



# Future Perspectives and Problems associated with School Disaster Education in Nepal

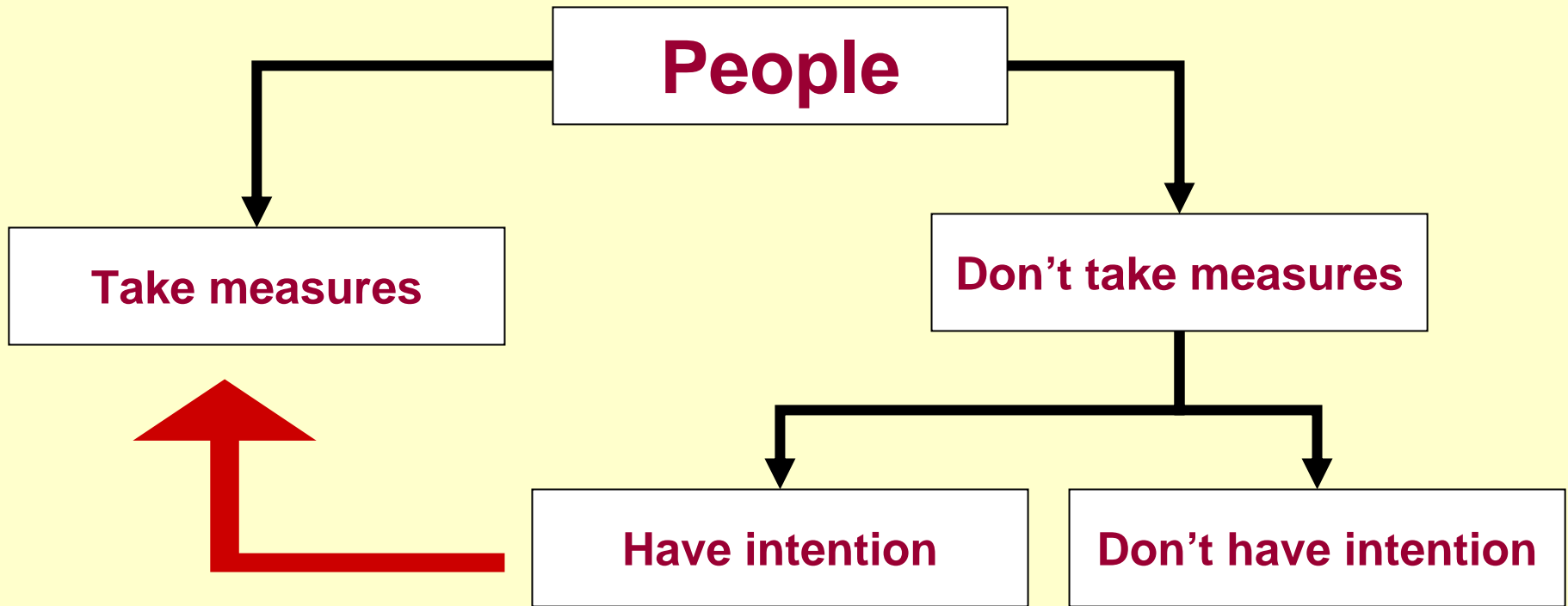
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Studies, Kyoto University

# Disaster education in schools

	Schools	NGO
Training	<ul style="list-style-type: none"><li>•Mock drill</li><li>•Evacuation training</li><li>•Rescue training</li></ul> <p>(Schools tends to emphasize response.)</p>	<ul style="list-style-type: none"><li>•This can not be sustainable.</li><li>•This will become the event on disaster management.</li></ul>
Learning/ education	<ul style="list-style-type: none"><li>•This can be sustainable.</li><li>•School can focus on all steps of disaster cycle.</li></ul>	<ul style="list-style-type: none"><li>•Teachers don't feel responsibility on school safety.</li></ul>



