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# EVALUATION REPORT

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Nepal Earthquake Emergency Response Project



SEPTEMBER 8, 2017

HURDEC PVT LTD, NEPAL  
Thasikhel, Lalitpur, Nepal

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## LIST OF ABBREVIATIONS

ADB	Asian Development Bank
CCFC	Christian Children's Fund of Canada
CCS	Child Centered Space
CFJ	ChildFund Japan
DDRC	District Disaster Relief Committee
DEO	District Education Office
DLPIU	District Level Program Implementation Unit
DLSO	District Livestock Service Officer
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
EiE	Education in Emergencies
ER	Emergency Response
FGD	Focus Group Discussion
GMSP	Gramin Mahila Srijansil Pariwar
HURDEC	Human Resource Development Centre
NCED	National Center for Education Development
NRA	National Reconstruction Authority
PNGO	Partner Non-Governmental Organization
PTA	Parent Teacher Association
RBPW	Ramechhap Business Professional Women
SAP	Special Assistance Program
SIP	School Improvement Plan
SMC	School Management Committee
SP	Sponsorship Program
TLS	Temporary Learning Space
TUKI	TUKI Association Sunkoshi
UNICEF	United Nations Children's Fund
VCPC	Village Child Protection Committee
VDC	Village Development Committee
VDRMC	Village Disaster Risk Management Committee
WASH	Water, Sanitation and Hygiene
WCF	Ward Citizen Forum

# Executive Summary

## A. Evaluation Context and Methodology

ChildFund Japan (CFJ) implemented Nepal Earthquake Emergency Response Project in Sindhupalchowk and Ramechhap districts of Nepal from April 2015 to September 2017 through three partner NGOs (PNGOs): Ramechhap Business Professional Women in Ramechhap and TUKI Association Sunkoshi and Gramin Mahila Srijansil Pariwar in Sindhupalchowk. The project was implemented in coordination with district and national level government and other agencies.

The project was funded by ChildFund Alliance, government grants from Canada Department of Foreign Affairs Trade and Development through Christian Children's Fund of Canada and New Zealand Aid Program through ChildFund New Zealand and donors from ChildFund Korea and ChildFund Japan. It availed of the UNICEF support through its Small Scale Funding Agreement.

CFJ commissioned an external evaluation of the project. The evaluation was carried out from second week of August to first week of September 2017 by Human Resource Development Centre (HURDEC) Pvt. Ltd.

Evaluation methodology consisted of desk review, individual and group interviews with staffs of CFJ and PNGOs (including written response from some of the staffs), members of the school management committees and parents-teachers' associations, District Level Project Implementation Unit, District Education Office and ex-VDC officials using semi-structured questionnaires, and field visits to school construction sites (five in Sindhupalchowk out of ten and three in Ramechhap out of a total of four supported schools).

CFJ organized a workshop September 04, 2017. The workshop was attended by staffs of CFJ (Nepal based as well as from the headquarters) and PNGOs, and an Alliance member from Canada. Preliminary findings of the evaluation were presented and discussed in the workshop. Inputs from the workshop were fed into the evaluation report. This is the end-of-project evaluation report.

## B. Project achievements

This evaluation shows that the project interventions have been generally **highly relevant and appropriate** and has **effectively achieved** the following objectives with **reasonable efficiency** and **reasonable integration of relevant cross-cutting issues** such as child development, gender equality, caste/ethnic equity, environment and disability:

- The objective of immediate lifesaving through timely distribution of high quality food and shelter materials in its target areas
- The medium-term recovery and rehabilitation of services through creation and use of appropriate and well-facilitated child centered spaces, timely construction of high quality temporary learning spaces with drinking water and toilet facilities and distribution of teaching and learning materials, and uniforms and dignity kits for adolescent girls
- The long-term reconstruction needs of the target areas through construction of high earthquake resistant standard school buildings with false ceilings, (to protect from sound pollution and to insulate heat) child-friendly toilets, water taps and classrooms. Library and office facilities were provided in some schools.

However the achievements were not without challenges and issues:

- Livelihood support has yet to develop into a viable optional income source or a reliable safety net due to high mortality rate of the goats and associated problems.
- Training on Psychosocial Counseling was reported to have been implemented a bit late to be of utmost use during the time of high necessity
- Although the project was efficient in comparison to other similar projects in the district, time and cost efficiency was often challenged by different issues
- Although there are no major challenges to sustainable operation and maintenance of the structures renovated/constructed, possible shrinking of the wooden doors and windows after a few years and the often observed frequent need for repair and maintenance of drinking water and toilet facilities warrants close monitoring in the future

CFJ's integration of cross-cutting issues are mainly based on documents such as "Construction Guidelines-2017," "Partnership Agreement" between CFJ and PNGO, and the "contract template" between the school and the construction contractor. CFJ lacks a coherent document to guide its interventions from the perspective of cross-cutting issues.

- Child protection has been the central theme behind all interventions (CCS, TLSS, and permanent school buildings) supported by CFJ. All constructions have ensured child friendly features (child friendly water taps, classrooms and other aspects). Besides, stakeholders have also been provided training on child protection.
- Separate toilets for girl students, use of gender disaggregated information and encouragement of women participation in project activities are the main gender-equality related initiatives. Selection of schools have considered areas with high proportion of Dalit and marginalized ethnic communities and in one exceptional case, financial support was also provided for purchase of land for school construction in a Dalit majority community.
- Government guidelines for environmental protection have been followed. Appropriate clauses in contracts and agreements have been administered to adhere to environment friendly construction. Protective measures (retaining walls) have also been provided as necessary.
- Ramp spaces have been considered during school building construction/renovation to provide appropriate space for wheel chair movement for students who are physically challenged.

The above objectives were achieved through successful accomplishments of the following key interventions:

#### **Relief distribution in Sindhupalchowk**

- Provided food to 3,227 households with around 165 tons of rice, dal salt and oil; and shelter materials (tarpaulin and ground sheet) to 3221 households (tarpaulin to 2688 households from CFJ and to the remaining households by VDCs)

#### **Creation and use of 21 CCS in Ramechhap and Sindhupalchowk**

- With participation of 1603 average children a day (with 818 girls)

#### **Construction and use of 60 TLCs**

- Constructed 120 rooms in 32 schools, benefiting over 2401 students, classroom management support to 17 schools (91 classes) in Sindhupalchowk, and drinking water facilities in 11 schools and 5 toilets in 4 schools of Sindhupalchowk

#### **Distribution of learning, teaching kits, school uniforms, and dignity kits**

- Distributed to 5133 students (in 45 schools), 344 teachers and school staff (in 45 schools) and 851 adolescent girls in 12 schools

### Renovation/construction of school buildings with toilets and drinking water facilities

- Covering 75 classrooms in 14 schools, 18 drinking water facilities with 62 taps, and 58 toilet rooms in 13 schools. Supported 17 schools including three schools that are not part of the regular program.

### Livelihood support to poor families in Tauthali

- Provided 102 goats (five per family) and other support services for livelihood enhancement of 20 poor families (in two groups of 10 each)

### Training/Capacity development initiatives

- Covering Disaster Risk Reduction, Education in Emergencies, Psychosocial Support and Child Protection and School Safety and Preparedness training to teachers, Village Child Protection Committee and Ward Citizen Forum, Village Disaster Risk Management Committee, community leaders, and staffs of PNGOs and ChildFund.

## **C. Good and Highly Appreciated Practices**

Certain key features of the project interventions were highly appreciated by the stakeholders:

- Staff commitment and dedication beyond “typical jobholder mindset”
- Relief distribution marked by high quality, timeliness, system and ease of access
- TLSs characterized by child friendly features with necessary insulations and also necessary toilets and drinking water facilities
- Permanent school buildings characterized by child and gender friendly, earthquake-resistant and insulation features accompanied with furniture support and library in some selected schools

The following good practices have also emerged during project implementation:

- Participatory approach characterized by close coordination with the community
- CFJ focus on system, quality and details in planning and implementation of interventions
- Effective coordination with district and central level agencies from relief to recovery including close coordination with DEO and DLPIU to ensure the compliance with the government construction standards
- CFJ and its donors’ ability for relatively quick decisions and adequate program flexibility concerning cost, time and process (resulting in accommodation of the price hikes and delays as well as support for exceptional problems such as land purchase, access road construction and so on.
- CFJ’s good relationship and trust with the donors through timely reporting and donor visit management

## **D. Key Issues and Challenges**

The project implementation faced and tackled most effectively quite a few challenges and issues, such as:

- Shortage/delay in materials, fuel and labour supply
- Poor and unprofessional contractor practices
- Poor road conditions coupled with heavy rain and landslides
- Lack of appropriate school land, water and access road
- Inadequate stakeholder capacity and inappropriate role divisions
- Difficulty in getting accurate information about the affected families
- Increase in security risk including risk to children

## E. Lessons from the Project Experience

The following lessons were learnt from the project implementation:

- Additional staff are required to complement the need to implement the emergency operation. Should consider not only additional staff for program but as well as the support staff like finance accounting staff, logistic and purchasing and human resource management staff.
- PNGO staff in Sindhupalchowk who themselves were severely affected were also engaged in the emergency work. PNGO staff from Ramechhap could have been utilized much earlier as they were not affected as much.
- To be able to document and report the evolving situation at the aftermath of the earthquake, a communication person could have help more develop case stories, photos, and videos to raise awareness of the situation in Nepal and will be able to appeal more for support. ChildFund Alliance member country has sent professional experts to support CFJ getting good photos, video, case stories and press release.
- Handling the school constructions effectively (with implied management of contracts and contracts for ensuring the specified quantity, quality and timelines) was far beyond the competence of SMCs and even the PNGO
- The division of roles among the stakeholders and formation of finance, procurement and construction committees for construction management did not reflect the inherent challenges of construction work (with implied management of contracts and contractors for ensuring the specified quantity, quality and timelines)
- Engaging the services of qualified and competent contractors requires more efforts in terms of task packaging and communication of tender notices
- More homework concerning total number of rooms required for a school need to be done factoring the number of students in different classes, and also the need for extra class rooms for optional subjects, office room, computer and laboratory rooms
- Creation of awareness on risks to child protection (particularly during emergency) and networking and coordination among stakeholders involved in child protection and child rights goes a long way in protecting the children from different forms of violence (sexual assault, trafficking, child marriage and others) during actual emergencies.

## F. Major recommendations

The following recommendations are made to CFJ concerning its activities in its project area:

- CFJ Nepal Office should develop their manual of operation for Emergency Response to guide the staff should another disaster struck Nepal.
- Develop capacity of the staff as well as PNGO staff regarding disaster preparedness and management.
- Modify some aspects of the working modality to adapt to emergency requirements and also to the specific requirement of relatively large construction work (school building construction) without compromising the transparency and participation principles.
  - ✓ Bundle the construction work of different schools into a single tender package to attract qualified bidders who, if contract is awarded, should be made the sole responsible for delivery of the work in specified quality, quantity and time.
  - ✓ If the construction modality is changed, redefine roles among CFJ, PNGOs and schools to address the requirement of high standard relatively large constructions without compromising the transparency and participation aspects of the operations.
  - ✓ Although the government recommendations is to make SMC the main and “official” party for management of construction contract and the contractor, ChildFund should consider their level of capacity in regards to the responsibility given.

- ✓ Replace the three committees (finance, procurement and construction) with a single subcommittee under the SMC representing school with the objective of assisting in monitoring and ensuring transparency of the construction operations
- ✓ Place a qualified engineer from the project (CFJ) side on site during the construction period for quality control, deal effectively with the contractor and the contract clauses
- ✓ Provide longer response time than a week for retender notice and increase the geographical coverage of the notice beyond the local villages and the district to reach larger catchment of potential qualified bidders
- ✓ Consider to support the total required number of rooms in a school (ChildFund).

PNGOs are also recommended to:

- Critically review the goat raising scheme (comparing also the performance of the two groups supported) and also the practices of the three families who have been able to control goat death against the other seven, and take necessary decisions
- Initiate and facilitate school boundary demarcation work among the supported schools to avoid unnecessary future conflicts
- Monitor closely the maintenance of drinking water and toilet facilities, wooden door and window frames, and roofs /false ceilings (leakage) by the schools in the future
- Coordinate with the DEO and other agencies for fencing of the constructed buildings as appropriate

# 1. Background and Context

ChildFund Japan (CFJ) is a child-focused agency promoting children's rights by implementing Sponsorship Program (SP) and Special Assistance Program (SAP). CFJ has been supporting development programs in Nepal since 2006. CFJ also responds to disasters by providing emergency relief and rehabilitation interventions to affected communities.

As an integral part of its emergency response intervention, CFJ has been implementing "Nepal Earthquake Emergency Response Project" in Sindhupalchowk and Ramechhap districts after the devastating earthquakes of April and May 2015. The humanitarian assistance project started on April 2015 and close by September 2017. The program was implemented through three partner NGOs (PNGOs): Ramechhap Business Professional Women in Ramechhap and TUKI Association Sunkoshi and Gramin Mahila Srijanshil Pariwar in Sindhupalchowk.

The project was funded by ChildFund Alliance, government grants from Canada Department of Foreign Affairs Trade and Development through Christian Children Fund of Canada and New Zealand Aid Program through ChildFund New Zealand and donors from ChildFund Korea and ChildFund Japan. It also availed of the UNICEF support through its Small Scale Funding Agreement.

Project activities were implemented in coordination with the government national and district agencies as well as the local Village Development Committee (VDC) officials. To avoid duplication of services, the assigned working area of project support were designated to different INGOs and approved by the District Disaster Relief Committee (DDRC). Participation in cluster meetings of Food, Education and Child Protection ensured the quality and efficiency of the response activities. Specific interventions of the project included:

- Provision of Food and Temporary Shelter Materials
- Establishment of Child Centered Spaces (CCSs)
- Construction of Temporary Learning Spaces (TLSs) with toilet and drinking water facilities
- Provision of teaching and learning materials to teachers and students, including student uniforms
- Renovation and reconstruction of school classrooms with classroom furniture, permanent toilet and drinking water facilities
- Livelihood support to poor families
- Capacity development/training to stakeholders on Disaster Risk Reduction (DRR), Education in Emergencies, Psychosocial Support and Child Protection

An internal real time evaluation of the project was conducted by CFJ during first half of December 2015, and an evaluation report was prepared. Project activities that were implemented with the financial support of (i) the Department of Foreign Affairs, Trade and Development Canada of the Government of Canada and (ii) New Zealand Aid Program via ChildFund New Zealand were completed by December 2015. CFJ has already submitted the final project completion reports.

