of different schools

1. NORAD schools performed well because of a comprehensive education programme working across the Quality Learning Environment with DRR programming as an additional component, Sponsorship schools need to be looked as vulnerable schools and programmed accordingly.

Recommendations:

1. Early warning

School early warning must be linked with community as priority, so that school as a unit should be safeguarded and properly utilised during the emergency. Also needs to involve and train SDMC, PTA

and SMC to establish protocols and systems for usage of schools in emergency and how children's property like books, stationaries and in-house infrastructure to be saved from floods.

2. Teacher Trainings

The teacher training should be continued with teachers with participation of new federal structure members and continuous mechanism of refresher courses should be planned with NCED and RC at regional level. Currently, NCED and RC teachers training model is not working due to no funding and DRR being kept under optional subject for selection of choice by teachers.

3. Comprehensive school safety

To provide risk perspective education to teachers, all the three components of CSSF need to be demonstrated in schools to bring in the overall objective of school safety in schools.

4. School based institutions

Activate and make functional SMC, SDMC, PTA and CCs institutions by strengthening the roles and responsibilities, decision making ability, proper selection of members who can contribute, and bring in resources to make the school safe. These institutions have large potential in DRR preparedness activities in schools and can safe guard infrastructure and bring in positive changes in schools.

5. Advocacy

Advocacy in bringing the real changes on ground is the top priority in education sector. The policy changes in SSDP by inclusion of DRR chapters need to see the light of implementation in schools. It can be only achieved if, all the institutions work towards realising the goals of SSDP by pooling the resources.

The priority on advocacy at local level is to bring in school design changes to suit flood prone areas, schools are built away from rivers and at elevated areas, continuous operation and maintenance of schools and refresher trainings on DRR is key priority.

In general practice, changes brought in policy at national level, is celebrated as success by all stakeholders, but the strategies and action plans get no support technically and financially, whereas the onus of funding becomes part of disagreement within stakeholders leading to non-implementation of policies.

6. Contingency planning

Stocks and trained man power in the villages are the need of the hour, proper planning and preparation can help in better response during any emergency.

7. Coordination

Critical analysis of coordination should be carried out after the emergencies, to check whether the systems responded well to needs in emergency. Such as needs assessments tools need to strengthen in cluster, based on previous experience.

8. Preparedness and emergency response

Needs of communities and stakeholder consultation should be given top priority before drafting a proposal and agreed by the community institutions. This initiative will enhance ownership and active mobilisation of community in complete process.

Preparedness is lagging way behind or absolute no attraction from government, donors and NGO's in comparison with emergency response, which leads to massive response every year and after year. Few organisations working in preparedness and very few donors funding preparedness only suffice to few small pockets. NGOs need to put in lot of pressure with new federal structure to allocate resources for preparedness.

30 % of all emergency response activities should have preparedness component inbuilt into programming to be made mandatory as suggested by the officials working at district level administration, otherwise the organisations flock to provide relief distribution should not be entertained or given space.

9. Program and funding-based approach

Some quantitative and qualitative sustainability indicators with 6 months of timeframe after program exit need to be agreed upon with the partnerships at all levels, so that the program runs on its own after project completion. Otherwise, as seen in the DIPECHO-8, the core activities of teacher trainings and school-based programs came to halt immediately after project.

Sustainability and accountability reports should be made mandatory to be submitted after a year of project completion. The next project funding to implementing agency or partners, should be given only on the criteria of sustainability indicators agreed.

10. New governance and opportunity

Gaun Plaika and Nagar Palika, decentralised structures are in initial stages of evolution, proper grooming and nurturing to the members can establish a DRR structure and bring in as priority. Save the children should be working in all operational areas with minimum package as DRR mainstreaming.

11. Comparison of different schools

NORAD schools are very good examples of DRR mainstreaming into education component in schools, The DRR program adds value to the education program and brings in synergy with other activities in schools. Similarly, Sponsorship schools under vulnerable pockets needs special DRR program inbuilt into program to reduce risk to students and safeguard investments.

1. Background

Nepal is the most vulnerable country located in Himalayas, the profile of natural disasters occurring in Nepal places her in top 20 most vulnerable countries in the world. It is exposed to earthquakes and frequent floods and landslides. Cold waves, epidemics, hailstorms and GLOFs are few other, takes toll on human lives and livestock loss. Physical infrastructure is badly damaged due to natural disasters and puts pressure on developmental activities. Country embraced new disaster management act-2017 and preparedness is emphasized over response. Over the past decade, there has been substantial investments made in disaster risk reduction in the country at community level. ECHO emphasised DIPECHO-8 to be focused on education sector, which still struggles to fully incorporate preparedness and DRR throughout its policies and programmes as well as make connections to Disaster Management (DM) authorities in 2015. DIPECHO-8 aims to address these issues by working in partnership with education and DM authorities at national and sub-national level as well as with teachers, community members and children.

The action was taken, with the CC-DRR consortium, with five agencies coming together with Save the children, PLAN, UNICEF, WORLD VISION and UN-habitat. The project started in March 2015 and was suspended for three months (May - July 2015) following the April 25th earthquake. The project resumed from 25 July 2015 and completed in 2016. Because of this and the subsequent political crisis in Nepal, delayed the activities. The needs assessment undertaken by the Consortium clearly showed that the most salient problem is a limited capacity at the community and school/institutions' levels to effectively reduce risks associated with these disasters, especially in cases of most vulnerable groups such as children.

The principle objective of action was “Children, communities and the government education and disaster management system in Nepal are more resilient to the impacts of disasters”.

The specific objective was “To increase the disaster resilience of girls, boys, men and women in their communities as well as schools and relevant authorities through the development and implementation of harmonized school-based disaster risk management approaches in Nepal”.

The key activities focussed in the action, was capacity building of education officials and disaster management authorities. Mostly oriented towards teachers training and NCED and CDC officials in DRR and CSSF at national level. Whereas, at local level in schools, capacity building of school teachers, children on disasters was a key output.

1.1 Rationale

Scope and purpose:

The scope of the assessment was limited to DIPECHO-8 and NORAD implemented areas, such as Banke for visiting schools and meeting other stakeholders. Also, it was agreed to see a comparative difference between Non -Dipecho schools, NORAD funded schools in Nepalgunj and Sponsorship schools in Saptari.

The purpose of lessons learnt exercise, is to visit the programme areas, where DIPECHO-8 program was implemented and other identified schools from NORAD, Sponsorship and Non Dipecho schools, interact with sample beneficiaries benefitted directly and indirectly and collect impressions about

the sustainability of the program and to understand, how the program was helpful during the Real-time floods in late August -17.

The team made few assumptions on lessons, upon which the exercise has captured the lessons, which are given below.

1. A lesson is a piece of key information, an unintended outcome.
2. A lesson is something, which gives a strong statement.
3. A lesson is out of an experience, whether it's positive or negative

The findings of the lessons learnt exercise would be used in future programming, by the consortium and mainly help Save the children to launch and find more funding opportunities to scale up DRR programs in other parts of vulnerable areas.

1.2 Methodology

1.2.1 Desk Review

- a. Project details and Proposal - Project Proposal including Logical Framework, Need Assessment Report, KAP study and internal lessons learnt report was referred for first-hand information.
- b. Technical aspects –School improvement plans, DRR and EP manual, National education plan, SSDP report were referred to understand the policy achievements and contributions.
- c. Other aspects – Consortium reports or other material developed similarly on lessons learnt from other organisations.

1.2.2 Key informant Interviews and Focus group discussions

- d. Village level (Gaupalika and Nagarpalika level) - Direct and Indirect project beneficiaries (children, parents, teachers), Village governance members, Village leaders, Local authorities and government departments, the national education authorities, community DRR groups, teachers, head teachers, SMCs and children
- e. It also included consultations with District and Sub District Level – Chief district office(CDO), district education offices, districts disaster response committees, resource persons Sub district and union authorities, Disaster Management Committees, Implementing Partner NGOs (CEOs and focal), Others prescribed by Save the Children Nepal
- f. Central Level – Save the Children Norway lead agency focal (DRR Advisor, Programme Manager, Officers), DRR and emergency focal, education advisor, Key government officials from various departments, UNICEF, Consortium members of ECHO Project.

1.2.3 Tools and techniques

- g. Open ended questionnaires were developed for tapping the qualitative information from all the key beneficiaries and interviews would be conducted by the consultant.
- h. Transact walk and observation to find out the damage caused by the flood with the team members.
- i. Simulation drill to enact the preparedness to understand the response.
- j. Child friendly tools like drawing, mapping, ranking, flash cards were used to understand the context.
- k. Children-to-children interaction would be a key method used in the evaluation with children being part of evaluation team.

1.2.4 Sampling

1. Two districts were selected by consultant, one to assess DIPECHO-8, Banke, which was also affected by the recent floods and One district to explore scaling up possibilities in Saptari purposively, as it had sponsorship schools.
2. Child clubs were consulted for understanding the activities in school and outside in the communities.
3. Also 2 schools per district would be selected randomly where one school will be selected from where KAP study was conducted and other non KAP study school.
4. The team interacted with all the major government agencies, whom the project has direct relation and interaction under the project funding.
5. Two focus group discussions were conducted one boys group, one girls group in each school visited.
6. Two focus group discussions were held in each school with SDMC and SMC.
7. Two teacher's groups were held with male and female and a special interview with trained teachers separately.
8. At least two schools from each area would be visited and the team will interact with children, teachers and management structures to understand the project impact.

1.2.5 Beneficiary inclusion as team members

For the assessment, beneficiary participation means involving children and teachers, providing meaning full role in the lessons learnt process. We wanted children/teachers to be part of decision making and take active participation in the entire process in all the two districts namely Banke and Saptari.

Initially, the team was oriented for a full day on how to conduct lessons learnt with various stakeholders and what information must be captured and successively, the beneficiary- (children & teachers) led the entire evaluation process with consultant. The knowledge for the given task was complimentary, but to explore a full fledged training for 3-4 days with children and teachers would be an excellent investment for participatory evaluation with the stakeholders.

The idea behind putting children in lead role was to innovate a process with children teachers to experience the real participation of beneficiaries on a real-time reflection of, how beneficiaries responded during, before and after the floods.