# Intention & actual action

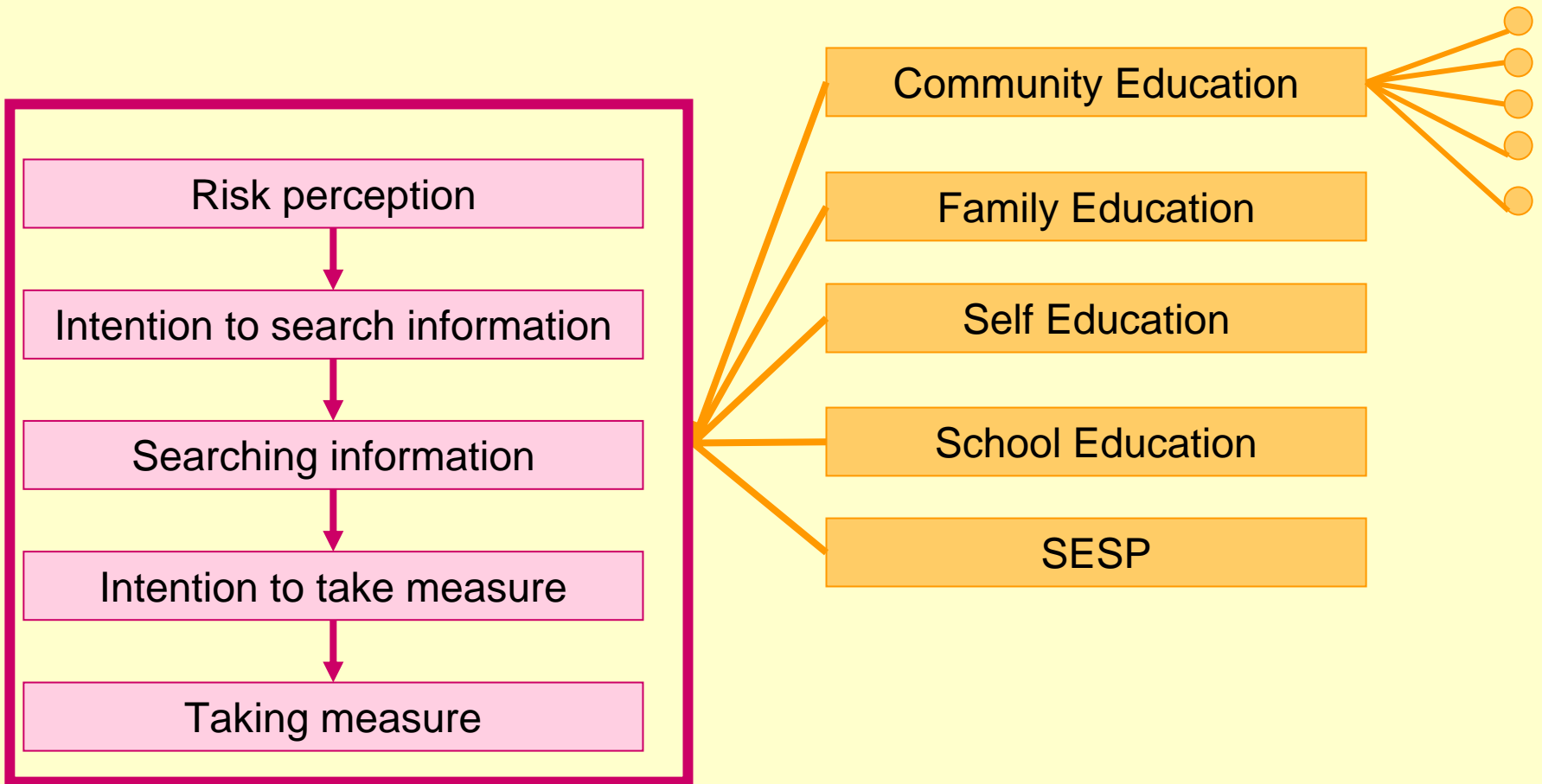


# Problems on DE in School

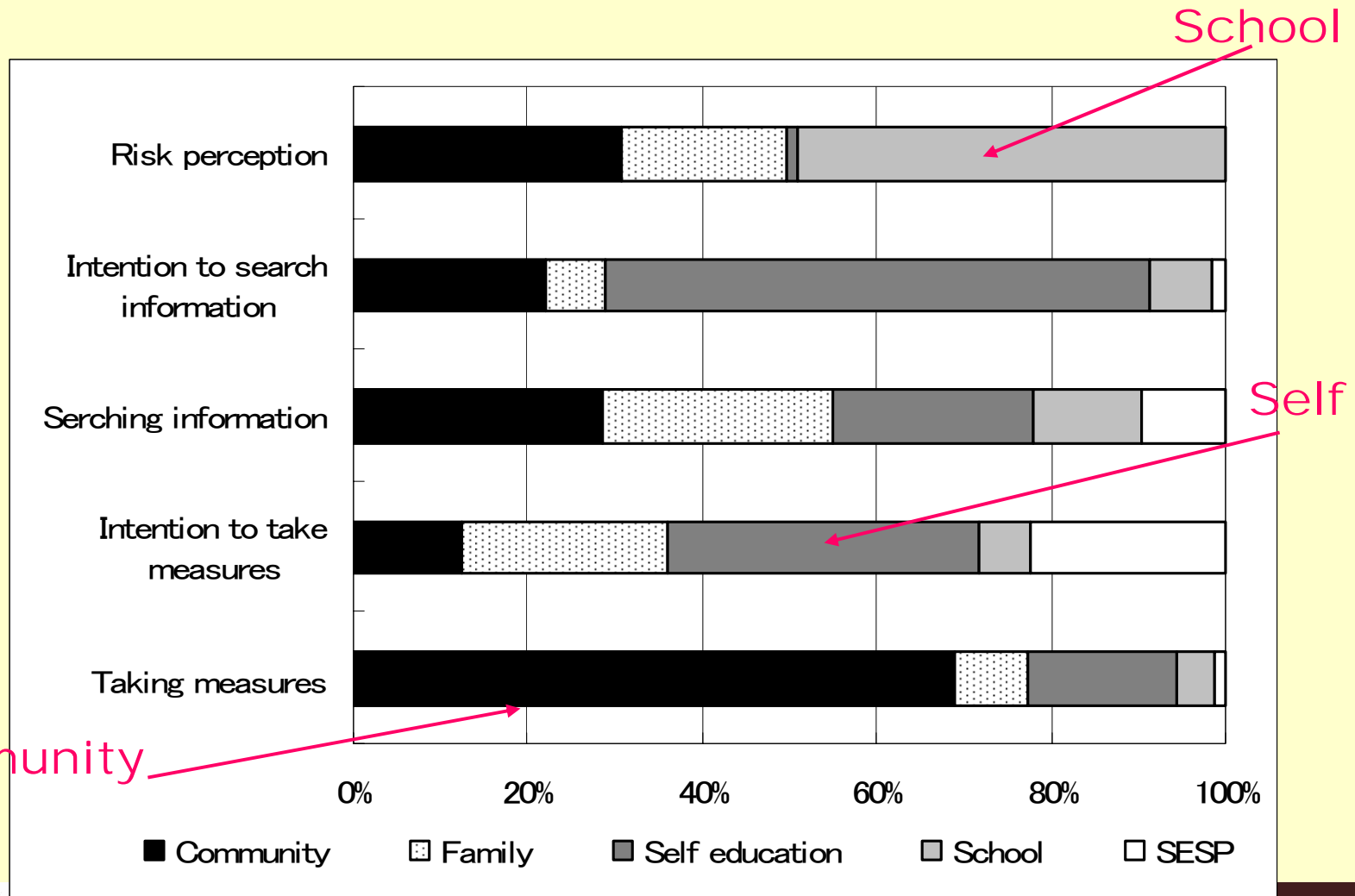
1. **Contents:** What should be taught as a part of disaster education?
2. **How to teach (learn):** How do teachers or others provide disaster education? (How do students learn disaster management?)
3. **Problems for promotion:** What is needed for promoting disaster education in school and making it sustainable? (What is the problems for promoting disaster education?)



