June 2017

Build Back Safer Schools for All Project

Final Evaluation Report

A Joint Initiative of Plan International Nepal and DFAT

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Acronyms

CCCDA	Child-Centered Community Development Approach
CCDRM	Child-Centered Disaster Risk Management
CCDRR	Child Centered Disaster Risk Reduction
CEEPARD	Community Environment, Education and Public Awareness Association for Rural Development
CFSS	Child friendly safe spaces
CGI	Corrugated galvanized sheet
CHS	Core Humanitarian Standard
CLPIU	Central Level Project Implementation Unit
CSSF	Comprehensive School Safety Framework
CwD	Children with Disabilities
DEO	District Education Office
DFAT	Department of Foreign Affairs and Trade
DIPECHO	Disaster Preparedness ECHO Program
DLPIU	District Level Project Implementation Unit
DLSA	District Lead Support Agency
DoE	Department of Education
DPC	Damp proofing course
DPO	Disable People's Organization
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
DUDBC	Department of Urban Development and Building Construction
ECA	Extracurricular activities
ECD	Early Childhood Development
EiE	Education in Emergencies
GoN	Government of Nepal
HAP	Humanitarian Accountability Plan
HI	Handicap International
HVCA	Hazard Vulnerability and Capacity Analyses
KII	Key Informant Interview
KU	Kathmandu University
MoE	Ministry of Education
NBC	National Building Code
NCED	National Center for Educational Development
NCO	Nepal Country Office
NDF	National Disabled Fund
NFDN	National Federation of Disabled, Nepal
NSET	National Society for Earthquake Technology
O&M	Operation and maintenance
PDNA	Post Disaster Need Assessment
PDRF	Post Disaster Recovery Framework
PTA	Parent Teacher Association
PU	Program Unit
RCC	Reinforced Concrete Cement
SDMC	School Disaster Management Committee
SIP	School Improvement Plan
SMC	School Management Committee
TLC	Temporary Learning Center
VDC	Village Development Committee
WASH	Water, Sanitation and Hygiene

Acknowledgements

We would like to acknowledge the Plan International Nepal for their professional support during field consultation as well at a consultation meeting with district level stakeholders. We are particularly grateful to the project consortium partners: National Society for Earthquake Technology (NSET), Handicap International (HI), Kathmandu University (KU), National Federation of the Disabled Nepal (NFDN) and to the project teams for their feedback on and suggestions about our conceptual framework and evaluation methods. We are also grateful that Plan international Nepal entrusted us to conduct this evaluation.

This evaluation report has been possible because of the support of so many people personally and professionally. We would like to extend our sincere gratitude to all persons who contributed to this evaluation in many different ways: by sharing their experience, thoughts and opinions about the project, and by contributing time, advice and hospitality. First, we would like to acknowledge the hard work that is being done by the many active, community based teams and groups organized under this project. Next, our particular thanks go to all project staff and people involved from partner NGO and different stakeholders. Their dedication, input and willingness to share about critical issues were extremely valuable.

We were encouraged when people accepted our presence, answered our queries passionately and made us internalize the key project achievements and outcomes. Therefore, we remain obliged to them.

The painstaking effort made by Plan International Nepal and project staffs for facilitating the whole evaluation process is highly appreciated.

Last but not least, our thanks go to all senior management of Plan International Nepal, Project team at Nepal Country Office (NCO), Plan Australia and Department of Foreign Affairs and Trade (DFAT) who entrusted us with the task of conducting this evaluation.

Thanks
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Team Leader (drrgautam@gmail.com)
and Mr. Madhu Sudan Gautam, Dr. Bharat Mandal, Mr. Parbat Dhungana, and Ms. Bidhya Shrestha
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Executive summary

Context: Plan International Nepal's 'Build Back Safer Schools for All" project is implemented in six districts viz. Dolakha, Kathmandu, Sindhupalchowk, Sindhuli, Lalitpur and Makwanpur with funding from the Department of Foreign Affairs and Trade (DFAT). The project helped 17627 children to continue their education through (i) inclusive early recovery in education and (ii) "building back safer schools for all'. It also providing teaching-learning materials to 133 schools and 17,213 children, constructing 167 temporary learning centers (TLCs) and 81 Water, Sanitation and Hygiene (WASH) facilities, increasing the capacity of 660 teachers and 17 early childhood development (ECD) facilitators, providing psychological support to more than 1200 students, conducting series of advocacy for inclusive education, and design and construction of 12 safer schools in coordination with Department of Education (DoE) at Central and district education offices (DEOs) in the districts.

Evaluation methods and approach: This evaluation used mix method viz. both qualitative and quantitative. To evaluate project's key results, a total of 10 focus group discussions, 18 key informant interview and 6 competency analyses were conducted with school management committees (SMCs). Notes on the physical improvements of the schools visible to the eye were also made. For quantitative analysis, questionnaires were administered to 380 randomly selected children so that both school-based interventions could be evaluated. The evaluators also consulted project's staff, DEOs/district level project's implementation units (DLPIUs) in all project's districts and discussed national level relevant stakeholders.

Findings and conclusions: The project contributed significantly to inclusive early recovery in education and building back safer schools for all. Its performance was excellent: it came very close to fulfilling all its anticipated results effectively. Inclusive early recovery in education was ensured through the provision of teaching-learning materials and the construction of TLCs and WASH facilities. The educational materials provided both to schools and to students have fostered the quality of education. Almost 85% of the respondents claimed that they received school bags and stationary, while 10% and 24% of the respondents respectively received uniforms and scholarships. Altogether 73% of respondents felt that the TLCs provided them with a learning space where they could learn safely and 76% opined that TLCs were spacious enough to study comfortably. TLCs helped children resume their schooling immediately, and fostered education in emergencies (EiE).

A total of 83% of respondents received hygiene kits and almost 81% opined available water was safe. Personal hygiene and community sanitation have improved because project had made gender-friendly toilets, provided filtered drinking water, built hand-washing platforms and distributed hygiene kits. Building the capacity of teachers and ECD facilitators was beneficial in generating policy advocacy in favor of children with disabilities (CwDs) to ensure that they would be educated and benefitted from safety measures increasing their access. Teacher's trainings were advantageous in changing pedagogy. Almost 72% of the respondents said that their teachers had taught them about how to stay safe during disasters, 42% said teachers engaged in group counseling, 11% said teachers provided knowledge on how to treat CwDs, 4% said they did one-to-one counseling. Teachers who participated in the training felt that they understood the material especially good because they had read the Training booklet on inclusive education developed by National Center for Educational Development, Handicap International, and Plan International Nepal. Psychosocial counseling was beneficial in reducing trauma and restoring schoolchildren to normalcy. Policy advocacy at the local, district and national levels fostered inclusive education and the back-to-school campaign was rendered successful by improving the facilities of schools. Getting students back to schools was made easier through the conduct of extracurricular activities (ECAs) (64% respondents), receiving education materials (38%), getting lunch at school (18%) and participating in psycho-social counseling (11%). Policy advocacy has enabled children's voices to be heard and increased the participation of children in disaster risks reduction (DRR) initiatives. The net result is not only greater disaster resilience but also less psychosocial trauma.

A total of 98 classrooms of 12 earthquake-resistant schools were constructed; all used DoE's designs. The improved physical infrastructures helped mitigate the psycho-social problems of both teachers and children by building their confidence in the strength of the structure. By delivering child-centered lessons, teachers were able to provide students with the sort of fear-free environment that improves the quality of education. Although documentation of the SMC-lead construction approach should have been carried out to help the project increase its visibility, boost the chances of the project's being replicated, and strengthen accountability, a record of the process was not adequately kept from the very beginning. Even so, since government officials were involved in the project's capacity-building initiatives and monitoring, the technical human resource capacity of the DoE and DEOs has been increased. All the SMCs claimed that their capacity, particularly for program and financial management, monitoring of construction, and coordination had improved. As the project's design included constructing disabled-friendly infrastructures as well as increasing knowledge and understanding about inclusive education among SMC members, students and DEO and DLPIU officials, it helped enacting inclusive education policy (2017). Importantly, the project adhered to the key elements of the comprehensive safe school framework' in its design. The total investment of the project in per child is almost NPR 58,326. Though the figure is looks high, but it should not be seen only at 'cost benefits analysis'. The benefits that the comprehensive safe school package has many fold larger than the cost invested. The project's procurement procedures, construction methodology and quality of construction were all good. The project also acknowledged DFAT's policy to safeguard the environment while choosing a site and extracting materials for the construction of safe schools. Considering how limited the project period was, the feebleness of the governance system during the emergency response and early recovery period, and the scale of construction involved, the overall outcome of the project was highly satisfactorily.

