



Project to Promote School Club Activities on Disaster Risk Reduction

Nepal

Annual Report 2019

arts
Plus Arts NPO



CITYNET
YOKOHAMA



Project to Promote School Club Activities on Disaster Risk Reduction

Annual Report 2019

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01 Overview

NPO Plus Arts, a Kobe based organization specializing on disaster education have been conducting disaster prevention education related trainings in Nepal with CityNet, a regional network of local authorities for the management of human settlements in the Asia-Pacific region, since 2015 when Nepal was devastated with the Gorkha Earthquake. With an initial pilot phase of 2 years, Plus Arts with the help from CityNet and local support from Informal Sector Service Center (INSEC) in Nepal started formal trainings with select schools within the municipalities of Kathmandu valley. From initial trainings of the teachers to develop Nepal's original disaster education material, the projects have evolved to include both public and private schools of five municipalities in Kathmandu valley.

The 'Project to Promote School Club Activities on Disaster Risk Reduction' commenced from 2019 through the financial support of Japan International Cooperation Agency (JICA) as the new phase to establish Disaster Risk Reduction (DRR) Clubs in the participating schools and to use the locally produced disaster education material. The project is designed to provide support for schools for increasing Disaster Risk Reduction (DRR) awareness through different games, training, and events. The project is an extension of the, "School-Based Sustainable Disaster Risk Reduction (DRR) Education Material Development Project" which was completed in the year 2017 also supported by JICA.

Among the key stakeholders, Plus Arts, INSEC, Kathmandu and Lalitpur are members of CityNet.

02 Objectives

- To form Disaster Risk Reduction (DRR) club at schools
- To develop DRR education manual and to develop DRR education game materials and disseminate in schools
- To spread DRR education widely to community through DRR club activities





03 Major Activities of 2019

I. DRR Club Formation Workshop

One key component of sustaining any activity in schools is to formalize its establishment and operation. During one of the meetings with the local counterpart INSEC, it was suggested that the schools in Nepal has child clubs where various activities were held and it would be useful if the activities of DRR education was also conducted through a similar club. This suggestion from INSEC was extremely important as it would not only mean the sustainability of the DRR education activities in school but the potential of expanding it in the school and among the parents as well as the community was a high possibility.

The **first step** to understand the concept of the DRR club was held in early February 2019. The workshop was intended to **familiarize the participants on its objectives, process of establishing it and to understand the mechanism of operating the club** in the schools. This step included introduction of club activities and its operation in Japan. The introduction also included explanation of the roles and responsibilities of the teachers as well as the students. The rapid dissemination of DRR education in Japan has also allowed for structured learning process among the students where senior students act as peers and conduct the club activities on their own for the junior students.

The **second step** was to **draft an annual calendar in which the club activities would be scheduled** in relation to the normal academic calendar as well as extra-curricular activities in each school. As Nepal's public and private schools have different calendars to reflect

many festivals, school functions and examinations, each school calendar is notably different but accommodates DRR club activities as a part of extra-curricular club activities generally conducted once a week.

The **final step** was the workshop to **plan formation of the DRR Club which included management and operation**. Opportunity was given to each school teacher to develop their own plan for operating the club. In most cases, the club is managed by the teachers but operated by the students who are the club members. A video showing how club activities are run in Japan was also shared to give hints on its operation styles.

The final step also included the **branding of the club**. This process is important as it not only symbolizes the club helps in creating an identity of the club members. It was therefore crucial to make the process inclusive and participatory so that the ownership of the DRR clubs to be established in schools get strengthened among the participating teachers.

The teachers were asked to select an animal or a bird that best symbolized DRR. Among the final selection were a crow, red panda and a rhino. With the final vote it was determined that rhino be selected as the symbol character of the DRR club to be established in all schools. As a part of the branding process, this is now used in all official material of the DRR club.



II. Stakeholders Meeting

In order to orient major stakeholders on the project framework, to clarify their roles and responsibilities and to collect necessary feedback for the project a stakeholder's meeting was held by inviting the school principals and the representatives of the five target municipalities.

