

School Health and Nutrition Project



Ms Naoko ISHII
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What can you imagine from the word “School Health”? Deworming? School tiffin? The image of “School Health” may vary from person to person in Nepal, since “School Health” is quite a new concept in Nepal, though Japan has more than 100 years of experiences in this field.

The Government of Nepal endorsed “National School Health and Nutrition Strategy” in 2006. Based on the National Strategy, JICA is providing technical support to the Government of Nepal to implement “School Health and Nutrition Project (SHNP)” from June 2008. The project period is four years till 2012 and the target districts are



GOOD HEALTH, GOOD EDUCATION
GOOD CHILDREN

..... continued to page 2 >>

In this Issue



3 Sightseeing disaster of the higher Himalaya in Nepal



5 Jimotogaku: An attempt to revive communities from adverse consequences of growth oriented economic model or Please, Do Not Copy Japan!



6 NEPAL HAKKEN



7 Bhaktapur Resource Centre Strengthening Project



8 If, I were with JICA in my early days....

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Shindupalchowk district in Central region and Shyangja district in Western region. During the first year of its implementation, SHNP has selected three VDCs in each district, and all the schools in the selected VDCs are covered (43 schools in two districts). The main target group is school aged children at primary education level both attending formal government school and non-formal school.

SHNP aims to improve the health and nutrition status of school aged children in the target districts by supporting schools to implement “School Health Minimum Package”, which includes annual physical check-up, deworming program, school tiffin, health education and support to Child Clubs, etc.

The most significant characteristic and also the most challenging point of the project is that this is the first pilot project in this sector implemented jointly by two ministries i.e. Ministry of Health and Population (MOHP) and Ministry of Education (MOE) in Nepal. The coordination and cooperation between two ministries is key to the success of the project. Even though each key stakeholder of the project says that “the coordination between MOHP and MOE is very important”, but practically it is not so easy to work with two ministries. Working with two ministries means that it takes twice more time for each work; for instance, arranging the date of a meeting and gaining approval, and obviously two times more budget for conducting training and workshop! To ensure the coordination between two ministries,

National Strategy mentions to establish School Health and Nutrition Committee at National level, Regional level, District level and School level. SHNP has already supported in establishing national and district level Committees.

Currently, SHNP is conducting the base line survey and school level project orientation in 43 schools to clarify the project purpose and activities among all the stakeholders in schools and community.

In addition, SHNP is trying to strengthen the coordination among UN agencies and INGOs working in the field of School Health and Nutrition. SHNP is also initiating to establish “School Health and Nutrition Network” with WHO, Save the Children, Helen Keller International and other INGOs. On September 18 and 19, 2008, a two days National workshop was held in Himalaya Hotel in the collaboration with MOHP, MOE and School Health and Nutrition Network. More than 100 participants from National to district level had joined the workshop and discussed on the current situation, challenging and future cooperation on School Health and Nutrition.

Thus, though the School Health and Nutrition Project is now just in the preparatory stages, SHNP is working closely with two ministries and other development partners to achieve its objectives. We do hope that the project will be a model in two districts that can be replicated by the Government and I/NGOs in other parts of Nepal.

Sightseeing disaster of the higher Himalaya in Nepal



Hiroji FUSHIMI Ph.D
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This is a report of “Sightseeing disaster of the Higher Himalaya in Nepal” presented at the seminar; “Challenges for the promotion of Japanese Tourist in Nepal” organized by JICA Alumni Association of Nepal held at Hotel Himalaya in Kathmandu on 29 August, 2008. Main topics of my presentation are avalanche, landslide and glacier lake outburst flood (GLOF) caused by the global warming that the trekkers are requested to take careful attentions on environmental changes of the Nepal Himalaya for preventing such kinds of natural disaster.

It was November 1995 when the mighty cyclone hit the Himalayas and caused the heavy snowfall which thickness was more than 1.5m in the northern part of Khumbu region, East Nepal. There were more than twenty Japanese trekkers staying at stone hut located near the mountain slope of Phanka village near Ghokyo, Khumbu and the avalanche destroyed the stone hut and all of Japanese trekkers lost their lives under the stone wall. It was unusual that a cyclone came up to the northern region of Kolkata with Latitude of 25 degrees north where the Jet Stream usually stays in the post monsoon season and

*Hongu Nup Glacier and its glacial lake in Hongu region, East Nepal.
Rapid melts of glaciers in the Nepal Himalaya cause an expansion of
glacier lakes and the glacier lake outburst flood.*



blocks the cyclone coming up north to the Himalayas. However, the Jet Stream moved toward the central part of Nepal in November 1995 due to the global warming and the cyclone easily came up and reached the Himalayas. We must be very careful of this kind of the winter avalanches.