The project has generated some of the best practices which include (i) joint monitoring of stakeholders and inter-school monitoring visits, (ii) inclusive education approach, (iii) SMC-led safe school construction, (iv) flexibility in plans and budgets and (v) comprehensive structural and non-structural facilities for a complete education system. It was learned that (i) DRR knowledge is disseminated broadly if schools are seen as a means not an end, (ii) ECAs help to foster DRR knowledge if DRR education is built into them, (iii) drills, street theatre and video documentary dispelled the false belief that mitigation activities alone suffice, (iv) addressing multiple hazards captures the interest of people, (v) software activities that lead hardware activities promote community empowerment, and (vi) policy advocacy is strong if local-level issues are appreciated in national forums,

Despite all these solid outcomes, there are some areas of improvements. The project would have been even more better if it had been greater emphasized on school-based DRR, fostered knowledge through capacity-building endeavors using a process approach, mobilized the media to disseminate the project's good practices and learning in different phases of the project for technical backstopping and resource leveraging, provisioned for knowledge management initiatives, and placed more emphasis on evidence-based policy advocacy for inclusive and quality education. Given how beneficial it was, the SMC-led safer school construction approach should be scaled up with an emphasis on wide ownership and long-term sustainability.

Recommendations: Component 1 (Inclusive Early Recovery in Education)

To build understanding and ensure that all stakeholders have conceptual clarity regarding child centered DRM and child centered community development approach, future projects should select relevant NGOs which have proven experience in these issues and arrange suitable capacity-building measures. This provision is necessary because working with children requires special skills that some NGOs do not have. To boost the confidence of CwDs, more than building safe schools with disabled-friendly infrastructures needs to be done. The capacity of teachers and ECD facilitators to provide advanced psycho-social support to reduce stress and trauma, especially during the post-disaster period, should be strengthened. To internalize child protection rights at the same pace and level SMC members, teachers and students must be further educated child protection and importance of EiE. To avoid undesired hiatuses like staff turnover, contingency plans should be prepared and staff better

capacitated internally. For the wider dissemination and scaling up of safe school and inclusive education approaches, Plan International Nepal should roll out such guidelines through orientation and training all approaches that themselves serve as models of ideal participatory project approaches.

Recommendations: Component 2 (Building Back Safer Schools for All)

The project should more intensely discuss non-structural assessment in the training curricula because they are very important. To boost ownership, SMCs and school-based disaster management committees should operate in a fashion that encourages non-structural assessment; they should serve as leaders in this area. New buildings alone will not fully eliminate the risk of disaster. To scale up the SMC-led safe school construction approach, SMCs need to build their technical, financial and managerial capacity based on the 'safer school construction guideline' developed so that they can operationalise their resources strategically and understand technical language. Plan International Nepal should disseminate this guideline through the media. Earthquake drills should be organized as part of ECAs and child clubs should be involved in writing the text and performing dramas. Because schools are considered a forum for transmitting knowledge about DRR, it is essential that DRR become a part of school curricula. DRR-led ECAs and drills should be seen as processes, not one-time events. The project could manage a first aid box, stretcher, fire extinguisher, and basic search-and-rescue materials in a tin trunk for use during emergencies with simple orientation. Not having had one was a missed opportunity.

The project should form school disaster risk management plans, safer school plans, and mitigation plans and share them with stakeholders without delay so that these plans are not seen simple as "farewell gifts." These plans should be shared at the meetings of DEOs/DLPIUs, rural/urban municipality council meetings so that officials can see the risks and can leverage resources to execute the plans. To reduce risk, each plan should also include a right-to-safe-schools campaign and response plans. Along with earthquake-resistant school building construction, more attention to other hazards like windstorms, fire, lightning and epidemic are required. A project like this one should include funding for the installation of a fire alarm, an earthquake alarm, and lightning rods to reduce the risk. Not to have insisted on this measure is a significant missed opportunity. To foster transparency, social audits and public hearings should consider both programmatic and financial aspects and be carried out thrice, at the beginning, middle and end of the project. Project-generated learning and good practices should be shared in different networks in order to cross-fertilize DRR knowledge and promote resource leveraging. Plan International Nepal should mainstream the project's good practices and learning as it relates to program development in general as well as in designing similar projects.

DEOs should lead the joint monitoring system in coordination with relevant stakeholders to ensure that schools under construction fully comply with the National Building Code and to enforce punishment for violations. In each district or even village, a network of trained masons should be established to discourage those who are unskilled from engaging in building construction. To eliminate the misconception that implementing the National Building Code (NBC) is very expensive, the DEOs and DLPIUs should educate SMCs regularly, in part by mobilizing the media. To ensure the sustainability of the project, DEO and DLPIUs officials need more training in the contemporary issues of school based DRR, inclusive education, and national policies and guidelines for school construction. Focusing on policy advocacy and campaigning, Plan International Nepal should continue the momentum toward a 'disabled-friendly inclusive education'. Considering the multiple hazards in the project areas and their likely adverse impact on newly built schools, a mechanism should be developed for the establishment of O&M funds by mobilizing resources from DEO's fiscal budget, rural/urban municipal councils' annual budget, schools' internal resources, and surplus budget from this project. In the future, in order to strengthen the sustainability of the project, an exit strategy should be developed right after the mid-term review.

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1. Context and background of the project

Education[1] was one of the sectors hardest hit by the Gorkha earthquake of 2015[2]. The Post Disaster Need Assessment Report (PDNA, 2015) estimates that the net value of the total damages and losses to the education sector was NPR 31,317.9 million at pre-disaster prices. Of this, the damage to infrastructure and physical assets was NPR 28,063.8 million and losses to totaled NPR 3,254.2 million. The public sector suffered far more[3] than the private, with the relative proportions of total loss 92% and 8%respectively. The PDNA claims that the funds needed for the recovery and reconstruction of the education sector adhering to the principle of "building back better" over the five years from the fiscal year (FY) 2015 to FY 2019is NPR 39,705.8 million; of that, almost all (91%) is needed by the school subsector.

Based on the findings of the PDNA, and Plan International Nepal own thorough assessment, it launched a project it called the 'Build Back Safer School for All' (hereinafter referred to as "the project") in the districts of Dolakha, Kathmandu, Sindhupalchowk, Sindhuli, Lalitpur and Makwanpur (all are 'A category,' or most earthquake-affected districts) with funding from the DFAT. The project helped children to continue their education during emergencies and to develop and promote safe learning facilities. The project has two components. The first, "inclusive early recovery in education," was implemented in 20 village development committees (VDCs) of Dolakha District, whereas the second, "building back safer schools for all,' was implemented in all six of the above-named districts. Major initiatives under the first component included (i) providing teaching-learning materials to schools and children, (ii) constructing TLCs and WASH facilities, (iii) increasing the capacity of teachers and ECD facilitators, (iv) providing psycho-social support to students, and (v) conducting advocacy for inclusive education. The second component facilitated the design and construction of 98 class rooms of 12 schools by strengthening the technical and human resource capacities of SMC in close coordination with DEOs, and implemented following a comprehensive safe school framework (CSSF).

The project served17627 population (total number of beneficiaries was 17,213 children and 416 teachers) and was to run from May 2015 to November 2016. After the DFAT and Plan International agreed to extend the project period during a 'no-cost extension,' however, it continued until the 31 May, 2017. The total budget of the project was A$5 million. As the terms of reference (ToR) reveal (refer Annex-1), this project has multiple layers of partnerships both at the national and at the local levels. At the national level, the Ministry of Education (MoE), CLPIU-Central Level Project Implementation Unit, the DoE, the NSET, Handicap International, Kathmandu University (KU), and the National Federation of Disabled Nepal (NFDN) are the key partners. Likewise, at the district level, Community Environment, Education and Public Awareness Association for Rural Development (CEEPARD[4]), disabled people's organizations (DPOs), and DEOs, DLPIU whereas SMCs are key partners at the local level.

[1]Education is a priority sector for the Government of Nepal (GoN). It received the largest share of the government budget (around 14%) in recent years. Furthermore, public investment in education as a fraction of gross domestic product (GDP) increased from less than 2% in 2010 to 4.2% in 2014. More than 80% of the government's education budget is allocated to school education, and of that about 60% goes to basic education.

[2]MoHA data revealed that the earthquake had claimed 8,790 lives and injured 22,300. Its aftershocks have affected 57 districts, 1,120 VDCs and 71 municipalities.