The lessons learnt is a key reflection exercise, for the beneficiaries, implementing partners, donors to understand, what the beneficiaries perceive about the program and how relevant and effective is the program in terms of intervention and how do they perceive learnings (positive and negative) and how the gaps can be filled in to make the impact better for beneficiaries.

The beneficiaries and implementing partners would take back the learnings into the schools and community after the exercise.

The consultant thought to involve children/beneficiary from field work to completion of report and presentation to stakeholders, and later disseminate the findings to the larger community. But in reality , when the children and teachers were involved in the assessment process from a daylong orientation, it was evident that the stakeholders doesn't have full scope and knowledge about the entire project inputs, they have the understanding of certain activities ,but not a larger goal or vision of programs. Children got to know, how the schools were benefitted out of DRR programs and involvement of various stakeholders in schools create an impact, which is not visible in other non-programmatic schools. Through this process, they get to understand and meet the children from

other schools and acquiring knowledge about the program interventions, able to talk to teachers and observe the change, gaps in programs and how to improvise further and share the knowledge back into groups.

1.2.6 Concept of beneficiary participation

The consultant after due discussions with Save the children's DRR advisors looked at the real-time feasibility of the conceptual model proposed and tweeted to the following terms on child participation, looking at the linguistic, cultural, operational and administrative difficulties.

1. Beneficiary, especially young people would play a key role in lessons learnt process, they would be monitoring the entire LL process along with the consultant and partner staff. The idea behind is to make them a part of the process and make active participation of beneficiary, and the process would build the capacity of children, teachers and staff with a learning objective. After the assessments, teachers, students have appreciated the effort of consultant to bring in stakeholders into process, as they could realise how projects are viewed in a holistic manner and they could understand the continuity of the activities leading to a larger goal, which is not known to the stakeholders before.
2. Children, who participated in Banke district for LL assessments, could understand the program on DRR and also how to conduct a LL assessment and also how to question, how to report and how to conduct FGD with students, But one time support is not enough , it needs to be continued by the save the children MEAL team to involve stakeholders and keep highest participation for documentation and impact evaluations.

1.2.7 Data Analysis

The analysis was done at two stages, one with the beneficiary team at Banke after completion of initial assessment and reflecting on the lessons learnt out of the dialogue with stakeholders. Secondly, at consultant and researcher level after getting the information from both Banke, Saptari and national level. The entire research has been on qualitative indicators and presented.

A half day workshop was conducted at Nepal gunj ,the first part of analysis was done with all the team members coming together and providing their opinions on thematic wise inputs identified before the assessments.

2. Findings

2.1 Flood context

Heavy monsoon rainfall in mid-august 2017, triggered floods and landslides in 32 out of 73 districts. Among the most vulnerable districts Banke and Saptari was very affected. An Initial Rapid Assessment conducted in 28 districts revealed that floods and landslides claimed 141 lives, injured 117 persons, displaced 460,900 people, and left 24 missing. Damage to houses, infrastructures, and productive resources was severe; roughly 65,000 houses were destroyed, and 120,100 houses were partially damaged (Nepal Red Cross Society, IRA Compilation Report, 20 August 2017).

The assessment team had an extensive survey of the areas under the flood prone zones, and found few of the key observations, which would give context of flooding and better understanding of hazard profile and vulnerability.

The key reason for flooding is heavy siltation of river beds, which have risen to more than 1.5-2.0 m over the decades. Many of the settlements have gone down below the river bed level. Schools and communities fall below the level and gets flooded easily. If there is a breach in dams or sudden release of flood gates, then the scope of flooding is fast and vast stretches are inundated with no way for water to pass off. Many of the schools and community settlements are on the banks of the rivers. The picture1 shows the ground level of the school from the top of the bund and the picture 2 shows the toilet destroyed in current floods due to an adjacent river.



Most of the houses in the affected areas were made of poor structural materials, such as unbaked brick and bamboo, which were not capable of withstanding floods. The 2011 National Population and Housing Census reported that 60-70 percent of houses in Morang, Sunsari, Siraha, Saptari, Dhanusha, Mahottari, Sarlahi and Rautahat, and 20-40 percent of houses in Banke and Bardiya were built with poor structural materials. These houses were destroyed and/or damaged due to floods.

Schools are mostly constructed with earthquake design as reference, but not in particular to the flooding. The engineering design, location and height of the sill level is never constructed for flooding, which makes the schools most vulnerable and get inundated. One of the school classrooms unutilised after floods with sand and debris with damaged school infrastructure is shown in the photograph 3.

The catchment of, all the affected areas are totally deforested and so the reason for heavy flash flooding and reason for bringing in silt and debris from the mountains to the river beds. There are too many settlements around the rivers and rivulets, which also make the location very prone to flooding. The dams on lower streams also makes the upstream vulnerable.



Last but significant reason, the floods bring in lot of attraction for political parties to show the sympathy for vote banks. Communities also have the experience of flooding and understanding of the severity, but still does not take minimum steps to build the houses accordingly. Relief material becomes very attractive and compensation from government and agencies in terms of land and cash packages attracts people. Prolong delay in taking up permanent measures, which needs heavy investments and needs technical solutions had also led to chaos.

2.2 Early warning

In Banke district, DIPECHO operated schools and communities, haven't received any early warning prior to evacuate to safe places. The flash floods came into villages over few hours in the night and slowly roused to almost knee level. By the time villagers realised, it was too late and ran for safe places taking the important belongings like food and water. The early warning failure was due to two reasons, one the dam gates were opened without any notice and the second reason was non-functioning of mobile towers because of no charge in batteries of towers, which were running on solar installation. Few of the messages on early warning sent were delivered next day.

Nepal Red cross established a community based early warning system two years ago with nominated representatives and a siren was installed in all the vulnerable villages, which worked well in spite of delays due to no communication. In general, the early warning has a proper protocol given to EW members. In this scenario, because of no information, communities had to take their own decision to give siren after they see the water level was rising quickly in few villages like Tikulipur, which led to safe evacuation on time. Communities had indigenous knowledge and radio messaging and mass media helped a lot on awareness on hazard and disasters, which made them to reach safe places within no time. But many of the villagers complained about non-audibility of siren blown during the night.

Upon discussion with representatives of DEOC, at district level, they expressed that the recent formation of DDRC and DEOCs helped in developing the basic early warning structure, mobilising the data, equipment support and continues monitoring, it had a full fledge communication tree established and every cluster has its own communication tree on early warning, which is a good positive sign, but in contrary, during the floods, due to bad mobile communication, it was not possible to bring in people who were listed, they did not respond quickly, as they themselves were vulnerable and it took almost three days to bring in people on board.

In spite of all the chaos and failures in getting the early warning information during the night, people evacuated to safe places and human loss was almost negligible due to floods, but those succumbed were due to several reasons like house collapse and misadventure in floods. The most affected was livestock, and still there is no survey on the loss of lives.

Children, were mostly guided by the parents for evacuation to safe places, but the benefit of saving the books and assets like stationary and toys at home, was a good contribution of awareness program on DRR within DIPECHO program. The change was visible in most of the children responded for questions in schools.

In Saptari, the floods came in during day time and early warning worked well due to ample time, to evacuate people to safe places.

Case-1

In Tikulipur Municipality, an early warning team member, a woman was responsible for giving siren, during flooding, she couldn't give warning as the water was too deep by the time she realised that early warning must be given. Children were clinging to her during the crisis, and it was not possible for her to climb the tower to activate siren in the night. So, she had asked for help from neighbour to alarm siren. The lesson here is, early warning responsibility should be given to at least few people and have proper planning and backup.

The major finding about the early warning in relation to schools, there is no protocol or pre-defined procedure to safe guard the infrastructure and its use. It means, when an early warning alarm is given, who should be responsible for school, what purpose it should be used for, who should be using, how to safe guard the teaching material inside the school, such as (carpets, desks, chairs, books, stationaries etc), how does the school function during the crisis, and when it should reopen and how does it help community. The function of SMC, PTA, children, teachers, community towards safeguarding education infrastructure is not clear and not part of the emergency plans, probably the reason behind is foreseeing the risk and intensity of events was lacking.

Early warning
<p>What worked well?</p> <ol style="list-style-type: none"> 1. Availability of EW sirens and people trained on EW, has helped people to evacuate. 2. The radio messaging during the flood season has helped communities to be prepared. 3. Safe places to evacuate were previously identified and all the people from community had information. 4. DEOCs are established at district level for coordination, information collection and dissemination
<p>What did not work well?</p> <ol style="list-style-type: none"> 1. Mobile towers and services did not work during continuous rainfall. 2. SMS messages weren't reliable in the night, people haven't checked messages and taken it seriously. 3. Siren were not audible in the village due to intensity and rains. 4. Livestock couldn't be saved due to delay in early warning 5. Education materials was not prioritized to safe guard by trained teachers and head masters.
<ol style="list-style-type: none"> 1. Lesson's learnt: Do not rely on one source of communication means such as mobile phones and SMS. Alternative technology such as google, and GIS based flood mapping of the entire region with flood scenarios identified with water levels and each house is informed about flood marking to take immediate decisions for evacuation or manual decision-making process should be arranged for saving lives in villages. 2. Early warning protocols should be derived at school level, so that every individual should know his /her responsibilities to react, when a call is given.

2.3 Teacher Training

The most ambitious activity of DIPECHO-8 program, was capacity building of teachers and head teacher on disaster risk reduction. The initiative was highly successful in bringing in DRR knowledge into action in schools. With funding from ECHO, currently there is a trained cadre of 120 teachers, about 60 head teachers and many resource persons available in education department in Banke district on DRR.

More than 60 schools have SIP updated and submitted to education officials. Hazard calendar was made available to all the children, regular earthquake drills brought in fresh lease of activities into schools, which was appreciated by children. Non-structural mitigation works inside schools, and household preparedness plans added value to program, but was done in light of earthquake preparedness. The trainings brought, lot of policy changes to the door step of schools. It was very easy to update the changes and shifts made in education policies understood by teachers and head masters, similarly the education department officials.

Though the DRR education was not a part of curriculum, but it made inroads as parallel to core education in DIPECHO-8 Schools. The impact is visible even after one year in schools, as regular earthquake drills are continued, SIPs are updated, and hazard calendar is available.