# Awareness and Educational Factors



# Effects of education in Nepal



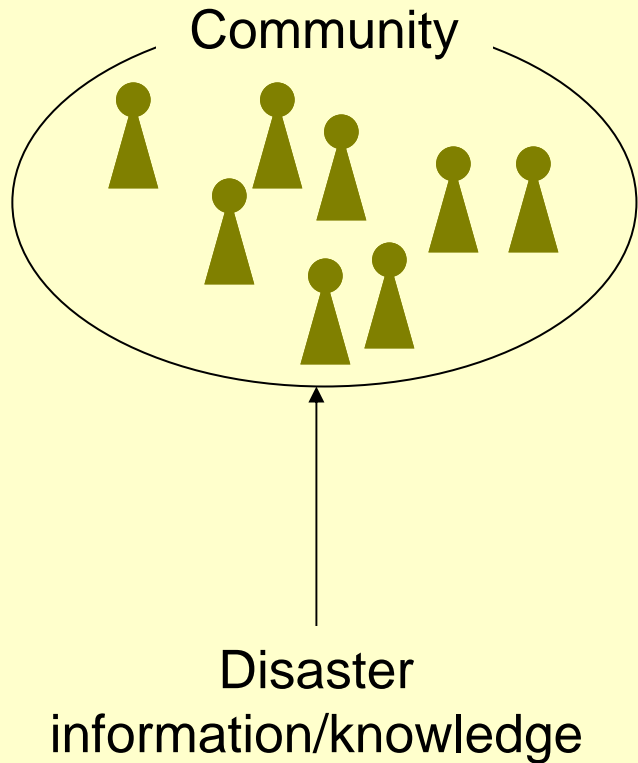
Community

School

Self



# Community education 1



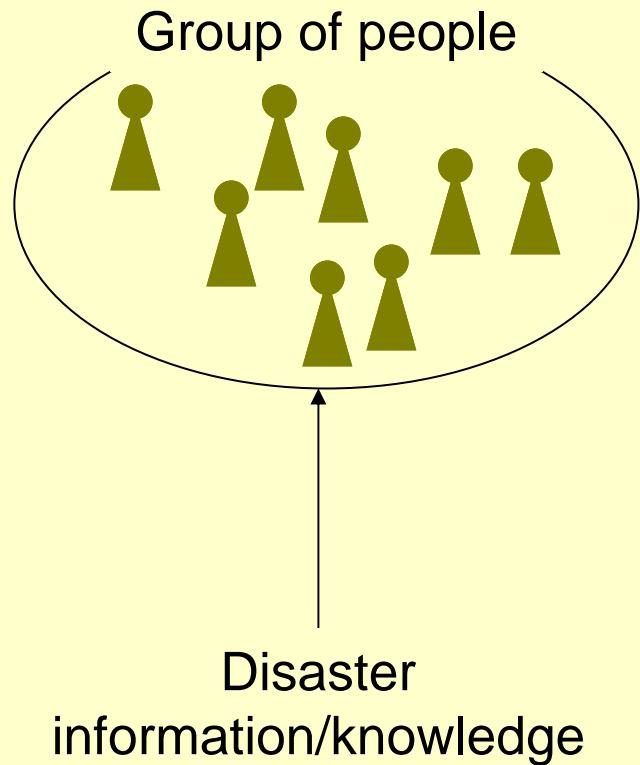
Take pre-disaster  
measures

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Don't take pre-  
disaster measures



# Community education 2



Take pre-disaster measures

Don't take pre-disaster measures



# Direction for school disaster education (how to learn)

- Lecture is effective for raising risk perception.
- Self education is important for enhancing intention (thought about what is important for disaster reduction)
- Community plays the crucial role to promote pre-disaster measures.