[3]More specifically, 8,242 community (public) schools were affected by the earthquake: 25,134 classrooms were fully destroyed and another 22,097 were partially damaged. Institutional (private) schools also experienced significant infrastructure damage: 956 classrooms were fully destroyed and 3,983 classrooms were partially damaged. In addition, 4,416 toilets, and water, sanitation and hygiene (WASH) facilities, and 1,791 compound walls were damaged. The damage to early childhood and development (ECD) centers, furniture, libraries and laboratories, computers and other equipment was proportional to the damage faced by the schools. It is reported that 584 students (571 studying in school and 13 in higher education) lost their lives. A total of 49 teachers from schools and colleges died in the earthquake.

[4]This NGO served only for the component 1 in Dolakha district

The foundation of this project was the CSSF, which covers EiE, inclusive education with respect to CwDs, DRR, disaster resilience and safe learning facilities. The first component of the project is guided by the concept of EiE (pillar 1 of CSSF) and includes psycho-social support for children, material support to ensure the continuity of education, and disaster-preparedness lessons (pillar 3 of CSSF). The second component is an extension of the first. It promotes the notion of safer and inclusive schools.

1.1 Evaluation objectives

The purpose of this evaluation was to provide an independent assessment of the project's impact using the OECD's DAC criteria and its main objective was to assess to what extent the project has reached its overall goal and expected outcomes as stated in project documents, including its monitoring framework. The evaluation also sought to provide practical recommendations.

2. Method and approach

This evaluation used both qualitative and quantitative methods. It was initiated after a review of project documents, including (i) the project proposal, (ii) rapid needs assessment reports, (iii) progress reports, (iv) donor-monitoring visit reports, (iv) project's progress reports, and (vi) humanitarian standards. Based on this review and to meet the requirement of the ToR (Annex1), the evaluators prepared an inception report which described the tools and the checklist they would use to capture the views of project stakeholders and beneficiaries. This checklist and other guiding questions were shared with Plan International Nepal, which then helped to fine-tune them.

2.1 Qualitative assessment

Both qualitative and quantitative assessments were used to evaluate component 1, but only qualitative assessment was used for component 2. Qualitative information was collected using participatory tools and techniques like 10 focus group discussions (FGDs); 18key informant interviews (KIIs), 6competency analysis, and observation were conducted in the project districts. FGDs were conducted with SMCs, parent teachers' association (PTAs) (see Annex6 for a list of the people consulted). To evaluate activities under component 2, observations, transect walks, and technical assessments of newly built schools were also used.

To collect more information as well as verify and triangulate the data collected from other sources, KIIs were held with representatives of Education Clusters, DEOs, DLPIUSs, local NGOs, etc. These individuals provided information about the project and its impacts at the individual and family levels. To garner the perspectives of other institutions, key officials at UNICEF, and CEEPARD were also consulted. Consultation meetings were also organized with NSET, DFAT, NFDN, national Disabled Fund (NDF), and Kathmandu University to gather their opinions of and perspectives on the project and its outcomes.

Competency analyses helped identify the strengths and weaknesses of the project's key activities, process and approach. While selecting respondents for consultation, the evaluators considered gender and various other social distinctions in order to make sure they got a representative view from multiple perspectives. The views of children and stakeholders were recorded and presented as 'direct quotations'.

The views, opinions, and experiences of project staff were another important source of information. Meetings were carried out with relevant project staff and partner agencies (program, support, technical, finance, logistics) involved at the district and the central levels. These consultations, which were held before the fieldwork helped a lot in enabling evaluators to internalize key issues and concerns related to the project. In addition to using participatory tools for field reflection, documentation and analysis, the evaluators also adopted a results-based management approach and

the "most significant change" method[5]. While designing the evaluation framework, the Monitoring and Evaluation Guidelines of DFAT and corporate planning monitoring and evaluation of Plan International Nepal was also taken into consideration.

For component 2, six schools, one integrated special, four integrated resource and one integrated deaf school, were selected.

2.2 Quantitative assessment

For component 1, along with qualitative assessment, quantitative survey was also commissioned. A team of six enumerators and two supervisors were mobilized in two groups to collect quantitative and qualitative data. Before they set out for the field, they participated in a two-day training course which included a pre-test exercise conducted in Charikot, Dolakha on 31st of March, 2017. The questionnaire was modified using the feedback received during this test. Fours VDCs of Dolakha District (Lakuri Danda, Lapilang, Magapauwa and Suspa Chemawati), were selected based on three criteria: (i) the number of beneficiary students (two mid-range VDCs as well as the VDCs with the most and fewest students), (ii) accessibility (two easily accessed VDCs and two hard-to-reach VDCs), and (iii) ethnic dominance (two VDCs dominated by Tamangs and two with mixed-group populations).

The main unit of analysis was school children. The total number of beneficiaries was 17,213children and 416 teachers, including ECD facilitators. Since the unit of analysis was school children, the sampling frame was 17,213 children (for component 1). The sample size at a 5% margin of error was estimated using the formula below.

Sample size[6] (n) = $$\frac{\chi^2 * N * (1-P)}{ME^2 (N-1) + (\chi^2 * P * (1-P))}$$

With a probability of success 0.5 at 95% confidence level for a 0.05 error margin, where
n = required sample size
c^2 = chi square for the specified confidence level at 1 degree of freedom
N = population size
ME = desired marginal error (expressed as a proportion)

The sample size determined was 376 children. For this study, however, a sample of 380 school children was considered. Of them, 41% were boys and 59% girls.

The primary, secondary, qualitative and quantitative data collected using different tools and techniques were then tabulated, synthesized, and analyzed before arriving at conclusions. Information collected from various sources was analyzed thematically by using content analysis[7]. A draft report was shared with Plan International Nepal. This report laid out key findings, conclusion and made operational recommendations for improvements in and strategies for future operations.

3. Evaluation findings and analysis

3.1. Project's effectives

The project was also effective, as is illustrated below.

[5] Rick Davies and Jess Dart. The Most Significant Change (MSC) Technique: A Guide to Its Use. 2004. (available at www.mande.co.uk/docs/MSC Guide.htm)
[6] This formula is the one used by Krejcie & Morgan in their 1970 article "Determining Sample Size for Research Activities" (Educational and Psychological Measurement, #30, pp. 607-610).
[7] This is a technique usually used to analyze qualitative data.

3.1.1Evaluation of Component 1

The project increased access to education by (i) providing education kits to schools and learning materials to children (stationeries and school bags), (ii) Installing safe space then to erecting TLCs, (iii) improving WASH facilities in schools, and (iv) fostering home-based early learning and stimulation.

a. Education kits

The learning materials provided by the project helped 133 schools conduct classes after the earthquake, enabling EiE to proceed. The support was a boon in that earthquake-affected children had feared their education would come to an end after they lost their stationary, uniforms, books, bags, and other materials. Almost 85% of the respondents said that they received school bags and stationary, while 10% and 24% of the respondents respectively received uniforms and scholarships (refer Annex-2). Teachers, parents and students claimed during FGDs that studies would not have restarted for several more months if they had not received the project's support and that parents would not have been able to afford new materials when school did reopen. However, in some places, the distribution of education kits was delayed. For example, kits reached Sundrawoti lower secondary school of Susma Chemawati VDC of Dolakha two months after school had resumed. Some stakeholders questioned the quality and appropriateness of the kits. Students in this school said that the bags were too small and had torn within a few months. Nevertheless, they did help earthquake-affected families send their children back to schools within few weeks after the 2015 earthquake.

b. Temporary learning centers

The project increased children's access to education by constructing 167 TLCs in 133 schools to the benefit of 17,213 school-going children. TLCs made children feel safe and were thereby beneficial in rebuilding their trust. Almost 43% students said that the construction of TLCs was the main reasons they felt safe going to school. Altogether 73% of respondents felt that the TLCs provided them with a learning space where they could learn safely and 76% opined that TLCs were spacious enough to study comfortably. However, 27% of respondents said that TLCs were not much strong. Among those 26% of students who were scared of studying in TLCs, 59% identify the weakness of the structure as the source of their fear. The remaining 74% of students were satisfied with the strength of the TLCs (refer Annex-2). FGD participants said that it was next to impossible to study in TLCs during a monsoon downpour or strong winds. That, TLCs were made to be temporary and it is unfair to expect they will have all the features a permanent building does. About 50% of respondents said that they had moved to a new location because their old TLC structure had fallen apart after its walls collapsed.