The meeting shared the primary goal of the DRR club to raise awareness on DRR and to be able to take necessary actions before, during and after disasters. The stakeholders were also informed of the practical aspects of the DRR club activities where students would perform activities such as preparing emergency or go-bags in each household, performing first aid, and

making stretchers from blankets. Other learnings from the club includes quizzes and games which are specifically designed for easy understanding.

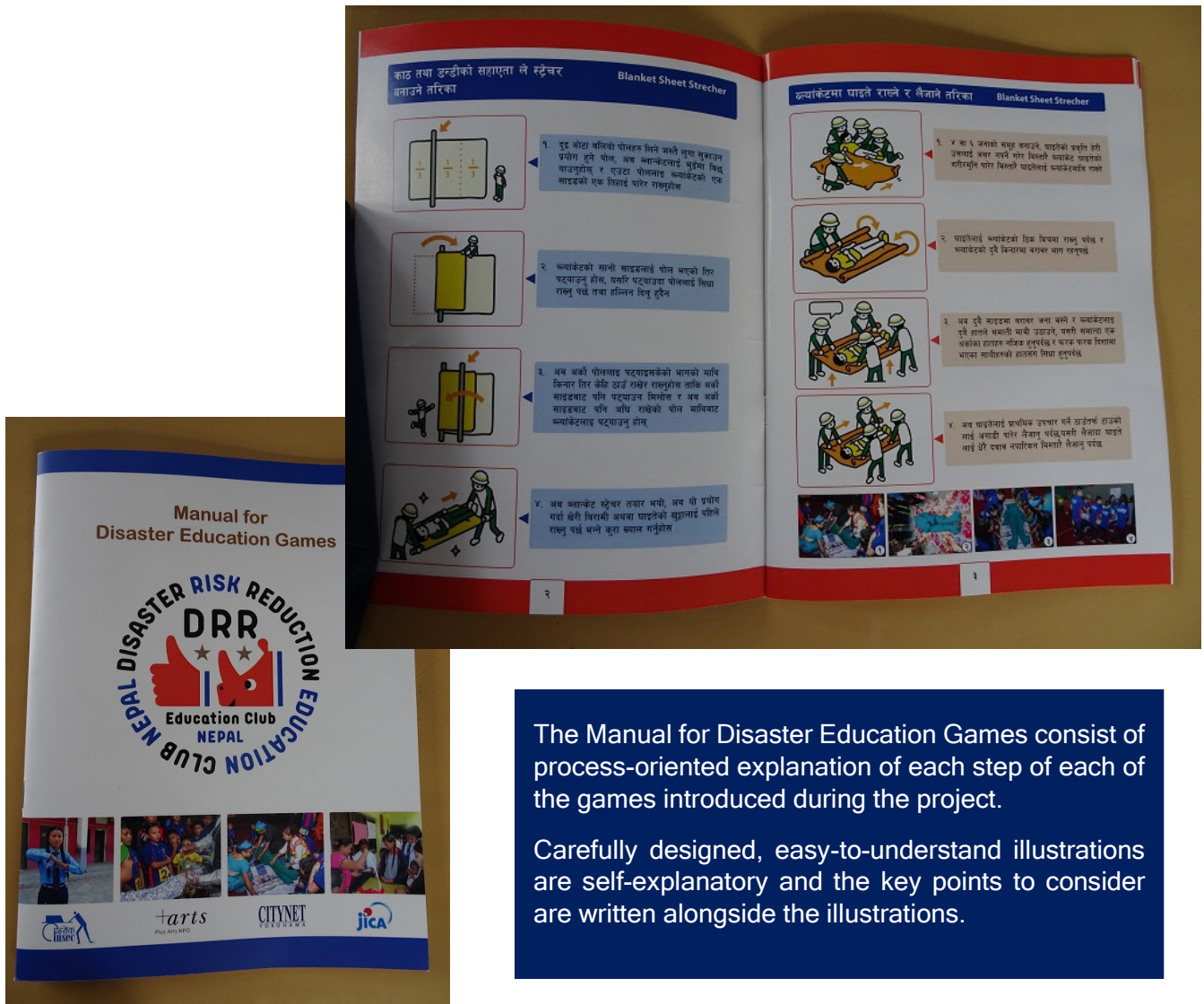
The stakeholders were also informed of the DRR Club calendars where the teachers and club members would participate in activities within the school hours. The principals assured full support to the teachers in charge of the club activities and expressed their commitment in sustaining the activities in their school.