Trainings have created tremendous impact on children on preparedness through awareness and play materials, supporting the DRR activities in schools. It is found that the DRR complimented the regular education in schools academically. As the girl child population in schools is very higher, more gender balanced trainings should have been thought of to include more female teachers looking at the photograph⁴ besides, where the girl's ratio is much higher than boys and still there were two male teachers and male head master was trained. Separate activities with boys and girls should also have been considered to enable girls to identify specific concerns that may be different to boys.

The impact of trainings has not been found during the flood crisis in 2017. The schools were badly hit by floods, infrastructure was under floods for days, books and stationary, play material and chairs, carpets and desks were inundated for days. School continued only after a month.

After DIPECHO-8 completed in 2016, no more trainings were extended to other schools by the NCED, so much of investment was done in preparing the manuals for teacher's trainings, but it did not continue only because of low interest among the resource agencies and lack of funding for trainings.

It is understood from the interviews, that the DRR training has been kept under the non-compulsory option for teachers. So, teachers chose to opt for those subjects, which were more attractive to students such as "computers" as example rather opting DRR. This optional initiative has pulled back the entire investment into building the capacity of resource persons to nowhere.

During discussion with consortium coordinator, it was evident, that to make a proper positioning into the education curriculum, it takes some patience and advocacy to bring in changes. Which has been the case after the Nepal earthquake.

The training content still had major influence of earthquake as disaster in flood prioritised programme areas. Though it's a promising idea to bring in holistic preparedness on all major disasters, but focus should have been given to floods, such as flood drills, flood preparedness and flood-based response and contingency planning as an example.

Cascading of teacher training was not taken seriously at schools, the teachers trained on DRR implemented few activities, through which there was some learning to other teachers such as drills, but real cascading never happened in a structured format, only an update of trainings was discussed during the school meetings. HVCA in schools provide a good example, where few only knew how to conduct it and few who participated, whereas remaining teachers, children and committees are not oriented on it, the photograph 5 showing the interaction of consultant with teachers. Also, in many schools, understanding the risk and identification of risk in and around the schools is missing.

The DRR trainings lacked, risk perception education to teachers. During the visits to schools, the evidence of risk prevailing environment is available in and around the schools, basic things should have been perceived by teachers and head masters, but its lacking in the trainings. One good example is the staircase of a school does not have railings to climb to first floor, but everyday children are put in risk of falling from stairs.



in the same school, construction material such as steel and other material is laid just opposite to classrooms, where children walk is over sighted. A second example is to keep the stationary and books at an elevated level in office room in flooding season can be perceived by common sense to avoid risk of inundation of material, but it was never thought off and lost many education materials. The training should be more focussed and highlighted about perceiving risk in and around schools, that’s where the crux of HVCA falls in identifying and treated properly.

The NORAD funded schools are bit different in the context, NORAD works across the quality learning environment – from teaching and learning, through to strengthening SMCs, etc. It is a holistic programme improving the quality environment of the school and therefore DRR interventions have a solid foundation to build upon. as these are regularly followed through an education program. The complimentary DRR education with regular education programs are well knitted and looks DRR program vibrant in schools. The NORAD schools perform better than the DIEPCHO-8 schools, as it has holistic approach having all elements of school safety program and class management.

DRR/CSSF, if complimented with regular education programs the impact is higher compared to short term individual programs – Education staff(SC)

Teachers Training

What worked well?

1. Focussing on only teachers was a good strategy for capacity building, which improved the DRR as subject matter in schools with given resources.
2. National level policy changes had overall impact on education system, teachers and education officials are aware about inclusion about DRR.
3. 120 teachers trained had brought positive change in school on DRR education, at least the new SIPs are updated with DRR information and disaster calendar are available in schools.
4. School level SIPs are updated and submitted to DEO office, made ready for funding.
5. On overall DRR mainstreaming is visible in education department, such as a special chapter on disaster risk reduction and immense trainings brought in external knowledge of DRR to education curriculum etc.

What did not work well?

1. Teacher trainings did not convert into action during the flood, lost many school assets
2. The continuity of teacher trainings by NCED and RC did not work out due to lack of funding on scaling up nor as refresher trainings/Putting it as optional subject does not match to policies.
3. DRR program inputs of trainings at school and village level was not visible during the

floods. For Example, SIP couldn't influence post flood recovery or rehabilitation works at school level.

4. SIP does not have funding support, may be GP/NP can do it in future.
5. PTA/SMC are not active to support preparedness measures
6. Women teachers should have got more opportunity in trainings (Gender balance), Cascading should have been followed properly with PNGO.

Lesson's learnt:

1. **Teachers training on DRR must be made part of mandatory training in NCED and RC, otherwise if kept optional, the seriousness on DRR will not prevail among teachers and head masters and it doesn't match to changes to policy.**
2. **Content of training needs to emphasise on risk perspective education, rather simply focus on DRR and CSSF components. There are lot of examples of risk presence inside and peripheral to schools, which are not dealt with in school management.**

2.4 Comprehensive school safety program

DIPECHO-8 was very well designed focussed on pillar -2 (school disaster management) and an overlapping with pillar -3 (Risk reduction and resilience education), the project was launched before the 2015 earthquake and it got halted for few months during the earthquake. The project was intending to drive DRR into schools, by strengthening school-based institutions, capacity building of teachers, children and education officials.

During the assessments, it was found that school infrastructure in flood prone areas were so bad in condition, that the structures(Classrooms) were not designed for floods rather it was done for earthquake as shown in photograph 6. In few schools, neither it served for floods nor resistant for earthquakes.



Prolong exposure to regular floods every year have left the structures very weak. The schools lack regular maintenance and doesn't have a proper learning environment.

In this case, working on other pillars without proper investment into safe learning spaces (pillar -1) is highly questionable. Many of the schools affected were still in bad condition after a year, the dampness in the rooms, torn carpets, less books, broken furniture, debris filled classrooms unutilised till date.

The significant observation about the school's location is just near to rivers and streams and in low areas. Which are susceptible to flooding every year. In this case how the 3 CSSF pillars are to complement each other for attaining the objective of safe schools.

The program should have thought of having a basic research about the vulnerable schools and derived the needs of schools and programmed it appropriately, rather taking the schools at

Schools should be made available to, restart within a week after a disaster to conduct regular classes – Education official as evaluator

blanket approach and provide the

schools similar package. It means, every school should have been identified on certain basis of risk and hazard profiling for programme inputs rather simply selection of the basis of vulnerable areas identified by DDMC.

CSSF could find place in national education plan but needs more promotion at school level and a deep understanding is required about its goals and objectives.

Non DIPECHO schools, did not had any clue about the DRR programming in schools. Scaling up the program is lacking on behalf of education authorities. Teacher's capacity is very low in general and morale is low, don't have regular refreshers courses and trainings to update their own knowledge.

Comprehensive school safety

What worked well?

1. CSSF has been adopted by education ministry and incorporated into new SSDP.
2. Choosing one pillar among three can be a good option, when you have good education system and infrastructure.

What did not work well?

1. CSSF needs more time to mature and needs further support technically and financially to make inroads to schools.
2. When school infrastructure and the enabling environment is not conducive, running pillar -2 with strengthening school disaster management committees would be challenging.
3. CSSF should have been more focused in trainings to teachers, as the risk perspective education is more required than doing HVCA or SIPs.

Lesson's learnt:

1. **CSSF initiatives should not ignore pillar-1(Safe learning facilities), which has overall impact on pillar 2 (school disaster management) and pillar 3(Risk reduction and resilience).**

2.5 School based institutions

In Nepal, school-based institutions such as SMC (School management committee) and PTA (Parent



teacher association), child clubs and other formations are available at school. These institutions are mostly on the paper and not active bodies. These institutions need lot of strengthening and the key members are from agrarian communities as shown in photograph 7 doing a hazard profile of school. One will find the same members in all the committees and has very less knowledge about what's happening around the school. Generally, the school head master has lot of respect in villages and people listen to him, rather vice versa. So mostly the school management is handled by head masters.

Photograph 8 showing the discussion with girls group, having FGD and mostly child club members. It was found that Child clubs are mostly defunct, mostly girls participate and becomes active during external visits and they meet very occasionally. There is no content available to discuss on DRR in Child clubs.



The DIPECHO-8 schools had formed the SDMC inside the SMC and PTA, no much programming was done towards the upliftment of these structures. Expecting a heavy contribution from these institutions at this moment is very dreamy. During the floods, the community responded in cleaning the premises and school classrooms to get back to functioning upon request of head master.

DRR activities has bridged the schools with communities – PTA member

DIPECHO-8 was not designed, to work with the school-based institutions and it was visible, during the floods, there was no much support came in to save the school assets was not a priority. The schools were used by community to save food stocks, shelter for livestock, shelter for people during the flood emergency.

School based institutions

What worked well?

1. SDMC was well established in programme schools, equipped with material and resources.

What did not work well?

1. Dipecho-8 did not have a component for working with community and school-based institutions, which led to oversight of schools during the consecutive floods. Schools were used by individuals to store the grains and cattle in some places and shelter for few.
2. During floods, no temporary learning space was created, and school came back to normalcy only after a month.
3. Child clubs, task forces and SDMC did not come into existence during the floods.

Lesson's learnt:

1. **SDMC and PTA, if trained properly on DRR, school standards, such as enabling environment, risk free zones, child friendly environment and disaster management committees can function well.**
2. **SMC and PTAs are key institutions to work in preparedness more than emergency response, these institutions can take active role in safe guarding the education infrastructure.**

2.6 Advocacy

DIPECHO -8, was more focussed on national level advocacy and was about to develop the SBDM (School based disaster management) model as per the project activities. But due to timely advice and intervention from consortium secretariat, the activity was shifted towards building the advocacy with education ministry to include comprehensive school safety framework in national education plan. Previously, there was not special mention about the DRR in the result framework.

The key advocacy issue with education department is to relocate vulnerable schools to safe place in flood prone areas – lead evaluator

Fortunately, the earthquake brought in focus and attraction to education sector to make necessary changes in policies and practices. Ministry of education was also under tremendous pressure to bring in changes from all quarters, as the children were most vulnerable in schools. This gave impetus to consortium to work closely on developing the action plan at national level very closely with ministry of education and came out with a concrete plan till 2022, which was an enormous success for government and agencies.

At district level, clusters worked together to evolve a DDRP document, where all the sectors contributed to their role and responsibilities. Save the children and Red cross invested to bring the document out published and widely circulated. Enormous amount of time and resources were spent in developing the document "District Disaster management plan".

