‘Respect Water Campaign’ & DRR

Primary/ Secondary Schools - Colleges - Gumba – Youth Groups - Universities

Email: weare.ktm.nepal@gmail.com Office: +977 981 2500082 Field Officer: 982-9110696 FB @ #kvwrmi

Augmented Modular Education for Peripheral Curricular Subjects of Respect Water & Environment and Disaster Risk, Health and Hazard Inclusivity and Awareness Training & Support



RESPECT WATER HEALTH & DRR TRAINING CAMPAIGN

Prospectus

“The sooner that you can generate the young person’s thought processes as to the challenges, the sooner they will develop and assist in the ownership of the solutions, thus providing the much sought after Sustainability and Resilience”

"जति चाँडो तपाईले चुनौतीहरूको सम्बोधन गर्दै युवाको विचार प्रक्रियाहरू प्राप्त गर्न सक्नुहुन्छ, उनीहरूले चाँडै विकास र समाधानहरूको स्वामित्वमा सहयोग गर्नेछन्, यसले दिगो विकासका लक्ष्य प्राप्तिमा पनि सहयोग पुऱ्याउनेछ"

KTM EDCU Authorized

Kathmandu Education Development & Coordination Unit Authorised

WATER CAMPAIGN

Introducing Pupils, Students and Children and Teachers, through to families, to the Need to Respect Water. To understand the importance of and role of water across society and within our environment. Encouraging participation via discussion, observation, taskings, projects, initiatives and experiments, all in a pyramid modular system for developing Water Literacy, contribution and achievement within the education sector and community outreach.

‘KVWRMI’

‘Karyashala’

‘PAN’

Sponsors / Partners / Stakeholders / Donors / Collaborators

"The sooner that you can generate the young person's thought processes as to the challenges, the sooner they will develop and assist in the ownership of the solutions, thus providing the much sought after Sustainability and Resilience"

"जति चाँडो तपाईंले चुनौतीहरूको रूपमा बच्चाहरूको विचार प्रक्रियाहरू उत्पन्न गर्न सक्नुहुन्छ, तिनीहरूले चाँडै विकास गर्नेछन् र समाधानहरूको स्वामित्वमा सहयोग गर्नेछन्, यसरी दिगोपन पछि खोजिएको यो धेरै प्रदान गर्दछ"

"Every child is Equal in need of opportunity and deserved of Education – Protection - Welfare and Guidance"

WEaRE

Water Environment and Risk Education

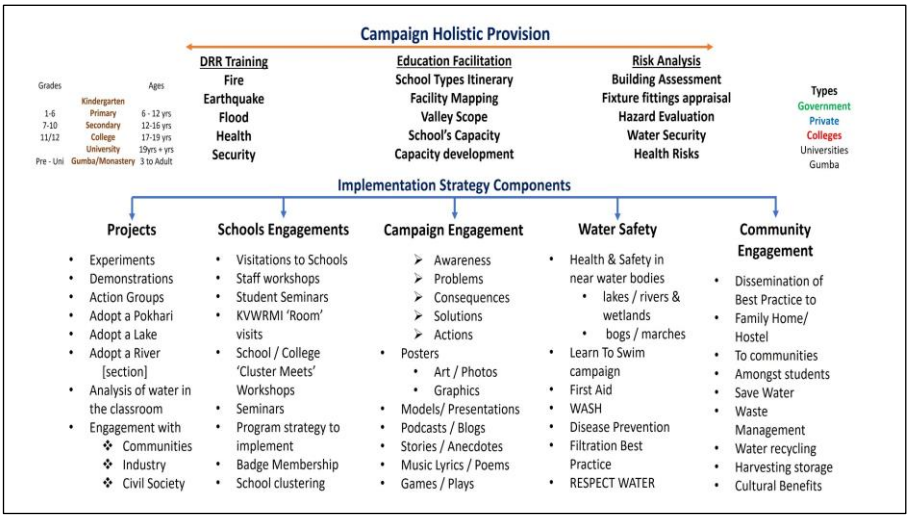
Concept

Outside of the curriculum lays a vast array of knowledge, that whilst not always formally taught during daily classes, remain crucial to pupils as they approach their higher education and emergence into the adult world of work, responsibilities, family and survival in a fast changing world of economics, environment and climate. Within Kathmandu Valley, its society is facing an uncertain future of sustainability and resilience. The Youth are the future and key to the necessary change. Allow them to become part of the solution, potentially generating 'Biosphere Reserves'; for that we need arm them with the necessary 'hydrosocial' knowledge and 'water literacy' skills to contribute and to generate innovation and positive initiatives. The following campaign of modular subject matter is offered as independent components either integrated as consecutive program or taken piecemeal as priorities dictate and as individual education establishments and authorities wish to embrace and package incrementally. All subject matter is designed to prepare and enhance a young person's contribution to a better world, with respect for the environment and the critical resource of Water.

Government and Formal Education Authorities are under pressure to meet traditional curricula, with expectations increasing each year to reach approved standards and National / International comparative objectives. Subjects such as Environment and Health and DRR are under enormous stress on 'how to be' incorporated within the Core subject Curricula. Consequently, informal module provision to fill gaps in preparing students to adapt to, survive within and contribute to society, will be paramount in the minds of parents, and those of Teachers and Principals, expected to provide that comprehensive education. A T4 Teacher support program is being developed on how to integrate the periphery subjects.

KTM EDCU Authorized

The Respect Water Campaign is now Authorized by the KTM Education Development & Coordination Unit



Collaboration

In Association with *'Karyashala' STEAM System*

With over 1500 schools & colleges across the KTM Valley its necessary to generate collaborations and specialist contributions to present individual modules and their components of each module. The KVI team **along with Karyashala [who specialise in the 'whats next' Practical hands-on Education Development]** will be coordinating associated specialists and agencies to cooperate in the presentation of individual modules and their specific components to Grades and pupils and teachers, assisting with practicals within schools and in the field. We anticipate a minimum capacity of 25 individuals/ interest representatives required to enable the full provision of objectives. It is necessary to also engage with the higher authorities of Government Education, Ministry departments and advisory groups /individuals. Parent Teacher Associations and INGO / NGO Education Agencies will be embraced. Mayors' offices and expert water resource management groups need inclusion along with environmentalists, climate and health sectors, security advisors and Education providers representation from within Nepal and from abroad.

Why

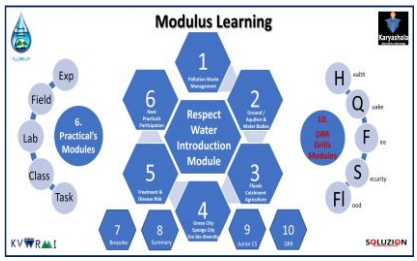


Significant interest is being generated from visited schools, that help is requested to assist with creating better understanding of the environment and water resource management and all that contributes to 'water literacy', within the valley.