III. Development of DRR Education Manual and Production of Material

The localization of DRR education games has been ongoing since 2015 when it was first introduced to the teachers. Initial process involves hand-made material by the teachers whose creativity and innovative thoughts are integrated into the content to base it on Nepalese context. Among the **19 games developed** so far which includes both activity based and material based, **five games** which uses printed material were converted into **graphically illustrated material** through computer based illustrations supported by **Open Learning Exchange (OLE) Nepal** who has been converting Nepalese curriculum based textbooks into easy-to-understand computer based learning tools often referred to as e-learning material.

In addition to converting the handmade material into computer aided printed matters, tools such as bandanas with imprints of first aid techniques, rubber stamps with the DRR Club logo and three level of badges were produced to be used during club activities.



The Manual for Disaster Education Games consist of process-oriented explanation of each step of each of the games introduced during the project. Carefully designed, easy-to-understand illustrations are self-explanatory and the key points to consider are written alongside the illustrations.



1. PICTURE STORY SHOW

This game uses a set of illustrations to teach children about fire safety in a story format.

Each sheet also contains questions to ask children about what can be correct in the given situation.

Picture story show is a common tool used in Japan to entertain both children and adults.



2. SNAKES & LADDERS

A popular dice game localized to include contents on landslides.

Each illustrated step contains lessons to be learnt for specific aspects of landslides. The ladder allows the player to proceed while the snake will slip the participant to a lower number.

The content for this game can be changed to different circumstances.





3. SHUFFLE GAME

The main objective of this game is to place the cards in the correct order. Various scenarios are illustrated on each set containing 5 cards.

The back of the cover card also contains the correct answer.

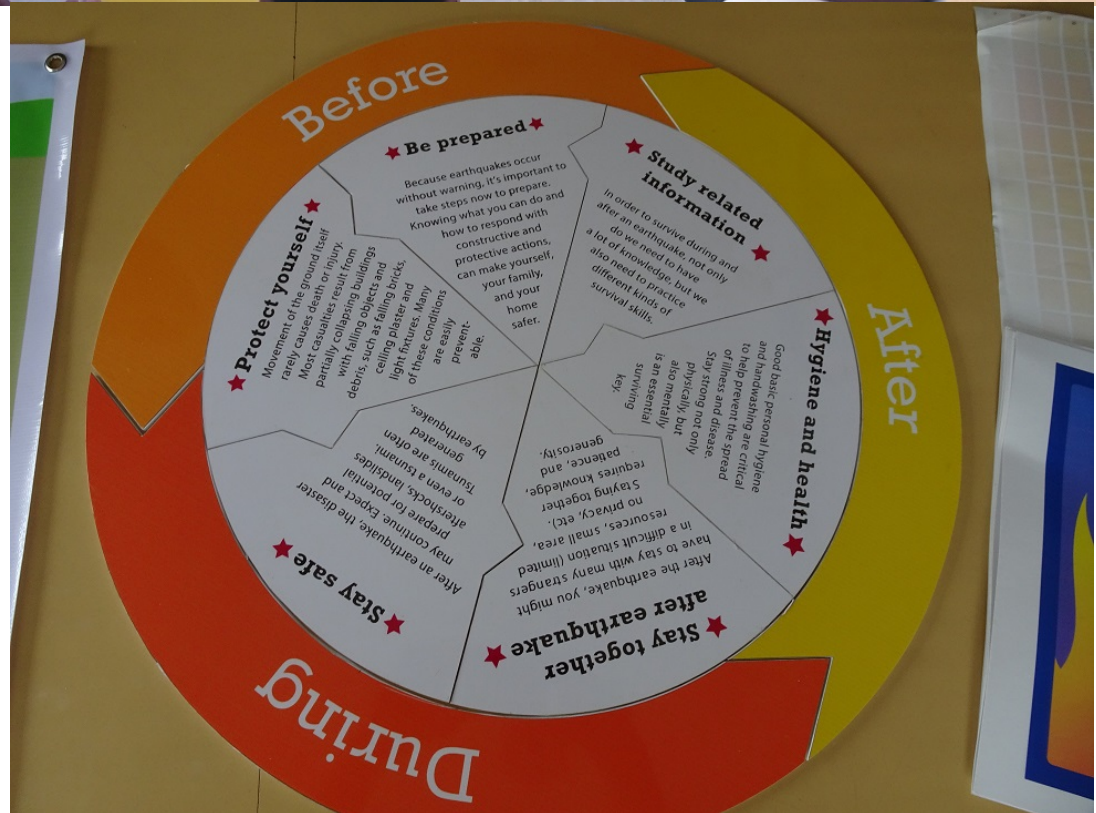
This is an easy quick step learning for both adults and children.