# Curriculum education in Nepal

- Science
- Health, Population, and Environment
- Social Studies



# Current status on DE 1

**92** % of science teachers teach **cause of flood** as disaster education.

Including in textbooks

**40** % of social studies teachers teach **role of community in case of earthquake** as disaster education.



# Current status on DE 2

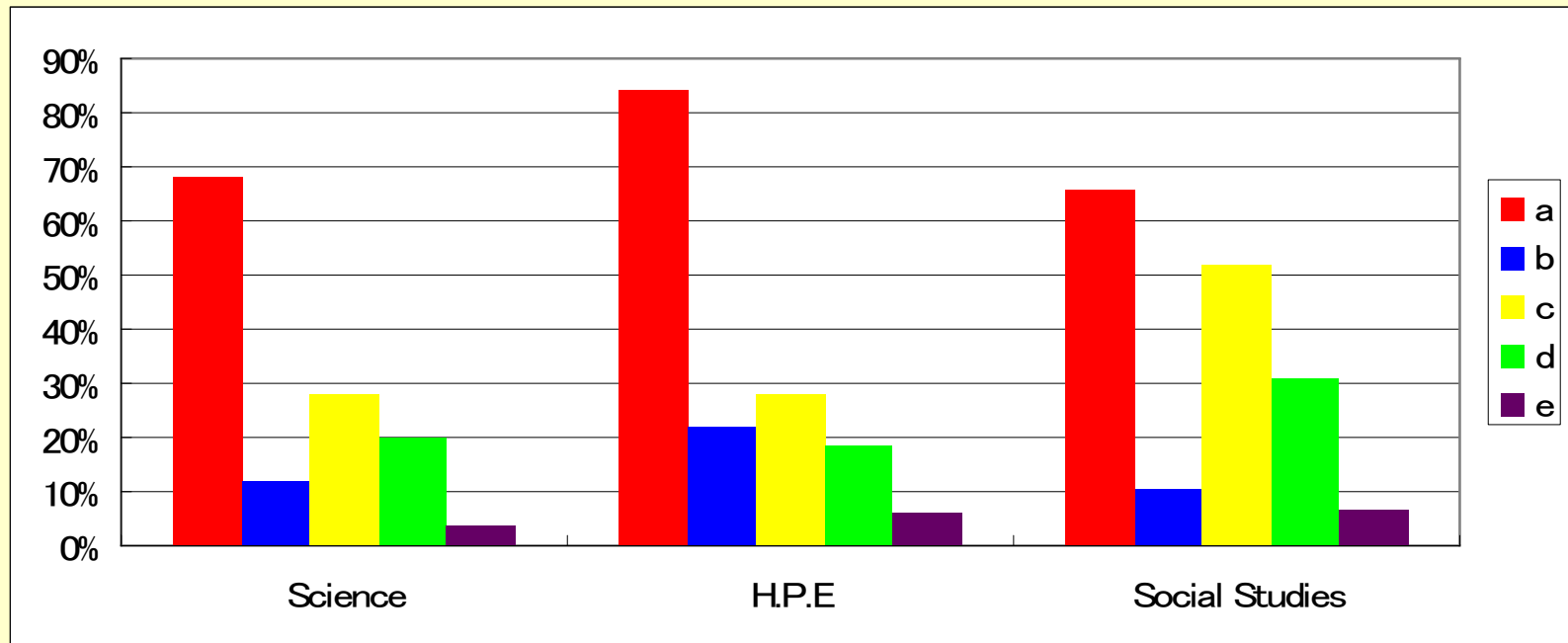
**50** % of studies teachers teach **risk reduction/mitigation of landslide** as disaster education.