For several reasons students had continued studying in TLCs although they were intended to last only six months. To avoid any hiatus in students' education, Plan winterized 45 TLCs. This intervention was much needed, especially to protect young learners from the cold. Plan International Nepal replaced the bamboo of the old TLCs with corrugated galvanized sheet (CGI) sheets and wood but still used tarpaulin for roofing. The new TLCs are expected to last for another few years until new school buildings are constructed.

c. WASH facilities

The WASH facilities supported by the project function well in 81 schools and children and teachers have benefited greatly. A total of 83% of respondents received hygiene kits and almost 81% said they were confident about drinking water at school because they thought it was safe. Almost 98% of the respondents said they now drink purified water. Almost 96% of the respondents said that they could easily access hand-washing facilities and 92% of respondents said that water is always available in the hand-washing platform. However, just 66% and 10% respectively said that soap and towels are also available (refer Annex-2).

Just 7% of girls and 3% of boys respondents said they hesitated to use school toilets (refer Annex-2). In Sundrawoti lower secondary School in Susma Chhemawati of Dolakha, girls do not feel safe because the windows placed lower height. Almost 70% of the respondents agreed that toilets are kept clean (refer Annex-2).

Neither the boys nor the girls who participated in FGDs said they had fallen sick due to unhygienic conditions at school. They said they were healthy because Plan International Nepal had made gender-friendly toilets, provided filtered drinking water, built hand-washing platforms supplied with soap, and distributed hygiene kits distributed to families. The project's WASH intervention was instrumental in maintaining hygiene both at school and at home. Hand-washing facilities are readily accessible by CwDs because they are installed comparatively at lower height. The installation of bamboo handrail for students with visual impairments, the provision of bucket commodes for wheelchair users, the construction of ramps, the installation of horizontal pipe for wheelchair users, and other measures added value to disability-friendly WASH facilities. These additions increased the access of CwDs and reduced some of the multiple risks they face.

d. Home-based early learning and stimulation support

Because targets families were very vulnerable and had minimal capacity to withstand the impacts of the earthquake, the project provided home-based early learning and stimulation support to children from marginalized communities through learning kits. In addition, these children, particularly girls, benefitted from the learning materials provided to schools. Although the learning materials were given to all students irrespective of vulnerability and degree of earthquake impact, their value was greatest for the marginalized. Getting both educational materials and uniform encouraged the children of such families to continue their schooling thereby giving parents more opportunity to work and save.

e. Effectiveness of ECD facilitators in providing psycho-social counseling

ECD facilitators' skills in addressing trauma were so well-attuned to children's needs that even deeply traumatized children returned to normal within a month. The parents of those children were very thankful their children were normal again. The special support provided to CwDs was valued as their issues are often ignored. But the project has not concrete database on CwD despite of many efforts. It was shared that more than 90% of children in earthquake affected community were traumatized to some degree; all were provided with appropriate psycho-social counseling (refer Annex-2). More than 1,200 children under the age of eight benefitted from ECD kits. Equipped with recreational knowledge regarding DRR, children no longer fear of earthquakes. Mobile community ECD facilitators were very effective in the early identification of CwDs and children at risk.

The project successfully increased the capacity of 660 teachers (417 male and 243 female) and 17 ECD facilitators (8 male and 9 female) to provide psycho-social support to students, particularly CwDs, and parents by educating and training them about psycho-social support, lifesaving messages, and disability inclusion.

Box-1: ECD facilitators changed the lives of CwDs

We now realize that CwDs face challenges like those other children do, but our values, perceptions and mind-sets made us biased against them. Because ECD facilitators got proper psycho-social counseling, deeply traumatized CwDs are now living normally. We learned that we should assess their situation first, and then assign facilitators to provide psycho-social counseling to those who need it. We appreciate the fact that some highly skilled ECD facilitators learned sign language to understand the issues of the learning impaired and help them overcome their fear through recreational activities, ECAs and counseling. Teachers and parents realized that orientation and commitment helped reduce the fears of CwDs.

--Head teacher, Bhimeshwor Bahira Basic[8] School, Dolakha

f. Reduced the fear of earthquake through ECAs and counseling

The project used its good understanding of child psychology to be able to mitigate the trauma some children had experienced using a variety of approaches, including psycho-social counseling, peer support in the school environment and ECAs. Getting students back to schools was made easier

[8] Primary and Lower Secondary Schools are considered as Basic Schools and Higher Secondary School is known as Secondary School after amendment of the Education Act in June 2016.

through the conduct of ECAs according to 64% respondents. Other reasons provided for their return were receiving education materials (38%), getting lunch at school (18%) and participating in psycho-social counseling (11%), (see Annex-2). Training teachers in inclusive education and psycho-social counseling and the application of those techniques after the disaster were the two main reasons children overcame their fears and continued their educations.

Children learned DRR at school through various means. Almost 66% of the respondents learned DRR at school, 34% through the ECAs in which they participated, 12% through trainings, and 3% through other activities. That said, 7% said they did not know and 3% did not know what DRR means. The survey revealed that the attitude of students became more positive. Almost 47% of respondents learned ways to stay safe during a disaster, 33% learned methods to mitigate fear during a disaster, and 26% learned to reduce the risk of disaster at home and at school. Among those students who were confident that their school would operate even after the disaster, 63% gave the reason that the school was now built strongly and 27% respondents said that school could manage adequate resources to run classes (see Annex-2).

Teachers and stakeholders now realize that building and ramps alone does not make a school inclusive and disabled-friendly. Trained teachers opined that the training had changed their perspectives about CwDs and traumatized children. Students confirmed that their teachers were more concerned about CwDs. Teachers said there was more openness toward CwDs in communities. During interactions, SMC members shared that the educational paradigm had shifted toward giving values to CwDs after training, debate and discussions. The effectiveness of such training was not uniform, however. For instance, the head teachers who attended the Plan-supported inclusive education training, which included curricula like awareness-raising, government policies, methods of teaching and the roles of stakeholders, did not focus on pedagogical issues or follow-up. They expressed concern that training was more theoretical than practical.

g. Changed pedagogy as a result of teachers' training

The training in inclusive education provided to teachers and SMC chairpersons and members was very effective. In fact, it resulted in a change in pedagogy. Almost 72% of the respondents said that their teachers had taught them about how to stay safe during disasters, 42% said teachers engaged in group counseling, 11% said teachers provided knowledge on how to treat CwDs, 4% said they did one-to-one counseling and 1% said their teachers performed all activities discussed above. Some of the outcomes of the training students reported were the introduction of psycho-social counseling, recreational activity, and participatory classrooms and a reduction in corporal punishment. Almost 36% of respondents said that their teachers encouraged them to participate in the classroom, 24% each said that their teachers encouraged them to ask questions and did not involve in physical punishment, and 7% said they were encouraged to treat CwDs with respect. Only 11% said they had not been guided to do any of the options (refer Annex-2). Teachers credited their own experience with and orientation to inclusive education as a major reason for the change. The training helped create a learning environment in the classroom and to close the gap between students and teachers.

Teachers who participated in the training felt that they understood the material especially well because they had read the Training booklet on inclusive education developed by National Center for Educational Development (NCED), HI, and Plan International Nepal participated in the training. Their response suggested that the booklet was indeed very effective in serving as a resource guide. Trained teachers said that they referred to it to impart knowledge on inclusive education. They appreciated the clarity of the language and examples. Resource persons and head teachers alike found that the handbook served as a comprehensive guide to a wide range of issues around disability and inclusive education.

h. Increased the number of students through back-to-school campaigning

The project used back-to-school campaigns to convince parents to send their children to school. Different slogans such as "Bye-bye, *bhukampa* (earthquake)," 'earthquakes are not a big deal', and

'education must continue', radio jingles, street plays and group counseling were beneficial in ensuring the continuity of education. One guardian in Dolakha opined, *"We were worried that the trauma of earthquake would drive our children mad. We did not think that schools could be a healing agent that could divert their attention away from the earthquake. After counseling, we were convinced enough that our children would be safe to send them to school."* About 70% of children said that the fact that their parents had taken them to school made them confident enough to go on their own.

i. Reduced attitudinal barrier to bringing CwDs to school

The project was successful in making communities aware that physical challenges should not be an excuse to compromise children's right to education. Home-to-home training and advocacy for barrier-free infrastructure was fruitful in convincing parents to send their disabled children to school. A very few CwDs still do not attend school, primarily because the required infrastructure, like roads, is not available not because of any attitudinal barriers among parents, teachers and their schoolmates.