There are mainly two types of landslide phenomena in Nepal. One is the higher type affecting the Higher Himalaya where the altitude is more than 4000m asl. and the glacial conditions are prevailing and the landslides are mainly caused by the melting of glacier and snow due to the recent global warming, and the other is the lower type occurring below 4000m asl. in the Lower Himalaya where villages are located and it has been known as an environmental issue of the anthropogenic activities.

Nepal Himalaya locates in the southern margin of Tibetan plateau where the glaciers have been retreating since the 1970s. Analyses of recent mean temperature data in Nepal revealed warming trends ranging from 0.06 to 0.12 yr⁻¹ after 1977 and it indicated to be 2-4 times higher rates of warming in the Himalayas as compared to the global average. The GLOF of the Nepal Himalayas was firstly observed in the Mingbo valley of Khumbu region near Mt. Ama-Dablam in 1977, and the GLOFs of Langmoche in 1985 and Savoy in 1999 occurred recently in the same region. They caused serious disasters that destroyed the down-stream villages, bridges, and even hydropower station. Glacial lakes have developed in the Himalayas and the Tibetan Plateau due to the melting of glacier and snow by an influence of the global warming and the GLOF has occurred once every ten years in Khumbu region due to the increasing glacial lake and the instable dammed-up moraine that the trekkers are requested to take careful attentions when they visit the Higher Himalaya.

Jimotogaku: An attempt to revive communities from adverse consequences of growth oriented economic model or Please, Do Not Copy Japan!



G. K. Sangat
Executive Director
Love Green Nepal
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It was in the middle of September 1999, I was seeing off the members of a group of Japanese visitors at the Tribhuvan International airport who came to observe activities being carried out by Love Green Nepal in Panchakhal valley of Kavre district. I went on waving and shaking hands and expressing my final greetings. While responding to my greetings a lady participant named Midori standing at the last in the row expressed her thankfulness and suddenly spoke out “Sangat-san, we are very happy to observe your activities in Panchakhal valley. Tree plantation, school construction, organic farming, bio-gas, trainings, etc. . . .all these activities are interesting and . . . important thing is that people are benefiting out of what you have been doing. But, I have a suggestion, please do not try to copy Japan”. At that time, I just simply thanked for her comments and left the airport. On the way to my office, her expression “do not try to copy Japan” was roaming inside my mind. I could faintly feel her frustration and sense what she meant by her expression. However, it was local election campaigning time in Nepal and one could often hear

an read political leaders’ speeches focusing on popular phrases like “we must develop Nepal like Japan, like Singapore, like this and like that kind of developed country.... Inspired by our political leaders’ rhetoric, I convinced myself thinking that the lady could be wrong. We must copy Japan if not Singapore.

Days went by, we continued community development activities with funding from different Japanese GOs and NGOs. Last year in November, Japan International Cooperation Agency (JICA) accepted me as a candidate

participant for the training course entitled: JICA-NGO Participatory Training Course on Community Development for Practitioners held in Osaka.

Throughout the course period, I had many opportunities to learn theoretical and practical aspects of community development activities being carried out by Japanese NGOs in Japan. From study tours, lectures, discussions and interviews, we could learn how growth oriented development model posing severe challenges to Japanese people’s lives and how it has adversely affected the natural environment threatening the



Field work presentation in Koura-cho village



Participants

sustainability of the development endeavors. Among many, one example is Minamata disease. It was the disease caused by eating of methyl mercury contaminated fish from Minamata Bay where giant Chisso Factory used to release its toxic waste water.

Another problem of growth oriented economy was gradual breaking away of social tie or people to people relations in Japanese communities. Japanese people are extremely busy in their works. Most people tend to have mind set of 'work hard and earn more'. But this has been preventing people who away from live communications and interactions which is resulting in weakening human ties in the community. Populations of aged people are growing. Taking care of

and overall wellbeing of aged people have become a big challenge of Japanese communities. Due to lack of care and attention, aged people are forced to die unnoticed. This type of 'solitary death' is increasing in present day Japan. On the other hand, economic growth introduced standardized development policy in Japan. However, it is blamed to have failed to maintain uniqueness or specialty of local nature, climate, history, tradition and culture of the communities. Development initiatives resulted in creation of standardized communities. But people feel that they were not unique and attractive any more. They feel standardized communities have become very common and monotonous. They do not carry any peculiar local features.