It's essential that students make the connection to their everyday world, where human activity alters the hydrologic cycle, referred to as 'HydroSocial Knowledge'. Similarly, Disaster Risk Reduction subjects are creating significant interest with Principals requesting help and guidance in re igniting drills and risk awareness amongst pupils and staff.

A key tool of education is practical hands on experimentation, field visits and taskings. This physical Awareness leads to knowledge through participation making contribution via commitment, creating solution, enabling sustainability and generating a resilient and productive society.

How



The program has been modulated embracing various components to meet the individual presentation and participation needs of grades 1 to 12. Each module discussion is designed as a 40minute session to fit in school time-table, to be delivered as school schedule permits, weekly/ monthly.

An interactive approach is proposed with various practical option features to ensure 'inclusivity' and pupil contributions including: experiments, field visit activities, laboratory demonstrations, class activities such as Posters, stories, songs and creation of games.

In addition, various optional taskings can be generated, which will encourage pupils to personally participate, activating accreditation and rewards badges, certificate/ blue stars for individual objectives met and for contributory achievements.

Vision

That all education facilities engage to generate awareness of the plight within the Kathmandu valley of the looming water resource crisis. That pupils are encouraged to be participatory towards a better understanding of the challenges, and components and of the potential solutions, generating an integrated collaborative inclusive approach, benefiting society through 'Community Outreach' generating 'Water Literacy' within the home and workplace, creating sustainability and resilience.







Since February 2023 the RWC Team have signed and consulted with 25 Schools and been Presenting regularly 'Introductory Sessions' in 12 Schools to over 750 pupils, generating feed back and fine tuning the prospectus along with the Presentation material formats and 'hand outs' ready for the official roll-out

Schools Colleges Proposal to engage within the Respect Water Campaign Module Components delivered per grade in a series of convenient 'byte size' Sessions

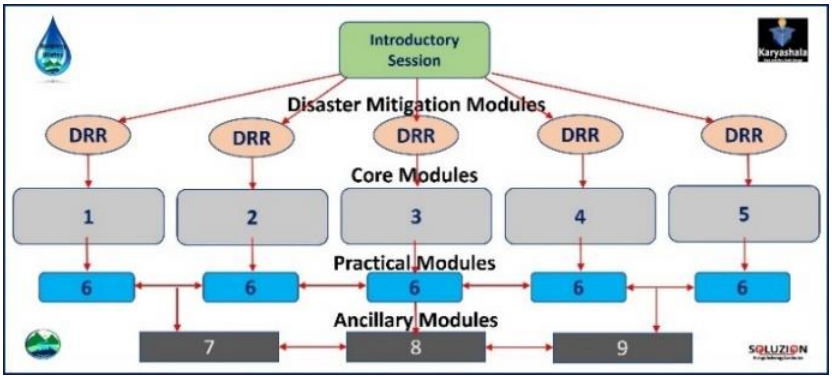
- **Open informal introductory sessions**
  - Objectives of Respect water Campaign using power point / posters towards 'water literacy'
  - Incorporating DRR 'Byte modules' into all sessions
  - Invite to Poster Campaign / Photos / Drawings / Stories

- **Teacher modules**
  - To accompany each class session as a takeaway to reinforce session
  - Integration within School curriculum
  - Teacher Seminars including Practical Teaching Development
  - Psychology - DRR - effects upon students [optional]

KARYASHALA
STAY CREATIVE, SEEK CHANGE

- **Understanding the problems and challenges** In KTMV / Nepal / World
  - in KTM water usage - pollution of rivers - waste management - diseases
  - in Nepal water usage drought and flood disease agriculture contamination
  - Oceans contamination and plastic damage from rivers to marine life

- **Understanding the Holistic approach** where all are inter-dependent upon each other
  - the need for multiple projects and initiative to work together
  - the need for collaborations between communities' agencies and government
  - the need for community / school collaborations





Meghan McCarroll and Hillary Harmann



Hand Out materials and Practical DRR Training during the Introductory 1st One Hour Session

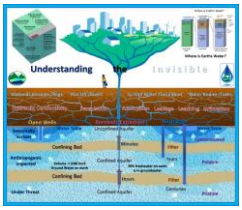
Specialist Modules towards Hydrosocial knowledge & Water Literacy



1. Understanding Waste & Pollution :

1.1. Waste Management overview
1.2. Recycling benefits
1.3. Home segregation
1.3.1. Composting /traditional/ modern methods
1.4. Air Pollution
1.5. Overview of Management strategies adopted in KTMV
1.6. Water Borne and Water Associated Diseases - Dengue Cholera Typhoid Gastroenteritis

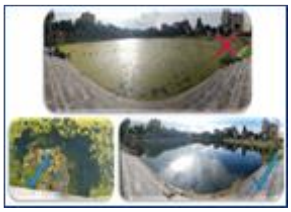
2. Understanding Ground Water & Water bodies





2.1. Aquifers
2.2. Wetlands
2.3. Lakes Pokharis Hitis
2.4. Rivers Streams Canals
2.5. Springs
2.6. Overview of Tap water supply mechanisms and strategies in KTMV [incl Melamchi options]

3. Understanding Floods / Catchment / Drought Management / Agriculture needs



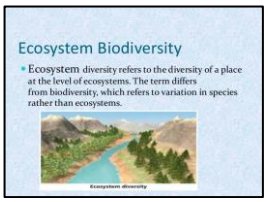
3.1. Basics of Meteorology - the making of Floods, Drought, Monsoons etc
3.2. Harvesting – run off /bio filtration
3.3. Storage - Pokharis /Wells /Tanks
3.4. Irrigation – micro drip /flood /
3.5. Home/ roof gardens subsistence agriculture/ Composting
3.6. Agriculture – Open field / Greenhouse Poly Tunnel / Hydroponics/ Aquaponics
3.7. Aquaculture – open ponds/ tanks & Aquaponics
3.8. Water needs – recovery / maintenance / new technologies
3.9. Tips and Tricks for Smart Water usage at Home and in School



4. Understanding Green City and Rural Environment Components

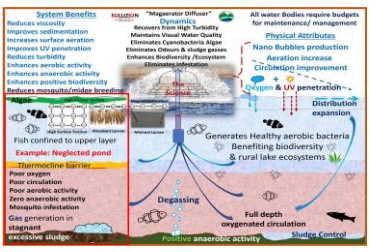






4.1. Sponge City /
4.2. Climate Change
4.3. Eco Diversity/
4.4 Bio Diversity
4.5 Biosphere Reserves
4.6 Basic Meteorology rains/ drought/ wind effects upon environment
4.7 Basic use of maps zoning/ NSEW/ Lat/Long/ Travel to site