j. Fostered partnerships promoting inclusive education

Plan International Nepal, along with its consortium partners, HI, KU, and the NFDN, brought their years of experience and knowledge to the table while developing a comprehensive and adaptable model for promoting inclusive education that focused on the participation of girls and CwDs. The project was very effective in coordinating with relevant institutions like the NFDN and disabled people's organizations (DPOs) in addressing the needs of CwDs. The consortium effectively coordinated hardware and software activities (training, orientation, handbook publication, and the like), realizing that the two must go hand-in-hand. Orientation, training and dialogue with district-level authorities also helped to sensitize them to the issues of girls and CwDs. Cordial relations were developed with government agencies, SMCs and DPOs following the construction of TLCs and WASH facilities and the training of ECD facilitators and teachers in inclusive education. By accompanying training with short practical demonstrations of inclusive education and inclusive WASH facilities, trainees were sensitized to inclusive infrastructure. DLPIUs began advocating for safe and inclusive education through the construction of safe school buildings and gender- and disabled-friendly WASH facilities. It was good to see that the project also valued the issues related to gender the disability inclusion DRR. Resource persons at DEOs claimed that schools showed keen interest in developing the infrastructure needed to make school inclusive. Their interest suggests that the concept of inclusive education will be reflected in school improvement plans (SIPs) though future resource constraints may de-motivate school from carrying this campaign forward. The project utilized its presence in loose forums of Association of International NGOs in Nepal (AIN) well to amplify previously marginalized voices and engage in policy advocacy; the result was an enlargement of the project's impact through broad interaction.

3.1.2 Evaluation of Component 2

a. Followed DoE's design and emphasized model and integrated resource schools

The project followed DoE's design guideline and obtained approval from concerned authorities and emphasize model and integrated resource schools as required. Out of the 12 schools, 11 have trusses and CGI sheet roofs and one is made of reinforced concrete. As the project complied fully with government specification, support from DEOs, DLPIUs during construction was considerable.

b. Adopted earthquake-resistant technology

The building designs all incorporated earthquake-resistant technology and adhered to the NBC. Once SMCs had participated in review-and-reflection sessions and, as a result, built their capacity, they embraced the DoE's approved designs and construction materials. All the SMCs claimed that their capacity, particularly for program and financial management, monitoring of construction, and coordination with DEOs, DLPIUs had improved. Their skill in time and human resource management also was enhanced.

About the knowledge and skills his group had acquired, a SMC member from Indreshwori Higher Secondary School of Sindhupalchowk said, *"If our transactions are ever audited, we are confident that the auditors will not find any flaws in our records or our system. We are also confident enough to face the community for a social audit and public hearing as well. Our confidence is all due to this project. Our books and accounts are now very well kept indeed."* In the beginning, the majority of SMC members were worried that the construction work would not be completed on time and would not be good quality. As time passed, however, and the project constantly monitored and supervised the work, SMC members said that their enthusiasm and team spirit increased exponentially.

c. Evaluation of the structural and non-structural aspects of the school buildings

The project's procurement procedures, construction methodology and quality of construction were all good. The units and elements constructed were all as designed but, in a few cases, the depth of the foundation was increased to suit the site.

d. Quality of construction work below the DPC-damp proofing course level (foundation)

All the reconstructed buildings rest on foundations of 80-120 cm, with the variation calculated to suit the nature of the soil. The foundations beds were reinforced by using high-strength steel bars and a cement-concrete mixture in a ratio of not less than 1:2:4 above 20 cm stone soling. Stakeholders appreciate that the stones used in the foundations was local. However, constructing a leveling course of M10 concrete (1:3:6) could save money, and there was no need for bedding reinforcement considering the extra measures following earthquake resistant design.

e. Quality of construction work above the DPC and below the roof level

The plinth protection around the school buildings is wide enough to prevent differential lateral displacement. Reinforced cement concrete (RCC) bands are provided for the plinth (230 mm wide x 150 mm thick), lintel (75-150 mm), roof (150mm) and sill (75mm). These bands strengthen the buildings and will prevent masonry unit from falling out during an earthquake. The parts of the building are tied together firmly and braced at corners stiffly so that the whole structure will work and move as a single unit.

Stirrups of 8 mm in diameter are placed closely together in beams and columns (4 per inch at junctions and 6 per inch otherwise) in the RCC building at Gokarneshwor Higher Secondary School in Kathmandu. The lintel and roof bands were strengthened with longitudinal reinforcements of ϕ10mm at the top and ϕ12mm at the bottom. The plinth and vertical band have four ϕ12mm bars, one in each of the four corners. The sill bands and those lintel bands of 75mm thickness have two ϕ12mm bars. All the bands have ϕ7mm stirrups or links at intervals of 150mm.

The design specified that the grade of ϕ7mm bars should be Fe415, but since that was not available in the market, ϕ7mm bars of grade Fe500 were used. Since this is a high-strength grade, it provided good shear reinforcement in terms of strength. However, the rebars are not very ductile and are prohibited in the design guidelines (NS & IS). This fact suggests that the designers were not fully aware of the availability of reinforcements in the market and that the supervisors were not largely familiar with the regulations and guidelines.

f. Quality of construction work at the roof level

The roofs were strong as roof trusses were bolted to the concrete columns at one end and in at least one intermediate location while at the other end (the veranda) they were bolted to tubular steel posts. The strength of the roofs was increased by using four M16 anchor bolts to fasten the trusses; these 25 cm long anchor bolts were embedded into the concrete columns. Trusses are fabricated with welded joint in two parts and connected at site with flange plate joints. All flange plates were made more rigid with 6 mm thick stiffeners. Except at Indreshwori Higher Secondary School in Melamchi, at both ends of the trusses where tie and rafter meet, a gusset plate was welded on each side and then to the base plate in order to minimize the risk of windstorms. The 26-gauge colored CGI sheets used for roofing are screwed to hollow square purlins (72mmx72mmx3.2 mm) of span 3.7m.The colors of the roofs and buildings met the government's guidelines. The screws used for clamping the CGI sheet roofing should be tightened every year and may require replacement because j-hooks were not used consistently.

g. Quality of construction materials

In general, the quality of the construction materials, like brick masonry and concrete, was good. The steel trusses and CGI sheet roofing, which were imported from manufacturing industries, were also good. Construction materials were not always available locally. For example, Magargaun Higher Secondary School in Lalitpur had to import sand and aggregate from Kathmandu Valley, which lies around 35 km away. As a result, the cost of his school rose.

The project provided cement, rebars, aggregate and sand to ensure that the schools would be good-quality. In a few cases, engineers rejected some poor quality sand and pebble and re-ordered another supply. First-grade bricks with a minimum crushing strength of 105 kg per sq cm were used and the ratio of cement to mortar in the brick work was between 1:5 and 1:6 at the joints. Not less than a ratio of 1:6 was used for the plaster. M20-grade concrete was used in all construction; its use ensured a thorough mix ratio between 1:1.5:3 and 1:2:3. The call for using Fe415 stirrups with a diameter of 7 mm should be replaced with Fe415 or TMT 8 mm diameter bars because the former are not available in the market.

h. Non-structural features

The school buildings have sufficient columns to make them strong. The use of light truss roofs, which are adequately ductile, also added to the safety of the buildings. In a few cases, specifically in Shanti Bahira and Sustha Srawan Basic School in Makwanpur and Bhimeshwor Bahira Basic School in Dolakha, earlier nut-bolts were tightened without washers but later they are replaced). At Indeshwori Higher Secondary School in Sindhupalchowk, initially truss stiffener plates were not properly welded in some locations but thanks to the project, plates were properly welded now. The base plates provided at intermediate support locations were sliding plates, but even in principle, this type will not function well due to its orientation and connection. Supports were not centrally located and an unusual base plate connection was used.

Except at Magargaun Higher Secondary School in Lalitpur, all connections were covered at the time of evaluation and could not be observed. At Magargaun, the support connections were fixed, the type the design called for. The design shows one intermediate support in a sectional view of school building (drawing sheet no. 4) that is missing in the detailed drawings (sheets nos. 6 and 7 and sheets of three classrooms). A similar omission was found in the drawings of two classrooms. The design of the falls ceiling has to be corrected, too, as high winds displaced some falls ceilings and other were taken away

by winds but all SMCs said during the consultations that they were committed to repairing them by at the time of finishing the construction work. These need to be replaced by perforated panel board clamped in a steel frame. In locations that have a scarcity of water, rainwater harvesting is suggested as roofing of CGI sheets provide ample opportunities for collection.