As the project is about to end by September 2017, CFJ entrusted through competitive bid process (see the terms of reference for the evaluation in Annex-1.1) to HURDEC Pvt. Ltd, a Kathmandu based company working in development management, to undertake its final evaluation with Kumar Upadhyaya as the lead evaluator assisted by Dhanman Gurung. The evaluation was carried out from second week August to first week of September 2017.

This is the end-of-project evaluation report prepared by the consultant and covers all emergency response interventions implemented with different donor funding.

## 2. Evaluation Objectives and Methodology

The evaluation objectives were:

- Assess relevance, appropriateness, effectiveness, efficiency and sustainability of the project
- Assess and analyze project's outcomes on beneficiaries and target groups including the contribution to capacity development
- Identify and document good practices and lessons learned
- Make recommendations to CFJ and project partners concerning possible improvement in policy making, designing, planning, and implementation of future similar projects

Main sources of information for the evaluation were:

- Review of project documents
- Interviews with stakeholders
- Observations in project sites

Interviews with the key stakeholders were carried out individually and in groups using semi-structured checklists (see Annex-2.1). The checklists were designed around the evaluation objectives. The information from different sources was triangulated where necessary. Main stakeholders interviewed individually or in group included:

- CFJ staff (Kathmandu based as well as field based)
- PNGO management and project specific staff
- School Management Committee and Parents-Teachers Association members
- District Level Project Implementation Unit
- District Education Office
- Ex-Village Development Committee officials

See Annex 2.2 for the list of persons interviewed (individually or in groups). Staff members of CFJ and PNGOs were given an option of responding to evaluation questionnaire in writing, and 12 of them (11 PNGO staff and one CFJ staff) responded in writing.

A total of five schools (out of the 10 supported by the project) were visited in Sindhupalchowk and three (out of four) in Ramechhap. Two ex-VDC officials in Sindhupalchowk district were also interviewed as they were involved in food and non-food items distribution in the early days of the emergency. See Annex-2.3 for the evaluation fieldwork plan.

The findings from the evaluation were presented and discussed during in-country learning and reflection workshop held on 4 September 2017. The feedback from this workshop was incorporated in the final evaluation report in English. A Nepali version of the report has been prepared based on this final evaluation report.

## 3. Evaluation Findings

### 3.1 Overall findings

This evaluation shows that the project interventions have been in general **highly relevant and appropriate** and has **effectively achieved** the following objectives with **reasonable efficiency**.

- The objective of immediate lifesaving through timely distribution of high quality food and shelter materials in its target areas
- The medium-term recovery and rehabilitation of services through creation and use of appropriate and well-facilitated child centered spaces, timely construction of high quality temporary learning spaces with drinking water and toilet facilities and distribution of teaching and learning materials, and uniforms for students and dignity kits for adolescent girls
- The long-term reconstruction needs of the target areas through construction of high earthquake resistant standard school buildings with false ceilings (to protect from sound pollution and heat insulation) child-friendly toilets, water taps and classrooms. Library and office facilities are provided in some schools.

All this was possible with the persistent devotion, openness to learning and flexibility of CFJ as well as PNGO staffs and other stakeholders even though CFJ Nepal office had no previous experience of emergency response in such a large scale. The accomplishment would not have been possible with “typical jobholder mindset”:

- The working hours almost always started early morning and extended into late evenings with not much room to attend to their personal matters and they did not mind to sleep even in the school sites at nights
- Some of the ChildFund Japan and PNGO staffs (particularly those in Sindhupalchowk) were themselves highly affected by the earthquake but they kept their duty before their personal problems
- Life threats from local interest groups, disruptions in accessibility and travel, accidents and other problems did not deter them from their duties

Moreover, the coordination with district and central level agencies involved in emergency response was generally good, except in Sindhupalchowk where due to lack of staff’s time, the participation in (thematic) cluster meetings was sub-optimal. The initial duplication of work in Pangretar VDC (DEO allowing another local NGO to work in Pangretar despite having GMSP/CFJ working there) was mainly due to this lapse in participation.

### 3.2 Key Project Accomplishments

ChildFund Japan’s working districts (Sindhupalchowk and Ramechhap) were among the worst affected 14 districts of the 2015 Earthquake in Nepal. Even though CFJ Nepal Office had no previous experience in emergency humanitarian response, CFJ decided to provide humanitarian assistance to the local population in its working districts. Within very short span of time after the earthquake, it was able to gear most project staff including PNGO staffs, its systems and working modalities to the requirement of emergency humanitarian response.

The emergency response started with relief operations (food and non-food items distribution, creation and facilitation of child centered spaces, construction of temporary learning spaces

with toilets and drinking water facilities, distribution of teaching and learning materials and also school uniforms), and has ended with successful accomplishment of recovery operations (construction of school buildings with toilets, drinking water and furniture). The response also included livelihood (goat raising) support to poor families and training courses on various themes to PNGO staff and school level stakeholders.

The following sub-sections briefly describe the key accomplishments to date:<sup>1</sup>

### **3.2.1 Food and Temporary Shelter Materials Distribution in Sindhupalchowk**

The project successfully:

- Distributed food (2-times) to about 3227 households with around 165 tons of rice, dal salt and oil.
- Distributed shelter materials (tarpaulin and ground sheet) to 3221 households. Tarpaulin was provided to 2688 households from CFJ and the rest of the families were supported in coordination with VDCs. Groundsheets were provided to 2986 families.

The first humanitarian assistance package was delivered in all working VDCs of Sindhupalchowk district. In fact, it was the first agency to reach the community within such a short span of time with the assistance package in some of the VDCs. (Ramechhap was not part of this initial food and non-food items support.) The first lot of food supplies was distributed on May 1-5, 2015 in Dhuskun, Pangretar, Tauthali and Petku VDCs of Sindhupalchowk.

After the initial food package was distributed, CFJ familiarized some of their staff and PNGO staff with the minimum standards concerning quality, quantity and other aspects of humanitarian assistance as prescribed by SPHERE Project and UN Clusters.

The second food assistance package that CFJ distributed was fully informed by SPHERE-defined minimum standards. The first food package was good for one week food supply for a family of six. The second food package considered a food supply for one month. The second lot of food supplies were distributed on May 22–June 13, 2015 just before the monsoon season started.

CFJ's humanitarian support was praised by the local community and other stakeholders for:

- Being the first agency to come with assistance (within six days after the earthquake in some of the VDCs)
- Formation of a local committee (involving ward citizen's forum, VDC, local political parties and school) for verification of affected households and handling complaints
- Systematic and easy-to-access distribution from sites convenient for the affected families and based on the actual number of affected households as verified by the newly formed local committees.
- High quality of the food and non-food items distributed.

In Tauthali village, another important feature of the relief distribution was highlighted by the stakeholders. Three families staying under one roof considered as one family and while distribution of relief would considering them as such (as is normally done), which would have been very unjust. But CFJ/TUKI provided each of these families their share of the relief considering them three families as per the ground reality.

The total food and non-food items distributed are in Annex.3.2.1.

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<sup>1</sup> See annexes 3.2.1 to 3.2.5 and 3.2.7 for details of the support/interventions.

### 3.2.2 Creation and Facilitation of Child Centered Spaces (CCSs)

The project:

- Created and used 21 CCSs covering an average of 1603 (with 818 girls) children a day in Ramechhap and Sindhupalchowk districts

Communities were affected psychologically by the earthquake and children were the most affected in general. Children affected by emergencies need protection and psychosocial support through engagement in activities that restore a sense of normalcy and safety.

CFJ therefore provided necessary support for creation and use of CCS in its working areas in Sindhupalchowk and Ramechhap districts during May 31-June 16, 2015. CCS was equipped with first aid kits, hygiene supplies like towels, soap etc. and Early Childhood Development (ECD) kits supported by UNICEF. Children in CCS were provided with biscuits and juice one time on a daily basis.

The CCS construction support consisted of tents, plastic materials, groundsheet and sitting mats. Besides these, PNGO staffs and community volunteers were provided with orientation and training on ways to conduct CCS and psychosocial activities.

CCSs provided children with a safe space where they could play, meet other children, learn and express themselves in a caring and supportive environment. The children gradually recovered from the negative psychological impact of the earthquake and became ready for joining regular schools.

CCS also allowed parents to focus on finding support and services in the immediate aftermath of the earthquake without having to worry about their children and gradually rebuild their lives. In CCS, the children were engaged in social integration with peers, received support from adults and were provided opportunities for non-formal education.

The CCSs also enabled the facilitator to identify children who exhibited physical and behavioral signs of trauma. Special support was provided to these children depending on their situation through specialized agencies working in the project area.

The CCSs were run for one week to about three weeks depending on the need. Implementation of this intervention differed between the two districts in some respects. In Sindhupalchowk (where devastation in CFJ working areas were much more severe than that in Ramechhap working areas), the CCSs were created in locations convenient to the communities. Facilitators of these spaces were selected and trained for three days by CFJ.

In Ramechhap, CCS generally ran for one to over two weeks. Spaces in old school buildings were utilized as the schools could still be used for this purpose. Instead of hiring separate facilitators, the school teachers were provided with one-day “psychosocial” orientation by the PNGO staffs and utilized as facilitators of the spaces.

A total of 21 CCS were set-up in the two districts: 6 in Sindhupalchowk and 15 in Ramechhap. See Annex-3.2.2 for the details of support to these psychosocial interventions. Accomplishment of this intervention mentally prepared the children for regular schooling.

While the psychosocial intervention through CCS was ongoing, CFJ and its PNGOs were already constructing Temporary Learning Spaces as substitute for the unusable old school buildings. Start of regular school education in the temporary spaces more or less coincided with the completion of the psychosocial intervention to avoid loss of school days.

### 3.2.3 Construction and Use of Temporary Learning Spaces (TLSs)

The project:

- Constructed and used 60 TLSs covering 120 rooms in 32 schools and over 2401 students
- Provided classroom management support to 17 schools covering 91 classes in Sindhupalchowk.
- Provided 11 drinking water facilities in 11 schools and 5 toilets in 4 schools in Sindhupalchowk.

TLSs were constructed with locally available materials as far as practicable. The government guidelines recommended use of bamboos, but they were not always available in Sindhupalchowk district thus wooden frames, zinc/tin sheets were used. Usable tin sheets from damaged old school buildings were also utilized, where possible. Plastic materials, groundsheets and other materials were used to construct the TLSs of Sindhupalchowk district. Local communities were mobilized for the construction of the TLSs and the project provided the community with financial and technical support as per need. The TLSs were completed in a matter of a week or two. Where necessary, toilet and drinking water facilities were also provided.

Although the Nepal government had directed schools to open on 30 May 2015, most schools were unable to conduct classes as they were damaged after the earthquake. Construction of the TLSs were a big help in enabling the schools to re-open and start their classes. Project supported TLSs (even in schools that were not part of CFJ's regular program) enabled the schools to resume classes quicker and children did not miss out on their education.

Local communities and other stakeholders have praised the quality of these constructions. Though the TLS is intended for temporary use, people interviewed remarked that the structures can be used even for 2-3 years, if necessary. The TLCs have been specifically appreciated by the stakeholders for their child-friendly features such as:

- Insulation of the floors (carpet, groundsheets, cushions) and walls (CGI sheets, plastic sheets) to protect children from cold and heat, and to some extent sound from outside
- Covering of the edge of the tin/zinc sheets (and painting of the old tin sheet) and preventing protrusion of nails to protect children from accidental injuries
- Installation of plastic cover under the roof to avoid dewdrops falling in the classrooms in the morning as well as from bamboo dust.
- Painting of tin/zinc sheets to cover the rust (when sheets from old buildings were used)
- Utilization of old school materials (wood post, CGI sheets, window and door frame) from the damaged building.

Project supported TLS were also appreciated as model TLSs at the district level cluster meetings (by UNICEF, DEOs and others).

One TLS in Ramechhap (Mahakali Basic School) and another in Sindhupalchowk (Tripura Sundari Secondary School), part of the roof was blown away by the wind and was replaced by another. Similarly, three TLS in Sindhupalchowk district (Siddhikali Basic School) were flooded due to the overflowing of Sunkoshi River, was replaced in a higher location.

A total of 60 TLSs were constructed in 32 schools. See Annex-3.2.3 for the details of this support. Smooth operation of the classes in the TLSs required provision of student uniforms, teaching and learning materials and CFJ provided the schools with these materials to all the schools in its working areas of both districts.

### 3.2.4 Provision of student uniforms, teaching and learning materials

The project:

- Distributed learning kits with school uniform covering around 5133 students of 45 schools
- Distributed teaching kits covering 45 schools, 318 teachers and 26 school admin staff
- Distributed dignity kits to 851 adolescent girls in 12 schools

Creation of TLSs did not guarantee the smooth running of the schools as the teachers and students had no materials and supplies to use. The TLSs were made fully operational with the provision of student uniforms, teaching and learning materials to teachers and students.

The teachers were provided with a school supply kit which included a bag, a schedule notebook, graph papers, chart paper, punching machine, stapler and pin, glue stick, tape and pen. Each student supply kit contained the following items - school bag, notebooks, ball pens/pencils, erasers, pencil sharpeners, and a school uniform set. First batch of student supply kits was completed in August-September 2015. Second set of notebooks were distributed in December 2015. Children were also provided with sweaters for winter season. Most of the schools visited during evaluation, reported that they are still using these materials.

Additionally, dignity kits were provided to adolescent girls (in Grade 6 to 10) which included tooth brush, tooth paste, bathing soap, Dettol disinfectant, washing soap, shampoo, torchlight, re-usable sanitary napkins, nail cutter, underwear, bath towel, comb and a bag to hold all of these to enable these girls to cope during their monthly period. In most cases, these girls would not have gone to school when they have their periods due to lack of appropriate items necessary to maintain their cleanliness.

See annex-3.2.4 for the details of this support. While the Temporary Learning Spaces were running, CFJ and its PNGOs were already planning for the construction of permanent school buildings.