5. Understanding Water Treatment / Sanitation / Water Diseases/ Water body recovery / Water Needs



5.1. What water needs to build water immune system and a resilient biodiversity
5.2. Introducing new ideas to counter human activity pollution and disrespect to generate water quality
5.3. Creation of water borne diseases due to poor sanitation and water Management
5.4 Overview of examples of water treatment, recovery / basic community solutions

6. Next:

6.1 **What You can do** as Individual / Class / School /

6.1.1 Identify local issues that you can contribute to i.e. adopt a pond/ Pokhari river embankment park to help keep clean
6.1.2 Within school create separate bins segregation for waste/ Canteen composting
6.1.3 Older Students to arrange to help younger pupils engage/ mentorships
6.1.4 Fight Mosquito: emptying water containers and to dress correctly

6.2 **Projects / Experiments** in class /

6.2.1 Experiments to understand sedimentation in water
6.2.2 Experiments to understand viscosity



6.3 **Laboratory tests**

6.3.1 Experiments to understand how water is affected by Mood and surroundings
6.3.1 https://igamemom.com/water-science-experiments-for-kids/

6.4 **Field Visits**

6.5 **Games** including consequences of actions

6.6 **Songs/ Lyrics /Poetry** submissions and contests about challenges and action

6.7 **Stories** from ancients reflecting upon water resource management

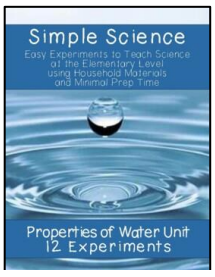
7. **Action Plan** Contributions / Involve family

7.1 Individuals
7.2 Family community
7.3 Family Connections helping to spread the Respect Water Campaign or collaborate in any single component to promote KVWRMI

8. **Suggestions** / what else 'you' want to know re Environment / Water Dynamics

8.1 School bespoke priority Module(s)
8.2 Bespoke School action plans





9. **Refresher Summary Module(s)**

9.1 Review of critical components [school priorities]

10. **Junior Citizen Science participation**

10.1 Participation in coordinated programs across the valley / individual/ group/ family/ class
10.2 School Cluster programs / sharing resources/ sharing expertise/ facilities
10.3 Contribute to KVWRMI Valley Mapping of observations and features
10.4 International National Competitions/ Coordinated Collaborations/ Projects

Respect Water Prospectus

Disaster Risk Reduction Awareness / Preparedness / Practice

Bonus Pre-module DRR Set:

11. DRR Awareness and training ['byte modules' for pupil and Teacher] Qualified/ Experienced Trainers

11.1 Earthquake Response

11.1.1 Grab bags/ basic tools for family

11.1.2 Drills DCH / Evacuation

11.1.3 Furniture preparedness

11.1.4 Refuge locations

11.1.5 Communications





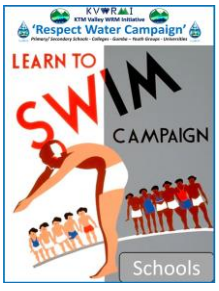
11.2 Fire response

11.2.1 Drills Evacuation

11.2.2 Know smoke and survival

11.2.3 Fire prevention at

- 11.2.3.1 School
- 11.2.3.2 Home





11.3 Flood response

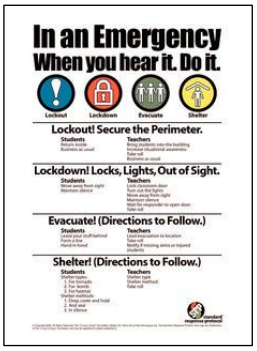
11.3.1 Property risk awareness

11.3.2 Drills and preparedness

11.3.3 Grab bags

11.3.4 Know the alarm warnings

11.3.5 Learn to swim



11.4 Security Response

11.4.1 Personal security

11.4.2 Community security in

- 11.4.2.1 School / Lock down
- 11.4.2.2 Home

11.4.3 Types of security considerations

- 11.4.3.1 Theft
- 11.4.3.2 Infiltration
- 11.4.3.3 Terrorism
- 11.4.3.4 Bullying
  - 11.4.3.4.1 Physical
  - 11.4.3.4.2 Social media
  - 11.4.3.4.3 Cyber

11.4.4 Road Safety





11.5 Health

11.5.1 Diseases / waterborne Cholera /Typhoid

11.5.2 Mosquito Dengue /Malaria /prevention

11.5.3 Virus [covid] [Flu] best practices

11.5.4 Food preparation / Hygiene

11.5.5 Personal health

- 11.5.5.1 Sanitary / WASH
- 11.5.5.2 Waste management
- 11.5.5.3 Water quality / Purifying
- 11.5.5.4 Diet
- 11.5.5.5 Cleanliness/ Hygiene
  - 11.5.5.5.1 Body
  - 11.5.5.5.2 Clothes
  - 11.5.5.5.3 Menstrual
- 11.5.5.6 First Aid basics