In the majority of the schools observed during the evaluation, the depth of foundation was increased due to the slope of the ground. The increase added to the stability to buildings. However, Navajyoti Basic School in Sindhuli did not fully comply with the required site considerations for seismic hazards and thus is at risk of landslides and slope instability (NBC 108:1994). It should be protected with special slope stability measures to increase its physical strengths.

i. Comparison of RCC frame structures with CGI sheet roofing

The evaluation found that RCC frame structure cost considerably more than RCC slabs but are considerably heavier. That said, the cost of truss roofs is also not considerably lower than that of RCC slab roofs. An RCC frame structure is more durable than both steel truss and CGI sheet roofing. The cost of RCC slab is around 25-30% costlier than cost of steel truss roof with CGI Sheet. The increased cost is only due to plaster cost. If high quality of formwork used, cost of RCC roof construction would be only about 5-10% higher than steel truss with CGI Sheet roofing. But cost of RCC frame structure increased due to RCC slab weight. Therefore total project cost may be around 10-15% higher. In addition, the cost of operating and maintaining an RCC frame structure is less than that of steel truss roofing but its seismic load is more than that of a light steel frame with CGI sheet roofing, which is more vulnerable to wind. Buildings with CGI sheet roofs are also not climate-friendly as they are too hot at the height of summer and too cold at the height of winter. Besides, they are very noisy a rain storm. Where instability slope can be amplified by structural self-weight and where land area is not limited, steel truss roofs with CGI sheet roofs are the best option, and, indeed, this is the option the project chose.

The total investment of the project in per child is almost NPR 58,326 (refer Annex-3). Though the figure is looks high, but it should not be seen only at 'cost benefits analysis'. The benefits that the comprehensive safe school package has many fold larger than the cost invested. In many of the instances, especially during the huge emergencies, these school infrastructures could be worked as shelter of displaced population for few days to several weeks.

j. Documented SMC-led school construction

Though the construction of safe schools followed a very systematic process under the leadership of SMC members, the involvement of trained masons, the daily provision of technical backstopping by project staff and site engineers, and the supervision, feedback and suggestions of DEOs, DLPIUs representatives, that process was not well documented (though photos were taken of each phase). For the first time, for this scale of construction task and resources, memorandum of understandings was signed between SMC and Plan International Nepal. One reason behind inadequate documentation was that SMC members and project staff were under a lot of pressure to manage construction materials and complete the construction work on time. Unfortunately, unless there is proper documentation, it will be difficult to ensure that the project gets the visibility it deserves. In addition, the likelihood that others replicate the project will be reduced. That said, the majority of the feedback and suggestions offered by the many visitors who came to appreciate both the structural and non-structural aspects of the school was taken into consideration during implementation, and, in fact, the process was not at all haphazard.

k. Strengthened the capacity of the DoE and DEOs

The project strengthened the technical, financial and human capacities of the DoE, DEOs, and DLPIUs by involving them from the inception of the project through its design, approval, construction, and supervising and monitoring phases. As DOEs approve each school's design, the government participated actively. The involvement of DoE, DEO, and DLPIU officials were involved in discussion, interaction, orientation, and training helped to ensure that the quality of the construction work was

good and that officials became aware of key national policies and guidelines. Their participation helped promote advocacy for a policy for safe, inclusive and disaster-resilient schools. Periodic monitoring of technical experts and site engineers also helped SMCs increase their technical knowledge. As the CLPIU was educated about the rationale behind safe school construction, it helped to expedite the process of formulating a safe school policy at the national level through the involvement of all relevant stakeholders. The project was effective in influencing government officials to incorporate the concepts of safer schools and inclusive education in their plans and program as they came to understand that both concepts are essential for quality education. Officials are interested in replicating this SMC-led construction approach. As the project's design included constructing disabled-friendly infrastructures as well as increasing knowledge and understanding about inclusive education among SMC members, students and DEO and DLPIU officials, it helped influence policy regarding inclusive education (2017). Commendably, the newly constructed schools incorporated facilities like lighting, railings, ramps, and special floor tiles for the deaf, physically challenged, visually impaired, all of which promoted inclusive learning.

l. Contributed to legal frameworks related to safe schools and inclusive education

The project's design was based on the CSSF, and, indeed, all the approaches and processes of that framework, both structural and non-structural, were followed. As a result, the project successfully influenced the development of a safe school policy ensuring the construction of safe school able to provide an inclusive education. The Sindhuli DEO's said: *"the schools constructed by project using the hybrid model are beautiful, earthquake-resistant and inclusive. The new schools are the lifeblood of each SMC."* Stakeholders and government agencies opined that the safe school policy was translated into action.

m. Knowledge about school-based DRR

Not all teachers and students fully understand the concept of school based DRR. As a result, they did not share all the knowledge about DRR they gained at school with their families and communities. Hazard, vulnerability and capacity assessment (HVCA) was not explicitly used in all school either to identify the type, nature, and scale of vulnerability posed by each type of hazard or to document the capacities people have to reduce their impacts. Not all schools or school disaster management committees (SDMCs) have full-flagged disaster preparedness plans.

Despite its enthusiasm for software activities like drafting disaster preparedness plans and establishing SDMCs, the majority of the project's focus was for school construction. In all school of Kathmandu and Lalitpur, software activities were run too late--after school construction was about to complete--though it would be more sensible if such activities had been considered the means to reach the end, hardware activities. Even though the process was not always smooth in a few cases, disaster resilience has improved. One DEO official in Dolakha said about the rationale of safe school, *"Compared to traditional school buildings, these new buildings are more likely to withstand an earthquake and other associated risks because we followed a proper design and did not compromise on the quality of construction materials or the cost involved. We should be serious about the safety of thousands of innocent school children. The last earthquake taught us that we should not compromise on the cost of school buildings; if we do, we will be accused of not being serious about our children."*

To reduce the physical risk, doors now swing outward except at Shanti Bahira and Sustha Shrawan Basic school in Makwanpur. But later, it is now corrected and furniture is seems appropriate. These provisions ensure that children will be able to safely exit the school building during an emergency. The latches of doors, windows and toilets are children-friendly. Safety was increased by making level compounds surrounded by walls and, if need be, retaining walls to reduce the risks of landslides. Gutters were installed to promote rainwater harvesting (though not all schools understood why) and disabled-friendly WASH facilities to ensure inclusiveness. The school hostel designed at Indreshwori Higher Secondary School in Sindhupalchowk is attractive and caters well to the basic requirement of CwDs. However, it does not have enough seats to accommodate the large numbers of interested students. In contrast, Shanti Bahira and Sustha Shrawan Basic School in Makwanpur has far more seats than it currently accommodates.

The project fostered ownership by providing for the active participation of SMCs and the involvement of local masons during school construction. A total of 121 masons (113 Male and 8 female) received seven days of training on earthquake resistant building construction while SMC members received a one-day orientation to construction procedure. Now, the services of trained masons are hotly demanded as people in neighboring communities seek to emulate the project's designs.

3.2 Project's efficiency

Efficiency was broadly assessed in the following heads:

a. Timeliness of the project

Overall, the project was efficient in that it was able to meet the majority (95%) of its targets, particularly those in Component 1, within the stipulated timeframe. Delays in the completion of TLC and WASH activities were shared. The hindrances included changes in government policies and protocols, the geographical remoteness of the project districts, inactive markets and indefinite strikes and closures. In the case of TLCs, the 5-7 days were taken to decide on the type of materials which delayed construction. In Dolakha, with the coordination of the NFD, 65 people with disabilities received 139 assistive devices which improved their mobility and reduced the risks associated with their disabilities. Challenges posed in the selection of beneficiaries and the procurement of assistive devices delayed the distribution of those devices. Despite the delay, however, the value of the support the project provided to CwDs did not decrease.