It reminded me time to time during the training course of Ms. Midori's emotional advice not to copy Japan. I can realize well now why she had such deep frustration with Japanese (in general Western) model of development. This time I had a chance to observe how growth oriented economic model can bring forth adversities leading to environmental pollution and breaking away of community ties.

It is believed that every problem consists of solutions. Given the situation, the Japanese NPOs have already foreseen the possible solution to the problems erupted from as consequences of growth oriented economic model. Jimotogaku is the one of tools that Japanese NPOs are using for rebuilding communities by maintaining unique feature of local nature, climate, history, culture and tradition. Their efforts are directed towards creation of sustainable communities where people are happy, their welfare is ensured and natural environment is protected.

Jimotogaku is a concept of building and rebuilding communities with positive approach. It is an approach to understand one's own community. It focuses on what the communities or people have with them rather than what they do not have. It is also an exercise to learn and understand about one's won local community with fun and starting point for local community development. The major stakeholders of Jimotogaku practice are insider, the local people which is also called soil and outsider which is called wind together explore what the communities have as their resources on which they can grow, prosper and sustain.



Participants after Jimotogaku exercise in Kagumeshi village, Minamata

NEPAL HAKKEN

"Good old days in Nepal"

Yo SHIBAGAKI
ARR-JICA

It's been two years since I landed in this country, Nepal. It was my first visit to the country but it didn't take me long to adapt the culture, life-style and of course with the people. This might be because of Nepal's atmosphere is like "good old days in Japan" -though I don't know the actual meaning of that but elderly people often express like that. I am "trained" both mentally and physically in past two years, and the result of that is my stomach has become very tough!

The most shocking thing that I found in Nepal was shortage of various things like oil, gas and even electricity. Since I did not have any experience living in overseas, I had little difficulties adjusting myself initially but at the same time it was a good opportunity for me to know the developing country's reality. Also I learned the word "Load shedding" in Nepal. The load shedding is increasing year by year, but I'm having fun and enjoying NEA (Nepal Electricity Authority)'s way because they don't cut the power during festival time, but they frequently change the schedule. I can experience "Nepali way" here also! Besides this energy matter, various kinds of imported goods and foods are available in the market these days. A Japanese woman who visited Nepal after some years was astonished to see the variety of choices. Nepal is now in transition period and the gap is increasing between the rich and the poor. I think it is accompaniment with the country's growth, but I feel sad about this country's rapid change.

Mr. Lamsal, my colleague, sometimes proposes and shows the example of "Water in the PET bottle" in the workshop aiming at enhancing active participation of training participants and allowing them to think and analyze the things from different perspectives. That was really simple and easy to understand but has some

interesting meaning and lessons. When you see this picture, how do you think? Do you think "half of the bottle is empty" or "half of the bottle is full?"



It's "only" half or "still" half?

Just changing the way of thinking, it will be clear that what we can do in limited condition. Now I'm trying to apply it into my daily life. As you may know, Japan has material richness, but it's losing mental richness. Comparing to Japan, in Nepal people basically has a leeway for enjoying their life even in limited condition. I hope the good part of Nepal will last forever even in New Nepal, without missing the past "good old days" like in Japan.

Recently, I found there is only my house in neighborhood that has yet to introduce inverter system. But I'm enjoying the night with candles doing Yoga exercises. It's really good for your health {NEA why don't you try it?}



Candle in the dark

Bhaktapur Resource Centre Strengthening Project



Ms. Ayumi INOSE
JOCV - JICA



Discussion among teachers

Bhaktapur is a quiet and historical Newari town located 11 km east from Kathmandu. We have been working as a team of “Resource Center (RC) Strengthening Project”. Our team consists of 6 JOCVs and each of us is assigned at a school with RC located at different areas in Bhaktapur. Our goal is to improve the quality of education at primary schools in the RC catchments area mainly focusing on the subject ‘Math’ targeting students of Grade 1st 2nd and 3rd.

Our current main activities are:

1. Interaction Workshop for Primary Math Teachers.
2. Follow-up visit at RC cluster schools.

The workshop has started for the purpose to increase the easy understanding among students in the math classes. In order to fulfill this objective, the topics of workshop are not chosen only by us but we always try to

Sports Festival at Kharipati RC in Nagarkot



discuss and interact with math teachers and Resource Persons (our “very reliable” counterpart!) to find out students’ weaknesses and the way how to overcome the problems. Our main emphasis is always on students in our classrooms.

