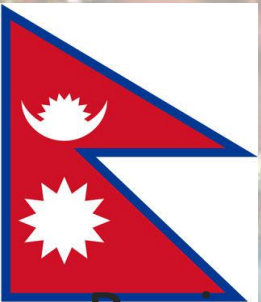# Country presentations on using the IIEP/UNESCO C/DRR Tool Status of Nepal

Regional Consultation Meeting on Education and Resilience,

6 November 2014, Philippines

Chiranjibi Poudel

Section Officer

Department of Education

Nepal

# Presentation Outline

1. Country Context

2. Our Expected results on C/DRR

3. Progress  on C/DRR  in Nepal

4. C/DRR Related Program and Activities  in Nepal

5. Updated  of  Self Monitoring & Reporting  of IIEP/UNESCO  C/DRR Tools and Strategies

6. Usefulness of self monitoring and reporting questionnaire  of C/DRR

7. Limitations and Challenges on C/DRR

8. Priorities for future C/DRR in Nepal

# 1. Country Context

## 1.1 Introcuction

Boarder: India in the south, east and west and china in north

Length: 885 KM (East to west)

Width: 193 KM (not uniform)

Area : 147,181 sq. km.

Capital: Kathmandu

Population: 26.64 million

It has occupied 0.03 percent land of the Asia

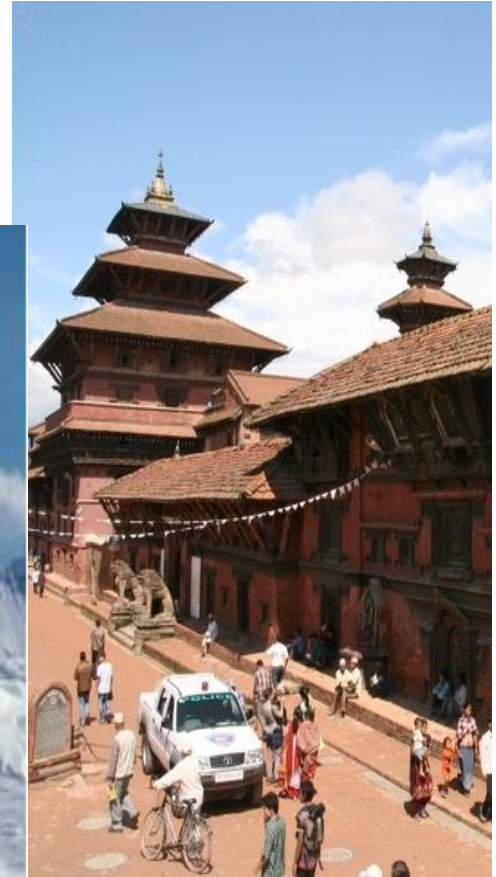Three river system: Koshi, Gandaki and Karnali

High Variation in climate: In summer plain areas and valleys become very hot where hill and mountain still remains cold.

# 1.2 Main Identity of Nepal



**Country of Mount Everest, Highest Peak of the World**

**Birth Place of Lord Buddha**

**Country of Temples**

# 1.3 Diversities of Nepal



## In terms of,

Language - 123 different languages and a number of dialects,

Ethnicity – more than 130 ethnic groups

Religion – Hindu, Buddha, Islam, Christianity and others

Living standard – semi urban , rural and urban setting

Educational status – high network of educational facilities

Geography – high mountain, high hills and fertile low land (Terai)

## However,

Inter-regional, inter-ecological and inter-districts variations are very high but harmony between diversity is very deep

# 1.4 Political Administrative Structure



MAP OF NEPAL
ADMINISTRATIVE DIVISION
75 Districts, 14 Zones, 5 Regions

- Developmental Regions - 5
- Zones – 14
- Districts – 75
- Municipalities – 130

130 of them
- Metropolitan city – 1
- Sub-metropolitan city –3
- Municipalities – 126

- Village Development Committees - 3633
- Wards (Lowest unit of political and administrative structure) – 34,480

# 1.5 Population and demography: (Census 2011)

- Total population: 26494504 (26.5 million)
- Pop by Sex:
  - Male: (48.50%,)
  - female : (51.50%)
- Pop. by region: Mountain 6.73%, Hill 43.0%, Terai 50.27%
- Urban: 14% ,Rural:86%
- Pop growth rate: 1.35
- There is high regional variation in population growth rate and density