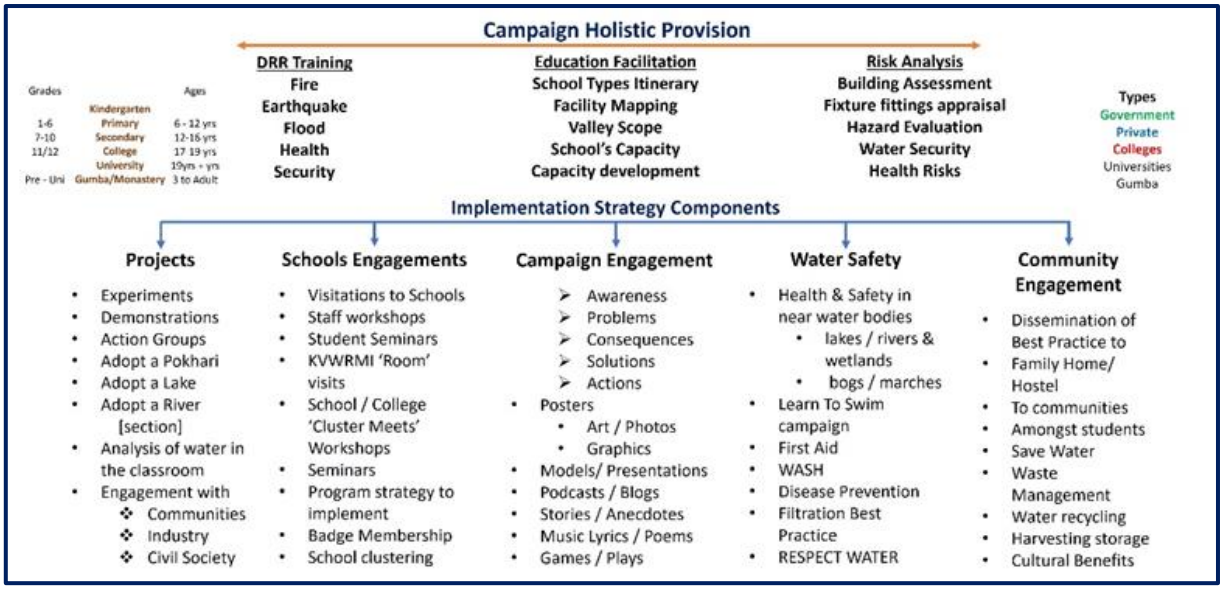
11.5.6 Exercise - Gym/ Outdoor pursuits

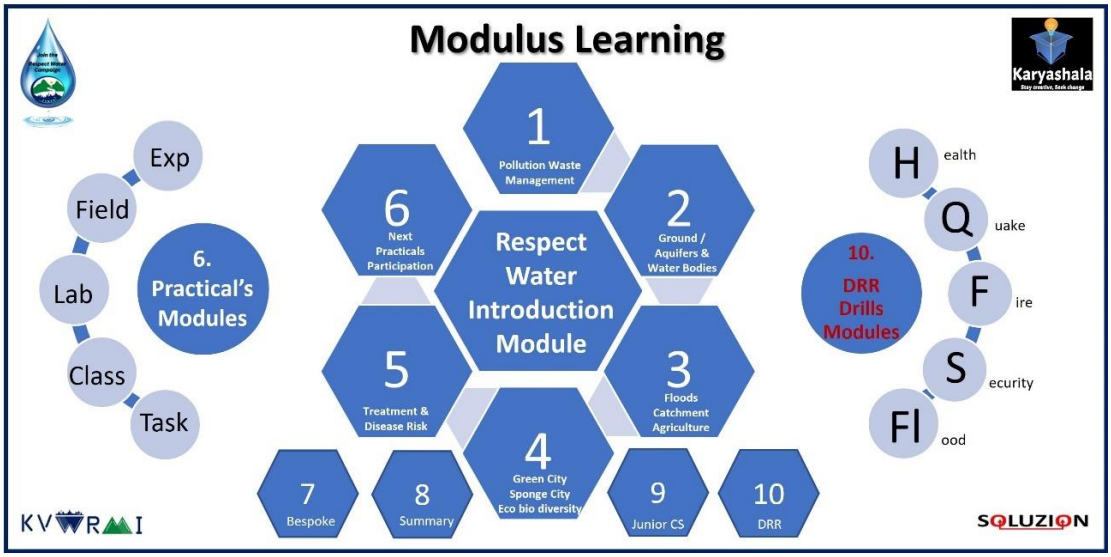


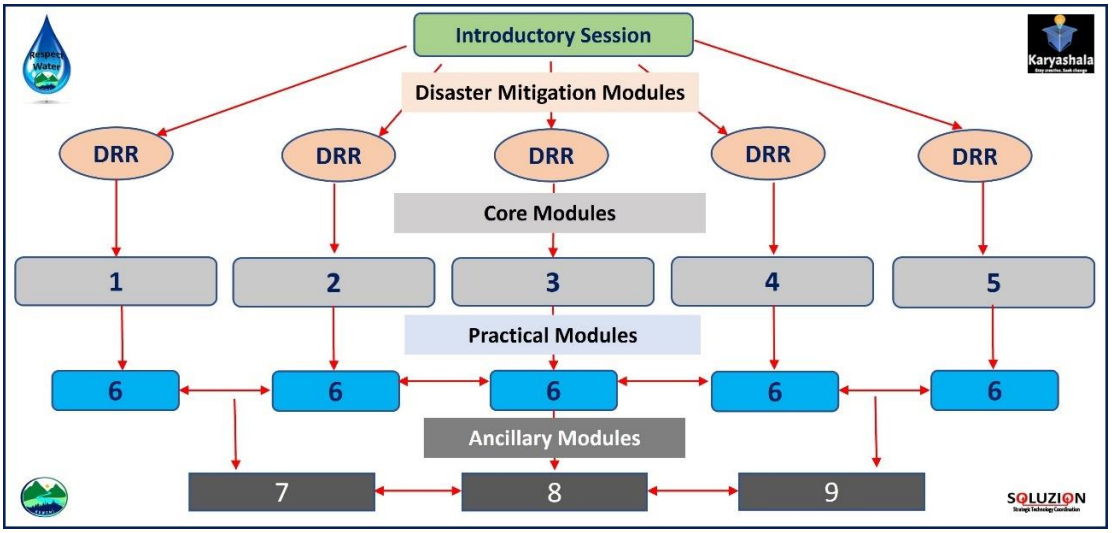


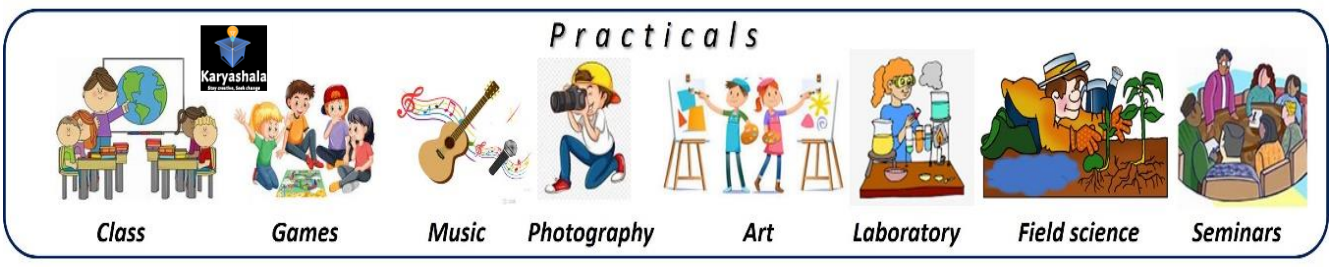


Appendices


Campaign Holistic Provision
DRR Training
Fire
Earthquake
Flood
Health
Security
Education Facilitation
School Types Itinerary
Facility Mapping
Valley Scope
School's Capacity
Capacity development
Risk Analysis
Building Assessment
Fixture fittings appraisal
Hazard Evaluation
Water Security
Health Risks
Grades
Kindergarten
Ages
1-6 Primary 6 - 12 yrs
7-10 Secondary 12-16 yrs
11/12 College 17 19 yrs
University 19yrs + yrs
Pre - Uni Gumba/Monastery 3 to Adult
Types
Government
Private
Colleges
Universities
Gumba
Implementation Strategy Components
Projects
Experiments
Demonstrations
Action Groups
Adopt a Pokhari
Adopt a Lake
Adopt a River [section]
Analysis of water in the classroom
Engagement with
Communities
Industry
Civil Society
Schools Engagements
Visitations to Schools
Staff workshops
Student Seminars
KVWRMI 'Room' visits
School / College 'Cluster Meets' Workshops
Seminars
Program strategy to implement
Badge Membership
School clustering
Campaign Engagement
Awareness
Problems
Consequences
Solutions
Actions
Posters
Art / Photos
Graphics
Models/ Presentations
Podcasts / Blogs
Stories / Anecdotes
Music Lyrics / Poems
Games / Plays
Water Safety
Health & Safety in near water bodies
lakes / rivers & wetlands
bogs / marches
Learn To Swim campaign
First Aid
WASH
Disease Prevention
Filtration Best Practice
RESPECT WATER
Community Engagement
Dissemination of Best Practice to
Family Home/ Hostel
To communities
Amongst students
Save Water
Waste Management
Water recycling
Harvesting storage
Cultural Benefits


Modulus Learning
Karyashala
1 Pollution Waste Management
2 Ground / Aquifers & Water Bodies
3 Floods Catchment Agriculture
4 Green City Sponge City Eco bio diversity
5 Treatment & Disease Risk
6 Next Practicals Participation
Respect Water Introduction Module
7 Bespoke
8 Summary
9 Junior CS
10 DRR
6. Practical's Modules
Exp
Field
Lab
Class
Task