But during the flood emergency, the document was not used at all by the government nor the agencies, entire effort in bringing it went in vain. The reason for not using the contingency plan was told to be not realistic and the situation was very different in comparison with the scenarios developed for emergency response.

Similarly, the education ministry has derived the financial layout for each year to implement the national education plan, but due to funding shortage, all the activities outlaid cannot be implemented. The education ministry is looking for technical support, research and innovation, logistics, material, learning environment from agencies like Save the children and Donors.

Advocacy

What worked well?

1. Advocacy at national level with ministry of education on pushing the CSSF and DRR into SSDP and National Education Contingency plan as paid well as consortium.
2. District level DRR and EP plan was very well designed by all the sectors and document was circulated as a reference.
3. Shifting from SBDP model to compliment in SSDP was a good move.
4. Earthquake gave momentum to policy shift in education ministry and the consortium very well pitched on time to push the agenda of overall school safety.

What did not work well?

1. There was no commitment of technical and financial resources towards the implementation of SSDP. Which could hamper the policy implementation.
2. The district level DDRP document could not be utilised during the floods, in spite of so much resources, time and expertise was spent only being not a realistic document.
3. Advocacy for preparedness is very weak at national and district and village level.

Lesson's learnt:

1. **Influencing policy changes had been easier, due to earthquake in the country and its pressure on education department to make certain changes and the project helped in pushing government to make necessary actions, and not the end of means, it needs nurturing through proper support both technically and financially from external sources.**
2. **The bigger success and challenge is to provide government handholding support to establish strategies and needs a vehicle to convert into actions, where INGOs can play a much bigger role in implementation.**
3. **Consortium should bring in more pressure at national level to fund for preparedness activities and genuine issues of flooding needs to be addressed.**

2.7 Contingency planning

The flood was so huge and a 30-year recurrent flood, the government agencies were not ready for this event in terms of preparedness and emergency response. Many of the initiatives, district level disaster preparedness activities among clusters and authorities couldn't convert into action. Many of the safety equipment's supported through DIPECHO-8 was not utilised to its optimum level for schools nor for children. Task forces on first aid and search& rescue teams in schools never came into existence

and worked together during floods, as everyone left to safe places on bunds and forest areas for shelter and accessing in the inundated water was difficult. Instead, the schools were linked to existing emergency responders.

“Knowledge on how to handle and respond to mega floods is lacking at local level” – Education director

Contingency planned at the district level was only on document, there was no support to bring in the required equipment, resources prior to floods such as boats. In Nepal gunj, officials were waiting till three days even to get first-hand information from the field due to breakdown of information channels and accessibility was very low due to inundation. One of the lacunae in contingency planning was also not having knowledge on how to implement contingency plans and how to handle such huge floods was a big challenge. The key people who were part of the communication tree, was themselves affected and many of them said, they even didn't realise that they were part of the response team, by then three days have passed. They should have done more drills on the contingency planning, which led to chaos and many of the gaps were identified during the event

In DIPECHO-8 schools, the GO bag (Jhat pat Jhola) was a hit, students have prepared the bag and was informed to assessment team, it was useful during the floods to evacuate with the bag. Family disaster management plan was introduced with low focus and it's not visible in the home visited by the



team shown in photograph 9besides, where the facilitator is asking about the Family disaster plan and he couldn't find the evidence and mostly it was piloted with few students and not taken as a serious activity.

The school improvement plans have been made mandatory to put in DRR component inbuilt into action plan, but contingency planning at school was not focussed. HVCA conducted in schools were also with few students and the real sense of planning is missing with all the students. **The SIPs have undermined the HVCA process and contingency planning and teachers directly keep the DRR requirements into SIPs as it is necessary to incorporate. To elaborate further, previously the trained teachers used to conduct proper HVCA in schools with students and HVCA use to be a process ,through which disaster management plan was developed, But after the DRR introduction into SIP, teachers tend to avoid HVCA and directly write the requirements of the schools in the SIP document, so there is no more disaster management plans in schools, it's just SIPs with some information on DRR.**

Case -2

In Saptari, it was found that 5000 children out of 1200 from 6VDCs fall under most vulnerable areas and it covers almost 45% of sponsorship program. All the 6 VDCs were badly affected by the 2017 floods. The sponsorship program has never seen the program in DRR perspective and there is no provision of DRR mainstreaming into sponsorship program, the reason being the shortage of funding to incorporate DRR activities. Local SC office has requested to look into possibilities for scaling up DRR activities in sponsorship program by getting additional funding from other sources. But the assessment team feels, there has been considerable amount of work on DRR has been done and generated lot of materials in the past by SC-Nepal, which should be utilised and a basic minimum package to be designed to serve sponsorship schools on par with NORAD schools components on DRR.

Contingency planning	
What worked well?	<ol style="list-style-type: none"> 1. District level contingency planning was made available and national education cluster contingency planning was well prepared. 2. SIPs developed in programme areas and updated with latest information on DRR.
What did not work well?	<ol style="list-style-type: none"> 1. School level contingency planning was very weak in spite of resources, equipment, SDMC, task forces established, during floods did not work. 2. Not even a single SIP has received funding from any source after the submission, this will undermine the DRR approach and intentions.
Lesson's learnt:	<ol style="list-style-type: none"> 1. Contingency planning should be done with SDMC, SMC, PTA to contribute more and give ownership to the institutions to take the responsibilities. 2. Contingency stocks and preparedness should be available near to the flood areas and timely able to be distributed. 3. Mere influencing the education departments to improvise the SIP with inclusion of DRR and action plans, without proper direction for fund raising will not work. The documents remain as a file and becomes an academic practise for submission to education authorities. 4. "GO Bag" concept is a proven success in all areas of hazards, so it should be promoted in all parts of country.

2.8 Coordination

Cluster coordination at the district level is found to be excellent as narrated by the district officials, Save the children played an active role in bringing the DRRP document before floods. At national level coordination with education department was well acknowledged by education officials.

In discussion with UNICEF representative, which is leading education cluster co-lead narrates their experience as very positive, as the cluster approach is continuing from 2008 Kosi floods. But, the cluster activates only during the emergency, and during the non-emergency, it acts more like a thematic working group. The education cluster has 37 agencies, which has representation from UN, INGOs and National NGOs. Some networking groups like print media, education journalists and teacher's union as watchdogs, SMC federation at district level chapter also represents in clusters, which was recently formed about 3 years ago. The cluster works on awareness and preparedness, developing tools and mechanism, cluster contingency plan and education continuity and advocacy for schools not to be used for various purpose. The cluster contribution during floods were on providing the assessment tools, which were prepared jointly by organisations and education department at district level and used for immediate flood response.

The momentum of emergency gets lost once the emergency is over and there is no funding available for the preparedness activities.

In discussion with donor representatives, it was clear that the collective action can bring in positive and quick changes and can negotiate and influence better to leverage resources from government.

"The intent and accountability must come from government on preparedness".
 —Education Cluster member

Coordination

What worked well?

1. Coordination among the consortium members went healthy and jointly putting as a one child centred group pushed ministry of education to deliver.
2. During floods, coordination among various agencies worked well both at national and district level. Save played a vital role in education cluster and delivering the relief to needy.
3. The assessment tools worked during the floods.

What did not work well?

1. Clusters become active only during the emergency response, as after the response, very few organisations left till the reconstruction and preparedness phase.
2. Coordination is not happening for the real cause on preparedness, as no agency nor the government is ready to continue the response momentum due to lack of funding towards preparedness.
3. WASH in schools is implemented by education cluster and it lacks technical expertise to implement, so need more coordination with WASH sector for executing projects.

Lesson's learnt:

1. **A group of likeminded agencies such as child centred consortium could influence positively with government to achieve collective objectives on DRR at National level, and clusters at new federal level in the best interest of children.**
2. **Better coordination of intersectoral standard operating procedures (WASH in Schools is not working technically if implemented by Education sector)**
3. **Critical analysis of coordination should be carried out after the emergencies, to check whether the systems responded well to needs in emergency and build back better.**

2.9 Preparedness and Emergency response

Floods have been very regular in the vulnerable areas, as they occur perennially in the region and the emergency response happens almost every year. The intensity varies but almost every year there is a disruption.

Preparedness is well established in terms of early warning, dam control measures and water level in the season is monitored closely. These systems don't need much support once established. Only the operational part is challenging during the flooding season through which the information needs to be properly channelized to reach the end user.

The team in discussion with district officials, realised that there is no absolute interest in preparedness, no funding is available for disaster management in terms of preparedness. Similarly, the case with the international agencies, which does not show any interest in preparedness activities. The INGOs put onus on government for all the preparedness plans to be implemented and the government is not able to fulfil even minimum basic things to get ready for preparedness.

Preparedness does not attract people's interest, nor donors, nor external agencies nor the political parties, however the disaster event becomes everybody's interest once there is an emergency and there is a mileage for all. Even the public does not show interest in raising the homes beyond flood level and take small measures to avert major disasters as said by district official.

The funding from the central government is almost negligible to most vulnerable areas. During the floods, there was not even two boats available for the district officials to access the remote and

most affected areas. Similarly, very few organisations work on preparedness, which are handful and save the children is one among them with DIPECHO funding.

The scenario in emergency response is exactly opposite to the preparedness, the government officials also mentioned that it becomes surplus during the emergency, with the kind and cash support provided by government and other external agencies. The core problem during the recent floods was to arrive at the number of effected families, which delayed the entire response. Initial assessments figures were not accepted, and the agencies believed the list was exaggerated. Once the figures arrived, almost all the big NGOs had their own assessments to distribute relief items. Save the Children also took almost a week to launch proper response, apart from small stocks which were supplied immediately.

The biggest learning in the flood response was to stock pile the food and NFIs as near to the vulnerable areas, rather putting in the warehouse far away centrally. Decentralisation of stocks is very much required and placed before the flood season. Many of the relief stocks came very late and reached beneficiaries, which of no use after a week in flood prone areas after water recedes.

During floods, children under DIPECHO-8 did not had any program coverage, so they never got the support directly from the Save the Children. The temporary learning centres were not established, and children went to schools only after a month. Few schools arranged previous years used books from other districts to continue education. Clothing was provided to few schools and books arrived very late, and play material was never used in schools, which were distributed during the response. Children mostly remember about the floods and response, memory about DIPECHO has diminished over a year.