4. DISASTER LIFE CYCLE GAME

Originally developed by a Thai game designer, this game uses puzzle pieces and situation cards that are to be put in correct instances (before, during, after) of the disaster cycle.

The game is possible to be played in both English and Nepali languages using the reverse side for the other language.





भूकम्प जागरूकता

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भूकम्प गइसकेपछि
समूहमा बस्दा कसरी
खाना खानु पर्छ ?

२

भूकम्प आइरहेको
बेला घरभित्र भए
के गर्नुपर्छ ?



5. EARTHQUAKE AWARENESS GAME

This game requires both physical movement and reading contents of the cards.

As the name suggests, this game depicts an earthquake scenario where obstacles such as cars and buildings obstruct the players from reaching a safe zone.

Once at the safe zone, the participants have to answer quizzes by picking up all possible answers for the question being read.

Children of all ages can enjoy this game.

The bigger cards contain the questions related to situations for the earthquake and the smaller cards contain possible answers.

The obstacles are hung from the neck of children who try to block the 'evacuees' from reaching the safe zone.

Students can take turns playing different roles for the game.



IV. Trial of official DRR Education material

Throughout the entire process over the past five years, any material made by the teachers have always been tested and tried several times both among the teachers as well as the students to understand its impact, user-friendliness and quality.

When the localized DRR education were finally made into official products, these materials were also tested among the teachers before the launching.

A workshop to unveil their products to the teachers was organized to seek feedback as well as test its actual use. The trial among the teachers using the actual products they had designed was received with excitement and enthusiasm to use it in their respective schools.

During the trial, all the participating teachers were given the opportunity to try out products made by other teachers which not only enhanced the understanding of its usage but also allowed for new ideas for further modifications.



V. Launching of DRR Education Material

Four years of continuous engagement in creating, testing and modifying of the handmade DRR education material finally saw its debut upon being professionally produced by OLE Nepal in July 2019.

The Mayor of Lalitpur Metropolitan City, Chief Representative of JICA, DRR person in charge of the municipalities were invited in addition to the school principals and teachers. During the ceremony, Hon. Mayor Chiribabu Maharjan expressed his appreciation for producing an effective and practical tool for DRR education in Nepal which can be used in any school or community setting with the trained facilitators. He mentioned that developing original learning material by the teachers in Nepal is still uncommon and this process may be applied for producing learning material in other subjects as well.

Similarly, Chief Representative of JICA Ms. Yumiko Asakuma applauded the efforts of the teachers in Nepal for engaging tirelessly to produce the original DRR education material localized to the Nepalese context. She stated that the material was of very high quality and hope that students will particularly find it exciting to study about disaster through an enjoyable material.

Each school principal and municipality who attended the launching ceremony were given a complete set of DRR education material which include card games, printed material, banner, bandana, badges and an original box for safekeeping.





VI. School based DRR Club activities

DRR Clubs adopting game based educational materials were established in schools with specific calendar for conducting the activities. Similar to other club activities in schools, the club members are admitted from various class levels who are interested in learning about disasters and promoting them in their schools and communities.

As the club activities are conducted mostly on Fridays as extra-curricular activities and both as an outdoor as well as indoor activities.

In most cases, the club supervisors, usually the teachers who have completed the trainings conduct the activities with certain responsibilities for facilitation given to older students as a part of peer learning.

From July to December 2019, more than 50 outdoor DRR club activities were conducted and posted on DRR Teachers' Club Facebook.