10. DRR Drills Modules
H ealth
Q uake
F ire
S ecurity
Fl ood
KVWRMI
SOLUZION


Introductory Session
Disaster Mitigation Modules
DRR
DRR
DRR
DRR
DRR
Core Modules
1
2
3
4
5
Practical Modules
6
6
6
6
6
Ancillary Modules
7
8
9
Karyashala
SOLUZION


Practicals
Karyashala
Class
Games
Music
Photography
Art
Laboratory
Field science
Seminars

Government of Nepal
Ministry of Education, Science and Technology
Centre for Education and Human Resource Development

Education Development and Co-ordination Unit

Kathmandu

Date: Aug. 29, 2023

Ref. No.: 182

To whom it may concern

In Conjuction with the MOU signed between KVWRMI 'Respect Water Campaign' and this 'Education Development and Coordination Unit(EDCU)' KTM, CEHRD, MoEST Nepal, this Letter of Intent(LOI) is to provide Authorization for the 'Respect Water Campaign' Team to continue to undertake their presentation awareness programme to all schools within the Kathmandu District, as scheduled within the MOU and Campaign Prospectus, to develop, 'Water Literacy', raising awareness of the dynamics and importance of water resource management within Kathmandu Valley; the need for Pupil contribution and their 'community outreach' through parents and families.

The RWC team will be visiting schools, both private and community, to make presentations during extra curricula periods, scheduled to suit individual schools. The programme is for a minimum of fives years with a twelve year natural cycle between all Grades 1 to 12.

The deliverables and objectives are to support the wider Kathmandu Valley Water Resource Sustainability development through education awareness and community contribution in support of Government Water Bodies and individual beneficial water resource enhancement and management initiatives across the valley.

Nandalal Paudel
Unit Chief

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website : kathmandu.edcu.gov.np

‘Respect Water Campaign’ - KVWRMI - P6 Master Planning Initiative

New Offices

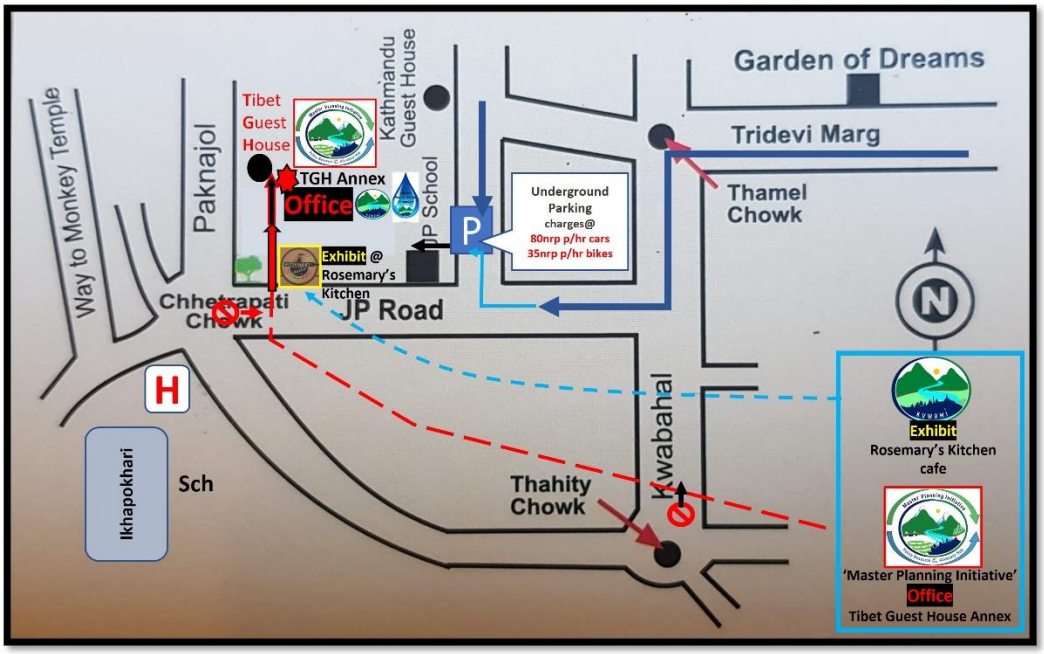
in the Tibet Guest House Annex 2nd Floor [opposite hotel gates]