# 1.5 Population and demography: contd....

- Family size: 4.88 persons.
- Density: 180 Per skm
- Under 15 years of age : 43.9%
- Age group of 15-59 population :51%
- Literacy rate: 65.9% (2567963 illiterate peoples)
  - Male: 75.1%
  - Female: 57.4

# 1.6 **Governance**

**Federal democratic republic,**

**Administratively Nepal is divided into:**

- **five development regions,**

- **14 zones,**

- **75 districts,**

- **58 municipalities and 3915 Village Development Committees (VDCs).**

# 1.7 Education System

**Education System**

**Formal**

**Non-formal**

**Early childhood and Development**

**School Education**

**Higher Education**

**TEVT**

**Literacy**

**post literacy**

**Continue education & income generation**

# 1.8 Structure of Education

- Early Childhood Program (3-4 years age) /Pre-Primary Education (4 year age): 2/1 years *(ECD is not in structure, but pre primary is in structure)*
- Basic Education (5-12 years): 8 years
  - Primary education (5-9 years): 5 years
  - Lower secondary education (10-12 years): 3 years
- Secondary Education (13-16 years): 4 years
  - Secondary education (13-14 years): 2 years
  - Higher Secondary Education (15-16 years): 2 years
- Higher Studies
  - Bachelor ( 3- to 4 years)
  - Masters ( generally 2 years)
  - M. Phil., PHD

# 1.9 Types of Schools

## Schools

- **Community Schools**
  - Aided Community – approved teachers position
  - Unaided Community – no approved teacher position
  - Community Managed – approved teacher position and managed by community

- **Institutional Schools**
  - Registered in Trust – public and private
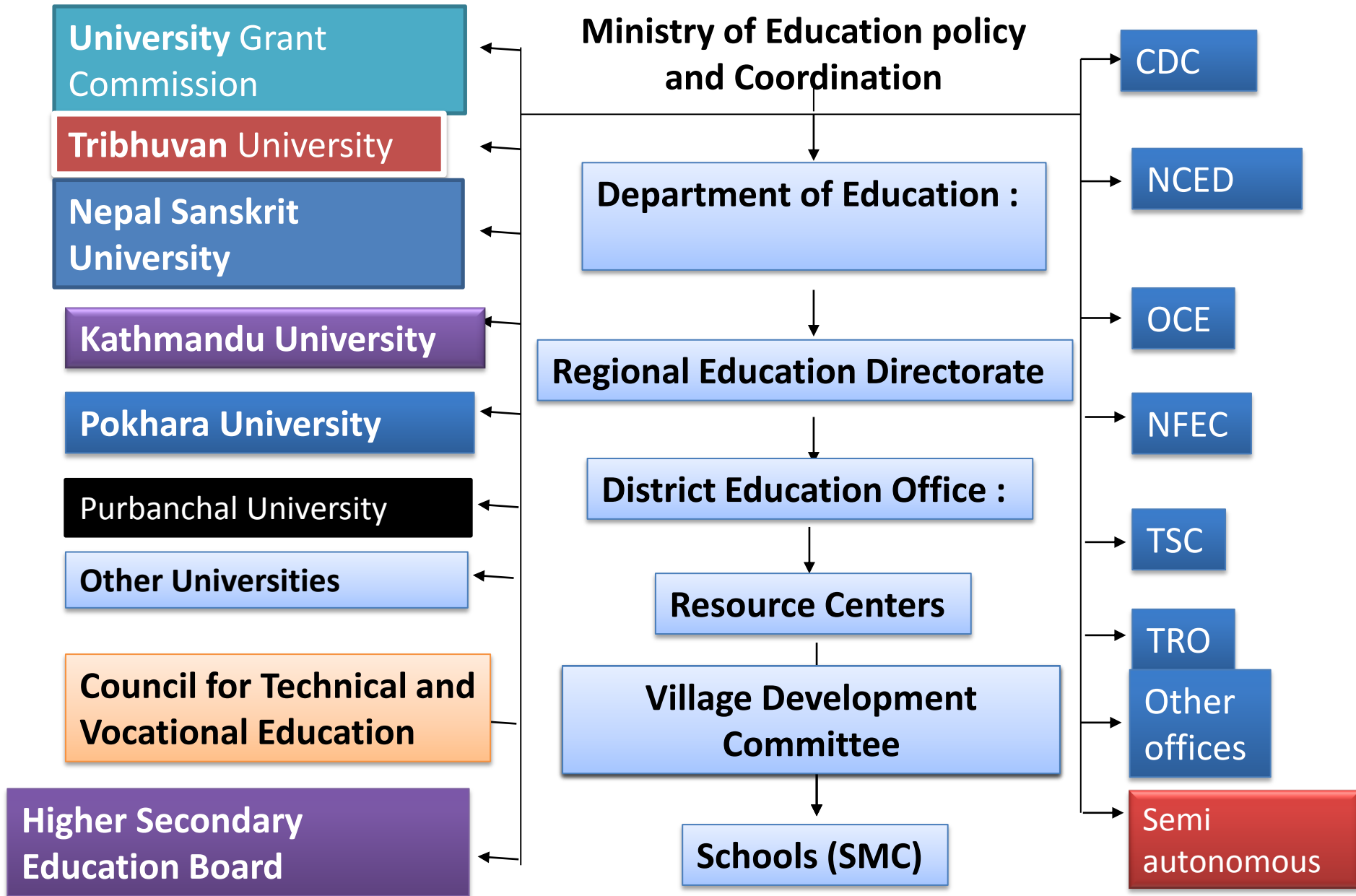  - Registered under Company Act