Over the focus group discussions with children, they all feel the preparedness part should be more focussed, as it can save lives and school infrastructure can be saved as given in the case below.

Case-3

The team visited Shree Rastriya Madhyamika Vidyalaya of Sakarpura village in TilathiKoiladi Gaupalika of Saptari District on 4th February which was affected by recent flood. Save the Children supports all 130 students through sponsorship programme in this school.

The team discussed the issue around flood and lessons learned with teachers, social mobilizers and one of the 10th grade girl child Miss. Asmita Kumari Jha (Photograph 10 below).



According to the child, there is a temporary type of earthen dam about 500 m away from the community and school which divides the community from river. During one of the rainy days, the dam suddenly burst out and brought one meter level of water mixed with silt within 15-20 minutes time. Though there was training on disaster (including earthquake drill) by teacher. They were not prepared much. Due to the flood, the school ground raised to half meter due to siltation and all the carpets and stationaries were damaged by water. For here the important lessons learned are: saving important documents, proper dike structure to protect community, pre-plan to save stationaries and other items in school before next rainy season and pre-positioning of food for homes.

Even during the response, many organisations came to provide relief which were not suitable to the culture and location. The needs don't match with the relief supplies. Many families have received NFIs in copious quantities. Dissimilar relief kits create lot of issue during distribution, a comparison is drawn between the items received per family.

Many at times it was mentioned by the government officials that, the INGOs staff are mostly rooted at district level, and there is very less knowledge, concentration and information is available from the field to the INGOs. Much of the time is wasted in discussions and meetings. It's time to critically notice the observations of the stakeholders to improve programming.

Preparedness and Emergency response

What worked well?

1. Sufficient funding, resources were made available by the agencies towards relief. Government is overwhelmed about the relief provided by various agencies timely.
2. The variety of NFIs provided timely to the affected people by the Save the Children was very well received, the only agency provided children related relief was Save the Children and acknowledged by the communities.

What did not work well?

1. It's very unpleasant to know from officials, that there is no funding available for preparedness except few organisations working in small pockets.
2. Replication and scale up didn't happened after the program exit, due to various important government priorities.

Lesson' s learnt:

2. **Save the Children needs to work on bringing real changes in villages by bringing the attention towards preparedness from all sources, advocacy on bringing more funding to implement policies is a top priority with new governance structures.**
3. **Donors and government needs to show certain degree of interest in funding allocation towards preparedness, they cannot push policies without strong commitment on backing with funding to realise the vision.**

2.10 Program & Funding-based approach

The assessment had a thorough discussions and focus group discussion with various stakeholders and tried to bring in the perspective of program-based approach or funding-based program timelines to the front, to investigate the sustainability aspects. After the DIEPCHO-8 exit, except for some school drills on earthquake and SIP updating, nothing continued in a year, when the consultants went for hunt on lessons learnt. One of the strange observation on the program activities for partner to implement is narrated in the box below.

Case-4

It was noted by the assessment team, that in KAP study report, many activities were still pending till the end of the project. When the team glanced at the project activities detailed just under result-2, it was more than 900 events in total, lined up in 62 schools for partner to implement apart from trainings. This finding throws light on quality of the programming and how capable the partner was to implement such huge task within a given time frame of 6 -8months effectively. By calculation it comes to 14 activities per school.

We also need to understand the accessibility for the partner staff to the remote villages to execute these many events and how the quality monitoring would have been done and documented and what sustainability would have remained after exit. For example, under activity “Local awareness and advocacy” in total 190 events were conducted such as street drama, rally and songs etc.

The key finding is, while designing the projects, it is very essential and necessary to look into these aspects of program execution, which has direct impact on overall sustainability, quality, monitoring, documentation and overall project impact.

Partner organisation, at grassroots level did not follow up on certain activities in schools without program support after exit. Similarly, Save the Children did not follow up with the work with ministry of education on continuity of trainings, usage of manuals, NCED to regularise the trainings never happened due to funding and push from SC. Schools never looked back on IEC material and are lying within trunks, not utilised provided by Save the children, and support received, SDMC did not had any clue of what’s happening at school with post flood disasters in schools .

The point of discussion is how to bring organisations out of this mindset of project-based interventions, funding limitations which hamper the sustainability to a substantial extent. Organisations fall back on receiving funding to run next cycle, otherwise there is no one looks back to schools nor communities and to give support. Exit strategies are not properly planned in the flood prone areas and certain degree of information should be provided to children and teachers and community members on moving out from the projects.

Many of the national level activities with education ministry, which was supposed to implement and regularise haven’t been followed up, there is no mechanism of handing over those responsibilities to regular programs in the organisation. Such as education team in Save the Children should have been given the responsibility to follow-up on the DIPECHO-8 activities with education ministry.

Funding and program-based approach

What worked well?

1. As a strategy, selecting schools and in flood prone areas was a very needy intervention by the consortium.
2. DIPECHO-8 brought, lot of energy and activities at all levels from national to village level, many activities happened in a fast track mode in a short span of time.
3. All most, all cadres of education officials have been part of the process and a sense of belonging is felt during the project implementation period. Things moved very fast and heavy investments, and surge in activities.

What did not work well?

1. The momentum on DRR in education departments fizzle out after the program is complete.
2. Suddenly the interaction and communication at all levels goes down to minimal, due to no funding and program activities.
3. Schools and communities should have been consulted before program activities and events are decided, as requested from villagers, leaders and administration.
4. Earthquake drills in flood prone areas were continuing, in spite of being in flood prone areas even after a year. There was no adaptation of disaster priorities. The program is a very general DRR perspective with similar activities, never made for flood areas.
5. Sustainability of activities with government towards scaling up program activities, partner and SC on DIPECHO-8 did not find resonance after a year.

Lesson's learnt:

2. **DIPECHO is a fast track DRR intervention, it needs time to mature, which it does not have in its form, so all the activities should be handed over to the regular programs to follow-up.**
3. **Flood based programming is the requirement, needs and requirements of communities should be seriously considered while programming including the proposal writing.**

2.11 New governance and opportunity

Nepal has recently introduced the federal system of governance, which decentralise the authority and autonomy to the village (Gaun palika) governance and City (Nagar Plaika) governance. This structure was just enabled before the floods and the new elected bodies were appointed. The new members did not have any information, knowledge and resources to tackle and handle the huge crisis of floods. So, the beneficiary selection was also difficult as all the communities affected were supposed to be looked after and their voices was supposed to be heard. This made some difficulty in reaching the most needy and vulnerable for distribution. Also, the list of affected included everyone.

DIPECHO-8 never worked with new federal structures and people who were responsible at various levels were newly elected, the only cadre which was available to work, was the bureaucracy and the officials with education department and sectoral officers in charge who had some relation with the SC programs. The response went well with whatever resources available and sufficient. The government is still providing aid to affected families in terms of cash (25,000 Rs)/Family.

Now that the district administration has been reduced and autonomy is given to Gaun palika and Nagar palika, the effort must be channelled to grass root level. The key focus areas are capacity building on preparedness, response and funding allocation. Some of the Gaun palikas have created certain

We need help from Child centred organisations to build the capacity of Gaun palika on issues of children and DRR – Gaun palika chairman

funds for few activities under DRR but needs to see the performance of spending for school safety issues.

Due to pressure on Gaun palika from the public, on performance and a sense of competition among each other, there is an ideal opportunity to work with these institutions to bring in change. But there needs to be a strong presence of organisation at local level and continuously advocate to make the education better. A very positive discussion with members is shown in photograph 11. Where the chairman of, RaptiSonari Gaun palika has requested the organisations to support, what their real needs are and match the programs with their priorities. For example, he requested for a good technical help, who



Case-5

At district level, there was a simple request to bring in emergency boats as stand by at DEOC level to launch emergency activities. The district administrator has asked to build a cadre of trained people in emergency response in each village, who can really be handy in dealing with any sort of disasters.

One of the president of Gaun palika adhyaksh, has requested the organisations to support, what their real needs are and match the programs with their priorities. For example, he requested for a good technical help, who can make modifications in structural aspects of existing housing, which can withstand the floods or a new house design, which can be made using local technology to withstand the floods, and it's a simple investment from organisations to bring in such technical expertise.

can make modifications in structural aspects of existing housing, which can withstand the floods or a new house design, which can be made using local technology to withstand the floods, and it's a simple investment from organisations to bring in such technical expertise.

Basic search and rescue equipment's are to be placed in villages for common use and trained in various aspects of disasters. The communication equipment suffered very badly and there was no other means of communication to the villages no plan -B was available.

There was a constant complain from the bureaucrats that the organisations don't really visit field and get the need of people properly assessed and addressed. Many times, there is a mismatch within the requirements and organisations follow their own agenda during the distribution.

Enormous amount of willingness and resource gaps needs to be addressed in collaboration with new federal system to bring back focus on preparedness. policies at national level needs to be brought down to villages for implementation.

New Governance and opportunity	
What worked well?	
1.	New federal system(Gaun and Nagar Palika) is gearing up for implementing development works with full autonomy.
2.	Plans have prepared after floods to implement with education as top priority. What plans?
3.	The Gaun and Nagar palika is expecting technical support from SC in flood prone areas.
What did not work well?	
1.	During the floods, the new federal system had no clue to respond to emergency without resources and support. They acted helpless with no action.
2.	It's difficult to understand till the date of assessments, on what would be the roles and responsibilities, funding mechanisms and what priorities would be taken over by the institutions. As of now, all the sectors would support to federal system and needs some time to align and settle down.
Lesson' s learnt:	
1.	The federal system is calling for the help from stakeholders to come closer to villages for overall development. It should be an opportunity to extend support and develop few model Gaun palikas on CSSF.

2.12 Comparison of different schools

The assessment team has visited DIPECHO intervention schools in Banke, along with a Non DIPECHO school, but covered with HIP, where the activities haven't yet begun in full force. Also, they visited one NORAD funded school to understand the education program, which was later added few elements of DRR and CSSF into programs.

In Saptari, the team visited few schools among which one was Save the children sponsored school and a Non-Dipecho school.

During the 2017 floods, schools under the flood prone zones were differently affected, the exposure had multipronged impact due to distinct reasons, because all the rivers behaved differently in different districts, also depended on intensity of the discharge of the rivers and timing of the floods, some schools were exposed during the nights and some during the day time.