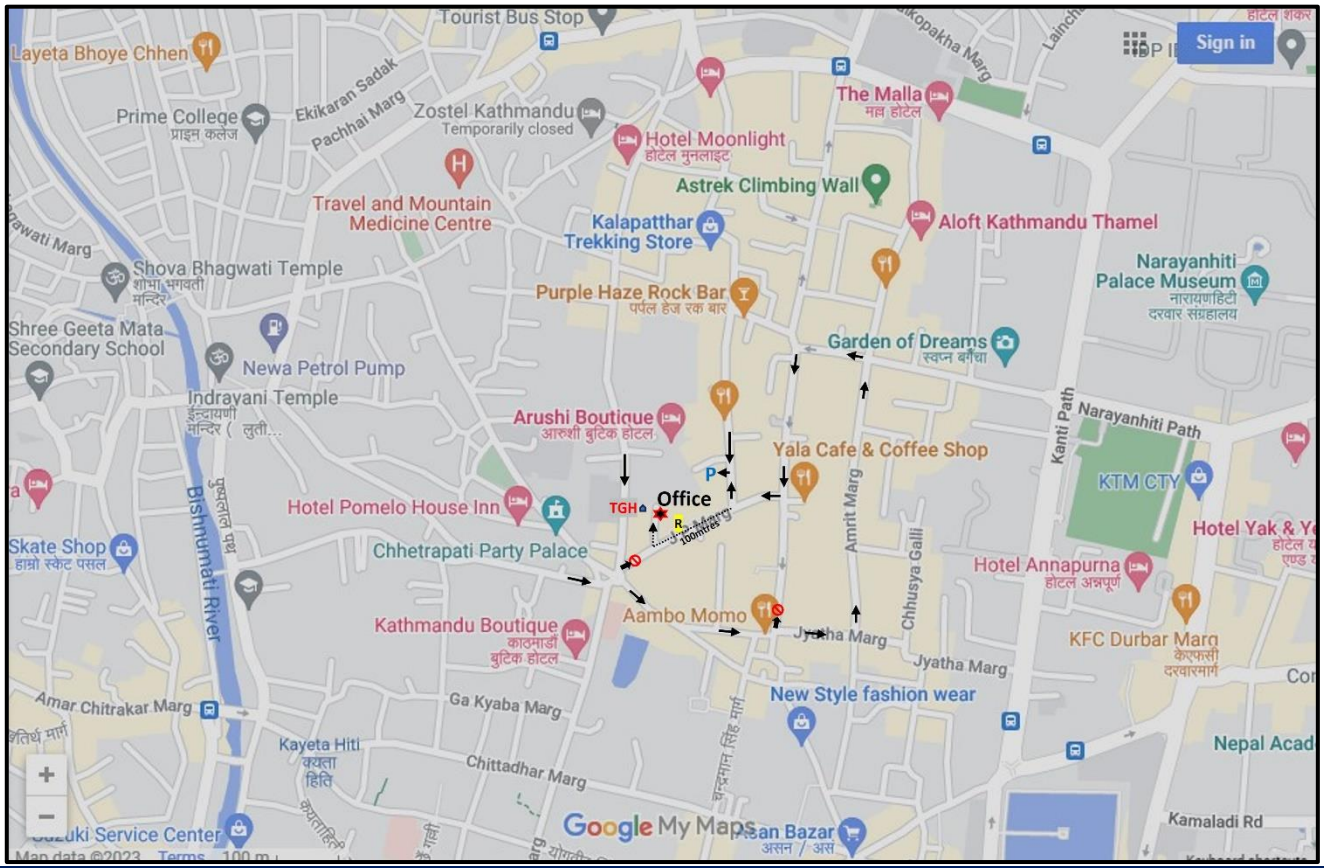
Chhetrapati - Thamel - Kathmandu

KVWRMI & ‘Respect Water Campaign’ Public Exhibit

in Rosemary’s Kitchen Cafe







Master Planning Initiative

Education Priorities

POLICY RESEARCH & ADVOCACY HUB

Respect Water Prospectus

Beyond the KTM Valley

Quality Education

Trained Teachers
IT Hubs Access
Teaching Materials
Extra Curricula Activities
Sport Facilities

Robust Infrastructure Resilience

Skill Development
Teachers
Students

Safe Learning Environment
Inclusive Facilities

Mapping - Risk Assessment - Priorities
Repairs - Retrofit - Rebuild - Relocation
Code Compliance - Maintenance Plan
Inclusivity Designs – School Security
FIRE – FLOOD – EARTHQUAKE - SECURITY

Inspiring Spaces Innovative

Educational Holistic Curricular Content

Inclusive Education

Visuals Aids
Access to Facilities
Support Teachers
Parental Consultations
Adult Classes

Child Protection
Accountability
Anti-Bullying
Travel
Security
Girls
Respect

Empowered Teachers T4

School Risk Management Teacher Training

Drills
Practice
Training

Budgets
Funding
Sustainability

Planning
Team Building
Inclusivity

Risk Awareness & Resilience Education

Curriculum Development
Teacher Enhancement
Mentoring - Evaluations
Skill Development
Facilities Development

School Clusters
Model Schools
Innovation Hubs
Exchanges
Students
Teachers

Instruction Explanation
Motivation
Knowledge Retention
Parental Participation
Deliverables - Results

Extra Curricular Activities
STEAM

Sport and Activities
Cultural Ceremonial

Health & Welfare
WASH/ Hydration
Disease Control
Nutrition
Sanitary
Guidance
& Provisions

Engaged Community Outreach

Disaster Management

Contingency Planning
Community Outreach
Parental Inclusion
Gov Coordination
Response Strategy
Fire & 1st Aid Training

Leadership Strategy Planning

Contextualisation and Relevance
Solution not Problem
Attention to Culture
Language Differentials &
Culture Expectations - Compliance

Student Representation Empowerment

Model Schools

School Clustering
Sponsorships
Innovation Hubs
Shared Facilities
Exchanges
Capacity Build

Primary & Secondary and Gumba - College and University - Scholarships - Global Citizenship - Vocational - Skills for Work

"With the paddy fields went the water.. when the paddy fields went .. the aquifer recharge went... with the loss of the paddy fields... Kathmandu's long-term sustainability dissolved"!

KVWRMI
KTM Valley WRM Initiative
Holistic Strategy with Integrated Collaborative Approach