# 1.10 Number of Schools

| Level | Community | Institutional | Total |
|---|---|---|---|
| Total (1-12 | 29630 | 5593 | 35223 |
| Primary (1-5) level | 29466 | 5277 | 34743 |
| Lower Secondary (6-8) level | 11114 | 3753 | 14867 |
| Basic (1-8) level | 29628 | 5295 | 34923 |
| Secondary (9-10) level | 4983 | 3743 | 8726 |
| Higher secondary (11-12) level | 2650 | 946 | 3,596 |
| Secondary (9-12) level | 5983 | 3038 | 9021 |

DoE, FLASH- 2013

# 1.11 Number of student by level

| Level | Girls | Boys | Total | % of girls' enrolment |
|---|---|---|---|---|
| Basic(1-8) | 3,237,675 | 3,162,210 | 6,399,885 | 50.6 |
| Secondary (9-10) | 437,007 | 441,040 | 878,047 | 49.77 |
| Higher Secondary (11-12) | 191,951 | 195,565 | 387,516 | 49.53 |
| Total | 3866633 | 3798815 | 7665448 | 50.51 |

# *1.12 Summary of the SSRP Key Performance Indicators*

# 1.13 Management structure of Education

**University** Grant Commission

**Tribhuvan** University

**Nepal Sanskrit University**

**Kathmandu University**

**Pokhara University**

Purbanchal University

**Other Universities**

**Council for Technical and Vocational Education**

**Higher Secondary Education Board**

**Ministry of Education policy and Coordination**

**Department of Education :**

**Regional Education Directorate**

**District Education Office :**

**Resource Centers**

**Village Development Committee**

**Schools (SMC)**

CDC

NCED

OCE

NFEC

TSC

TRO

Other offices

Semi autonomous

# 1.14 Delivery Mechanism for C/DRR

- Through exiting government mechanism ( supporting Govt/ partners)

- Mobilizing cluster agencies

- Technical support from the partners

- Inter- sectoral coordination

- Working with the existing networking ( flagship, cluster )

- Working with community groups ( SMC/ PTA, child Clubs, Youth groups, NFE )

# 2. Our Expected results in C/DRR

2.1. Integrating C/DRR into the education sector plan

2.2. Development of National DRR framework

2.3. Establishment and functioning of Education Cluster Group for Education in Emergencies.

2.4. Capacity building of different stakeholders

# 3. Progress on C/DRR in Nepal

## 3.1. Integrating C/DRR into the education sector plan

- Review of curriculum, textbooks, teachers guides and teacher training packages carried out

- Setting the DRR competencies is in process

- Contents have been selected

- Resource book for teachers on DRR has been developed

- DRR is one of the areas of Teachers Professional Development Package

# 3.2. Development of National DRR framework and Policies Matter

- Vulnerable Community Development Framework

- National ESD Framework

- Environment Management Framework

- Policy and strategy for school safety

# 3.3. Establishment and functioning of Education Cluster Group for Education in Emergencies.

- Contingency plan in districts
- Local level capacity building
- Minimum standard for INEE
- Use of survey tools

# 3.4. Capacity building of different stakeholders

- Trainings and workshops for curriculum, textbooks writers and trainers.