### 3.2.5 Renovation and Reconstruction of Schools

The project:

- Renovated and reconstructed 75 classrooms, 18 drinking water facilities with 62 taps and 58 toilet rooms in 16 toilet blocks covering a total of 17 schools

Depending on the actual condition of the old school buildings, some were renovated and others were constructed anew. Contractors were hired using standard procedures for the renovation and reconstruction work. Officially, the School Management Committees were responsible for all procedures from preparation of tender documents to successful construction of the school buildings as per agreed specifications of the government. However, in practice, the schools lacked capacity to handle such constructions and involvement of CFJ was very high in all steps with some support from the PNGOs.

The following features of the newly renovated/reconstructed buildings are appreciated:

- Adherence to requirements for space, height, light and ventilation as prescribed by government design with some additional structural features for more earthquake resistant.
- Provision of false ceilings and glass wools to control heat and sound within the rooms
- Gender-friendly and sufficient toilet facilities (with minimum three toilets)
- Child-friendly drinking water facilities with water taps at varying heights to enable children of different heights/ages to access the tap comfortably

- School and office furniture and Library support
- Rain water harvesting facilities

Durability of the false ceiling that may be due to water leakage in the future is one aspect that needs to be considered. The project has undertaken leakage control measures in two of the schools. In some other schools that had used the old available tin/zinc sheets in renovated buildings, washers have been fit in to control possible leakage of water.

In one school, the project provided fund support for the purchase of land for a school building in a community mostly consisting of Dalit population (in Sindhupalchowk), as the local resources was inadequate to purchase the required land. Out of 1.5 million Nepali rupees total cost of land, the project has contributed one million Nepali rupees and the rest was raised from the community. For CFJ, this was an exceptional case. In other places, local people have contributed to purchase land for school use or some local people even donated their land for school or for its access road.

Future need for boundary demarcation, fencing, and retaining wall were expressed by some of the schools. Minor finishing work (classroom partition, roof leakage control) was ongoing in in some schools during the field visit.

As the construction work came to an end, repartitioning of the constructed rooms was undertaken but some schools want more partition for accommodating office administration workspace. Although the old school buildings in some schools can be used for office administration work, the schools are not inclined to use the old spaces that do not look as attractive as the newly constructed spaces.

Furniture, books (for library) and computer support was also provided after the completion of the reconstruction work. CFJ and its PNGOs with support from the schools and local communities have finally succeeded in renovating and reconstructing the planned school buildings. A total of 75 rooms (35 renovated and 40 reconstructed), 58 toilet rooms and 18 drinking water facilities (in 14 schools) were completed. See Annex-3.2.5 for the details of this support.

### 3.2.6 Livelihood Support

The project:

- Provided 102 goats (five per family) and other support services for livelihood enhancement of 20 poor families (in two groups of 10 each) in Tauthali village of Sindhupalchowk district

All of these families have some land but the products from the land are hardly enough to feed them for three months in a year. A 5-days training was conducted during 29 Oct - 02 November 2015 on goat raising techniques and construction of sheds for 1<sup>st</sup> batch of 10 families and from 20 - 24 December 2016 to 2<sup>nd</sup> batch of 10 families. Altogether 40 participants (one male and one female) from the twenty families participated in two trainings.

The families were provided with five goats each and a seed goat per group.

A second batch of 10 families in lower altitude has also started goat raising. A comparison of the performance of these two groups might give some ideas for project as to the success and failure factors in goat raising. Similarly, three of the 10 families in this group have been able to control goat deaths. Intensive review of these three families practices and comparing their practices with those of the other seven might also give some clues.

Although, some of the families have made some additional income, the evaluation finds that the goat raising support is yet to result in a sustainable and comparable source of income for the families. The mortality rate is very high ( 7 out of a total of 58 in first year and 26 out of 68 in second year). No one for sure knows the causes behind these deaths. The District Livestock Service Officer (DLSO) was consulted but could not identify the reason of the goat death as well.

The veterinary service in the villages was apparently inadequate. Villagers suspect “bad spirits” behind mortality and approached the traditional healers with no results.

One of the family members, though suspects that feeding fresh grass during rainy season could be the problem behind the goat deaths. The poor families fed the goats with only grass and no other food was provided. Inadequateness of the goat shed was also indicated as one weakness. A case of malnourishment and weak immune system can be speculated. One can also suspect the appropriateness of the genetic breed of goats for that altitude.

### 3.2.7 Capacity Development/Training to the local partners

The project:

- Provided training course mainly on Disaster Risk Reduction, Education in Emergencies, Psychosocial Support and Child Protection and School Safety and Preparedness training to teachers, Village Child Protection Committee and Ward Citizen Forum, Village Disaster Risk Management Committee, community leaders, and staff of PNGOs and ChildFund.

The project has provided training on Disaster Risk Reduction (DRR), Education in Emergencies (EiE), Psychosocial Support and Child Protection to PNGOs, schools and Village Child Protection Committees. These initiatives have raised awareness among the participants.

**A 3-day Child protection training** courses were conducted in different batches from between September and December 2015 in Kathmandu for teachers, members of Village Child Protection Committee (VCPC) and Ward Citizen forum (WCF) of 6 VDCs of Sindhupalchowk and Ramechhap districts. The training improved understanding of participants on child protection and its importance in emergency, monitoring and reporting mechanisms at local, district and national levels. Total of 88 participants of both the districts were trained in child protection issues and case referral system.

**A 3-day Psychosocial counseling training** was organized for school teachers from the schools of Dhuskun, Petku and Tauthali VDCs of Sindhupalchowk in Kathmandu on 5th December 2015. In total, 23 teachers from ECD to higher secondary class level of 3 VDCs attended the training. Among the participants, 14 were female and 9 were male teachers.

Participants of the training on psychosocial support have remarked that the training was organized too late to be applicable: it would have been most useful during the early days of the earthquake when the project was creating CCSs.

The training improved participants’ understanding of the importance of psychosocial support and identify children showing signs of distress. It also prepared the teacher for responding to basic psychosocial issues resulting from the shock of the earthquake, and helped the teachers to identify children who may have severe psychological issues and refer these children to professional counselors.

**A 2-day training course on Disaster Risk Reduction/Education in Emergency & Psychosocial support** was provided to teachers in all targeted 45 schools of the project

districts through staff of PNGOs who were provided with a Training of Trainers' course on the subject in Kathmandu during 24-26 July 2016. Total of 220 teachers: 110 in Sindhupalchowk district including 50 female teachers, and 110 in Ramechhap district including 66 female participated in the training. During training, each teacher was provided with a manual "Teaching Resource Material for Post Disaster" Part I produced by National Center for Education Development (NCED).

**A 4-day Community Based Disaster Risk Reduction training** courses were conducted for Ward Citizen Forum (WCF) members, Village Disaster Risk Management Committee (VDRMC) members and community leaders of all four VDCs and a municipality of project districts in different batches between 20 November 2015 and 2 Jan 2016 in Kathmandu. The training improved understanding of the participants about the basic concept of disaster risk reduction and its impact on the children, family and community. The participants prepared hazard mapping, resource mapping, seasonal calendar and historical timeline, and developed DRR action plan for their wards. Altogether 85 participants benefitted from the training.

**School Safety and Disaster Preparedness training workshop** was conducted for three days from 27-29 May 2017 in Kathmandu. The workshop was attended by different stakeholders (SMC member, PTA member, Teacher/Head Teacher, ECD facilitator) from the following five schools of Sindhupalchowk district: Devi Secondary School, Petku, Dhuskun Basic School, Dhuskun, Suryodaya Basic School, Pangretar, Kalikadevi Basic School, Pangretar, Balshiksha Basic School, Thokarpa. In addition to this, staffs of PNGOs and ChildFund Japan also participated in the training workshop. A total of 35 participants joined this training workshop.

The workshop helped to enhance the understanding of the participants about the basic concept of School Safety and its impact on the students, teachers and concerned stakeholders. It strengthened the capacity of the participants to do hazard, vulnerability and capacity assessment mapping, and create awareness on disaster preparedness especially in times of earthquake. Each school developed their school safety plan in linkage with SIP (School Improvement Plan). The training included a simulation activity on what to do in case of a disaster like earthquake.

Upon their return to their respective schools, the training participants conducted a re-echo training to other teachers and SMC members. Each school has finalized their school safety plan.

The schools also conducted an earthquake awareness and preparedness activity in the school. They have already carried out mock drill exercise based on the DRR training and others are planning to carry out such exercises as part of disaster preparedness. A campaign to raise awareness in the community about disaster preparedness was also organized by the schools. See Annex 3.2.7 for details.

### 3.2.8 Assessment on Child Protection

ChildFund Japan conducted assessment on Child Protection in Ramechhap (Ramechhap VDC and Rampur VDC) and Sindhupalchowk (Dhuskun, Petku, Pangretar and Tauthali VDC) through external consultant in the month of December 2015. The assessment identified key child protection issues, extent of the problems, causes and the responsible actors in relation to the minimum standards in child protection. It also mapped out the existing child protection mechanisms within the villages and district indicating their strengths and weaknesses.

The study showed that children were at high risks due to impact of the emergency, poor living condition, low level of awareness among children and stakeholders, and inadequate local mechanisms. Children also reported psychological difficulties they were facing. The

assessment recommended strengthening and implementing local child protection mechanism and standards, establishing child protection monitoring and referral system, enhancing local capacity on child protection, promoting children's participation and raise wider awareness on child protection issues.

### **3.3 Major Challenges and Issues Faced**

Although the project has successfully delivered its outputs ensuring specified qualities and achieved its objectives, the project implementation was not a smooth ride. It faced several challenges and issues during its implementation. Activity timelines, costs and work stress on CFJ, PNGO staffs were most affected by the challenges.

Project timelines had to be extended quite a few times as contractors in the field could not complete their tasks on time. Initially, the project duration was from April 2015 to Oct 2016. However, due to a directive of Nepal Government, the project interventions had to be approved by the newly formed National Reconstruction Authority (NRA), and the approval was granted only in June 2016. The project was then extended to March 2017. Incompletion of key activities due to factors beyond project control forced another extension until the end of September 2017. Most schools could not complete their buildings for similar reasons.

The major challenges and issues faced by the project relate to the following areas:

- Shortage/delay in materials, fuel and labour supply
- Poor road conditions coupled with heavy rain and landslides
- Lack of appropriate school land, water and access road
- Poor and unprofessional contractor practices
- Inadequate stakeholder capacity and inappropriate role divisions
- Difficulty getting accurate information about the affected families
- Increase in security risk including risk to the children

#### **3.3.1 Shortage of/Delay in Materials, Fuel and Labour supply**

- Problems of materials and fuel supply
- Problems of laborer availability in project area
- Difficulty in synchronization of materials and labor supply

##### **Problems of Materials and Fuel supply**

Immediately after the earthquake, there was shortage of construction materials in the project districts due to the sudden increase in demands for them. The price of construction materials was reported to have increased up to 30 percent. Factories were reportedly unable to deliver goods (construction materials) as per the demand.

During the early phase of the project (construction of the TLSs), communities were mobilized with the help of local village officials for collection of locally available construction materials. As bamboos were not available in many places in Sindhupalchowk, wooden frames from old damaged buildings were utilized. The wooden frames were much better in strength than bamboos and cost was comparable. The project also paid the suppliers a percentage of the total cost as advance payment to ensure smooth supply of materials. Purchase and timely delivery of construction materials was a constant challenge during the construction of permanent school buildings.

Political stand-off with the agitating parties in the Terai and Indian unofficial blockade was another problem faced during the early phase of the project. The fuel shortage for more than

six months resulted in delay in activities implementation, increased cost of supplies, transportation and travel (monitoring).

### **Problems of Laborer Availability in Project Area**

Immediately after the earthquake, there was shortage of labour in the project districts due to the sudden increase in demands for them. The price of labour (skilled and unskilled) went up by over 100 percent of their pre-quake level. For example, the cost of labour per day in Sindhupalchowk was around 500-700 Nepali rupee before the earthquake and it reached around 1200-1500 rupee after the earthquake.

During the early phase of the project (construction of the TLSs), communities were mobilized with the help of local village officials for organizing necessary labour force for the construction of TLSs with the financial support of the project. Serious problems of labour shortage was faced during permanent school building construction. Labour force was brought to the districts from other districts of Nepal and from India by the contractors.

### **Difficulty in Synchronization of Materials and Labor Supply**

The initial procurement policy adopted by the project was as follows. CFJ would procure steel items (truss), cement and bricks at Kathmandu and transport them to the school sites in the project districts. Other locally available materials (sand, aggregates, stones and other items) were procured by the school authorities. Contractors were hired "officially" by the schools through standard tender/bid process for the renovation/construction of the school.

In addition to the problems about materials and labour supply as well as price hikes, another problem that often disrupted the construction work particularly during the early renovation phase was the difficulty in synchronization in delivery of the supplies at the work sites. Sometimes, there were materials supply and labor supply was missing. At other times, labour was available at sites without the materials to work with.

Additionally, some materials were available at the sites and others were not available. These problems of synchronization in materials and labour supply affected cost and time efficiency. However, after renovation phase, the practice was changed: a single procurement contract covering local materials as well as labour supply was practiced for permanent school building construction. The issue of synchronization was more or less resolved.

### **3.3.2 Poor Road Conditions Coupled with Heavy Rain and Landslides**

- Poor road conditions (muddy, damaged, narrow and dangerous)
- Frequent natural calamities (heavy rain, landslides and floods near river beds)
- Inadequate road maintenance and occasional vehicle breakdowns on the road

#### **Poor Road Conditions (muddy, broken, narrow and dangerous)**

The road conditions particularly in project areas of Sindhupalchowk are very bad. They are narrow making it difficult to pass two vehicles at a time along most of the stretch. They are either not graveled or the gravels are washed away. They are usually damaged (with pits and hurdles) along the stretches. Risks of accidents are high.

#### **Frequent Natural Calamities (heavy rain, landslides and floods near river beds)**

The rural muddy roads in mountain areas can hardly withstand heavy monsoon rain and frequently occurring landslides. Disruptions in transportation and field travel (supervision and monitoring) due to heavy rain, landslides and vehicle breakdowns on road were very common

during project implementation. Three TLSs (in Sindhupalchowk) were flooded and had to be reconstructed in higher grounds due to floods along river beds. Similar situation existed even during the evaluation field visit.