Kathmandu Valley looming Crisis in next 15 years

500,000+ students
2000+ Schools
In Valley

Mismanaged rain harvesting =
Increases dengue

6 ½ % pop growth pa = Doubled in 12yrs

10 Key Rivers
Multiple tributaries
All Polluted





80% water tanker
supplies found
contaminated in 2023

Eliminating Greenery =
increases Temps and Air Pollution

Valley hill forests depletion =
Generates Faster runoff
increases flood risks

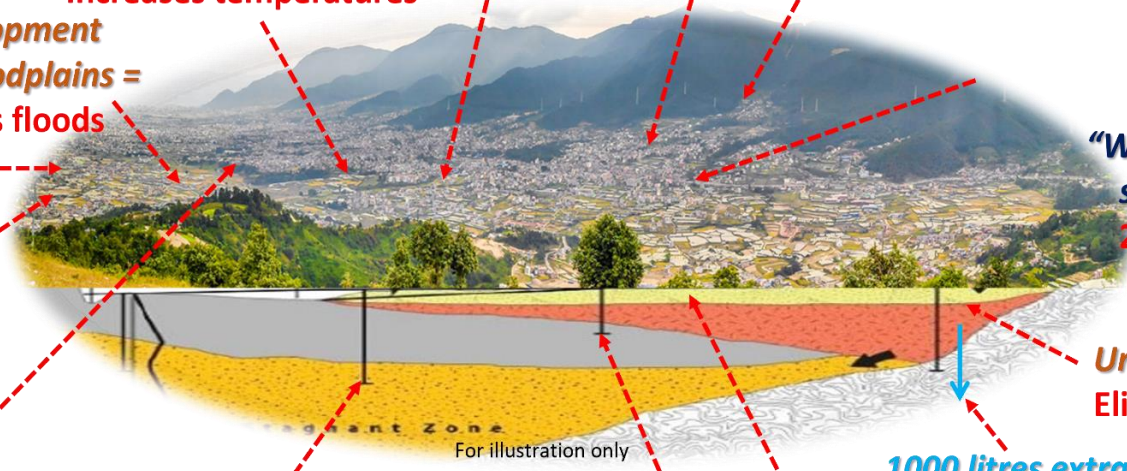
Increased Urban run off =
Increased flooding

Urbanization =
Increases temperatures

Development on floodplains =
Causes floods

Pokharis
Poorly designed
Poor maintenance
Poor water supply

Urbanization Weight =
Causes settlement



"With" Melamchi Tunnel supply =
20% shortfall of water resource remains

Wetlands being mismanaged and destroyed =
Loss of bio-diversity

Urbanization =
Eliminates recharge

Constrained Rivers =
Causes floods

Aquifer excessive extraction =
Causing Subsidence already
2ft in places increasing by
20cms per year

Aquifers being drained uncontrollably

1000 litres extracted from deep Aquifers in 1hour =
Takes years to recharge naturally

Hitis System
Misunderstood
Supply's destroyed
Polluted supplies

Mismanaged water =
Increasing water borne diseases infections
Cholera Typhoid Gastro

Water Table Aquifer Contaminated below drinking water quality

Water Table dropped by 3 – 6m since 2011

Landfill into 2nd Valley already

Presently Zero Waste Segregation at source

SOLUZION

Respect Water Prospectus
The Challenges within Kathmandu Valley

Risk Awareness

What is Risk?

Risk is the probability that a hazard will turn into a disaster. Vulnerability and hazards are not dangerous, taken separately. But if they come together, they become a risk or, in other words, the probability that a disaster will happen.

Nevertheless, risks can be reduced or managed. If we are careful about how we treat the environment, and if we are aware of our weaknesses and vulnerabilities to existing hazards, then we can take measures to make sure that hazards do not turn into disasters.

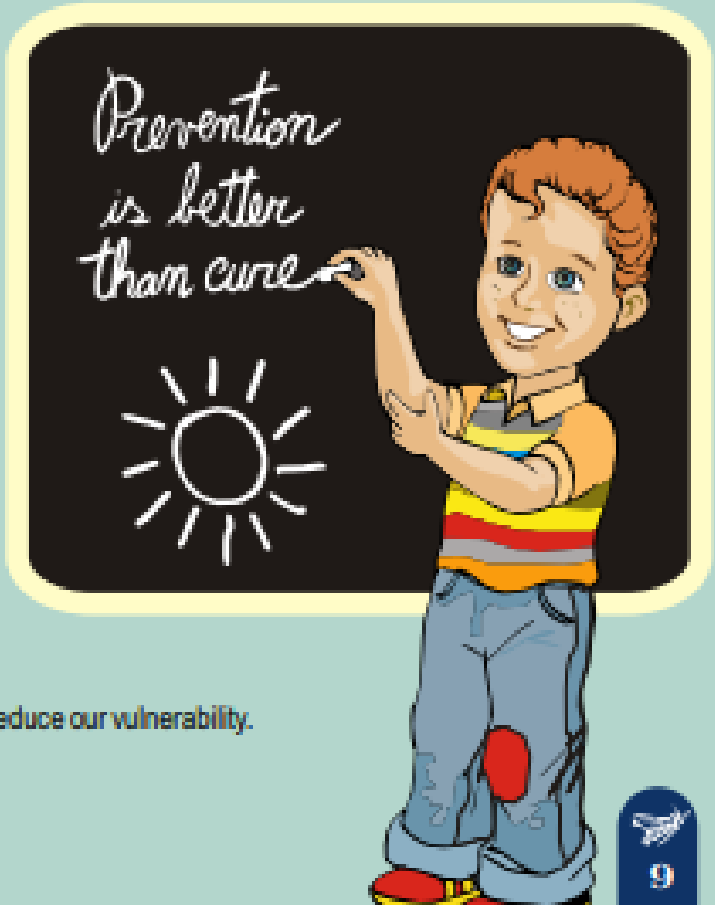
Risk management doesn't just help us prevent disasters. It also helps us to put into practice what is known as sustainable development. Development is sustainable when people can make a good living and be healthy and happy without damaging the environment or other people in the long term. For instance, you can make a living for a while by chopping down trees and selling the wood, but if you don't plant more trees than you cut down, soon there will be no trees and will no longer have the means to make a living. So, it isn't sustainable.

What is Disaster Prevention and Mitigation?

Prevention and mitigation are all those actions we can take to make sure that a disaster doesn't happen or, if it does happen, that it doesn't cause as much harm as it could. W can't stop most natural phenomena happening but we can reduce the damage caused by an earthquake if we build stronger houses and on solid ground.

What is prevention? Taking measures in order to avoid an event turning into a disaster. Planting trees, for example, prevents erosion and landslides. It can also prevent drought.

What is mitigation? Measures that reduce vulnerability to certain hazards. For instance, there are building techniques that ensure that our houses, schools or hospitals will not be knocked down by an earthquake or a hurricane.



Prevention and mitigation begin with:

- Knowing which hazards and risks we are exposed to in our community.
- Getting together with our family and our neighbours and making plans to reduce those hazards and risks and to avoid them harming us.
- Actually doing what we planned to do in order to reduce our vulnerability.
- Taking action, not just talking.

'Respect Water Campaign'

+DRR Skills Training for Teachers & Students

Awareness and Mitigation and Response
For all Hazardous Risks including
Earthquake - Fire – Flood - Landslide
Personal Security - Disease

A 10 year Grade cycle Awareness program in a modular format
Environment - Aquifers - Waste Management - Rivers – Wetlands
Pokharis - Green City - Sponge City - Hitis System - Valley History -
Agriculture - Forest Hills



a 'Community Outreach' Program by the

Kathmandu Valley
Water Resource
Management Initiative
& Partners.....