- MoE managers

- Members of the Community Learning Centers

- Drilling and preparedness awareness programme

- Organized international Student summit on earthquake safety

# 3.5. Institutional Arrangements

- Coordination Committee in Ministry of Home Affairs

- Clusters: Education, Health etc.

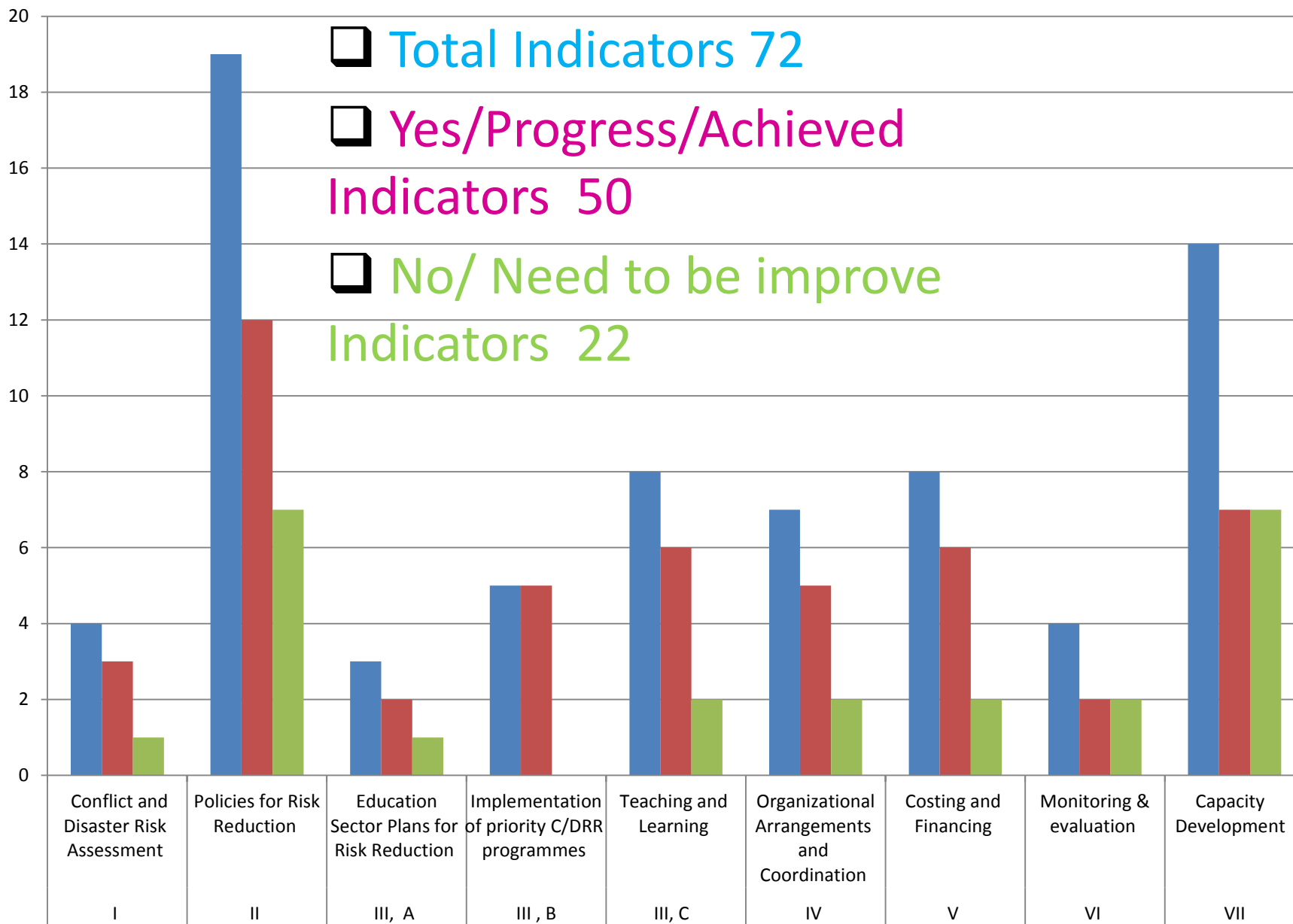# 4. C/DRR Related Program and Activities in Nepal