**NOT** including in textbooks

**7** % of environment subject teachers teach **reconstruction of flood** as disaster education.



# Reason for not giving DE



a: Not covered by curriculum

b: Time constraint

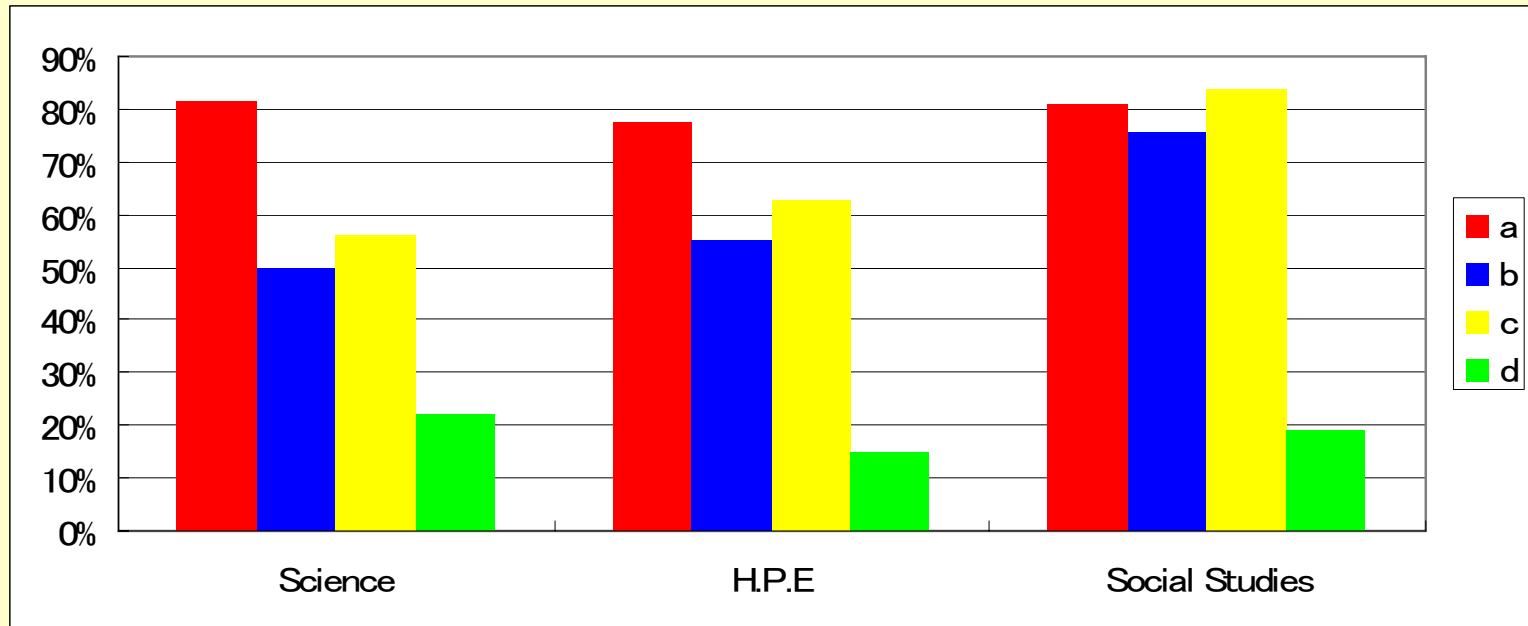
c: Not in priority