Progress in Component 2, in contrast, lagged slightly behind schedule. To complete the protection work in Navajyoti Basic School Sindhuli, install falls ceilings in the majority of the beneficiary schools, provide teaching- learning materials, and expedite construction at Magargoan Higher Secondary School of Lalitpur, two addenda, one in November 2016 and one in March 2017, were agreed by Plan International Nepal and DFAT. Both were logical consequences of delays caused by the Indian blockade, fuel and material crises, long strikes, defunct of SMCs based on the policy provisions, and the limited efficiency of the vendors selected to supply the truss and roofing. The trained masons who built the schools also had to rebuild their own houses in order to be eligible for receiving a second installment from government, so they, too, were not available right away. The high turnover of masons (some left after being offered higher remuneration by other agencies) also contribute to the delay. At Nabin Higher Secondary School, Bhusapheda, Dolakha, it took about four months to sort out land-related disputes[9] before construction could even start. Plan International Nepal's procurement system for delivering trusses and CGI sheets to construction sites also added a delay of more than three months. Despite all these externalities, the project did not compromise the quality of its work in either software or hardware activities. Considering the scale of the remaining work and the pace of construction on the ground, the project is slated to complete all its activities by the end of May 2017.

b. Efficient use of human resources

The project was efficient because it mobilized its staff strategically and assigned each clearly defined roles and responsibilities. The project was executed by a comparatively small team, thereby incurring minimal operation costs. The National Learning Coordinator based in Plan's NCO provided excellent strategic and policy inputs through coordinating and linking with stakeholders at the macro-level. Plan's NCO-based Senior Program Manager ensured that coordination at different level was good and that progress toward achieving the project's outcomes was on track. The Project Manager of ECD and EiE provided technical knowledge on these topics. The Finance Department at Plan NCO took up all project-related responsibilities without having to allocate a separate finance assistant. At the district level, one EiE Coordinator in each district[10] was assigned to provide day-to-day support to the

[9] Though the process was long but the project was successful in sorting out the disputes and able to fetch more than 12 *Ropanis* (1 *ropani* equals 5476 square feet) of irrigated paddy land from SMC chairperson and parents. It was itself a significant contribution towards safer school movement.

[10] But only one EiE coordinator was assigned to look after Kathmandu and Laltpur Districts.

project's activities. As the majority of these EiE Coordinators were from 'Education' background, they contributed a lot, but their high turnover rate, especially in Sindhupalchowk and Sindhuli district, slowed the project's progress. The PU Manager in each project district (except Kathmandu and Lalitpur as there is no Plan's field based program) ensured that project implementation and monitoring was good quality.

A total of five site engineers, one in each project district except Kathmandu and Lalitpur, were provisioned from January 2016 till March 2017. To ensure that the construction would be monitored efficiently, three site technicians were assigned to support the site engineers. One site engineer has been assigned to look after both Kathmandu and Lalitpur districts. A large number was needed as the sites were far apart and the time to get from one to another considerable. Considering the total volume of work, the number of staff at project's hand is low.

c. Efficient engagement with other partners

Because the project design was good, it was possible to engage project partners, Handicap International, NFDN and Kathmandu University, for synergy. Collaboration with NSET, for example, strengthened the technical capacity of project staff and SMC members while that with Handicap International and Plan International fostered inclusive education by developing a handbook on inclusive education for use as training material during the teachers' training sessions the project conducted. This consortium approach was worked well and created programmatic synergy. The project's monitoring and management system was admired by participants in the evaluation consultation. The project's internal monitoring mechanism effectively kept an eye on the objectively verifiable indicators for each objective. Project management was participatory, giving space for each stakeholder to build on existing strengths and to learn new ideas. The management style was highly democratic, and there was a sense of team spirit and belonging. A total of four visits from Plan Australia National Office, seven from DFAT, and number of visits from Plan NCO were also advantageous in shaping the project and enable it to achieve good results.

d. A good balance of and correlation between inputs and outputs

The efficiency of the project can also be seen in the good correlation between the inputs allocated and the outputs generated. However, because a huge number of activities were scheduled to take place in just 24 months, the time for review and reflection was sometimes too limited. Still, effective monitoring systems at multiple levels—DFAT and Plan Australia, Plan NCO, project, CLPIU, DEO, DLPIU and SMC levels—ensured that all plans and programs were executed as specified in the agreed plans. Even when budget release from Plan was delayed in some instances, particularly compliance with financial procedures, the good rapport between CEEPARD and SMCs with local vendors helped ensure that good-quality materials were provided.

e. Good coordination and collaboration

Good mobilization of and cooperation among relevant stakeholders made it possible to establish a culture of resource-sharing. SMCs provided land upon which to construct new buildings and DEO, DLPIU technicians monitored and supervised school construction and provided their constant feedback to ensure all work was good quality. SMC members were very active in expediting the project's work. It is estimated that each SMC member voluntarily contributed an average of (50-55) days during school construction, the value of such labor is estimated to be NPR 32,500-35,750

f. Efficiency of financial resources

At the operational level, the project was designed and managed well, and the resources available were used efficiently. Out of the total budgets, the allocations for software and hardware were 14% and 86% respectively (refer Annex-5). Thanks to the project, a significant amount was invested in the software part of the project, thus helping to ensure the sustainability of the hardware component. The level of expenditure is adequate as the project has utilized almost 98% of the project at the end of May 2017. As the project had not paid the vendor by the end of April 2017, utilization at that point was not 100%. The vendor still had a few tasks to complete. The problems of program duplication, resource misuse and confusion among stakeholders was curtailed through meaningful coordination and linkages. Applying the principle of 'value for money', the project saved some funds allocated for some activities under Component 1, for example, those allocated for TLCs and education kits. These savings were possible because (i) the project negotiated unit rates with vendors, (ii) Plan amended its original plans after UNICEF distributed the very items Plan itself had planned to do in some schools, and (iii) the project spent resources that Plan International Nepal had allocated for other projects supported by Irish National Office similar to those called for in Component 1. The proposed budget for TLC construction was increased after the GoN changed its policy and specified that the roofs of TLCs should be CGI sheets and not tarpaulins. The transfer of resources from Component 1 to Component 2 helped improve social amenities within schools, but, in some instances, it raised the expectations of SMC members beyond what the project could manage.

g. Capacity-building among SMCs

The project was successful in building the capacity of SMCs through training, orientation, regular coaching and mentoring. The ability of SMCs to manage the project and their finances grew as they were involved in the planning, decision-making, implementation and monitoring related to the project. The financial governance of every SMC improved. Regular dialogue and interaction with Plan International Nepal about finalizing the schools' designs fostered the capacity of SMCs to negotiate with the government and other external agencies. The construction of schools through SMCs demonstrated that SMCs are very capable and has set an example that bodes well for the future empowerment of SMCs. Through SMCs, inclusive and safe learning facilities can be developed even during a period in which thousands of other schools devastated by the earthquake have yet to be constructed. Project's success has, in fact, spurred the government to instruct that SMCs be accountable for school reconstruction. Despite these positive outcomes, several issues still remain as challenges. In particular, SMCs have limited managerial, technical and financial capacities for the operationalization of budgets of the scale[11]. Each of the SMC has also been put in charge of about USD 100,000 per school, which is itself large money. Because of limited technical capacity, SMCs were very dependent on the advice of technicians and Plan staff while executing project work. The fact that interactions between locals and experts were frequent suggests that locals still need much scaffolding to be able to perform well.

That said, SMCs' setting deadlines and mobilizing others to complete work on time developed their management skills and efficiency. They are now capable of maintaining financial records and procuring goods as called by law. Thanks to the orientation and continuous support provided by the Plan International Nepal team, SMCs were successful in mobilizing significant resources to construct schools. Expert support and regular interactions between Plan International Nepal and SMCs were key to developing this capacity. The engineer from Dolakha DEO, DLPIU had this to say about the project's approach: *"The best part of the project is that SMCs have been given responsibility for executing the project. We have observed that SMCs' capacity for financial management has significantly increased."* That said, SMCs have yet to develop a vision of their schools that will ensure their sustainability. For instance, none had a clear idea of the cost of managing operations and maintenance (O&M) at their

[11] SMCs usually handled NPR 300,000-400,000 annually, for expenditure of staff salaries, books, petty expenses and repair and maintenance work.

schools. While the materials Plan International Nepal provided them were eagerly accepted, the schools do not have adequate human resources to use them all. For example, they do not have staff to teach students how to use the gifted computers properly.

h. NSET project team's capacity to provide technical support

The excellent quality of the construction work at the majority of the schools revealed that the NSET project team has the capacity to provide technical support. It brings its more than 15years of technical experience in developing and advocating for earthquake-resistant buildings, particularly schools, in Nepal. The efficiency of the project was high because NSET is familiar with the geographic and socio-economic conditions of the project communities and schools and thereby proposed an appropriate hybrid model for schools which could be owned by the community.