- Program in SSRP & EFA-CDP: Local level ( District/School)
- Pulling and non-pulling fund
- Supported by Government and DPs
- More then 30 Activities in SSRP
- Budget allocation US$ 216.55 Million for this FY 2014-15

5. Updated of Self Monitoring & Reporting of IIEP/UNESCO C/DRR Tools and Strategies

# Summary of The Evaluation Tools

| Section | Area | No of Indicators | Status | |
|---|---|---|---|---|
| | | | Yes | No |
| I | Conflict and Disaster Risk Assessment | 4 | 3 | 2 |
| II | Policies for Risk Reduction | 19 | 12 | 7 |
| III, A | Education Sector Plans for Risk Reduction | 3 | 2 | 1 |
| III, B | Implementation of priority C/DRR programmes | 5 | | 0 |
| III, C | Teaching and Learning | 8 | 6 | 2 |
| IV | Organizational Arrangements and Coordination | 7 | 5 | 2 |
| V | Costing and Financing | 8 | 8 | 2 |
| VI | Monitoring & evaluation | 4 | 2 | 2 |
| VII | Capacity Development | 14 | 7 | 7 |
| Total | 9 | 72 | 50 | 22 |

# Summary of The Evaluation Tools



❑ Total Indicators 72

❑ Yes/Progress/Achieved Indicators  50

❑ No/ Need to be improve Indicators  22

# Section I

# Conflict and Disaster Risk Assessment

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 1 | developed a national assessment framework on hazard and vulnerability | yes | School and Hospital Safety toolkit endorsed by MoUD (Ministry of Urban Development) |
| 2 | developed a local assessment framework on hazard and vulnerability | yes | Need to simplified the School and Hospital Safety toolkit |
| 3 | **a conflict analysis been conducted for the education system** | No | |
| 4 | **MoE incorporated national and local risk assessment into education plans based on conflict, hazard and vulnerability information** | yes | Incorporated in education plans (SSRP) |

# Section ll

# Policies for Risk Reduction

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 1 | national (non-education specific) policy related to conflict and disaster risk reduction | no | |
| 2 | Is there a national (non-education specific) policy related to disaster management/disaster risk reduction? | yes | National Disaster Response Framework (NDRF) prepared by MoHA (Ministry of Home and Affiers) <br> Nepal National disaster Risk Reduction Strategy. |
| 3 | Has the MoE incorporated the overall national C/DRR or disaster management policy (ies) into education plans? | Moe has incorporated | Visionary Strategy and Master Plan for Disaster Risk Reduction of School in Nepal (Approved by MOE) |
| 4 | Is there a safe school construction policy? : a policy specifying that all the new schools are to be constructed using hazard resistant methods and materials.) | yes | Mandatory to follow the norms it is incorporated in PIM <br> Draft Safe School Construction Policy have been prepared. |

# Section ll
## Policies for Risk Reduction

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 5 | **Is there an official obligation to conduct school level risk assessments (including school sites and routes to school** | Yes | It is incorporated in Program Implementation Manual. |
| 6 | **Is there a plan to retrofit, replace and relocate unsafe schools?** | yes | DOE is implementing . 131 school is completed out of 445. |
| 7 | **Is there an official obligation to incorporate issues of access and safety for people with disabilities into school designs?** | No | There is a code of conduct regarding this |
| 8 | **Is there a policy on the use of schools as emergency shelters?** | no | It was practiced as school shelters during and after disaster. |
| 9 | **Is there a policy on the use of schools preventing military occupation during times of conflict?** | Yes | Code of conduct has been applied |

# Section II
# Policies for Risk Reduction

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 10 | **Is there a policy to protect schools, teachers, students from attack by religious, ethnic or politically motivated groups?** | No | |
| 11 | **Does the MoE have a national contingency plan in place regarding the provision of education during or following conflicts or disasters?** | yes | DOE is implementing. It is prepared in 24 districts in the support of UNICEF. |
| 12 | **Are there sub-national contingency plans to support educational continuity?** | No | |
| 13 | **Does the MoE have emergency stocks of education materials available at national level or pre-positioned regionally?** | No | |