Almost all the schools, visited by the team were inundated with an average of 0.5mt-1.5mt depth from sill level as observed in the field. Many classrooms were flooded with debris with sand and silt. Some of the schools as infrastructure were affected badly, where foundations and walls have become weak and needed structural stability. At the same time the impact of floods on schools, had different effects on children, over the FGDs with children, it was very evident demand from the children, to put the schools on top priority for safe guarding, as they could never imagine the better off infrastructure in the village gets affected, which gives shelter to children all day and they spend most of the day time in school. During the event, children from the DIPECHO-8 interventions had behaved better in terms of responding to the flood due to better awareness and practices. The behaviour among the children was much better in comparison to the Non-DIPECHO schools. The response on behalf of Save the children, was non-discriminatory, all the support went to schools and children were equally in both Nepal gunj and Saptari.

A comparative analysis is presented in the table given below, which highlights some of the indicators in all schools and the status, through which the program intervention can be assessed.

<i>Activities</i>	<i>Dipecho-8</i>	<i>Non-Dipecho</i>	<i>Norad</i>	<i>Sponsorship</i>
<i>Capacity of staff</i>	Trained teacher available	No trained teachers	Teachers trained by SC staff	UNICEF trained teachers
<i>Capacity of Leadership</i>	Head master trained	No trained Head masters	Head master trained by SC-Staff	UNICEF trained teachers
<i>HVCA</i>	HVCA Conducted	HVCA not conducted	Partially done	Not conducted
<i>School improvement plans</i>	School improvement plans updated	SIPs not updated	SIPs updated	Partially
<i>Seasonal Calendar</i>	Seasonal Calendar available in schools	Not Available	Available	Not Available
<i>School based Institutions</i>	SDMC Established, Not active	No SDMCs	NO SDMC	Not available
<i>Same as Above</i>	SMC, PTA established but not active	Available, but not active	Very active	Active
<i>Drills Conducted</i>	Drills conducted regularly	No Drills	Regularly conducted	Conducts
<i>Awareness</i>	Awareness campaigns	Never conducted	Partially done	Nil
<i>IEC Material</i>	IEC material available and less in use	Not Available	Partially supported in use	
<i>Child clubs</i>	Child clubs partially active	Partially active	Very active	Active
<i>Task forces</i>	Task forces formed	Not available	NA	NA
<i>S&R equipment</i>	S& R equipment supported	Not Available	NA	NA
<i>Other education programs</i>	Nil	Nil	Yes	NA
<i>Community Engagement</i>	Community engagement is less	Very less	High	Very high
<i>First Aid Training</i>	First aid training and material Available	Nil	Present	Present
<i>CSSF</i>	CSSF Knowledge and awareness high	Partially	Very high	Partially
<i>Class management</i>	Class management low	Low	Very well managed	Low
<i>School infrastructure</i>	School building weak	Very weak/damaged	Very good	Very weak
<i>Mitigation works</i>	Non-Structural measures done for earthquake	Nil	Nil	Nil

The results among the comparison of different schools has been very surprising, as the assessment team found that, in comparison with DIPECHO school, the NORAD schools have performed very well with few DRR interventions and they continued the practices because of education activities in school. Whereas, the DIPECHO schools, which had huge funding, performed far below in spite of so many activities and interventions as given in table below, the sustainability was totally missing, except few activities like drills and a seasonal calendar and SIP up gradation.

The sponsorship schools lacked behind in DRR aspects, in spite of all the support to schools by save the children and a better 5-day training organised by UNICEF few years ago on DRR. The current area was covered by DIPECHO-III about a decade ago, but there are no traces of it remains. But the schools have all the potential, if a minimum package is designed and implemented through sponsorship program, it can bring to a very satisfactory level. Over discussion with the sponsorship program team, they wanted a special program or a new funding in DRR with 6 new VDCs would be highly beneficial. But the team felt, Save the children should also be able to demonstrate and replicate their own experiences in executing certain package without any outside support. The amount of resources, capacity of DRR team, materials produced in last DRR projects should be utilised in sponsorship programs, as they did it in NORAD schools. The funding for operations can be leveraged from sponsorship programs, but the initiative should be purely from the internal resources and departments, which is real DRR mainstreaming into sectoral programs inside the organisation.

Case-6

Premkala & Jeewan, students of Non -DIPECHO schools, visited some of the DRR interventional schools through the lessons learnt exercise. They were astonished, how the children have made hazard and seasonal maps, teachers interest in DRR activities such as seasonal drills, Go-Bags prepared. The children's knowledge and practices are very high, and their confidence level are at a different level in comparison with their schools. They felt the DRR activities should be conducted in every school without discrimination. The DRR activities are lifesaving skills and every student should be taught in schools.

A minimum DRR package should include, HVCA process and risk perspective exercise, flood drills, GO-Bag and IEC material demonstration and audio video documentaries are a good compendium.

Lastly, the situation in Non Dipecho schools on DRR is not encouraging, in spite of so much investment by Save the children led consortium in teacher trainings, no cascading or replication has happened on behalf of education department.

3.0 Recommendations

1. Early warning

School early warning must be linked with community as priority, so that school as a unit should be safeguarded and properly utilised during the emergency. Also needs to involve and train SDMC, PTA and SMC to establish protocols and systems for usage of schools in emergency and how children's property like books, stationaries and in-house infrastructure to be saved from floods.

2. Teacher Trainings

The teacher training should be continued with teachers with participation of new federal structure members and continuous mechanism of refresher courses should be planned with NCED and RC at regional level. Currently, NCED and RC teachers training model is not working due to no funding and DRR being kept under optional subject for selection of choice by teachers.

3. Comprehensive school safety

To provide risk perspective education to teachers, all the three components of CSSF need to be demonstrated in schools to bring in the overall objective of school safety in schools.

4. School based institutions

Activate and make functional SMC, SDMC, PTA and CCs institutions by strengthening the roles and responsibilities, decision making ability, proper selection of members who can contribute, and bring in resources to make the school safe. These institutions have large potential in DRR preparedness activities in schools and can safe guard infrastructure and bring in positive changes in schools.

5. Advocacy

Advocacy in bringing the real changes on ground is the top priority in education sector. The policy changes in SSDP by inclusion of DRR chapters need to see the light of implementation in schools. It can be only achieved if, all the institutions work towards realising the goals of SSDP by pooling the resources.

The priority on advocacy at local level is to bring in school design changes to suit flood prone areas, schools are built away from rivers and at elevated areas, continuous operation and maintenance of schools and refresher trainings on DRR is key priority.

In general practice, changes brought in policy at national level, is celebrated as success by all stakeholders, but the strategies and action plans get no support technically and financially, whereas the onus of funding becomes part of disagreement within stakeholders leading to non-implementation of policies.

6. Contingency planning

Stocks and trained man power in the villages are the need of the hour, proper planning and preparation can help in better response during any emergency.

7. Coordination

Critical analysis of coordination should be carried out after the emergencies, to check whether the systems responded well to needs in emergency. Such as needs assessments tools need to strengthen in cluster, based on previous experience.

8. Preparedness and emergency response

Needs of communities and stakeholder consultation should be given top priority before drafting a proposal and agreed by the community institutions. This initiative will enhance ownership and active mobilisation of community in complete process.

Preparedness is lagging way behind or absolute no attraction from government, donors and NGO's in comparison with emergency response, which leads to massive response every year and after year. Few organisations working in preparedness and very few donors funding preparedness only suffice to few small pockets. NGOs need to put in lot of pressure with new federal structure to allocate resources for preparedness.

30 % of all emergency response activities should have preparedness component inbuilt into programming to be made mandatory as suggested by the officials working at district level administration, otherwise the organisations flock to provide relief distribution should not be entertained or given space.

9. Program and funding-based approach

Some quantitative and qualitative sustainability indicators with 6 months of timeframe after program exit, need to be agreed upon with the partnerships at all levels, so that the program runs on its own after project completion. Otherwise, as seen in the DIPECHO-8, the core activities of teacher trainings and school-based programs came to halt immediately after project.

Sustainability and accountability reports should be made mandatory to be submitted after a year of project completion. The next project funding to implementing agency or partners, should be given only on the criteria of sustainability indicators agreed.

10. New governance and opportunity

Gaun Plaika and Nagar Palika, decentralised structures are in initial stages of evolution, proper grooming and nurturing to the members can establish a DRR structure and bring in as priority. Save the children should be working in all operational areas with minimum package as DRR mainstreaming.

11. Comparison of different schools

NORAD schools are very good examples of DRR mainstreaming into education component in schools, The DRR program adds value to the education program and brings in synergy with other activities in schools. Similarly, Sponsorship schools under vulnerable pockets needs special DRR program inbuilt into program to reduce risk to students and safeguard investments.

12. Critical areas of Improvement

Activity	Inputs
Early warning	School based early warning to be established and roles defined with teachers and head master, Assets safeguarding mechanism to be evolved at school level to be part of contingency planning
Preparedness	According to seasonal calendar, awareness campaigns at school before the rainy season, safe areas, evacuation, drills to be conducted with community.
Search and Rescue	Few of the teachers need to be trained as search and rescue volunteers, who can do operations in times of emergency and also train school students. (This is also request from current District administration)
coordination	The new federal structure allows school administration to be closer to local administration (GP/NP) for leveraging resources. A federation of all schools in GP/NP can be formed to have collective voice.
information management	School based information management with location details can be centralised using latest software applications and similarly collected using latest devices, can be an option as SC did it in Laos.
needs assessment	Needs assessments, in particular to education needs to be customised in consultation with teachers, community and new federal structure to be prepared. Currently there are gaps in collecting the information as reported by Cluster lead.
response initiatives	The pre-position stocks for children and teachers should be listed and agreed and stocked to an optimal capacity in the GP/NP offices or in suitable place near to access. Sponsorship schools under vulnerable areas needs special stocking of food and NFIs to be considered as top priority.
school continuity	Build capacity of head masters and teachers to bring school to be functioned with 24-48 hours, either as temporary learning centres or full fledge school by providing education material and kits. (Stocks necessary)
Miscellaneous	<ol style="list-style-type: none"> 1. Reduce number of events and deliver effective programs by having individual activity-based strategy to implement and measure outcomes. 2. Bring in best trainers to implement programs on capacity building at the delivery level (School or community) to make program effective. 3. Invest more in capacity building of newly formed GP/NP on CSSF and DRR with members.