"The sooner that you can generate the young person's thought processes as to the challenges, the sooner they will develop and assist in the ownership of the solutions, thus providing the much sought after Sustainability and Resilience"

"जति चाँडो तपाईले चुनौतीहरूको सम्बोधन गर्दै युवाको विचार प्रक्रियाहरू प्राप्त गर्न सक्नुहुन्छ, उनीहरूले चाँडै विकास र समाधानहरूको स्वामित्वमा सहयोग गर्नेछन्, यसले दिगो विकासका लक्ष्य प्राप्तिमा पनि सहयोग पुऱ्याउनेछ"

extending across Nepal through the

Municipality / District / Province
Comprehensive Integrated 'Master Planning Initiative' MPI
For Economic Development, Welfare & Health Education, Cultural Conservation, Environment, Agriculture, Tourism, Cottage Crafts Infrastructure & Governance
incl DRR/ Crisis Management Planning & Response
to be managed & coordinated
by the
POLICY RESEARCH & ADVOCACY HUB

"The MPI objectives are to establish a framework for the development and implementation of core contributive and benefactor disciplines Nurturing a healthy, educated and prosperous society in harmony with their environment"

We have Confirmed the Need - We have the Methodology

& *We 'now' actively Seek*

Development & Implementation Partners/Collaborators, Stakeholders & Donors & Fund Managers

Office: +977 981 2500082 Email: weare.ktm.nepal@gmail.com

Why the *WEaRE* / KVWRMI Team?

Water resource management requires an holistic approach. No singular component can solve sustainability of water management for a growing city environment. Most cities are built around rivers that arrive from hundreds of kilometers of watershed. Kathmandu City is confined within a valley with no natural outside river sources, being totally reliant upon all that derives from within the limited water shed, which includes ten river sources from the surrounding hills and aquifer access plus seasonal rainfall. To ensure the fast-growing City remains sustainable, robust and with a long-term resilient viability, the limited water access needs to be maximized and contribute to numerous components for 21st century expectation within climate change with economic and population growth.

***WEaRE* / KVWRMI are embracing** and developing Primary Components within policy, protecting Gov depts autonomy equally with integrated collaboration. Working closely with UN, Donor Agencies, *Youth and Education*, Corporates, Banks & Government Ministries and Depts to sustain fiscal constraints & viability.

The main objectives of the proposed project are to

- Enhance the community, local and valley and urban climate change resilience and sustainability to water access diminishment, caused by:
  - floods and droughts, domestic and commercial development and various counts of insufficient capacity and finance, mismanagement, through
  - ignorance, lack of expertise or conflicting interests, potentially adversely affecting the long-term City and Valley water resources for Kathmandu with dire consequences.
- This holistic initiative intends to identify & develop integrated strategy for the core elements contributing to KTMV sustainable water resource management and environmental resilience.

Objective Outcomes

- Generating a cohesive, integrated and collaborative engagement between all contributive components and stakeholders,
- Generating a sustainable and resilient water resource management strategy with their set of field operations objectives and deliverables .

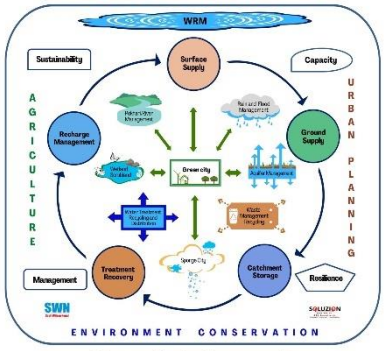
Priority:

- To build matrix library of all existing, past and proposed projects, Initiatives, Research Papers, Books, Publications and Policy docs.
- To be readily available to researchers and project implementation management
- Minimising duplication and to help identify gaps

KVWRMI

KTM Valley WRM Initiative

Holistic Strategy with an Integrated Collaborative Approach



Primary Cluster Components

Pokhari /Rivers Canals / Hitis | Waste Management | Wetlands Scrubland | Climate Change/ Meteorology | Agriculture

Rain & Flood Management | Green City | Sponge City | Treatment/ Sewerage | Forestry/ Hills Environment | Aquifers / Geology

Support Cluster Components

Secretariat Mapping /Model Data matrix

Public Relations Social media website | Government Policy/ Legal | Technical GIS Drones | Hydrologists WRM

Youth Schools Education | Analysis Laboratories | Donors/ Civil Society | Hospitals /Health

Stakeholder Inclusivity @Community level:

- Enhance community and household level for
  - flood resilient water harvesting,
  - sponge city recharge and
  - general management of Traditional water Pokharis facilities, neglected and encroached (using innovative techniques) including pollution mitigation
  - strengthen capacities to plan, construct, operate, enhance existing and maintain and replicate these initiatives across the Valley.

Incl: Municipalities/ Government Policy Depts

- Enhance city and district-level water harvesting and management facilities in and around public buildings and
- maximising water storage in Pokharis, public Parks gardens, by developing district / city-level spatial strategies as tools to assess, adapt to opportunities & mitigate climate change.

Who? Civil Society and Corporates INGOs and NGOs; Community Groups; Specialists and Research facilities need be embraced and encouraged to create ownership within elements of the WRM strategy contributing to all of the core components.

Also Embracing and developing Primary Components within policy protecting Gov depts autonomy equally with integrated collaboration. Working closely with UN, Donor Agencies, Youth and Education, Corporates, Banks & Government ministries and depts to sustain fiscal need & viability.

he Respect Water Campaign is now Authorized by the KTM Education Development & Coordination Unit

KTM EDCU Authorized

KVWRMI

KTM Valley WRM Initiative

'Respect Water Campaign'

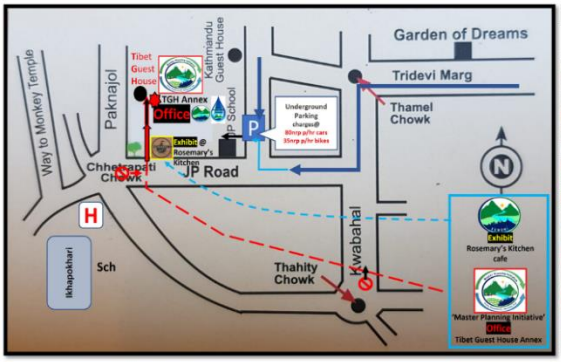
Primary/ Secondary Schools - Colleges - Gumba – Youth Groups - Universities

Follow **KVWRMI** on Facebook **@kvwrmi**

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Poster Exhibit - Meeting Room - Rosemary Kitchen and Café - Chhetrapati Thamel

Water Surgery's - Workshops - Collaborations - Counselling - Meetings