# Section II

## Policies for Risk Reduction

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 14 | **Are back-up copies of curricula stored in safe locations including electronically?** | Yes | Educational materials is in the website of CDC www.moescdc.gov.np |
| 15 | **Are back-up copies of school baseline data stored in safe locations including electronically?** | yes | It is in DOE EMIS system (www.doe.gov.np) and is going to IEMIS system. |
| 16 | **Do schools have standard operating procedures for relevant hazards?** | yes | But not in practice |
| 17 | **Is there an official obligation for schools to practice emergency drills?** | No | But some school have been practiced, teacher are trained. |
| 18 | **Do schools have early warning and/or emergency communication systems to alert families and teachers?** | No | |
| 19 | **Does the MOE have emergency staff recruitment and mobilization procedures for teachers and other education personnel in case of emergency?** | No | |

# Section lll , A

# Education Sector Plans for Risk Reduction

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 1 | **Has the MoE incorporated specific C/DRR programmes and activities into education sector plans?*** | Yes | It is in SSRP 2009/10-2015/16 and EFA/CDP) Education for All- Child Development Program.) |
| 2 | **Has C/DRR been incorporated into sub-national plans?*** | no | |
| 3 | **Has C/DRR been incorporated into annual operational plans?*** | yes | It is included in ASIP/ AWPB 2014-15 (Annual Strategy and Implementation Plan/ Annual Work Plan and Budget.) |

# Section III , B
## Implementation of priority C/DRR programmes

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 1 | **Survey of all school building in the Kathmandu valley** | poor | • **Completed Rapid Visual Vulnerability Assessment of 285 schools in Kathmandu Valley. Total 445 included out of KV.** |
| 2 | **Retrofit of 260 existing school building by 2014 in the Kathmandu valley** | Satisfactory | DOE is implementing with AWP but need to expand<br>• Retrofitting of 149 school buildings completed.<br>• Retrofitting of 209 school buildings ongoing.<br>• Complicated by July 2015 |

# Section III , B
## Implementation of priority C/DRR programmes

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 3 | **Capacity building  by 2014**<br>**-engineer training : 32**<br>**- Mason training : 1050**<br>**-Teacher training : 4000**<br>**-Student awareness: 10,000** | Satisfactory | • 180  engineer train<br>•  715  Masons Trained (including 5 days and on the job training at site)<br>• 3417    Teachers Trained<br>• 50000  Students Trained |
| 4 | Awareness, training and emergency planning of schools | | • 289 Community and SMC people oriented in Kathmandu Valley |
| 5 | Safe school construction | | Through DEO, guide line and proto type design prepared by DoE |

# Section III, C
# Teaching and Learning

| N. | Indicators / Questionnaire | Status | Comments |
|----|---------------------------|--------|----------|
| 1 | **Does the curriculum contain DRR aspects such as school safety guides?** | Yes | Integrated in curriculum in some subjects |
| 2 | **Does the curriculum contain CRR aspects or peace building/conflict resolution components?** | yes | Need to improve |
| 3 | **Have teacher guides been developed that include conflict resolution/peace building components?** | yes | But little |
| 4 | **Have teacher guides incorporated key messages of school safety/risk reduction and resilience?** | No | Orientation to the teachers have been continuously given . |
| 5 | **Have textbooks been developed that are conflict-sensitive** | No | But in infused and integrated into some subjects |

# Section III, C
# Teaching and Learning

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 6 | **Do the textbooks incorporate key messages of school safety/risk reduction and resilience?** | Yes | Need to improve during the reform of curriculum |
| 7 | **Do the current national exams test the students' knowledge of conflict resolution/peace building?** | Could be | Integrated in curriculum |
| 8 | **Do the national exams test the students' knowledge of school safety and disaster risk reduction?** | Could be | |