#### **Inadequate Road Maintenance and Occasional Vehicle Breakdowns on the road**

Movements of heavy vehicles (mainly for transportation of construction materials) often make the road worse for relatively lighter vehicles. Even lighter four-wheel vehicles find it difficult to pass through the road. Now and then, vehicles break down in the middle of narrow road and travel is disrupted. Village council officials find it difficult to stop the heavy vehicles, as they carry the urgently needed construction materials. Repair work is undertaken now and then but it is usually very insufficient. Therefore it is almost a given condition and projects are forced to plan and work within this limitation.

### **3.3.3 Lack of Appropriate School Land, Water and Access Road**

- Lack of appropriate and sufficient land for school construction
- Lack of water supply for school building
- Lack of appropriate access road to schools

#### **Lack of Appropriate and Sufficient Land for School Construction**

Several schools had difficulty finding appropriate and sufficient land for school construction. Locating land and managing funds for purchase (and convincing potential land donors) took quite some efforts not only of the school authorities, but also of the PNGOs and CFJ staffs. Although the schools have managed to have the necessary land and constructed school buildings, official boundary (land) demarcations have not been undertaken by the schools. This lack of official boundary demarcation can result in conflicts in the future. In Buddha Basic School of Dhuskun, the land donor raised the issue of land demarcation: despite his request the school or the PNGO have not carried out the official land demarcation.

In one school in Dhuskun, permanent school building had to be constructed on the same land where TLS was constructed due to unavailability of other land. As a result, the possibility of disruption in normal classes was faced. However, since the number of students in different classes was small enough, a single room was used to run classes from ECD to class-three for the full period before the permanent school building was ready.

#### **Lack of Water Supply for School Building**

Some schools also lacked water supply for construction as well as regular school use especially in Ramechhap. Water had to be purchased in some places. In other places, local communities transported it to construction site with some nominal funding support from the project (Cash for work). The project has also supported drinking water facilities in several schools including facilities to capture and store rain water.

#### **Lack of Appropriate Access Road to Schools**

In a few cases, the school lacked access road for transportation of materials. The schools had to arrange for land acquisition through purchase and donations. Access road to Devasthan Basic School in Ramechhap district was constructed with 150,000 Nepali rupee worth of support from the VDC and 50,000 Nepali rupee from the project. Access road was also constructed in Devi Secondary School in Petku, Sindhupalchowk through donations and purchase. Likewise in Nateshwor also access road was constructed for transportation of construction materials.

### **3.3.4 Poor and Unprofessional Contractor Practices**

- Collusion practices, poor work ethics, and incompetence among contractors

- Lack of experienced contractors to do the construction work
- Influential individuals in a few schools disrupted construction work significantly.

### **Collusion Practices, Poor Work Ethics, and Incompetence among Contractors**

Collusion among contractors (particularly among the local ones) and work delays by the contractors were reported to be quite common. Despite the provision in the contract between the contractor and the school for paying fine for every day delayed, there was no proper documentation to enforce this provision nor was there any will power to fine the contractors in practice. Differences in interpretations of contract clauses by the contractor and the project implementers and inability of the contractors to fully understand the clauses were also reported. It was also reported that in a number of cases the amount quoted by different bidders differed only by a few hundred rupees, which is a clear sign of collusion.

### **Lack of Experienced Contractors to do the Construction Work**

In another case (Devasthan Basic School in Ramechhap), no bidders were available on the first tender notice as there was no access road to the school site. After the construction of the access road, only one bid was placed on the second tender notice. Then a third tender notice was published and no one bid. Then a negotiation with a local contractor who had constructed the school in Bhangeri reached to accept the contract for the two-room school building construction in Devasthan too, which he accepted.

### **Influential Individuals in a Few Schools Disrupted Construction Work Significantly**

The following case in Devi Secondary School of Sindhupalchowk illustrates the difficulty that project faced concerning conflicts with local interest groups.

#### **Case from Devi Secondary School**

1. Tender notice was published in local news for school construction and bidders were asked to place their bids in TUKI field office. On the day of opening the tender bid, dispute occurred among the bidders. Strong threats to life of TUKI and CFJ staffs were made by some of the bidders. Opening the contract became impossible. The Chief District Officer was informed of the development and request for police protection was made. The tender was eventually cancelled.
2. Then meeting was organized in the school attended by CFJ, TUKI, SMC, local political leaders and other influential persons of the community to discuss issues around the school building construction. CFJ gave a clear message to the local community that it could withdraw the construction support if they fail to cooperate in the process. The school and community people were asked to resolve their conflict and to inform CFJ/TUKI of their decision if they need the support for school construction.
3. Then a mass meeting was held at the school attended by SMC-PTA members, villagers and local political leaders. The meeting decided to go ahead with the construction project and take responsibility for any problems that might arise during the construction. The minutes of the meeting with a covering letter was sent to TUKI office (which was sent to CFJ) requesting for necessary support for the construction. Additionally, the school head teacher and the local political leaders called TUKI Office and CFJ Office requesting to start the construction process.
4. Again a meeting was held among SMC, TUKI and CFJ representatives in the school and after about three weeks of the first tender cancellation, a second tender notice was issued. Tender forms could be taken from TUKI/CFJ/school, and applied either in hard copy or via email. A total of three bids were received. The first bidder failed to provide the necessary support documents and the tender had to be cancelled again.
5. Another tender notice was issued. A total of five bids were received. The lowest price quoted was around 3.3 million Nepali rupee and highest price quoted was around 4.2

million Nepali rupee. The other bidders quoted prices slightly less than the highest bidder. However, the four bidders with lower prices failed to fully comply with the legal requirements, and the highest bidder was awarded the contract.

6. As the construction work began, local interest groups started complaining about the weight of cement bags. After several samples of cement bags tested, the weight was found right. Then they demanded “extra OPC cement” and not “OPC cement.” After some tough talks, they finally stopped complaining about cement but started complaining about bricks. Other round of dialogues and tough talks (involving the DEO and CFJ staff on site engineer) coupled with practical demonstration of brick strength, the interest groups asked for a meeting with the bricks supplier. The issue with bricks was finally resolved.
7. When the time came for the first payment to the contractor based on work completion, the contractor asked for 50 percent payment whereas actual work completion was only 25 percent. The contractor would not listen to SMC, PNGO or CFJ staff on site on this. In fact, the contractor always inflated his task completion payment request and tough talks from CFJ staff forced him to accept the payment that was due.
8. After the first instalment (25 percent) was paid to the contractor, his workers quit the work and construction work had to be stalled. No one knows for sure the reason for the workers leaving the work. Then a second group of workers were brought from India to complete the work. All the work was completed more or less as specified but painting work was not up to the specified quality finishing. The workers were not skilled.
9. The project spent additional funds worth around 41,000 Nepali rupee to correct painting work and also to undertake site clearance work.

The conflicts with (potential) contractors and interest groups as the case from Devi School did arise in other locations also but in smaller scale. Persistent efforts of CFJ and PNGO staff keeping in mind the best interest of the project did finally solve the problems but with significant efficiency implications.

### **3.3.5 Inadequate Stakeholder Capacity and Inappropriate Role Divisions**

- Lack of experience of the SMC and the school level committees to effectively handle the contracts and the contractors
- Inability of the construction, finance and procurement committee members to provide sufficient time in their committees because of their daily livelihood routines
- Heavy involvement of CFJ staff in activities that should have been the responsibility of the SMC or the PNGOs

#### **Lack of experience of the SMC and the school level committees to effectively handle the contracts and the contractors**

Inadequate capacity of the schools and the committees to effectively handle the relatively large construction activities that required proven competence in aspects such as project management, financial management and construction/engineering management was very apparent. Whether it is supervising quality assurance of the construction, or conflict resolution related to contracts management or recording of crucial school level information or reporting, they required overwhelming involvement of CFJ staff.

The quality, timeline and reporting requirements of the project were generally beyond the capacity of the school authorities and PNGOs.

#### **Inability of the construction, finance and procurement committee members to provide sufficient time in their committees because of their daily livelihood routines**

Three committees were formed under the School Management Committee to oversee and assist in the construction work: finance committee, procurement committee and construction

committee. The committees also included PNGO and CFJ staff besides the local school level stakeholders.

One issue concerns the effectiveness of the three committees formed to assist in construction work. Although these committees were reported to have worked effectively in a few instances (for example purchase of some locally available materials, and asking the contractors to redo some spoiled work), most of these committee members could not provide time as they were busy in their daily livelihood activities and reconstructing their houses damaged by the earthquake (in Sindhupalchowk). With the change in construction modality after renovation phase, the role of the procurement committee was almost redundant.

These committee members did not have the competence required by their roles. For example, they did make good purchase out of the available options, but they were lost when it comes to recognizing the specified quality in materials. For some of the materials usually purchased by the procurement committee (for example, drinking water, toilet parts, window and door lock wares, electric wares), there are reasons to believe that central bulk purchase would have been much more cost-efficient.

### **Heavy involvement of CFJ staff in activities that should have been the responsibility of the SMC or the PNGOs**

As the SMCs and the committees were just tools in formalizing construction related decisions and actions, the actual work was mostly done by CFJ staff with some support of PNGOs. Most of the work load fell on the shoulders of CFJ staff. Even the capacity of CFJ staff was not always adequate as this emergency response was their first venture and they have taken up this responsibility with the use of minimum number of additional staff.

It has been reported that for similar work, other agencies have used much higher number and relatively better paid staff. Overstretching of CFJ and PNGOs' staffs were reported. However, no serious mental problems were reported.

### **3.3.6 Difficulty getting accurate information about the affected families**

- Unavailability of updated information on affected households
- Individuals returning from other districts to receive relief materials
- Large extended families living under one roof risked being counted as one family

Getting authentic information on the earthquake affected families (their number, locations and size) was a tough challenge. The information available with the local officials was not up to date. The fact that some family members working in other districts had returned home further complicated the information gathering activity. In one village (Tauthali), it was also reported that three families live under one roof and each of these families had to be considered as three families. What really mattered was the actual number and size of the family and not the "official" but wrong data.

### **3.3.7 Increase in security risk including risk to children**

- Increase in incidences of gender based violence involving children
- Attempts to loot and block relief materials in a few cases
- Increased threats to staff security particularly during travel and transportation

### **Increase in incidences of gender based violence involving children**

Increase incidences of gender based violence (involving also children) in earthquake affected districts were reported during the emergencies. The project carried out a child protection rapid assessment. The project districts, particularly, Sindhupalchowk, faced increased risks to children.

The project provided Child Protection Training to the local stakeholders. The training courses increased awareness against risks to children. Attempted incidences of trafficking, sexual assaults and child marriage were often addressed by the PNGOs through effective coordination with relevant local agencies including the police. Child Protection activities implemented by the local partners in collaboration with other agencies helped prevent the attempted incidences in most cases.

### **Attempts to loot and block relief materials in a few cases**

Security issue was experienced in Sindhupalchowk and the eastern districts in early emergency phase. Two trucks carrying food were reportedly diverted in Dhading and Sankhu. ChildFund also had one truck stopped en-route to distributions in Tauthali VDC (stopped in Thumpakhar VDC, Ward 5, about 16Km from Khadichaur). Thirty-two (32) bags of rice were off-loaded forcibly. PNGO and ChildFund in Nepal was able to collect the names of households that received that food and has recorded the information as an unplanned distribution.

### **Increased threats to staff security particularly during travel and transportation**

PNGO and CFJ staffs received threats from local interest groups. Initially, the intention was to receive relief materials meant for other villages. Later on, the threats were mostly from interest groups and individuals who wanted their pie out of the construction funds. The case in Devi Secondary School of Petku village of Sindhupalchowk illustrates the seriousness of the threat.

## **3.4 Assessment of Performance against Standard Criteria**

### **3.4.1 Relevance and Appropriateness**

CFJ has adopted participatory process in project identification, design and development, planning, monitoring and evaluation. The process involves participation of the community or stakeholders and its PNGO at different stages of project cycle. Community engagement process and complaints mechanism adopted by the project also helps CFJ to remain in close touch with the ground realities of the community (their needs, concerns and priorities), and help in ensuring relevance of its interventions to the local needs. CFJ has been handling feedback and complaint through mechanism like field visits and SMC meetings, monitoring and observations, reports from field staff and PNGOs to gauge satisfaction and enhance the relevance of interventions and accountability.

The earthquake emergency response was based on a close working relationships with the affected local communities, school authorities, Village Development Committees, ward citizen's forum, district education office and other district level disaster response agencies. Prior working relationships of CFJ and its PNGOs with the schools and VDCs were added advantages from this perspective.

The project interventions were well coordinated at the central and district-levels. In particular, the coordination with the District Disaster Relief Committee helped avoid duplication of assistance at the field level. Similarly, the coordination with UN clusters for food, education and protection (by attending their meetings and submitting regular reports) helped ensure that responses were designed and implemented according to international (SPHERE) standards.

However, adherence to minimum international standards of humanitarian assistance was not possible during the first lot of relief distribution. The training on “SPHERE” standards was provided only towards September-October 2015. However, later interventions (some CCS construction, second lot relief distribution, TLS and permanent school building construction) have adhered to the standards. This evaluation shows that all the support provided by the CFJ emergency response project has been very relevant to the local needs.

All the major interventions (relief distribution, creation and use of child centered spaces, construction of temporary learning spaces, distribution of teaching and learning materials and student uniforms, and construction/ renovation of permanent school buildings) were highly relevant to the local needs and were also in line with Nepal Government’s central and district level priorities as well as in line with CFJ’s central focus on child protection and development. The interventions were highly synergized, coherent and geared towards child protection, development (and better education): the central theme of CFJ.

The project was one of the first agencies in its area to reach the affected people with food and shelter materials (within six days of the earthquake of 29 April) and was highly appreciated by the local communities and other stakeholders for their timely, systematic and high quality relief materials distribution. Supplies of reusable sanitary pads, underwear, towel, soap and other items to girls was another relevant assistance that enabled the girls to attend school when they have their period due to lack of appropriate items necessary to maintain their cleanliness.

The CCS activities were very crucial for not only normalizing the children from the psychological shock of the earthquake and but also filled the gap before the classes resumed. Children’s engagement in the CCSs also provided time for the parents to clear the debris in their homes, set up their temporary shelters and secures food for their family.