So far, the workshops have been held 3 times at each RC by 6 JOCVs, Resource Persons and math teachers of Cluster Schools working jointly. Every time we try to make effort to use the teaching materials as much as possible so that Nepali teachers can experience the merit of using them in their classrooms.

Topics of the workshop are:

First Session: Number Concept of 1-10

Second Session: Place Value, Effective use Notebook, Evaluation of students’ Achievement

Third Session: Multiplication, Lesson Plan, How to guide children in the Classroom.

Nepali teachers are always keen to utilize new teaching method learned from workshop in their classroom teaching. They say they want to have more workshops with us. So, we will continue to work together with lovely Nepali teachers with “Bhaktapur ko Maya” and provide continuous motivation.



How can we teach “Multiplication” effectively

If, I were with JICA in my early days.....



N KACHARYA
Senior Security Officer -
JICA

Sometimes, unexpected things happen in life, which brings overall transformation. I served Nepal Police force for 32 years in different designations and successfully retired as a Senior Superintendent of Police (SSP). During my professional career, I was the Personnel Security Officer (PSO) with two Prime Ministers: Hon. Krishna Prasad Bhattarai and Hon. Grijra Prasad Koirala and visited different countries with VVIP delegations. Moreover, I was assigned in United Nations Transitional Authority in Cambodia (UNTAC) and in Mission des nations unies pour la stabilization (United Nations Stabilization Mission in Haiti - MINUSTAH) under UN Missions representing Nepal Police. After my retirement, I successfully completed my Post Graduation: Diploma in Psychological Counseling from Tribhuvan University. Suddenly, I got an opportunity to work with JICA/ Nepal Office which was new experience for me. At the beginning, I was extremely curious to understand the Japanese management and slowly, I found myself doing **Kaizen** (continues progress) better and better in the assigned performance. I broadened my horizons mainly: self responsibility, team-work, punctuality, politeness and dedication in the assigned job. Moreover, I found Japanese have attentive listening, collecting and analyzing the fact from different dimensions, which has really impressed me.

Beside all above, JICA/Nepal office is kind enough towards me to provide an opportunity in attending the workshop entitled " Safety in the Field " in Hua Hin, Thailand from May 4th to 9th 2008. There I acquired broader knowledge on security management, particularly, field security exercises in which simulation and demonstration were carried out including stress management. This proved not only international exposer but a milestone for my capacity building.

In fact, as Lord Buddha said, every person is responsible for his/her own security even though after attending the workshop, I can at least, facilitate for the contingency situation, not only for JICA personnel but also their dependants in case of emergency situation. The workshop also enlightened me that security issue is based on team work among the colleagues and they are the vital source for first hand information, which is power and without it a person is absolutely poor for security management. Finally, being a JICA Senior Security Officer, I always expect your mutual cooperation for crisis management. I am enjoying my job in JICA Nepal Office because the job nature of security is quite similar to my previous background.

However, security job is vague, where unexpected challenges may come at any time and places without prior notice. We, therefore, have to be alert all the time as proverb says "hope for the best and prepare for the worst". Now I realize, if I were with JICA/ Nepal Office in my early days?

news in brief

JICA dispatched the "Explanation Team on the Draft Basic Design Study Report of the Project for the Construction of Sindhuli Road, Section 3" to Nepal from September 25 to October 5, 2008. The purpose of the Team was to explain the Draft Basic Design Report and Japan's Grant Aid Scheme to the Nepalese side.

An Exchange of Notes (E/N) have been signed between the Government of Japan and the Federal Democratic Republic of Nepal on September 16, 2008 at the Ministry of Finance, Kathmandu for the project "Construction of Primary Schools in Support of Education for All (phase -II) in Japan's fiscal year 2008. Eight different districts namely Baglung, Dhading, Gulmi, Kaski, Lalitpur, Palpa, Rupandehi and Surkhet are selected by the Government of Nepal to implement the said project.

DISPATCH OF VOLUNTEERS

The list of JOCVs and SVs between July ~ September, 2008

Incoming

JOCVs

Mr. Sakuma YAMAMOTO

Ms. Aya FUJIMOTO

Outgoing

JOCV

Mr. Wataru KOGA

SENIOR VOLUNTEERS

Incoming



Mr. Makoto KAGEYAMA



Ms. Kei MIYAMOTO



Mr. Norio YASUDA