4.0 Conclusion

The DIPECHO – 8 programs in Nepal supported by ECHO in 2014-2016 was relevant to program areas vulnerable to flooding recurrently. Also, the formation of consortium with child centred approach had a special impact working with government, especially education department. The program activities especially benefitted the teaching community and children in schools.

There is considerable evidence that DRR momentum has been generated in all cadres of education officials and about 60 schools got direct benefit of DRR program in Banke District alone. However, the impact on subsequent floods was minimal after the program. May be this was due to perennial flooding, which made communities resilient towards flooding and records revealed there was

negligible loss of human life. But the toll of loss on livestock couldn't be averted because of preparedness and facilities.

CC-DRR consortium made tremendous efforts in capacity building of teachers and education officials and brought technical expertise to prepare manuals, action plans, extra curriculum on DRR and guidelines for teachers. However, after the program exit, NCED and RC haven't continued the trainings to teachers as part of replication strategy Which brought back the efforts to stand still on capacity of teachers. The reason was only to find lack of financial resources and interest among the officials.

The situation on support from central to districts and villages on preparedness is almost negligible, whereas on the front of disaster emergency, it overflows from all sides, due to large scale attraction of media and coverage for agencies. Similar situation prevails for save the children and consortium members to bring in funding for preparedness from few available donors, who are ready to invest in DRR and preparedness. Policies made at national level does not find any echo in villages, especially in education sector is very minimal investment. This needs to change and a hope of ray lies in the new federal system, where autonomy is given to institutions, which can make their own priorities and funding available for DRR and preparedness in schools and communities.









The assessments gave evidence that DIPECHO-8 schools had a vibrancy in schools with DRR content and actions very well gelled with regular school curriculum. SIPs got updated, children received play material, support in terms of equipment and trainings and regular mock drills on earthquake brought in fresh lease of energy in schools. Whereas it was never understood that in a flood priority area, earthquake content was much focus, which side-lined flood adaptation of programming.

In comparison with DIPECHO-8, the non DIPECHO schools did not have any opportunity to learn about the DRR and preparedness. There has been considerable urge to have this knowledge in teachers and children, but lack of no programming it is out of purview to bring in resources and knowledge to schools.

NORAD funded schools were doing very well, in comparison with both DIPECHO and non Dipecho schools, as there was a regular education program was running in those schools. With very little effort from DRR managers on building the capacity of teachers and head masters, the schools were better performing, as the holistic nature of education program embraced DRR programming very well with vibrant class management. The program gave enormous lessons on policy making and implementation and program activities, which are detailed in the findings. Many of the activities on DRR and preparedness in schools needs a radical approach in future, on bringing the traditional approach towards sensitisation of holistic school safety management and risk perspective education in schools. In low income countries, all the components of school safety framework need to be implemented simultaneously, as one complement each other.

Annex-1

List of team members conducted lessons learnt exercise in Banke district.

	<p>Gade Rajkumar DRR / Education consultant</p>		<p>Sadiksha Malla MEAL officer, Banke,SCI- Nepal</p>
	<p>Anil Pokhrel Researcher and Co- Facilitator</p>		<p>Premkala Gosai Lessons learnt team member</p>
	<p>Binod Sharma MEALCoordinator CC-DRR Consortium Nepal</p>		<p>Jiwan Kumar Barma Lessons learnt team member</p>
	<p>KhagendraMalla Education focal person for Banke</p>		<p>Shiva Prasad Sapkota Teacher</p>

	<p>Dipendra Programme coordinator Banke UNESCO Club</p>		
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Acknowledgements

The team leader and lessons learnt team, sincerely express gratitude towards Save the children – Nepal for giving this wonderful opportunity to come together as a team and conduct the exercise.

We deeply acknowledge the support of Harun Rashid, Binod Sharma, Hari Dongal, and their entire team, for all support received in arranging all the interviews, meetings, visits, FGDs and national level discussions with all stakeholders. We also acknowledge, the ECHO representative (Piyush), without his vision about this exercise, wouldn't have been possible.

Dipendra, and the whole team of Banke UNESCO club, was very vital to conduct the study, as they were custodians of historical events and bringing us back to DIPECHO interventions was very useful and giving us the time lapse information.

The team sincerely, thank Veselemoy from Save -Norway and Lydia from London office for all the guidance and support in launching this study and critically followed up virtually on every aspect.

Lastly, our gratitude towards all the administrators & bureaucrats, teaching community, children and parents who all came to have a discussion and participate in the lessons learnt exercise.

Gade RajKumar

Consultant-DRR & Education

Annex-2

Terms of Reference (TOR)

Disaster Risk Reduction (DRR) in Education Lessons Learned Assessment following the Nepal floods in August, 2017

Background

Since 2015, with funding from ECHO, the Child-Centred Disaster Risk Reduction (CC-DRR) consortium, led by Save the Children along with Plan, World Vision and UNICEF as strategic partners have been implementing a DRR in the education sector project. This project has focused on operationalising the Comprehensive School Safety (CSS) framework in Nepal. The project was initially focused on six districts in the Mid and Far West of Nepal targeting 60 schools, and this year reduced down to three priority districts in order to achieve district-wide scale up of the activities. With funding from other donors including NORAD, MFA Norway, Italy and Korea, Save the Children has replicated the tools and approach developed in this project to a further 550 schools in 17 districts, implementing through civil society partners.

The project has worked at the national level with the Ministry and Department of Education to integrate DRR and CSS into the education sector plan, as well as supporting the development of a national education sector contingency plan with the education cluster. It has also supported the Ministry of Education to develop and roll out a DRR module for teachers and head teachers. The package includes teacher guides, posters and storyboards. DRR and CSS has also been incorporated into the School Improvement Plan (SIP) format and rolled out to all schools across Nepal for use by School Management Committees (SMCs) and head teachers. In the CC-DRR priority districts, district education offices, resource centres, teachers, head teachers, children and communities have all been involved in the implementation of DRR activities in school and with the community. The project also coordinated with community DRR groups and trainings on search and rescue, first aid, as well as the distribution of first response equipment. The project delivered key DRR activities such as risk and capacity assessment of the targeted schools as well as small-scale and non-structural mitigation activities. Drills for different hazards and various awareness activities were also conducted at targeted schools and communities to raise awareness on disaster management.

In August 2017, flooding in Nepal affected 37 out of 75 districts nationwide. Across these 37 districts, 790 schools were affected and at least 383 schools and learning centres were used as temporary shelters. A number of the districts affected are where Save the Children Nepal has been implementing CSS activities, as outlined above. In Banke, for instance, eight out of the 10 schools where Save the Children was working with funding from ECHO were inundated during the flood. In addition, three more schools in urban areas supported with funding from NORAD were affected.

This presents a unique opportunity to assess the effectiveness of the DRR in education approach and the tools used have helped to reduce risk and build the resilience of children, school communities and the education system at different levels. We are therefore planning to conduct an assessment in order to capture the lessons learned and feed that learning back into the overall DRR in education and CSS approach in Nepal.

Objectives of the assessment

The purpose of the assessment is 1) to assess and document results of the DRR in education activities, including any positive or negative unintended effects in flood-affected districts where Save the Children Nepal has been working, and 2) to make recommendations to SC to improve future programming in Nepal, as well as the development of our common approach to Comprehensive

School Safety. The main audiences of this assessment will be Save the Children teams in Nepal, and globally, as well as education and DRR actors in Nepal, including the education authorities, donors and civil society partners. The findings will be used to create a plan for updating the DRR tools and approach, for advocacy purposes, and also with donors for further improvement in the key identified areas. It will also be used to inform the development of Save the Children's global common approach to CSS.

The main assessment questions are:

- 1) To capture the relevance and effectiveness of the DRR activities implemented in the targeted schools. What worked well, what did not work well and what needs to be improved in the context of the recent flood experience. This information can be captured through detailed case studies and the overall findings included as recommendations in the main report.
- 2) To document the relevance and effectiveness of the linkages between schools and community DRR groups and other emergency responders as well as child protection committees, Red Cross, local government, etc.
- 3) To report on the efficiency of the education system at different levels (national, district, resource centre etc) in responding to the flood.
- 4) To review the level of partnership with communities, schools, education authorities, civil society partners and others, in the DRR in education activities and the overall appropriateness of these activities.

The priority districts for this assessment will include:

District	Interventions
Banke	CCDRR focus district in 2016 and 2017 (10 target schools), and 2018 (40 target schools), also implemented the CSS approach in NORAD supported schools in Nepalganj. Banke is also a focus district for the Red Cross for Community Based DRR. Save the Children did not directly implement community based DRR in Banke, but it did coordinate with these actors for joint activities.
To be decided, one district in the East of Nepal	

Methodology, responsibilities and deliverables of the consultant

The responsibilities and deliverables of the consultant will be the following:

- 1) **A finalized methodology and tools for undertaking the assessment, including case study formats to be presented in the inception report (max 15 pages).** This is expected to include focus group discussions, key informant interviews, case studies and feedback from children and communities affected by the floods. It should include consultations with the national education authorities, district education offices, districts disaster response committees, resource persons, community DRR groups, teachers, head teachers, SMCs and children.
- 2) **Conduct the assessment in the target districts.** (The priority will be to start with Banke district and to have some top line recommendations ready for early December for sharing with the donor).
- 3) **Analysis of the data and prepare a draft report with recommendations (not more than 35 pages).** The recommendations should suggest clear and actionable steps for improving the

overall CSS approach in Nepal, especially in the context of floods. It should include any DRR and preparedness activities to include in future, including an exploration of the protection issues facing children. As each district presents a different context and different implementation approach by Save the Children, it may be useful to present the findings by district.

- 4) **Preparation of 3-5 detailed case studies to accompany the report.** The case studies should provide clear information on what happened in the school and should look at the teaching and learning approach to DRR, early warning information access, community linkages, educational continuity plans, household preparedness, inclusion and protection etc.
- 5) **Presentation to the project team, including local civil society and government, as well as other partners in Nepal,** potentially through the education cluster or other forums.
- 6) **Final report and final presentation submitted to Save the Children** for use by the project team for sharing with others.