Without the TLSs, the school education would not have been possible for almost a couple of years. The construction of permanent school buildings with adequate toilet, drinking water facilities, and library has provided much better environment for education to the local communities. The qualities and facilities of the newly constructed school buildings have been highly appreciated. (Many school buildings directly supported by the government funds and other development agencies have yet to be completed in the districts.)

The training courses provided by the project to staffs and local communities/schools were also generally appreciated by the stakeholders. Training on Disaster Risk Reduction was generally reported to be more useful than other training courses. Respondents reported that psychosocial counselling training came a bit too late to be of immediate use, although the stakeholders consider it to be useful.

### **3.4.2 Effectiveness**

The objective of the project was to address the immediate lifesaving, medium-term recovery and rehabilitation of services and some community structures and long-term reconstruction needs of the target population of Sindhupalchowk and Ramechhap Districts.

This evaluation shows that the project has achieved:

- The objective of immediate lifesaving through timely distribution of high quality food and shelter materials in its target areas
- The medium-term recovery and rehabilitation of services through creation and use of appropriate and well-facilitated child centered spaces, timely construction of high quality temporary learning spaces with drinking water and toilet facilities and distribution of teaching and learning materials, and uniforms and dignity kits for adolescent girls

- The long-term reconstruction needs of the target areas through construction of high earthquake resistant standard school buildings with false ceilings (to protect from sound pollution and to insulate heat) child-friendly toilets, water taps and classrooms. Library and office facilities are provided in some schools.

The training courses provided by the project to staffs and local communities/schools have contributed to raised awareness and knowledge on Disaster Risk Reduction, Psychosocial counselling, and Child Protection. Disaster Risk Reduction training appeared to be more effective than other training courses. Psychosocial counselling training came a bit too late to be of immediate use, although the stakeholders consider this to be a useful training.

Livelihood support through goat raising in Tauthali is yet to show the expected results. All the families have mainly two sources of income: agriculture (that feeds for about three months) and skilled and unskilled labor (locally and in Kathmandu). The income from goat raising is nowhere in comparison to these regular sources.

### 3.4.3 Efficiency

The project attempted to have optimum efficiency in all of its operations. Procurement of goods and services have been done through competitive bids, striving for a balance between central (Kathmandu based) and local procurement. Locally available materials (such as stones, sands) were procured locally whereas steels (for truss), bricks, cement, school furniture were procured at the central level. There was also separation of contracts for materials and construction as such. There were also separate bids for steels, bricks, cement and school furniture. Use of vehicles was also optimized to the extent possible.

Procurement of stationery and dignity kit for adolescent girls was reported to be very efficient in terms of the total cost. Notebooks, pen and sweater for distribution were reported to have purchased at about half the prevalent market prices. (The efficiency gain has come with significant indirect cost: the full time involvement of key CFJ personnel in task. Nevertheless, the focus on improving economic efficiency was remarkable.) Similarly, procurement of cement was done for 900 Nepali rupee per bag whereas the price would have been 950 Nepali rupee without even the VAT bill at the local level.

The contractor in Mahendra Pratap Secondary School (in Sindhupalchowk) was also reported to have provided five percent of the total contract amount to school fund.

Procurement rules were made more flexible during the implementation. One change was the raise in minimum threshold for tendering procurement from Nepali rupee 100,000 to 150,000 to improve efficiency small scale purchases.

Design of TLSs and permanent school buildings has generally followed the government guidelines and standards. Similarly, interventions in the community were coordinated with the District Disaster Relief Committee and duplications were avoided. Government stakeholders (DEO and DLPIU) have appreciated the relatively better efficiency of CFJ supported construction (renovation as well reconstruction) activities as compared to that of other agencies working in the districts.

Although the project faced serious issues concerning timely completion of its constructions, the government stakeholders (DEO in Sindhupalchowk and DLPIU in Ramechhap) consider CFJ as one most efficient agency in terms of completing the activities in much shorter time compared to that of other similar agencies: CFJ supported renovation/reconstruction activities have more or less completed by end of August whereas initiatives taken up by others are yet to complete in most of the cases. The initiative supported by ADB was reported to be the least efficient in terms of meeting deadlines.

The DEO in Sindhupalchowk compared the cost per standard school room between CFJ supported project and that of Caritas Switzerland supported initiative in the district to demonstrate the efficiency (in terms of cost effectiveness) of CFJ's activities. The cost of renovating one school room in Caritas Switzerland supported project was around 2,200,000 - 2,400,000 Nepali rupee whereas that in CFJ supported project was around 1,200,000 - 1,600,000 only. Although some part of the extra cost of Caritas Switzerland's support could be accounted for specific design factors, the lead of CFJ in cost effectiveness was very obvious.

Despite the above evidences towards optimum efficiency, the project did face severe efficiency challenges in its operations. Shortage of materials and labour, disruptions in transportation and travel (due to heavy rain, landslides and extremely poor conditions of the roads), conflicts and contractual problems with (potential) contractors and collusion among the bidders affected construction activity timelines, costs and monitoring. The case of Devi Secondary School of Petku, Sindhupalchowk exemplifies lack of cost-efficiency despite the "competitive" tender process followed.

Delay in TLS completion in some schools was reported to be due to overemphasis on community participation. Some of these constructions should have been completed by June but were completed only in August/September 2015. Similar observations were also made for permanent school building construction. Delays in school construction also occurred due to lack of sufficient bidders and repetition of tender notices one after the other (for example, in Devasthan Basic School in Ramechhap) and also due to collusion among the bidders (for example, in Devi Secondary School in Sindhupalchowk).

In a number of schools, room walls were constructed before the wooden/steel frames for doors and windows arrived. This resulted in partial breakdown of the walls to fit the frames that had arrived and the walls were again partially reconstructed after fitting the frames. Though the cost was covered by the contractor, it resulted to delay in work.

### 3.4.4 Sustainability

CFJ's participatory approach involves the stakeholders, particularly the local beneficiaries (the school communities) in different stages of project management (from need identification through activity planning, implementation, to monitoring and evaluation). Except for emergency relief (food and shelter materials distribution, CCS creation and TLS construction) its major interventions are rooted in School Improvement Plan, which each school prepares and implements periodically in coordination with the District Education Office (DEO). Besides, CFJ provides training courses to the SMCs/PTAs to build their capacity for planning and implementing school improvement activities.

Among the interventions by the Emergency Response Project, sustainability issue mainly relates to regular operation and maintenance of the newly created school building. The constructions of these school buildings have followed government guidelines for earthquake resistance and environmental concerns. Some of the constructed schools might need protection with retaining walls for better sustainability.

Drinking water and toilet facilities generally require minor repair and maintenance on a regular basis and the schools can handle them, as the total cost required will be relatively small. One area, though, requires careful watching: the wooden doors and windows might start shrinking after a few years (since the wood used are usually not seasoned). If this happens, the schools might have to approach the local village/municipal councils for assistance.

The schools have enhanced their capacity for disaster preparedness. The DRR training provided to the school communities have improved their understanding of disaster preparedness. Some schools have already conducted drilling exercises (mock disaster fighting) and others are planning to do the same.

The experience of this project has also seasoned CFJ and its PNGOs for better emergency response in the future. GMSP as well as TUKI has also constructed a permanent building with some support from ER project that will facilitate further in their community work in future.

One newly elected ward chairperson (Tripura Sundari Village Council, Dhuskun Ward) also appreciated the transparent procurement practice followed by CFJ during emergency response and has stated his intention to replicate the practice in his regular village council work. One SMC chairperson (who is steel worker) stated that he gained building construction knowledge and skills which he intends to use to help villagers in house construction.

Transfer of trained teachers to other schools might require orientation and training to newly hired staff in schools to ensure sustainability.

### **3.4.5 Cross-Cutting issues**

It is to be noted that CFJ does not have a coherent document to guide its interventions from the perspective of cross-cutting issues. Its policies on cross-cutting issues need to be traced in a few working documents such as “Construction Guidelines-2017,” “Partnership Agreement” between CFJ and PNGO, and the contract template between the school and the construction contractor. The following subsections briefly describe the findings related to CFJ’s emergency response project:

#### **Child Protection**

Child protection and child rights have been the central theme in CFJ’s development programs and all programs and activities supported by CFJ are geared towards strengthening this theme at least in the longer term.

The “Partnership Agreement” between CFJ Nepal Office and its PNGOs specifies “child centered development” and “child rights” as guiding principles for all cooperation. The contracts between the schools and contractors also have a clause prohibiting the use of child labor in construction work.

All activities within the emergency response undertaken by CFJ (relief distribution, creation and use of child centered space, construction and use of temporary learning space, distribution of teaching and learning materials, and school uniforms, training on child protection and psychosocial counselling, livelihood support, and construction of school building relates (directly or indirectly) to child protection and child rights.

Child friendly class room management, construction of child friendly water taps (set at varying heights to accommodate needs of children of different age or height) and separate toilets for girls, and training on child protection and child friendly teaching techniques are some clearly visible examples. Promotion of child clubs and encouraging their participation in matters concerning children is another example. The construction of TLCs was done very carefully to avoid protrusion of zinc/tin sheet blades and steel nails towards the external surface so that children were not hurt by these.

#### **Gender Equality**

The “Partnership Agreement” between CFJ Nepal Office and its PNGOs have a clause concerning gender equality in its collaboration with the local partners:

*ChildFund ensures adequate level of participation of both genders in program planning and implementation activities, with special emphasis on women's involvement and leadership roles.*

The contract between the schools and contractors has a clause committing equal pay (for male and female) for similar work.

The project has attempted to address some of the gender inequality issues. Separate latrines are constructed for boys and girls. Depending on the total number of students and school size, one to two latrines for girls have been constructed in each school.

The number of boys and girls students are recorded and analyzed in CFJ's regular monitoring and evaluation activities. Similarly, disaggregated data by gender and age is collected during implementation of activities. All training, workshops and awareness-raising conducted as part of Project's response highlighted protection risks including gender based violence, forced marriages and child trafficking (prevalent in Nepal). The project has attempted to balance male and female participation in all training of community members, school staff and teachers.

The project has also supplied dignity kit to girls in Grade 6 to 10 consisting of reusable sanitary pad, underwear, towel, bath soap, shampoo, laundry soap and a torchlight to enable these girls to continue going to school during their period.

### Caste/Ethnic Equity

The "Partnership Agreement" between CFJ Nepal Office and its PNGOs have two clauses relating to equity and inclusion.

Non-partisan, non-political, non-religious, keep equity and transparency: *ChildFund does not advocate or support any specific political party, religious ideology or violence. No funds provided by ChildFund shall be used to support any partisan political activities or campaigns. All projects are subject to social audit.*

Inclusion and recognition: *ChildFund avoids prejudice against people. Therefore ChildFund identify people who are supportive to promote the rights of the child and work with them. Bring in more supporters for it. Work with people who are even not supportive to promote the right of the child. When they changed their attitudes and become a promoter of the rights of the child, give them recognition.*

CFJ's working area and school selection criteria also give weightage to ethnic and caste factors from equity considerations.

In the context where Nepal's equity and equality concerns and practices have moved quite a bit and affirmative actions (positive discriminations) have become integral part of project design and implementation, the above guidelines can at best be considered a good starting point. Nevertheless, CFJ does appear to have done a good job on this front too.

An exceptional support was also provided to a school in Sindhupalchowk (Suryodaya Basic School) to purchase land for school construction. The available school land was taken in by the road expansion and the remaining land was too small. The local people (mostly very poor Dalits) did not have capacity to buy the land by themselves. After raising some funds from local sources, there was still a deficiency.

CFJ initially committed 50 percent of the total cost (1,500,000 Nepali rupee) with the hope that the rest would be raised from local sources. Since this support was not sufficient, CFJ finally added another 250,000 Nepali rupee. This was done considering the fact that almost all the students of the schools were from poor Dalit families. Similarly, selection of schools for support considering ethnic equity can be observed in CFJ's working area.

During this evaluation, schools with students from overwhelmingly marginalized communities (Thamis, Paharis, Hayuns, Magars, Tamangs and Dalits) were visited.

### **Environment**

The construction guideline-23 June 2017 and also the standard contract document between CFJ's PNGO and the school, and also the contract document between the contractor (for school construction/renovation) and school contain clause concerning environmental standards to be maintained. The clause in the contract between PNGO and school specifically mentions that

- *All suppliers (of services and materials) should meet the minimum legitimate and legal requirements concerning environmental impact of their operation concerning waste management, packaging and paper, protection, energy use and (land)stability.*

One clause in the contract between the school and the contractor mentions that

- *Construction/renovation work must be carried out in safe and hygienic environment and if there are accidents involving the workers the contractor (and not the school or the organization supporting the school) must take responsibility for these accidents*

Besides, the project follows the government approved designs and structural guidelines for construction covering environmental issues such as landslides.

### **Disability**

The newly constructed school buildings have been constructed to accommodate needs of people, particularly those requiring wheel chair supports. The consideration involves adequate and appropriate access ramp for moving the wheel chair in school premise and in-and-out of class rooms.

One critical comment on this aspect was also heard: how about the long distance that the differently-abled student needs to travel between home and the school? The distance and the student's home environment are not friendly to a differently-abled student. The differently-abled student is brought to school by an attendant and since the attendant cannot attend continuously during the class hours, the design changes make sense and signal a new era.

## **4. Financial Resources and Expenditure**

### **4.1 Funding Received**

The main funding of the project was from the member of the ChildFund Alliance. Fund from government fund was also accessed through the support of Christian Children's Fund of Canada and ChildFund New Zealand. The total funding received amounted to US\$ 1,270,236.83.