# Section IV
# Organizational Arrangements and Coordination

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 1 | **Is there a national coordinating body for disaster management or conflict risk reduction?** | good | Nepal Risk Reduction Consortium (NRCC) under the chair of Ministry of Home Affairs |
| 2 | **Is there an education representative on the national coordinating body for disaster management or conflict risk reduction?** | good | A Joint-Secretary of Planning Division of MOE represents from MOE in this NRCC |
| 3 | **Is there a separate unit in the MoE with responsibility for C/DRR?** | good | A separate section at DOE has recently been created |
| 4 | **Is there a permanent focal point in the MoE with responsibility for C/DRR?** | Yes | Physical Service Section chief has been assigned as focal person. |
| 5 | **Are there permanent focal points for C/DRR or education in emergencies at decentralized levels?** | Need to be functional | At REDs and DOEs |

# Section IV
# Organizational Arrangements and Coordination

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 6 | **Is there a regular national education sector co-ordination mechanism (*such as the Education Sector Working Group which would normally include development partners, ministries, UN agencies, etc.*)?** | good | Thematic Group and a separate Education Cluster are working actively to respond EiE and these structures includes DPs, I/NGOs, and other partners. |
| 7 | **Is there an active coordination mechanism specifically for education in emergencies (EiE) such as an Education Cluster or Emergency Education Committee/WG or a sub-group of the sector coordination group?** | good | Education Cluster at national level (Govt. as lead of the cluster and UNICEF, SAVE the Children are co-lead) and it is actively working. |
| 8 | **If yes to both questions 4 and 5 above, then rate the coordination between the ESWG and the Cluster (or sub-group).** | good | Education Cluster discusses the issues at broader level while School Safety Thematic Group looks the issues from micro-perspective, |

# Section V
# Costing and Financing

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 1 | **Does the education plan contain costing and financing for C/DRR activities?** | Yes | In SSRP program ASIP 2014-15 one activity training for the stakeholders of schools including SMC, PTA, VEC, RCMC, HTs and CBOs allocated NRS 1024.52000 Million |
| 2 | **Has there been an analysis of the costs of mitigating, or responding to conflicts or disasters as part of the overall budget framework?** | no | |
| 3 | **Are C/DRR and any emergency-related activities costed and included in the national education sector budget?** | Yes | In SSRP and EFA-CDP 40 activities total budget: NPR 6126502000 |
| 4 | **Is there other national funding (e.g. within the President's Office or through a National Disaster Management Organisation) that the MoE can draw upon in an emergency?** | | Moe can request for that purpose |

# Section V
# Costing and Financing

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 5 | **Do emergency-prone regions have specific funds available for emergency preparedness and response?** | Yes | It is included in SSRP for Regional level . It is use as peer need of schools. Total Budget for fy 2013/14-2014/15 Nrp 40 Million . Need to increase in resources and program. |
| 6 | **Does MoE provide funds to schools for ongoing safety and maintenance?** | Yes | School building maintenance under SSRP district program. |
| 7 | **Does MoE provide specific funds to schools for C/DRR activities?** | no | |

# Section VI
# **Monitoring & evaluation**

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 1 | **Have specific C/DRR indicators been developed?** | Yes | Nepal National building code |
| 2 | **If yes to question 1, do MoE officials at central level use the C/DRR indicators for monitoring purposes?** | Yes | Need to be improved |
| 3 | **If yes to question 1, do MoE officials at decentralized levels use the C/DRR indicators for monitoring purposes?** | Yes | Need to be improved |
| 4 | **Does the include any data that you think can be used for monitoring C/DRR activities? If yes, indicate in the comment box what type of data could be used.** | yes | Need to be improved ( survey of all school buildings regarding safety and finalize the safety status) incorporate in EMIS system |

# Section VII

## Capacity Development

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 1 | **Have MoE officials at the central level been trained on conflict sensitivity or conflict analysis?** | no | To be added |
| 2 | **Have MoE Officials at the central level been trained on DRR or schools safety** | Yes | Need to expand this types of training. |
| 3 | **Have MoE officials at decentralized levels been trained on conflict sensitivity or conflict analysis?** | no | |
| 4 | **Have MoE officials at decentralized levels been trained on DRR or school safety?** | Yes | DEO's staff, teachers, students and SMC member have been given orientation and training. Need to expand this types of training. |
| 5 | **Have MoE officials at the central level been trained on the Interagency Network for Education in Emergencies (INEE) Minimum Standards and on the INEE Guidance notes on conflict-sensitive education?** | no | |