d: Lack of teachers on the subject

e: Others



# Needs of teachers



a: Curriculum development

b: Textbooks, teaching materials

c: Teachers training

d: Others



# For promoting DE in Nepal

## **Curriculum**

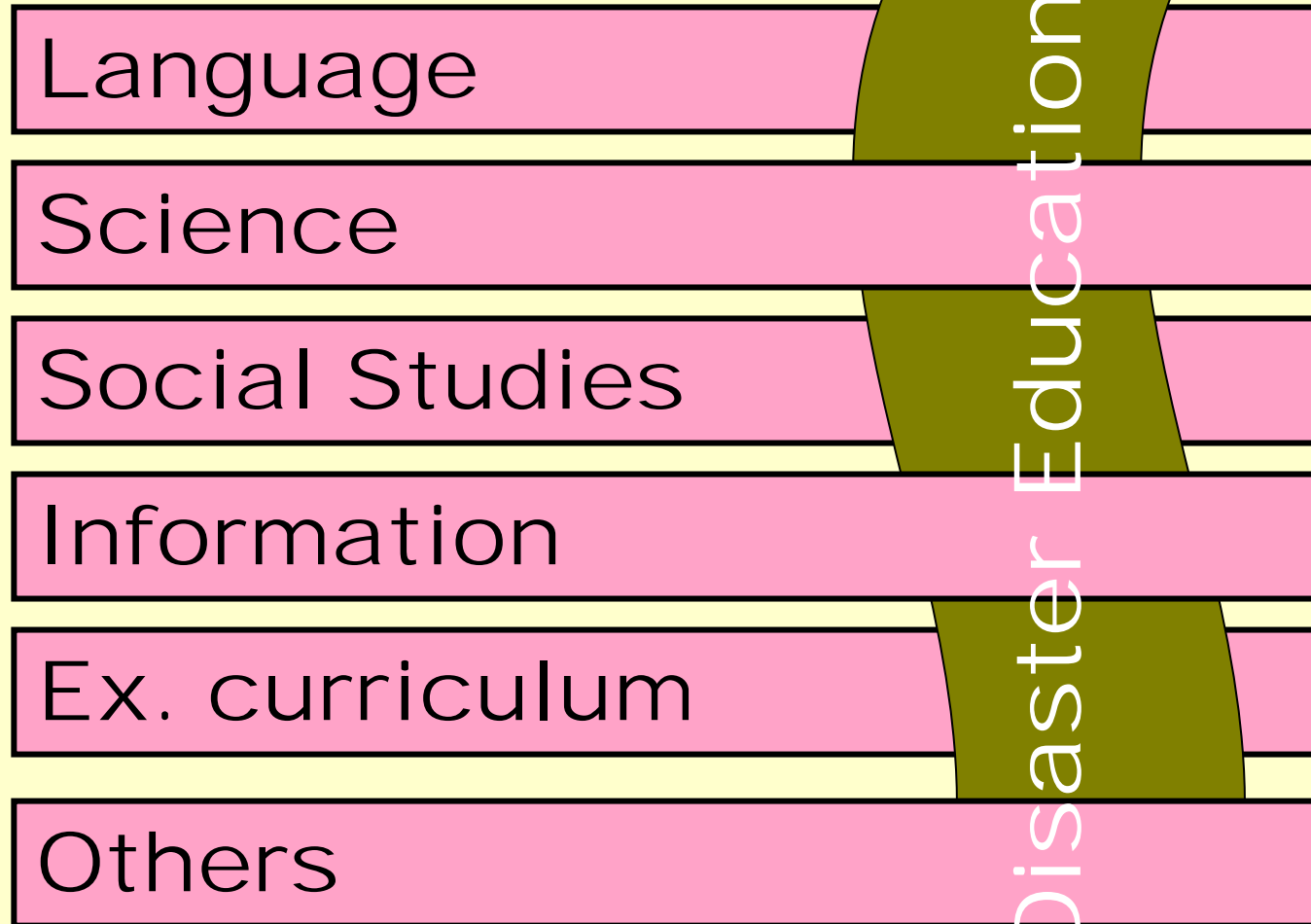
- Based on lecture
- Increasing knowledge