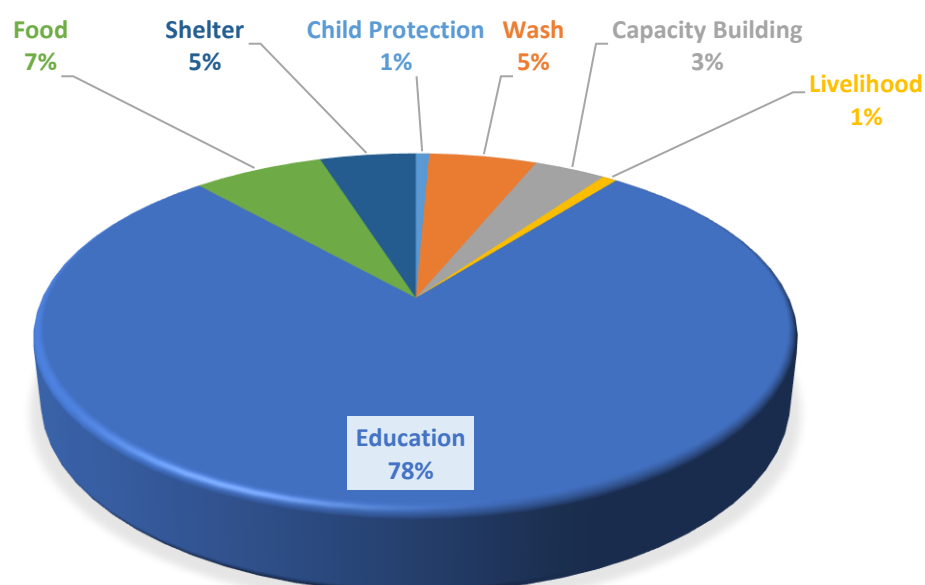
ChildFund Korea also provided additional funding for the renovation and reconstruction of four (4 schools) in Sindhupalchowk amounting to about \$623,233.

Next table is the breakdown of the fund received:

Donor	Emergency Fund (US\$)	Grant/Other Fund
Barnfonden	10,000.00	
ChildFund Australia	395,632.00	
ChildFund-Deutschland	111,200.00	
ChildFund International	57,000.00	
ChildFund Ireland	16,914.58	
ChildFund Japan	41,000.00	
ChildFund Korea	300,000.00	USD 623,233(*)
ChildFund New Zealand	130,535.28	NZ\$ 178,520
Christian Children's Fund of Canada (CCFC)	45,000.00	CAD \$318,461(**)
		CAD \$2000(***)
		CAD \$5900(****)
EDUCO	36,513.00	
Taiwan Fund for Children and Families	30,000.00	
Un Enfant par la Main	96,441.98	
<b>TOTAL</b>	<b>1,270,236.84</b>	

## 4.2 Expenditure Breakdown

The major intervention of the project are for Food, Shelter, Education, WASH, Livelihood Support, Child Protection and Capacity Building. The majority of the fund was spent on Education of which the construction of permanent school facilities made up most of the expenditure.



**PROJECT EXPENDITURE**

## 5. Lessons and Recommendations

### 5.1 Good Practices

Highly appreciated features of relief distribution, Child Centered Spaces, Temporary Learning Spaces and permanent school building construction have been discussed under section 3.2 of this report. These features are also, in a sense, good practices. The following good practices have contributed to the success in achieving the project objectives despite the challenges and constraints. The following practices have been appreciated by the stakeholders too.

- Participatory approach characterized by close coordination with the school and community
- CFJ focus on system, quality and details in planning and implementation of interventions
- Effective coordination with district and central level agencies from relief to recovery including close coordination with DEO and DLPIU to ensure the compliance with the government construction standards
- Timely support from ChildFund Alliance members in terms of financial and human resources. Staff from ChildFund Alliance offices supported CFJ Nepal especially on the first three months of relief operation. CFJ Head Office and Philippine Office staff were dispatched to Nepal to augment the workforce.
- CFJ and its donors' ability for relatively quick decisions and adequate program flexibility concerning cost, time and process (resulting in accommodation of the price hikes and delays as well as support for exceptional problems such as land purchase, access road construction and so on.
- CFJ's openness strengthened the relationship and trust with donors through timely reporting and donor visit management.

### 5.2 Lessons from the Project Experience

The following lessons have emerged from the experience of implementing the emergency response

- Additional staff are required to complement the need to implement the emergency operation. Should consider not only additional staff for program but as well as the support staff like finance accounting staff, logistic and purchasing and human resource management staff.
- PNGO staff in Sindhupalchowk who themselves were severely affected were also engaged in the emergency work. PNGO staff from Ramechhap could have been utilized much earlier as they were not affected as much.
- To be able to document and report the evolving situation at the aftermath of the earthquake, a communication person could have helped more develop case stories, photos, and videos to raise awareness of the situation in Nepal and will be able to appeal more for support. ChildFund Alliance member country has sent professional experts to support CFJ getting good photos, video, case stories and press release.
- Handling the school constructions effectively (with implied management of contracts and contracts for ensuring the specified quantity, quality and timelines) was far beyond the competence of SMCs and even the PNGO
- The division of roles among the stakeholders and formation of finance, procurement and construction committees for construction management did not reflect the inherent challenges of construction work (with implied management of contracts and contracts for ensuring the specified quantity, quality and timelines)

- Engaging the services of qualified and competent contractors requires more efforts in terms of task packaging and communication of tender notices
- More homework concerning total number of rooms required for a school need to be done not only factoring the number of students in different classes but also the need for extra classrooms for optional subjects, office room, computer and laboratory rooms.
- Creation of awareness on risks to child protection (particularly during emergency) and networking and coordination among stakeholders involved in child protection and child rights goes a long way in protecting the children from different forms of violence (sexual assault, trafficking, child marriage and others) during actual emergencies

## 5.3 Recommendations

The following recommendations are made to CFJ concerning its activities in its project area:

- CFJ Nepal Office should develop their manual of operation for Emergency Response to guide the staff should another disaster struck Nepal.
- Develop capacity of the staff as well as PNGO staff regarding disaster preparedness and management.
- Modify some aspects of the working modality to adapt to emergency requirements and also to the specific requirement of relatively large construction work (school building construction) without compromising the transparency and participation principles.
  - ✓ Bundle the construction work of different schools into a single tender package to attract qualified bidders who, if contract is awarded, should be made the sole responsible for delivery of the work in specified quality, quantity and time.
  - ✓ If the construction modality is changed, redefine roles among CFJ, PNGOs and schools to address the requirement of high standard relatively large constructions without compromising the transparency and participation aspects of the operations.
  - ✓ Although the government recommendation is to make SMC the main and “official” party for management of construction contract and the contractor, ChildFund should consider their level of capacity in regards to the responsibility given.
  - ✓ Replace the three committees (finance, procurement and construction) with a single subcommittee under the SMC representing school with the objective of assisting in monitoring and ensuring transparency of the construction operations
  - ✓ Place a qualified engineer from the project (CFJ) side on site during the construction period for quality control, deal effectively with the contractor and the contract clauses
  - ✓ Provide longer response time than a week for retender notice and increase the geographical coverage of the notice beyond the local villages and the district to reach larger catchment of potential qualified bidders
  - ✓ Consider to support the total required number of rooms in a school (ChildFund).

PNGOs are also recommended to:

- Critically review the goat raising scheme (comparing also the performance of the two groups supported) and also the practices of the three families who have been able to control goat death against the other seven, and stake necessary decisions
- Initiate and facilitate school boundary demarcation work among the supported schools to avoid unnecessary future conflicts
- Monitor closely the maintenance of drinking water and toilet facilities, wooden door and window frames, and roofs /false ceilings (leakage) by the schools in the future
- Coordinate with the DEO and other agencies for the other school needs like fencing of the constructed buildings as appropriate.

## **Annexes**

## Annex-1.1: The Evaluation ToR

### 1. Background

ChildFund Japan (CFJ) is a child-focused agency promoting children's rights by implementing Sponsorship Program (SP) and Special Assistance Program (SAP). CFJ also responds to disasters by providing emergency relief and rehabilitation interventions to affected communities. CFJ has been supporting development programs in Nepal since 2006.

### 2. Project at a Glance

CFJ has been implementing **Nepal Earthquake Response Project in Sindhupalchowk and Ramechhap** districts after the devastating earthquakes of April and May 2015. These two districts were among the 14 most affected districts. The program was implemented through three partner NGOs, Ramechhap Business Professional Women (RBPW) in Ramechhap and TUKI Association Sunkoshi (TUKI), Gramin Mahila Srijanshil Pariwar (GMSP) in Sindhupalchowk.

Project Title		"Nepal Earthquake Emergency Response Project"		
Project Area		Ramechhap	Sindhupalchowk	
Partner NGOs		RBPW	TUKI	GMSP
No. of VDC covered		2 municipality/VDCs	2 + 3 VDCs	2 + 2 VDCs
Project duration		2 years & 5 months (April 2015– September 2017)		
Assistance	Relief	Food and temporary shelters materials Child Centered Space (CCS) in 21 places		
		60 Temporary Learning Centers (TLC) in 32 schools, School uniform and materials distributed in 45 schools, toilet and drinking water facility		
	Recovery	75 classrooms renovated and reconstructed in 14 schools including furnishings, 58 toilet rooms and 18 drinking water facility in 14 schools		

The objective of the project is to address the immediate lifesaving, medium-term recovery and rehabilitation of services and some community structures and long-term reconstruction needs of the target population of Sindhupalchowk (Pangretar, Dhuskun, Tauthali and Petku VDCs) and Ramechhap Districts (Ramechhap municipality and Rampur VDC).

The assistance provided were the following:

- Food and temporary shelter materials
- Establishment of Child Center Spaces
- Construction of Temporary Learning Centers including toilet and drinking water facility
- Provision of student, teacher materials and student uniforms
- Renovation and Reconstruction of Schools including permanent toilet and drinking water facilities, classroom furniture, etc.
- Livelihood support
- Capacity development on DRR and EiE training, Psychosocial Support training and Child Protection training

The humanitarian assistance focused on assisting affected households get immediate and essential life needs. The activities implemented in coordination with government national and district agencies as well as the local VDC officials. To avoid duplication of services, the assigned working area of support were designated and approved by the District Disaster Relief Committee (DDRC).

The project was funded by ChildFund Alliance, government grant from DFATD (through Christian Children Fund of Canada), a grant from the NZAP (through ChildFund New Zealand) and donors from ChildFund Korea. The humanitarian assistance project in Nepal started on April 2015 and will end on September 2017, for a total of about 30 months. The project was developed to provide CFJ with a flexible emergency response capacity for timely and appropriate rapid emergency interventions to mitigate the impact of earthquake.

### 3. Purpose of the Evaluation

CFJ Nepal Office seeks a consultant/s to conduct the final evaluation of its Nepal Earthquake Response Project. This external evaluation will aim to capture the work done by ChildFund along with its partner NGOs in Nepal.

The following are the objective of the evaluation:

- a) To assess relevance, appropriateness, effectiveness, efficiency and sustainability of the project and make recommendation to enable the organization to engage in effective policy making, planning, programming and implementation.
- b) Assess and analyze the implementation of project activities on target groups and other beneficiaries' outcomes, including the contribution to capacity development.
- c) Identify and document the lessons learned and make recommendations that CFJ and project partners might be able to use to improve the design and implementation of future related projects (recommendations need to be specific, practical/feasible and achievable).

The evaluation has to be participatory nature and will focus on the following key questions:

- Relevance and Appropriateness:
  - How well the humanitarian activities are tailored to local needs?
  - To what extent did interventions respond to and meet identified need of the affected population?
  - Have the interventions stayed focused on priority needs?
  - What feedback and complaint handling mechanism did CFJ have in place to gauge satisfaction and enhance accountability to affected population and how effective were they?
  - To what extent were gender, disability and protection considered in assessing needs, designing, implementing and monitoring interventions?
  - What evidence available to demonstrate that project interventions have adhered to the international humanitarian standards and code of conduct (Sphere, child protection and Core humanitarian standards, etc.)
  - What factors hindered or favored the achievement of objectives?
- Effectiveness:
  - How well the activities has achieved its purpose, or are expected to be achieved?
  - To what extent the planned activities were implemented?
  - Are beneficiaries satisfied and hopeful that interventions taken from CFJ are effectively addressing their needs?
  - Is the project activities raising local ER and preparedness capacity and systems
  - How much and which unforeseen external factors influenced the project? What was done to manage the actual or potential impact of external factors?
  - The extent to which the partnership modalities facilitated or constrained the implementation of activities?
- Efficiency:
  - How effectively did CFJ coordinate and collaborate with other stakeholders in designing the response and implementing activities? (Local, national, international level including coordination with ChildFund Alliance/donors)
  - Is the logistical systems including procurement, fund disbursement, vehicle management were efficient and timely?
  - Does the project have appropriate and efficient financial monitoring tools?
  - To what extent the project has utilized its resources efficiently?
  -
- Sustainability:
  - To what extent the response interventions are sustainable
  - The level of ownership of objectives and achievements by the stakeholders and likelihood for them to maintain the project outcomes.

### 4. Methodology of the evaluation

The evaluation will be conducted by an external consultant/s with support from CFJ and PNGO team. To develop ownership and ensure the involvement and interest of the stakeholders for sustainable change and future developments, the evaluation will be conducted in a participatory way, involving

ChildFund and partner staff, and any stakeholder directly or indirectly involved in the development and implementation of the project. The evaluation approach will be gender-sensitive and culturally-sensitive (within the constraints of the proposed methodology). Where possible (taking into account limitations of the data and information available), the views of women, men, children and people with a disability will be disaggregated.

It is suggested to the consultant/s to use a crossed-analysis methodology based on:

- Review of literature and existing data consisting of project documents and reports.
- Interview with ChildFund and PNGO staff involved in the implementation and monitoring of the projects to validate the desk review findings and allow more detailed exploration of key issues identified in the desk review.
- Individual and focused group interviews in the field with various stakeholders involved in the project (DEO, DLPIU, school SMC, teachers, community people) to allow deeper analysis and learning specific to each thematic area (Education and livelihood support).
- 2-day, in-country learning and reflection workshop, (attended by ChildFund, partner NGOs and donors) which will provide consultant/s the opportunity to present the evaluation results, validate the findings and lessons learned and reflect on how it can improve future humanitarian response initiatives in Nepal.

## **5. Required Services**

The key tasks for this assignment will be to:

- Develop an evaluation plan detailing among other things, the process, methodologies to be employed to achieve the objective of this consultancy as stated in the above. It should include interview schedule and time schedule for the other tasks and present the same to CFJ for review and further inputs.
- Undertake a desk review of the relevant project documents.
- Design data collection methodology and tools as appropriate. Prepare individual and FGD interview questionnaires, checklist and guides.
- Conduct the project evaluation according to the Terms of Reference.
- Conduct field visit and interviews to various stakeholder.
- Prepare and submit written Evaluation report on the result of the evaluation. The format shall include the following - Executive Summary (max 2 pages, can be a stand-alone document), Preliminary pages (acknowledgement, acronyms, table of contents). Main text to include
  - ✓ Background Information: Brief on the project context, evaluation purpose, objective, limitation
  - ✓ Methodology
  - ✓ Findings - analysis based on evaluation objectives and interpretation
  - ✓ Key Accomplishments and Summary of Project Assessment
  - ✓ Lessons Learnt, Good Practice and Opportunities for Improvement
  - ✓ Recommendation
  - ✓ Appendices will include evaluation tools, TOR, etc
- Present the draft report to CFJ team for review before producing a second draft.
- Present a Draft Evaluation Report (2nd Draft) to CFJ and other stakeholders in a workshop to facilitate sharing of evaluation result with a view to incorporate inputs from project stakeholders in the final draft.
- Facilitate a 2-day workshop to present the Evaluation result
- Submit a Final Evaluation Report to CFJ.