Timeframe

The suggested timeframe for this assessment is approximately 25 working days between January – February. The final report will be submitted in February 2018.

Budget/resources

Save the Children Norway will fund the evaluation by covering consultancy fees and travel related costs spent during the evaluation process.

Desired skills and experience

- We would appreciate a team with a combination of skills in education and DRR. This can involve international as well as Nepali consultants,
- We would like you to have demonstrable experience of conducting lessons learned, impact assessments and evaluations, especially in education and disaster resilience programmes,
- Experience in quantitative and qualitative research methods, and the production of high quality case studies and communications materials,
- Excellent communication and writing skills required,
- Knowledge of the education system in Nepal would be highly advantageous.

Annex-III

Inception report

Disaster Risk Reduction (DRR) in Education Lessons Learned Assessment following the Nepal floods in August 2017

The Inception report is developed for the “Disaster Risk reduction in Education Lessons Assessment following the Nepal floods in August 2017” after thorough review of the documents, project context, interactions with key staff involved in the project and assessments team members’ reflections on the project/Programme incorporated. Key amendments and suggestions made to Methodology and approach.

The changes made to methodology are given below.

In **Banke**- Participatory approach would be used by creating a team of five members (one boy+ one girl+ one teacher and one education official+ a partner staff) with experts.

In **Saptari**- Due to low interventions on DRR, the expert will conduct the assessment directly, as the process followed in Banke would not be appropriate to use in field. The focus would be more on looking at the initiatives of DRR mainstreaming process in Education programmes and how to improve the DRR programming.

Changes in list of Key informant interviews:

Level	S.N	Respondents	Type of Tools		Total KII and FGD	Remarks
			FGD	KII		
School/ community	1	Students (Boys and girls group separately) in two school	4	0	4 FGD will be conducted in two schools of DIPECHO-VIII (KAP survey, non KAP survey)	120
	2	Teachers, SMC members(Male and female separately) in two schools	4	0	4 FGD will be conducted in two schools of DIPECHO-VIII(KAP survey, non KAP survey)	90
	3	Child club(Mixed) in two schools	2	0	2 FGD will be conducted in two schools of DIPECHO-VIII(KAP survey, non KAP survey)	45
	4	Parents groups(Mixed)	1	0		45
	5	VDC chairperson	0	1	Gaupalika chairperson	45
	6	Head teacher	0	2		45
		Save the children staff				
District level	1	DEO/RP/DRR focal person	0	1		
	2	DEOC/DDRC focal person	0	1		60
	3	CDO	0	1		

	4	DDMC	1	45
	5	PNGO PC	0 1	30
	6	PNGO Chairperson	0 1	30
	7	Red cross focal person/Junior Red cross	0 1	45
	1	WHO consortium	0 1	45
	1	Red Cross consortium	0 1	45
National Level	1	National Education Cluster /DoE	0 1	
	2	Shiva Prasad upreti	0 1	
	3	Chrenjebi sir	0 1	
	4	UNICEF	0 1	
	5	Sanjeep	12 15	
	6	Piyush		
	7	July		

Change in Work plan:

Date	Day	Activity	Tentative time	Output	Remarks
24th January	Wed	Travel to Banke and introductory meeting with save the children regional team	1 hour discussion and introduction with team members		1 Day
25th January	Thu	Workshop with beneficiary on process	whole day	Preliminary lessons learnt notes drafted from projects, Session conducted on evaluation process and agreed field dates with coordinators	All coordinators consulted, Questionnaires discussed and agreed with country offices. 1 Day
26th January	Fri	Field visit to first project sites	8 hour including travel time	Conducted assessments in one school	All stakeholders consulted, and assessments completed in days. 1 Day
27th January	Sat	Assessments not possible			1 Day
28th January	Sun	Field visit to first project sites	8 hour including travel time	Conducted assessments in one school	1 Day
29th January	Mon	District level stakeholder	7 hour including travel time	Conducted assessments in one school	1 Day

30th January	Tue	Reflection sharing and draft report preparation from LL team Review the data if anything missed.... And evening	come back to KTM at evening	Draft report prepared and shared to consultant	1 Day
31st January	Wed	Desk work at KTM			1 Day
01-Feb	Thu	Travel to Saptari and meeting with Regional office and field team	6 to 7 hour		1 Day
02-Feb	Fri	District level consultation	1 day		1 Day
03-Feb	Sat				1 Day
04-Feb	Sun	Site visit to school	whole day	Conducted assessments in one school	1 Day
05-Feb	Mon	Back to Kathmandu			1 Day
06-Feb	Tue	KII with Nation level stakeholders			1 Day
07-Feb	Wed	Report preparation	Debrief date will be finalized after the field visit		TBD
08-Feb	Thu	Report preparation			
09-Feb		Report Debrief with the team			

Thematic areas of lessons learnt:

Broad thematic areas discussed and identified with the DRR team to focus on lessons learnt assessments.

1. Early warning
2. Education continuity
3. Protection
4. Coordination
5. Resource mobilisation
6. Capacity building
7. Mainstreaming
8. Minimum standards of DRR in schools
9. School as shelter

Annex-IV

Tools

1. Children's Focus group discussion

Points for discussion

- a. How was the floods response different from before project?
- b. What contributions children made during the floods, after floods and before floods?
- c. How do the trainings help children during the floods?
- d. How did Child clubs react during the foods?
- e. How was the coordination among teachers and children in schools?
- f. What were the lessons learnt (Positive and negative)?
- g. How did parents react during the floods and how different it was from before?
- h. How did community react together and what difference you noticed from before?
- i. After six months of the previous disaster, what are the lessons learnt and how prepared are you for any other eventuality.
- j. How SIP has changed the school from before?
- k. Any other as discussion continues...

2. Teachers - focus group discussion

Points for discussion

- a. What difference has the project made to schools in intervention areas
- b. What difference it has made to teachers.
- c. What difference it had made to children and communities?
- d. How were the project activities helped children, communities to cope with floods?
- e. What changes did the project brought in from before?
- f. What material support received from the project and how it is useful
- g. What difference CSS and SBDRM model has brought to schools
- h. What changes has been brought in annual planning in terms of DRR
- i. What are the changes in linkages among the ministry of education at all levels and how did it change the communication
- j. Any other as the discussion continues.

3. Parents – Focus group discussion

Points for discussion

- a. What changes have you observed in children?
- b. What changes have you observed in schools and teachers?
- c. Did the project involved parents? To what extent and how were you connected?
- d. How did you contribute to the emergency response?
- e. Did they observe any positive and negative changes before, during and after the floods?
- f. Were you involved in collective action? If yes how and what did you do?
- g. Any other to following discussion

4. Child protection committees/Child Clubs

Points for discussion

- h. How did club manage to create awareness?
- i. What changes have you observed in children and parents?
- j. Did the project child clubs? To what extent and how were you connected?
- k. How did you contribute to the emergency response?
- l. Did they observe any positive and negative changes before, during and after the floods?
- m. How did the task forces react during and after floods?
- n. Any other to following discussion

KII with District education officer:

1. Describe your experience with the current project on DRR
2. Comments on CSS
3. Comments on SBDRM model and approach working
4. What changes have been implemented during the project
5. How did project bring changes in education system at school level, district level and national level on CC-DRR?
6. How many teachers have been trained and what was the content?
7. How did the trainings helped the teachers in reducing risk?
8. What is the plan for DRR mainstreaming into education
9. How did internal changes brought in schools and mobilization happening around DRR?
10. Any other questions

Questionnaire for community members

1. What is the impact of child clubs in the community?
2. How many of your children going to child clubs? And why some of them are not part of it?
3. Who owns the child clubs? Do you think this initiative can be scaled up by community using their own resources?
4. What is the role of child clubs in disaster risk reduction in the community? What is their role for disaster preparedness in the community?
5. List three changes in children from child clubs, you have observed, which you feel is a positive sign for children and also beneficial for community.
6. What is the mechanism of sustainability of child clubs, once the partner withdraws? Or funding is squeezed.
7. Did you participate in making the community disaster preparedness plans?
8. Are you aware of the CDPPs? How many hazards identified in CDPPs has been fulfilled for the safety of children.
9. Was there any recommendation from your side to partners and they changed their plan for the betterment of children?
10. What is your experience about the recent flood compared to previous ones.
11. What changes you have observed after the project is implemented.
12. What lessons were learnt, give three lessons.

Questionnaire for Village level disaster management members:

1. What were the major activities of the VDMC in the past one year? Any major achievements? Any activities directed to children's issues in disasters?
2. What is HVCA, and how do they arrive at community plans and during project duration, how many actions identified by CPs got funded by partner and how many activities unattended.
3. What is the mechanism to take the views of children in disaster management plans?
4. How does the children activities had impact in development plans sent to district office every year?
5. Name at least two policy changes made out through this project at local level and at national level.
6. How do national disaster risk reduction day celebrations help children, communities and overall society?

7. How do you see the child clubs fits into mandate of VDMC, and what support can be given to children to sustain the initiative? What have been the major changes in the community because of this child club?
8. What was the role of partner staff, and how did you see their contribution in terms of mobilising the communities, children in making DRR child centred.
9. After six months of floods, what are the three key major changes you have noticed due to the project?
10. What are the three activities, which VDMC did not feel was necessary?
11. Can the child centred project be done in a different way in future to have more impact and effectiveness?
12. Do you think the CCDRR project met the basic child rights issues in the community?

Questionnaire for partner and Save the Children staff in field:

1. Which are those thematic areas mainstreamed DRR after, during this project?
2. Which other organisations have adopted CCDRR approach and mainstreamed into sectoral plans?
3. What was the role of partner staff and Save staff in linking the community to government institutions, name few initiatives of leveraging resources from government?
4. Is there any different sectoral project in the same area working on education, health, child protection, etc which has an overlap of beneficiaries and mainstreaming of DRR is done?
5. Did partner have all the flexibility to take decisions to change few activities as per the request from children, community or institutions? Give examples.
6. What were the biggest challenges in the project and how did you overcome them?
7. Explain any incidence of replicating the activities by other NGOs or Government institutions?
8. What were the two innovative ideas gone into /came out of project to make project more efficient, high impact or sustainable.
9. After six months of floods, what would be the key lessons, you have learnt and changed during project.
10. Narrate few incidents, which has changed the approach of DRR in village and communities.