## **Extra curriculum (once a week, half day)**

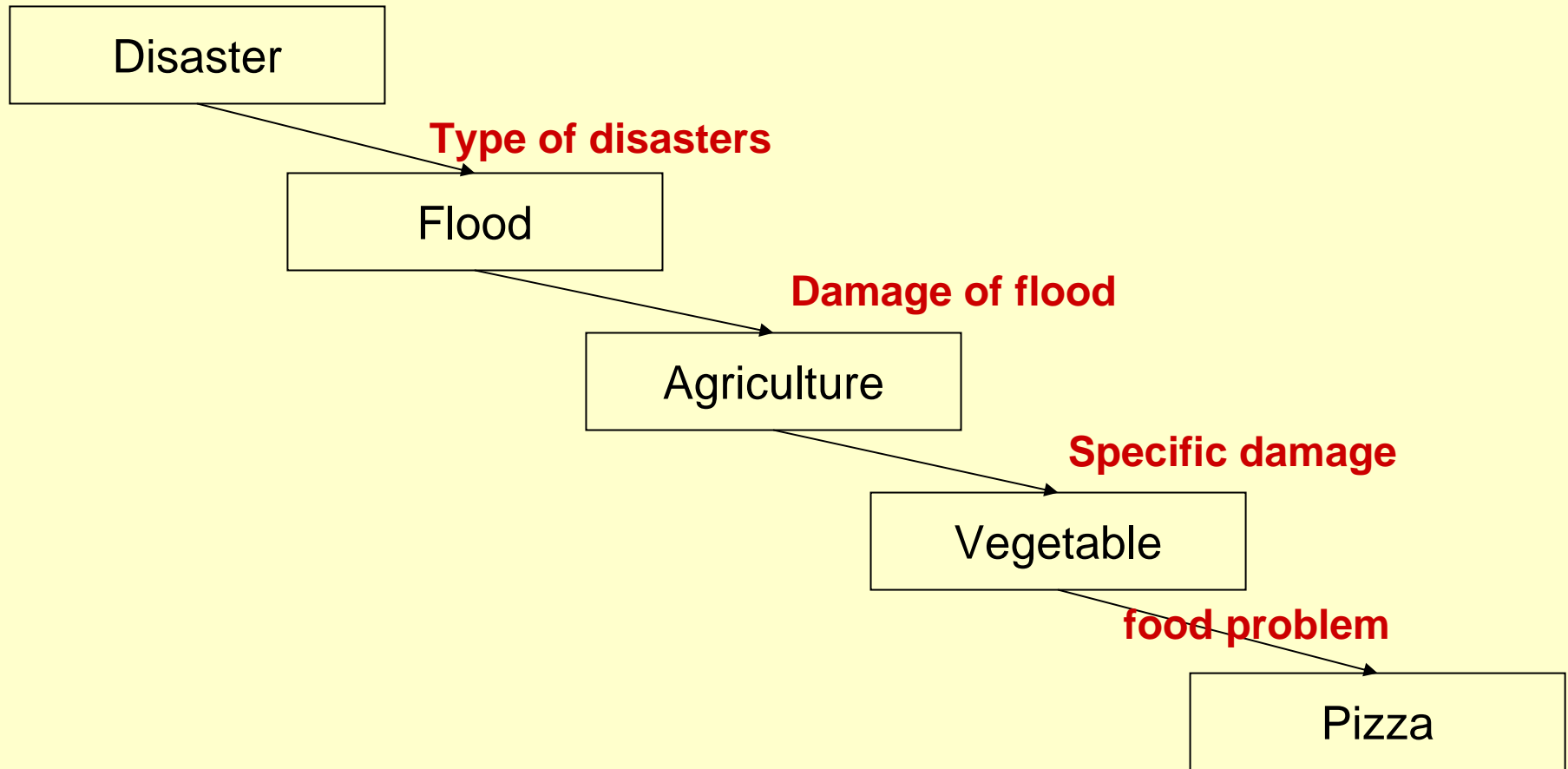
- Based on activities
- Raising awareness



# System of disaster education



# Link between disaster and pizza



# Thank you very much

An aerial photograph of a city featuring a prominent mosque with a large central dome and several minarets. The mosque is surrounded by a dense urban area with various buildings, some of which appear to be under construction or renovation. In the background, a large body of water is visible under a clear sky.

If earthquake occurs, sea condition will change or not?

If tsunami comes, where do we evacuate?

How can we reduce damages of traditional architecture?

How is the city plan for disaster reduction?

Why can this architecture survive from the old days?  
How was it repaired?

Who planted the trees? Are they effective for disaster reduction?

Is this building safe?