## **6. Expected Output**

At the end, the evaluator will provide (without being limited to) the following:

- Final Evaluation Report in 3 copies (in English and Nepali) including an Executive Summary with main finding (can be a stand-alone document), Lessons Learnt and Good Practices and Recommendation for future actions. This includes all study materials - soft copies of all data sets, all filled quantitative and qualitative materials

- Documentation of the 2-day workshop

## **7. Role and Responsibilities**

### **Role of the consultant**

- Perform the above assignments based on the Terms of Reference.
- Responsible for the achievement of the evaluation objectives, report submission and necessary presentations.
- In relation to Individual / FGD interviews:
- Prepare and Submit the draft questionnaire of for the interview and focus group discussions to CFJ in English
- Finalize the questionnaire in English based on the discussion.
- Conduct field work and gather the data and field interviews.
- To prepare and submit draft report to CFJ in English (Electronic copy)
- To submit final evaluation report to CFJ in English and in Nepali after incorporating comments from CFJ (hardcopy and electronic data)
- Facilitate a 2-day workshop to present the result of the evaluation.
- Submit an invoice for remuneration to CFJ
- Submit photocopy of the VAT and PAN registration at the time of signing on contract.

### **Profile of Consultant Evaluators**

- An external consultant/s with background and experience in humanitarian emergency response, DRR, program management in the context of Nepal.
- Experience with previous project evaluations
- Demonstrated experience in the production of constructive and concise project evaluation reports of high quality.
- Strong understanding of community development and public education system in Nepal.
- Fluency in English and in Nepali both in verbal and written communication.

### **Role of CFJ**

- Provide necessary document and information for review and field work and be available for meetings upon the request of the Consultant
- Arrange the logistics for field visit, meetings and workshops.
- CFJ staff will accompany the consultant in field visit and during stakeholder meetings, as necessary.
- Payment of remuneration to the consultant at a mutually agreed rate

## **8. Terms of payment**

CFJ will make payment of the contract amount in a cheque to the consultant/consulting agency within one week after the receipts of the document and invoice from the consultant. The applicable taxes will be deducted at source according to the laws of the government of Nepal. The consultant can receive the tax deposit slip at CFJ office after its deposit to the bank.

## **9. Duration of Assignment:**

The evaluation assignment is expected to commence as soon as possible and completed by 10 September 2017. The tentative activities and number of working days are as follows:

- 3 days - Preparation and Initial Meetings
- 3 days - Review of literature and project documents
- 7 days - Field Visit and Meeting with CFJ, partner NGOs, district, community, school, beneficiaries
- 7 days - Report Writing and First draft of Report
- 2 days - Incorporate CFJ comments on the first draft
- 2 days - Workshop Schedule
- 5 days - Finalize Evaluation Report Writing

- Final Report Submission (10 September 2017)

## **10. Confidentiality**

All project documents, outputs, reports, information, etc. provided and produced during the assignment will be treated as property of CFJ and will remain confidential. The above mentioned outputs or any part of it cannot be sold, used, distributed or reproduced in any manner by the assigned organization or individual without permission from CFJ.

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## Annex-2.1: Evaluation Checklists

### A. Checklist- CFJ staff and PNGO staff

#### 1. Relevance

- 1.1 What measures did the project take to ensure that the interventions are relevant to the local communities, local and central government bodies, and also to CFJ's policies and programs?
- 1.2 How did the project integrate equity, gender equality, disability and protection issues? To what extent did it adhere to the international humanitarian standards and code of conduct (sphere, child protection and core humanitarian standards) in project implementation?
- 1.3 What feedback and complaint handling mechanism did CFJ have in place to gauge satisfaction and enhance accountability to affected population and how effective were they?
- 1.4 Based on experience, which of the interventions are highly relevant and why? Which are not so relevant and why?
- 1.5 What are your lessons and/or recommendations concerning relevance of the interventions?

#### 2. Effectiveness

- 2.1 Which project objectives and outputs have been well achieved and why? Which objectives and outputs were not so well achieved and why?
- 2.2 What other positive or negative (intended or unintended) outcomes have you noticed during implementation of the project? How about enhancements in local ER and preparedness capacity and systems?
- 2.3 What challenges, constraints and unforeseen external factors did you face during project implementation? How did you address them?
- 2.4 Did the partnership modalities adopted by the project facilitated or constrained the implementation of project activities, and how?
- 2.5 What are your lessons and/or recommendations concerning achievement of project objectives and outputs?

#### 3. Efficiency

- 3.1 What measures did the project take to ensure efficiency in use of funds, personnel, and vehicle and design of procurement, beneficiary support, financial monitoring and other processes?
- 3.2 What efficiency related issues did the project face during implementation (meeting deadlines, cost control, personnel use and so on)? How did you tackle these issues?
- 3.3 Based on experience, which aspects of project implementation were highly efficient and why? Which aspects were not so efficient and why?
- 3.4 How was the coordination and collaboration with other stakeholders (local, national, ChildFund Alliance/donors) in designing the response and implementing activities?
- 3.5 What are your lessons and/or recommendations concerning efficiency of the interventions?

#### 4. Sustainability

- 4.1 What measures did the project take to ensure sustainability and ownership of the interventions and outcomes?
- 4.2 Have the stakeholders taken full ownership of project interventions and outcomes? If so, give some examples. If not, why?
- 4.3 Which of the interventions and outcomes are likely to be sustained after the completion of the project, and why?
- 4.4 Which interventions and outcomes are not likely to be sustained, and why?

4.5 What are your lessons and/or recommendations for better sustainability of the interventions and outcomes for similar projects in the future?

B. Checklist- SMC/PTA representatives

1. What support did the CFJ/PNGO provide to the school and SMC/PTA?
2. Which of the support provided by CFJ were extremely relevant to you, and which not-so relevant? Why? How about provision of food, temporary shelter, child centered spaces, temporary learning spaces, student uniform, teaching materials, training, income support and so on?
3. Has the project enhanced your capacity, skills and knowledge? If so, give examples?
4. What further support will you require to ensure effective operation and maintenance of the CFJ-provided facilities in the future?
5. Any other suggestions or recommendations to PNGO, CFJ and others?

C. Checklist- DEO, DLPIU

1. How familiar are you about the school reconstruction/renovation project supported by CFJ and implemented by the local partner?
2. Do you have any observations or comments regarding the project's relevance, effectiveness, efficiency and sustainability?
3. Does CFJ supported project differ in terms of implementation modality, results, quality and other aspects from similar projects in the area? If so, how?
4. Any feedback to CFJ and its PNGO regarding project implementation modality, collaboration and cooperation with DEO/DLPIU?

D. Checklist- Ex-VDC officials

1. How familiar are you about the emergency support (provision of food, temporary shelter, child centers spaces, learning centers, student uniform, teaching materials, training, income support and so on) by CFJ and its PNGO? What was your role in CFJ and its PNGO led emergency support?
2. What is your opinion of the emergency support in terms of its relevance and appropriateness to the local community, effectiveness, and efficiency and implementation modality?
3. Does CFJ's emergency support differ in terms of implementation modality, results, quality and other aspects from similar projects in the area? If so, how?
4. Any feedback to CFJ and its PNGO regarding project implementation modality, collaboration and cooperation with DEO/DLPIU?

## Annex-2.2: List of Persons Interviewed

S. No.	Date	Name	Position	Organization
1	16.08.017, 16:00	Harka Tamang	Program Coordinator	Gramin Mahila Srijansil Samaj
2	17.08.017, 19:00	Nanimaya Thapa	Executive Director	Gramin Mahila Srijansil Samaj
3	18.08.017, 17:40	Rama Parajuli	Program Officer	Gramin Mahila Srijansil Samaj
4	19.08.017, 07:00	Krishna Parajuli	Program Coordinator	TUKI Association Sunkoshi
5	19.08.017, 08:30	Manoj Kumar Tharu	ER Coordinator	ChildFund Japan
6	19.08.017, 16:30	Bir Kumar Shrestha	ER Manager/ Program Specialist	ChildFund Japan
7	20.08.017, 11:00	Navaraj Pahadi	Head Teacher	Devasthan Basic School
8	20.08.017, 15:30	Dil Bahadur Basnet	Program Coordinator	Ramechhap Business Professional Women
9	22.08.017, 08:30	Hemanta Budhathoki	Chief	District level Program Implementation Unit Ramechhap
10	22.08.017, 08:30	Shyamsundar Ghimire	Engineer	District level Program Implementation Unit Ramechhap

### Focus Group Discussions with School Teachers, SMC, PTA and Community Leaders

#### 16.08.017, 14:30 Suryodaya Basic School, Pangretar

S. No.	Name	Position	Organization
1	Mr. Dambar Karki	Head Teacher	Suryodaya Basic School
2	Ms. Sarita Karki	Teacher	Suryodaya Basic School
3	Ms. Ambika Parajuli	Office Assistant	Suryodaya Basic School
4	Mr. Yam Bahadur BK	Chairperson/SMC	Suryodaya Basic School

#### 17.08.017, 11:00 Dhuskun Basic School, Dhuskun

S. No.	Name	Position	Organization
1.	Ms. Apsara Khadka	Head Teacher	Dhuskun Basic School
2.	Mr. Barsh Raj Paudel	Teacher	Dhuskun Basic School
3.	Mr. Hari Prasad Timilsina	Teacher	Dhuskun Basic School
4.	Ms. Rajani Basnet	Teacher	Dhuskun Basic School
5.	Ms. Sarita Karki	Teacher	Dhuskun Basic School
6.	Mr. Lilawati Khatri	Teacher	Dhuskun Basic School
7.	Ms. Menuka Bohora	Teacher	Dhuskun Basic School
8.	Ms. Kumari Tamang	Teacher	Dhuskun Basic School
9.	Mr. Krishna Bahadur Karki	Chairperson/SMC	Dhuskun Basic School
10.	Mr. Sita Ram Karki		Dhuskun Basic School

11.	Mr. Shankar BahadurPahari	Member/SMC	Dhuskun Basic School
12.	Mr. Bir BahadurThami	Contractor	Dhuskun Basic School
13.	Mr. Dilip Kumar Mijar	APO-GMSP	Dhuskun Basic School

**17.08.017, 13:15 Buddha Basic School, Renovation**

S. No.	Name	Position	Organization
1.	Mr. Krishna Bahadur Basnet	Teacher	Buddha Basic School
2.	Mr. Basu Shrestha	Chairperson/SMC	Buddha Basic School
3.	Mr. M.B Bhandari	Land Donor	Buddha Basic School
4.	Ms. Dhana Thami	Parent	Buddha Basic School
5.	Ms. Dhan Kumari	Parent	Buddha Basic School
6.	Mr. Uddav Prasad Timilsina	Parent	Buddha Basic School
7.	Mr. Chandraman Khadka	Parent	Buddha Basic School

**17.08.017, 15:25 Tripura VDC Ward No. 3, Dhuskun**

S. No.	Name	Position	Address
1.	Durga Devi Nepal	Vice Chairperson	Tripura VDC
2.	Sukdev Risal	Ward President	Tripura VDC
3.	Chandra Bahadur Thami	Member	District Coordination Committee, Sindhupalchowk
4.	Rajendra Nepal	Coordinator	Community Reconciliation Center
5.	Bhaktanarayan Risal	Health Worker	
6.	Ram Bahadur Thami	Chairperson	Community Organization
7.	Shambhu Neupane	Local Intellectual	
8.	Ramesh Khatri		Community Organization
9.	Rashila Basnet	Ward Coordinator	
10.	Sarita Pahari	Assistant ward secretary	

**18.08.017, 09:45 Tripura Sundari, Tauthali**

S. No.	Name	Position	Address
1.	Bishnu Kushule	Goat raising farmer	Tauthali
2.	Gorimaya Kushule	Goat raising farmer	Tauthali
3.	Deepak Shrestha	Goat raising farmer	Tauthali
4.	Ganga Shrestha	Goat raising farmer	Tauthali
5.	Rawan Shrestha	Goat raising farmer	Tauthali
6.	Rampyari Shrestha	Goat raising farmer	Tauthali

**18.08.017, 11:20 Tripura Sundari Secondary School, Tauthali**

S. No.	Name	Position	Address
1.	Bishnu Bhakta Shrestha	Chairperson/Ex. Head teacher	Tripura Sundari Ward No. 5
2.	Uttam Bhakta Shrestha	Head teacher	Tripura Sundari Secondary School, Tauthali

**18.08.017, 14:40 Shree Devi Secondary School, Lishankhupakar – 6, Petku, Sindhupalchowk**

S. No.	Name	Position	Address
1.	Khin Bahadur Basnet	Head Teacher	Lishankhupakar – 7, Thokarpa

2.	Kamaldhoj Thapa	Teacher	Lishankhupakar – 6, Petku
3.	Sukdev Nepal	Teacher	Lishankhupakar – 6, Petku
4.	Pasang Dorje Tamang	Teacher	Lishankhupakar – 7, Thokarpa
5.	Ramesh Khadka	Teacher	Lishankhupakar – 6, Petku
6.	Pawan Raymajhi	Teacher	Hetauda
7.	Dhan Bahadur Ghatraj	Teacher	Balephe - 7
8.	Nanimaiya Gurung	Teacher/Land donor for road	Lishankhupakar – 6, Petku
9.	Goma Khadka	Teacher	Lishankhupakar – 6, Petku
10.	Laxmi Bhandari Thapa	Teacher	Lishankhupakar – 6, Petku
11.	Parvati Nepal	Teacher	Lishankhupakar – 6, Petku
12.	Chandra Kumari Tamang	Member, PTA	Lishankhupakar – 6, Petku
13.	Ratna Bahadur Tamang	Chairperson/SMC	Lishankhupakar – 6, Petku

