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学位論文要旨
Dissertation Summary

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論文名: Assessment of Disaster Risk Reduction Education and Its Consequences in Nepal
(Dissertation Title)

Nepal is extremely vulnerable to natural disasters and it is a disaster hotspot in the world. It is extremely vulnerable to various natural disasters such as floods, earthquakes, landslides, windstorms, droughts and other ecological hazards. For the small country which has population less than 30 millions, the disaster statistics are always frightful, which always motivate and justify the urgent need of disaster risk reduction works in Nepal. A high number of human casualties and loss of public and private property in Nepal due to natural disasters may be attributed to inadequate public awareness, lack of disaster preparedness, weak governance, lack of coordination among the concerned government agencies, inadequate financial resources, and inadequate technical knowledge for mitigating the natural disasters. In this context, quite a few awareness and training programs for disaster risk reduction (DRR) have already been initiated in Nepal and their impact assessments are also already documented. The World Disaster Reduction Campaign for 2006-2007 (Disaster Risk Reduction Begins at School) has started various initiatives worldwide to make school safer from disaster and Nepal has also started to include disaster education in school as its program of mainstreaming the disaster risk reduction in education sector. In this context, few education programs for disaster risk reduction were already initiated in Nepal and few positive results were already documented also. However evaluation of the real ground scenario from independent research is still lacking. Therefore, this doctoral research aim to explore existing knowledge of DRR among school students, school teachers, local people and political leaders (parliamentarians) in Nepal about disaster risk reduction.

Nepalese school students are in extreme risk of natural disaster, especially when they are in schools. In this context, few education programs for disaster risk reduction were already initiated in Nepal and few results were already documented also. To explore benefits of existing education programs of disaster risk reduction (DRR) in Nepal, altogether 124 students from 17 districts were interviewed and various questions related to disaster information, disaster knowledge, disaster readiness, disaster awareness, disaster adaptation, and disaster risk perception were asked. Similarly, to explore the DRR knowledge of school teachers, altogether 106 teachers from 19 districts

of Nepal were interviewed and various questions related to disaster information, To assess the DRR knowledge of local people, 124 local people from 18 to 74 years of age from randomly selected 19 districts of Nepal were interviewed focusing on various questions. The questions were similar to the questions asked to teachers and students. Finally, 130 parliamentarians representing to the Constitutional Assembly of Nepal through various party and different districts were interviewed with various questions to obtain their knowledge on disaster information, disaster knowledge, disaster readiness, disaster awareness, disaster adaptation, and disaster risk perception. Statistical analysis such as histogram analysis, distribution analysis, bivariate correlations and independent sample t-tests were conducted to examine the relationship between students, teachers, local people and parliamentarians in disaster education related programs and the key DRR issues related dependent variables.

Findings of this independent research confirmed that the DRR education initiatives implemented in Nepal are not enough. The questionnaire survey results have pointed out at a few deficiencies in disseminating DRR knowledge in Nepal. Major challenge for DRR, in a school community of country like Nepal, is implementing methods, especially at the individual level. Research on DRR knowledge of teachers clearly suggested that initiatives taken for disaster risk reduction in educations sector of Nepal is not enough and still teachers are not fully aware of disaster risk reduction issues. The research also discovered that teachers are not well informed for elements in disaster risk and related knowledge of disaster risk reduction.

As parliamentarians are main policy makers of the country but this research understood that their knowledge on DRR is not enough. Policy makers are still confused on entity of disaster, importance of disaster preparedness and awareness. Most of the parliamentarians are well known to relief and rehabilitation activities but have poor understanding on disaster preparedness.

Likewise, from this research, it is also understood that the disaster education should not be confined within the school student itself, but it must be promoted to families and communities who is very essential to elaborate knowledge of DRR and it will contribute disaster safety society in the country. This doctoral research also concluded that the disaster education-related campaigns and programs in Nepal can provide a self-learning environment to the local people. Likewise, school disaster education programs should also be encouraged in such a way that the community people can participate in the school disaster education program and the students can participate in community-based disaster awareness and adaptation activities. These activities may help to increase the knowledge of DRR in the communities, which may lead the community and people to greater readiness for disaster risk reduction process.

It is well known fact that for the developing country like Nepal, government alone cannot take all actions for DRR in community. The DRR education must be promoted to communities through the well groomed school teachers which are very essential to reduce disaster risk in the community. Thus, the disaster education should not be confined within the school students and teachers only, but it must be promoted to families, communities and policy makers which are very essential to priorities DRR issues in whole country and it will contribute disaster safe society.

Finally, the findings of this doctoral research will encourage the line agencies working in DRR issues in Nepal to modify their programs targeted to education and development sectors.