# Section VII

## Capacity Development

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 6 | **Have MoE officials at decentralized levels been trained on the INEE Minimum Standards and on the Guidance notes on conflict-sensitive education?** | No | Need to formulate training package for all level. |
| 7 | **Have education planners been trained on how to integrate C/DRR (either or both) into the education sector planning process (e.g. analysis of hazards, vulnerabilities and risks, development of priority programmes, M&E, costing and financing, etc.)?** | Poor | Need of integrated training for planning officials. |
| 8 | **Have curriculum developers been trained on DRR and/or conflict-sensitive education and on the content related to relevant hazards and risks ?** | No | |

# Section VII

## Capacity Development

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 9 | **Have teacher educators been trained on DRR and/or conflict-sensitive education and on the content related to relevant hazards and risks?** | Yes | Trainers training manage by NCED in 2013 on EiE and DRRM |
| 10 | **Have school principals/head teachers been trained on DRR and conflict-sensitive education and on the content related to relevant hazards and risks?** | Yes | It should be expanded and training package should be reformed. NCED have been managing teacher training in UNICEF supported 24 Districts. |

# Section VII

## Capacity Development

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 11 | **Has DRR and/or conflict-sensitive education been embedded within teacher education programmes?** | Yes | Linkage with TPD (Teacher professional Development) program, One module in TPD is EiE &DRR |
| 12 | **Have other relevant partners been trained on C/DRR? (e.g. students' parents associations, NGOs, etc.) If so, please list the different partners.** | No | |

# Section VII

## Capacity Development

| N. | Indicators / Questionnaire | Status | Comments |
|---|---|---|---|
| 13 | **Is there any awareness raising campaign on C/DRR issues? (e.g. for youth groups as they are the primary beneficiaries of education services.) If so, please indicate the target audience, the characteristics, objectives and timing of the campaign(s).** | Yes | Drill, International Students Summit, Workshop, Training and orientation. Celebration of Earth quick Day |
| 14 | **Does training and capacity building on C/DRR (either or both) mainly take place as pre-service or in-service?** | | Most of the in program during in-service. |

# 5.Limitations and major challenges

- Limited financial resource
- Inadequate capacity
- Unavailability of data
- Gap in existing law and regulations.
- Weak inter ministerial coordination
- Issue of main streaming
- Lack of focused training in the country

# 5. Limitations and major challenges
contd….

- Ensuring delivery of the DRR message and life skills to the children

- Ensuring the inclusion of the vulnerable groups (children with disabilities, pre-primary aged children, Out of School Children, etc.)

- MoE is working with different DRR activities designated different personnel

- Plan, implementation and Quality Implementation of Retrofitting

# 6. Usefulness of the self monitoring and reporting questionnaire

- For systematizing the data
  - Nepal is a disaster prone country. Due to its geographical and other reasons, information can not be obtained in time and adequately.
  - The information from this questionnaire will be integrated into the existing EMIS and use for planning, coordinating and monitoring and assessment
- However the questionnaire need to be adapted according to the Nepalese context.

# 7. Recommendation on Monitoring Tools

- Contextualize the self monitoring and reporting questionnaire
- Infuse/integrate the C/DRR into the curricula
- Integrating the DRR related questionnaire into the existing EMIS after testing and piloting
- Translate the questionnaire into the local languages
- Enhancing and strengthening the coordination and networking

# 8. Priorities for future C/DRR in Nepal

❖ **The Road Map for DRR in Education in Nepal**

- **Mainstreaming of DRR into Education Policy and planning**

1. Integrate DRR as an objective in SSRP (Sector Plan).
2. National Planning Commission and Ministry of Finance to approve DRR related budget mechanisms

- **DRR in teaching and learning**

3. Incorporate C/DRR in curriculum of all level.

4. Capacity developing including teacher training (ECD - +2)

- **Safe Schools**

5. Enhance technical and managerial capacity for safe schools for key stockholders at all level.

 6. Make safer schools an integral part of Child-Centered DRR.

7. Conduct mass awareness campaign

# 8. Priorities for future C/DRR in Nepal

- **Promote School Safety and Disaster Risk Management**

8. Develop C/DRR capacity of district level education officials.

9. Update Terms of Reference of School Management Committees and Parent-Teacher Associations to integrate DRR activities at school and community level.

10. Train all local stockholders in developing and implementing school-based disaster preparedness plans.

# Thank You!