**21.08.017, 09:30 Shree Mahakali Basic School, Mudhajor, Ramechhap, Municipality - 7**

S. No.	Name	Position	Organization
1.	Ram Bahadur Ghishing	Head Teacher	Shree Mahakali Basic School
2.	Rambishnu Basnet	Chairperson/School Construction Committee	Shree Mahakali Basic School
3.	Ramesh Kumar Hayu	Teacher	Shree Mahakali Basic School

**21.08.017, 14:00 Shree Bhangeri Secondary, Bhangeri, Ramechhap**

S. No.	Name	Position	Organization
1.	Dhundiraj Bakhel	Head Teacher	Shree Secondary School
2.	Dhruva Shrestha	Vice Chairperson/SMC	Shree Secondary School
3.	Sundari Shrestha	Member, PTA	Shree Secondary School
4.	Subash Chandra Shrestha	Teacher	Shree Secondary School

**PNGO Staffs who shared their views through writing 16-22.08.2017**

S. No.	Name	Position	Organization
1.	Raj Kumar Rai	Assistant Program Officer	Ramechhap Business Professional Women
2.	Durga Kumari Sunar	Assistant Program Officer	Ramechhap Business Professional Women
3.	Narayan Babu Shrestha	Assistant Program Officer	Ramechhap Business Professional Women
4.	Ramesh Tamang	Assistant Program Officer	Ramechhap Business Professional Women
5.	Shiva Subedi	Field Coordinator	Ramechhap Business Professional Women
6.	Bikram Joshi	Program Officer	Ramechhap Business Professional Women
7.	Dilip Kumar Mijar	Assistant Program Officer	Gramin Mahila Srijanshil Samaj
8.	Rama Parajuli	Program Officer	Gramin Mahila Srijanshil Samaj
9.	Bel Bahadur Karki	Admin and Finance Coordinator	TUKI Association Sunkoshi
10.	Bacchu Thami	Assistant Project Officer	TUKI Association Sunkoshi
11.	Prabina Karki	Communication Officer	TUKI Association Sunkoshi

## Annex-2.2: Evaluation Fieldwork Plan

Date	Day	Time	Major Activity
16-Aug-17	Wed	7.30 am -8.30 am	Travel to Dhobighat (pick-up Kumar sir)
		8.30 am - 9.30 am	Travel to Golphutar (Dhan Man Gurung)
		9.30 am 1.30 pm	Travel to Chautara
		10.30 am- 11.30 am	Lunch at Dhulikhel
		1.30 pm - 2.30 pm	Interaction with DEO & DLPIU In charge
		2.30 pm - 4.00 pm	Travel to Khadichaur (Pratik Hotel)
		4.00 pm - 5.00 pm	Interview with ERC
17-Aug-17	Thu	8.00 am -10.00 am	Travel to Dhuskun school
		10.00 am - 12.00 pm	Interaction with SMC/PTA/Teacher at Dhuskun school
		12.00 pm - 1.00 pm	Lunch at Narayan house
		1.00 pm - 2.00 pm	Interaction with SMC/PTA/Teacher at Budhha school
		2.00 pm -3.00 Pm	Interaction with co-ordinator of WCF/FCHV/Volunteer
		3.00 pm - 5.00 pm	Travel back to Khadichaur (Hotel Pratik)
18-Aug-17	Fri	7.00 am - 9.00 am	Travel to Tauthali
		9.00 am - 10.00 am	Interaction with IG supported Group (ER)
		10.00 am - 11.00 am	Lunch at Tauthali
		11.00 am - 12.00 pm	Interaction with ward secretary & chairperson
		12.00 pm - 2.00 pm	Interaction with SMC/PTA/Teacher at Tripura school
		2.00 pm - 3.00 pm	Travel to Devi school
		3.00 pm - 5.00 pm	Interaction with SMC/PTA/Teacher at Devi school
		5.00 pm - 6.00 pm	Travel back to Khadichaur (Hotel Pratik)
19-Aug-17	Sat	7.30 am -9.00 am	Travel to Suryodaya school & interaction with SMC/ PTA/ Teacher
		10 am - 12.00 pm	Interview with GMSP staffs
		12.00 pm - 1.00 pm	Lunch at Tuki
		1.00 pm - 3.00 pm	Interview with Tuki staffs
		3.00 pm - 4.00 pm	Return back to Pratik hotel
20-Aug-17	Sun	7.00 am - 1.00 pm	Travel to Ramechhap (Lunch on the way)
		1.00 pm - 2.00 pm	Interaction with DEO & DLPIU In charge
		2.00 pm - 3.00 pm	Travel to Ramechhap
		3.00 pm - 5 pm	Interview with RBPW staffs
21-Aug-17	Mon	8 am - 11 am	Travel to Mahakali school and interaction with SMC/PTA/Teacher
		11.00 am - 12.00 pm	Lunch at RBPW office
		1.00 pm - 3.00 pm	Interaction with SMC/PTA/Teacher at Bhangeri school
22-Aug-17	Tue	8.00 am - 1.00 pm	Return back to Kathmandu

## Annex-3.2.1: Relief Distribution Details

Table A: Food distribution details

District	VDC	Distribution	Total # of HH reached	Amount Distributed			
				Rice (kg.)	Dal (kg.)	Salt (kg.)	Oil (liter)
Sindhupalchowk	Pangretar	1st	790	9480	1185	790	
		2nd	851	25530	3404	851	1702
	Dhuskun	1st	902	10824	1353	902	
		2nd	908	27240	3632	908	1816
	Petku	1st	489	5868	733.5	489	
		2nd	438	13140	1752	438	876
	Tauthali	1st	931	11172	1396.5	931	
		2nd	1030	30900	4120	1030	2060
Total # achieved in 1st Distribution			3112	37344	4668	3112	0
Total # achieved in 2nd Distribution			3227	96810	12908	3227	6454
Grand Total			6339	134154	17576	6339	6454

Table B: Shelter support details

District	VDC	No. of Household Provided	
		Tarpaulin (12 x 18 m)	Ground Sheets (m) (10 m)
Sindhupalchowk	Pangretar	762	835
	Dhuskun	759	919
	Petku	391	409
	Tauthali	776	823
Total		2688	2986

## Annex-3.2.2: Details of CCS supported

Distr ict	PNGO	VDC	# of CCS	# of facilitator	Average # of participant / day			Max duration		Ave # of conducted day	Max # of participants / day		
					Boy	Girl	Total	from	until		Boy	Girl	Total
Sindhupalchowk	GMSP	Pangretar	1	3	17	26	43	31-May	15-Jun	13	28	43	70
		Dhuskun	2	5	66	84	150	31-May	15-Jun	11.5	94	117	212
		sub-total	3	8	83	110	193			12.3	122	160	282
	TUKI	Petku	1	6	57	66	123	1-Jun	16-Jun	13	68	77	145
		Tauthali	2	6	71	69	140	7-Jun	15-Jun	8.5	92	84	175
		sub-total	3	12	128	135	263			10.8	160	161	321
	total		6	20	211	245	456			11.5	283	321	604
Ramechhap	RBPW	Ramechhap	11	49	396	407	803	4-Jun	16-Jun	5.5	410	428	838
		Rampur	4	16	178	166	344	4-Jun	12-Jun	5	189	184	373
	total		15	65	574	573	1,147			5.2	599	612	1,211
Total			21	85	785	818	1,603			7.0	882	933	1,815

### Annex-3.2.3: Details of TLS Support

Table A: Details of TLC classrooms and students

distri ct	PNGO	VDC	# of schools	# of TLS constructed	# of classroom in TLS	# of total students	# of students benefitted
Sindhupalchowk	GMSP	Pangretar	2	2	4	84	84
		Dhuskun	7	13	26	729	404
		sub-total	9	15	30	813	488
	TUKI	Petku	2	5	10	244	222
		Tauthali	6	14	28	559	556
		sub-total	8	19	38	803	778
	total		17	34	68	1,616	1,266
Ramechha p	RBPW	Ramechhap	14	25	50	2,656	1,114
		Rampur	1	1	2	1,062	21
		sub-total	15	26	52	3,718	1,135
Total			32	60	120	5,334	2,401

Table B: Classroom management support

District	PNGO	VDC	# of school	# of classroom managed	# of filing cabinet	# of microscopes
Sindhupalchowk	GMSP	Dhuskun	7	41	6	0
		Pangretar	2	12	2	0
		<b>total</b>	<b>9</b>	<b>53</b>	<b>8</b>	<b>0</b>
	TUKI	Petku	2	12	2	0
		Tauthali	6	26	6	3
		<b>total</b>	<b>8</b>	<b>38</b>	<b>8</b>	<b>3</b>
	<b>Total</b>		<b>17</b>	<b>91</b>	<b>32</b>	<b>3</b>

Note: Classroom Management support in Sindhupalchowk consisted of low table, cushion, and carpet for the classrooms and filing cabinets for teachers.

Table C: Details of drinking water and toilet support

VDC	Drinking Water Facility	Toilet Facility	
	No. of Drinking Water	No. of Toilet	No. of Room
Pangretar	2	-	-
Dhuskun	5	1	2
Petku	-	-	-
Tauthali	4	4	8
<b>Total</b>	<b>11</b>	<b>5*</b>	<b>10</b>

\* 5 toilets (10 rooms) in 4 schools

## Annex-3.2.4 Details of Learning, Teaching and Dignity Kits

Table A: Details of distributed learning kits with school uniform

VDC	# of school	No. of students provided		
		1st Distribution (Supplies & Uniform)	2nd Distribution (Supplies)	3rd Distribution (Sweater)
Dhuskun	7	729	732	734
Pangretar	2	84	84	84
Petku	4	232	202	228
Tauthali	6	556	554	559
Total of Sindhupalchowk district	19	1601	1572	1605
Ramechhap	19	2475	2462	2449
Rampur	7	1057	1047	1047
Total of Ramechhap district	26	3532	3509	3496
<b>Total</b>	<b>45</b>	<b>5133</b>	<b>5081</b>	<b>5101</b>

Note: learning materials consisted of a school bag, 10 (average) notebooks, 14 (average) ball pens, 6 erasers, 6 pencil sharpeners, school uniform set material including sewing cost for the uniforms.

Table B: Details of teaching kits distributed

VDC	# of school	# of teachers	# of Admin staffs
Pangretar	2	10	2
Dhuskun	7	50	4
Petku	4	22	2
Tauthali	6	43	2
<b>Total of Sindhupalchowk District</b>	<b>19</b>	<b>125</b>	<b>10</b>
Ramechhap	19	143	14
Rampur	7	50	2
<b>Total of Ramechhap District</b>	<b>26</b>	<b>193</b>	<b>16</b>
<b>Total</b>	<b>45</b>	<b>318</b>	<b>26</b>

Note: Each teacher's kits include a file bag, a schedule notebook, graph papers, chart papers, a punching machine, a stapler and pin, glue stick and a masking tape.

Table C: Details of dignity kit distributed

VDC	Total No. of Dignity Kit distributed	
	No. of School	No. of Students
Dhuskun	4	184
Petku	1	54
Tauthali	2	154
Total of Sindhupalchowk district	7	392
Ramechhap	3	203
Rampur	2	256
Total of Ramechhap district	5	459
<b>Grand Total</b>	<b>12</b>	<b>851</b>

Note: Each dignity kit consisted of 3 pcs of tooth brush, 2 pcs of tooth paste, 6 pcs of bathing soaps, a bathing towel, 2 pcs of washing soaps, a bottle of shampoo, a bottle of Dettol liquid, a torch, a nail cutter, 3pcs of comb, 5 pcs of re-usable sanitary napkins, 5 pcs of panties and a bag to hold them all.

### Annex-3.2.5: Details of renovated and reconstructed school buildings and facilities

District	Name of the schools	VDC	No. of Rooms Renovated	No. of Rooms Reconstructed	No. of Toilet rooms	No. of Drinking water facilities
Sindhupatchowk	Dhuskun BS	Dhuskun	2	7	6	2
	Buddha BS	Dhuskun	2	0	3	0
	Mahendrapratap SS	Dhuskun	2	0	9	1
	Kalikadevi BS	Pangretar	0	3	3	1
	Suryodaya BS	Pangretar	0	5	3	1
	Janata BS	Piskar	0	0	5	2
	Tripurasundari SS	Tauthali	6	6	6	2
	Nateshwor BS	Tauthali	0	2	3	0
	Mahendrakanti SS	Kalika	6	0	0	1
	Kalidevi BS	Thokarpa	6	0	3	1
	Devi SS	Petku	0	13	6	2
	Baghbairab SS	Thokarpa	0	0	0	1
	Navagyoti BS	Thokarpa	0	0	0	1
	Bhangeri SS	Ramechhap	6	2	6	1
Ramechhap	Mahakali BS	Ramechhap	3	0	3	1
	Bhumeshwori BS	Ramechhap	2	0	2	1
	Devisthan BS	Rampur	0	2	0	0
	<b>Total</b>		<b>35</b>	<b>40</b>	<b>58</b>	<b>18</b>

### Annex-3.2.7: Details of Training Support Provided by the Project

Trainings/VDCs	No. of Participants									Grand Total
	Dhuskun	Pangretar	Petku	Tauthali	Kalika	Thokarpa	Ramechhap	Rampur	CFJ & PNGO	
Child Protection Training	20	16	17	20	0	0	6	9	6	94
Psychosocial Training for Teachers	9		4	10	0	0	0	0	0	23
DRR/EiE and Psychosocial Support	42	8	23	37	0	0	87	23	24	244
Community Based Disaster Risk Reduction Training	11		13	20	0	0	17	24	7	92
School Safety and Disaster Preparedness Training Workshop	5	8	5	0	0	4	0	0	13	35
Goat Raising Training	0	0	0	42	0	0	0	0		42
Construction and Finance Orientation Workshop	0	0	0	0	0	0	0	0	21	21
Construction and Finance Orientation Workshop at School level	140	83	47	55	42	35	123	32	0	557
Training of Child Centered Space Facilitation	5	3	6	6			49	16	0	85
<b>Total Participants</b>	<b>232</b>	<b>118</b>	<b>115</b>	<b>190</b>	<b>42</b>	<b>39</b>	<b>282</b>	<b>104</b>	<b>71</b>	<b>1193</b>