VII. Publicity events at schools

One of the main activities for the DRR Club students is to organize an event in school where other students of the school as well as parents can experience the games. This also allows for the DRR Club members to facilitate the games. This process is crucial in any learning activity as teaching others means getting to know the contents well enough to be able to share the knowledge skillfully and accurately. This allows for the student facilitators to not only study the handling of the material well but also enhances their confidence in disseminating the knowledge on DRR.

From July 2019 to December 2019, six such events were organized in different municipalities. During the event, the school invited parents, community members, and municipality representatives so that knowledge sharing as well as the DRR educational material could be introduced widely.



XIII. Japanese Teachers visit project schools as a part of their study visit to Nepal

A group of twelve Japanese teachers from Hyogo prefecture in Japan were in Nepal in August as a part of their study visit to Nepal to learn about various Japan supported projects both in the capital and in rural districts. A study visit to one of the project schools in Kathmandu was arranged to observe a DRR club activity where the visiting teachers also took part in the games.

This exchange not only allowed interaction with the local students and the teachers but also enabled understanding of the disasters in Nepal and how awareness raising programs were conducted at schools.

IX. DRR Education games introduced during Students' Summit organised by NSET

National Society for Earthquake Technologies (NSET), a new member of CityNet organized Students' Summit titled Comprehensive School Safety 2019 in August as a part of their regular activities in Surkhet, western Nepal. More than 70 students from 30 schools in the district participated in the program where various school safety and disaster related awareness programs were conducted.

Among them, five games developed through the project implemented by Plus Arts were also introduced. Picture Story Show, Disaster Life Cycle, Snake and Ladder, Earthquake Awareness and Shuffle Games were introduced to the participating students in Surkhet for the first time.

The event was organized in collaboration with the Government of Nepal and other stakeholders working in the field of disaster management and school safety.

X. School Monitoring and Evaluation of Club Activities

One key element of the project is to measure its impact. While regular updates and monitoring are conducted locally, in November project members from both Japan and Nepal visited schools to interview students and teachers on the progress of DRR club activities.

Separate interviews were conducted to the two groups to understand its impact on the club members. Results from the student interviews indicated that they are not only enjoying the activities as it is fun and interactive but also gaining valuable lessons on various disaster prevention and handling techniques taught through the games. Some of the students had also disseminated the learnings to their siblings and parents at home. The teachers were also proud to have their students engage in club activities actively and stated that behavioral changes have been observed after the club was established.

Some students who were not academically ahead have been found to have increased interest in learning through the games. Students who were shy had become more vocal and participatory through engagements in the game.

Teachers and school principals interviewed noted that the DRR club activities have triggered a new kind of interest among the students and the parents had also taken keen interest in observing their children being proactive both in the school and at home.

XI. School Assessment and Written Test

In addition to the school monitoring and evaluation mentioned in activity No. 10, a final assessment through written tests were conducted in participating schools. The purpose was to measure the difference in understanding of DRR therefore both DRR club members and non-members were tested.

Similarly, club supervisors and non-supervisors were also tested. Initial results indicated that there was not significant difference between the two groups. However, this was due to how the questions were asked which had caused confusions among the test takers. A re-test was conducted in the schools of which the results are being assessed.



XII. Inauguration of Nepal's first DRR learning center for children

Mitra Disaster Risk Reduction Learning Center (MDRRLC) was inaugurated in Lalitpur as the country's first DRR learning center specifically designed for the school children and community members. The center will act as the support center for training new teachers as well as developing new material for further enhancing disaster education in Nepal.

The objective of the center is to enhance and improve disaster prevention education through Japanese "Bosai" culture for the establishment of **Nepal's first disaster learning** center based on Japanese disaster learning centers.

The four-room center has an office where the center manager will conduct day-to-day operations along with an Orientation Room, Disaster History Room and a DRR Exhibit. The core conceptual design is being replicated from similar centers produced by Plus Arts in Kobe as well as overseas.

The center was named Mitra Disaster Risk Reduction Learning Center (MDRRLC) taking the name from the school that used occupy the building which also became the name of the road where the building stands. 'Mitra' in Nepalese language means 'friends'.

MDRRLC was officially inaugurated on December 1, 2019 by H.E. Masamichi Saigo, Ambassador of Japan to Nepal with Hon. Mr. Chiribabu Maharjan, Mayor of Lalitpur Metropolitan City, Hon. Ms. Gita Satyal, Deputy Mayor of Lalitpur Metropolitan City, Ms. Yumiko Asakuma, Chief Representative of JICA, Mr. Hirokazu Nagata, Chairman of Plus Arts and Mr. Kendra Hirata, Director of CityNet Yokohama Project Office.

In his inaugural speech, Ambassador Saigo expressed hope that MDRRLC will serve as the important base for people in Lalitpur and in Nepal not just to learn about disaster risk reduction but also inspire people to develop useful educational tools as well as products



which would create a new culture of disaster prevention similarly to Bosai practices in Japan. Mayor Maharjan also expressed his support to the center stating that his administration is fully prepared to support the initiative in a sustainable way so that people will raise their awareness as well as gain knowledge on creative products particularly developed in Japan.



Earthquake Preparedness

| BEFORE | DURING | AFTER |
|--|---|--|
| <ul style="list-style-type: none"> Make sure you have emergency kit ready. Learn first aid. Learn how to turn off the gas, water, and electricity. Anchor heavy furniture, especially, and appliances, like bookshelves. Don't drink heavy alcoholic beverages. Don't take any drugs. Make a list of where to meet in case you get separated. Learn the earthquake drill at your school or workplace. | <ul style="list-style-type: none"> Stay calm! Don't panic! Don't run! Stay where you are! Drop, cover, and hold on! Stay under a sturdy table or desk. If you are in a building, stay where you are! Drop, cover, and hold on! Stay where you are! Drop, cover, and hold on! Stay where you are! Drop, cover, and hold on! Stay where you are! Drop, cover, and hold on! Stay where you are! Drop, cover, and hold on! Stay where you are! Drop, cover, and hold on! Stay where you are! Drop, cover, and hold on! Stay where you are! | <ul style="list-style-type: none"> Check yourself and others for injuries. Don't move anyone who has serious injuries unless you are trained to do so. Check for gas leaks. If you smell gas, turn off the gas at the meter and call the gas company. Check for water leaks. Turn off the water at the main valve if you see a leak. Check for electrical hazards. Turn off the electricity if you see a spark or smell of burning. Check for structural damage. If you see cracks in the walls or ceiling, or if the floor is sagging, call a professional to inspect the building. Check for fire hazards. If you see a fire, call the fire department. Check for debris. If you see debris, call the city or county to remove it. Check for road damage. If you see a damaged road, call the city or county to repair it. Check for utility damage. If you see a damaged utility line, call the utility company. Check for other hazards. If you see any other hazards, call the appropriate authority. |

Flood Safety

04 The Project in Numbers

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| DRR capacity building workshops | 2 |
| Teachers of DRR Club | 38 |
| Schools implementing the project | 19 |
| Games illustrated using graphic design | 5 |
| Games included in the DRR Education manual | 10 |
| Activities conducted by DRR club members between July and December | 50 |
| DRR events conducted between July and December | 6 |
| Schools visited for monitoring | 8 |
| Students interviewed | 150+ |
| DRR club Members taking written test | 81 |
| Non-DRR club members taking written test | 162 |
| DRR Club supervisors taking written test | 33 |
| Non-DRR Club supervisors taking written test | 52 |

05 Conclusion

The second phase of the project concluded in December 2019 with results indicating progressive outcomes both at school and municipal levels. Kathmandu and Lalitpur metropolitan cities have signed an MOU to support the sustainability of the project activities.

DRR Clubs were successfully established in most schools with the trained teachers becoming the supervisors and teaching older students to encourage peer learning among students. Students enrolled in the DRR clubs have proactively taken the activities beyond schools and into their families sharing the knowledge on disaster prevention.



A common base to institutionalize DRR education and to continuously train teachers have been established as the DRR learning center which will not only be open to schoolchildren but also to visitors, teachers and other stakeholders interested in learning about disaster education.

Referring to Plus Arts philosophy, good seeds have now been sown in Nepal which now needs proper caretaking by the schools, communities and the local governments who can nurture the growth of the knowledge base.

The project is expected to continue for an additional three years thereby allowing opportunities for inclusive and participatory development of additional DRR education material for further strengthening disaster resilience of communities in Nepal.