NSET led the design but after holding a series of discussions, dialogues and presentations were held, DOE and DUDBC approved the designs as CLPIU was not formed in the beginning. NSET also led training for masons using a government-approved training manual to which NSET was a key contributor and continuously guided the masons during construction and engaged in regular technical monitoring. The deputed engineers were technically sound but questions were raised about their being able to maintain working relationships with SMCs because of the inadequate managerial skills. An additional supervisor was provided to monitor and supervise construction activity in hard-to-reach areas because it turned out to be impossible for a single engineer to monitor them regularly. This was a necessary addition. In all its activities, the NSET team demonstrated professional technical skill to securing good-quality outputs.

The role of NSET was purely technical. The site engineers were responsible interacting regularly with SMC members to convince them of the adverse consequences of using low-grade materials and of the need to adhere to a time schedule. In Dolakha, when the engineer discovered that the SMC was not able to arrange for good-quality sand for construction, he rejected the material, halted the work and convinced the SMC of the need to find good-quality sand, and, indeed, the SMC did follow up. While the NSET team filled this role admirably, it would be much easier for the team to deliver its responsibilities if a supporting hand had been available for social mobilization. The informants felt deeply that social mobilization, regular communication and interaction were as important as technical advice in a SMC-led approach to school construction. Awareness-raising, capacity-building and empowerment are as important as physical construction. One NSET technician had this to say about inclusiveness, *"Although the project-designed schools are not universally inclusive, attempts have been made to make them inclusive for most. The practices of these schools will now help to identify gaps and a way forward for making all schools universally inclusive."*

i. Plan International Nepal project team's capacity to manage the project

Plan International Nepal's project team demonstrated its capacity to manage the project well and to capitalize on its previous experiences. Plan International Nepal had successfully implemented three projects: (i) Safe School Project (2012-2014) in Makwanpur, (ii) Climate-Smart Safe School Project (2015-2016) in Makwanpur and Sindhuli, and (iii) DIPECHO Project, which it implemented in Baglung and Parbat districts (project was in collaboration with Save the Children and World Vision International). The nature of these projects tallied quite closely with the second component of this project. The successful implementation of these projects not only built the capacity of Plan's staff but also cross-fertilized knowledge among a large number of stakeholders. The implementation of already "tested approaches" saved time, energy and resources and reduced both the risks of and the need to repeatedly pilot innovative approaches. Despite, cross learning among previous projects' and this project was limited.

This project has significantly contributed overall education program of Plan International Nepal in terms of achieving its programmatic objectives by providing 'education in emergency' and 'early recovery' in education sector. For drafting National Safe School Policy, the collaboration between education program and DFAT project team have geared up on pending work of draft-0 to make a final

draft in the leadership of concerned government officials. Now final draft is forwarded to the Ministry of Education and ready to move forward. Despite, evaluation team has been noticed that communication and coordination among Plan International Nepal's program and project team was inadequate. This was a missed opportunity to heighten programmatic profile of Plan International Nepal linking effective results generated by this project. There was a limited interface between the team for the cross fertilization of knowledge and replication of good practices and learning in the initial few months of the project.

The project's interventions at the community level were designed to have a spiral effect at the macro level. Plan International Nepal's Sindhuli and Makwanpur Program Unit (PU) teams, in particular, were advantageous in ensuring that SMCs were regularly monitored and supported so that they would achieve the best results they were capable of. Because Plan International Nepal had already built up a strong rapport with government officials in these districts, it was easier to make the project's voice heard and to engage in advocacy. The evaluation team could not find any documents that focused on PUs' roles in advocating for safe schools in the districts they served. At the central level, in contrast, Plan International Nepal managed to increase its visibility as well as to contribute to the promulgation of a safe school policy by providing support and knowledge.

j. Doing things differently

Though the project invested its time, resources and energy in achieving good results, there was room for generating better results even using the same resources and duration of time. Communities believe that TLCs could be made more long-lasting with the use of CGI sheets and salvaged wood instead of tarpaulin and bamboo. Partners believe it would be good if the project distributed assistive devices in the beginning of the project so persons with disabilities could be more safely mobile for longer. The government thinks that the project could add more school buildings but still use the same resources as if there are only a few schools of very good quality, the other schools in the same locality will feel discriminated against. Plan staff believe school-based disaster preparedness (capacity-building on first aid and light search-and-rescue techniques) and early warning systems enhanced with equipment support and periodic drills and simulation exercises could be added so that more girls and boys can benefit.

3.3 Project's relevance

Relevance was analyzed in the following headings:

a. Relevance of project districts, VDCs, and schools

The selection of project districts was relevant: all fell in 'category A' of earthquake affected, meaning that they were most vulnerable in terms of number of human casualties, number of people injured, scale of damage to schools, and other criteria. As the Education Cluster, DEOs, DLPIUs, VDC secretaries and in the selected schools all agreed to the criteria[12] for school selection, including the number of children with different forms of disabilities and degree of physical damage, there was no dispute over the selection. The selected schools, and the special schools in particular, were in dire need of project's support. All schools were operating with minimum resources. All VDCs selected in Dolakha District (component 1) were geographically remote. The majority of communities used to live along the most dangerous stretches of the Tamakoshi River bank but none had previously been exposed to disaster awareness or preparedness activities or had received any resources from resources . Kathmandu District was chosen as project district because it is a central hub where the project's innovations, good practices and learning are readily visible and thereby easily replicable in other areas. Even so, the project is not adequately visible and many development partners and agencies are not fully aware of its approaches and activities.

b. Relevance of project activities in the post-earthquake context

[12]Major criteria were the children from poor, Dalits and Janajati communities, resource and special schools with CwDs

There was a dire need for TLCs as none of the schools had enough rooms to accommodate their students. In addition, WASH facilities were inadequate, and schools did not have enough resources to expand. The majority of the supporting agencies focused on schools with large numbers of children, neglecting special schools, which include CwDs. A large percentage of CwDs do not go to school primarily because most schools lack the facilities they need. The fact that the project made disabled-friendly infrastructures did ensure their safe access to school, but the journey from home to school also needs to be made safer. Considering the dire needs immediately after the earthquake, the project's activities during the response phase—providing teaching-learning materials to schools and children, constructing TLCs and WASH facilities, offering training to teachers and ECD facilitators, giving psycho-social support to students, and engaging in advocacy for inclusive education—were all relevant. Even before the earthquake WASH facilities were inadequate and non-inclusive. The construction of 11 single-story school buildings with truss roofs and one multi-story RCC building (all are earthquake-resistant) during recovery and reconstruction phase, too, was relevant. Though the project invested in school construction that was as climate-friendly as possible, insufficient attention was accorded to windstorms. Thus, there is already evidence of damage in the fall ceiling of the schools. In addition, in Dolakha viz. Sundrawoti Basic School, the supply of teaching-learning materials was slightly delayed.

In general, project beneficiaries and stakeholders expressed a high degree of satisfaction with Plan's project in terms of the quality, quantity and timeliness of the services it offered through its activities. In most cases, the quantities of supplies distributed by the project were based on guidelines issued by the government and UN Education Cluster. In the majority of the cases, TLCs met the DoE guideline and WASH facilities met SPHERE[13] standards though some WASH facilities are still not ready for operation at the time of evaluation. However, not all TLCs were built with wood and CGI sheet; some also used tarpaulin and bamboo. In Dolakha, few people complained that the TLCs did not last long enough: they were already dilapidated and semi-permanent schools had not yet even constructed. SMC members do not have adequate knowledge about how to continue education in future emergencies because there are no contingency plans providing for educational continuity. Though there was an odd compliant, most appreciated the support provided by the project because it reached previously unreached sections. The fact that the project was relevant was further demonstrated as numerous stakeholders commented that they appreciated the new knowledge on emergency management, disaster preparedness and safer schools that they had acquired through the project.

The schools constructed by the project can facilitate the visually impaired and deaf. For instance, the project installed light bulbs in newly constructed schools to indicate the incidence of a disaster to the deaf, arranged for larger-than-usual classroom spaces and installed railings along classroom walls to facilitate movement among the physically challenged, laid verandas with special tiles so the visually impaired could get around, and built ramps up to school entrances for those children and teachers in wheelchairs or with other physical disabilities. The project's holistic approach to school construction, which also include providing learning materials, improving social amenities like WASH, libraries, and computer facilities, as well as ensuring that construction was disabled-friendly and earthquake-resistant was highly relevant. It is also relevant as its approach is congruent with the three pillars of CSSF.

c. Project's alignment with national and international standards and protocols

The project was aligned with the Core Humanitarian Standards, INEE Minimum Standards[14] and other national strategies and plans of action pertinent to emergency and recovery situations. By upholding humanitarian standards, the project was able to bring children back to school so they could continue

[13] SPHERE standards help aid workers determine the minimum level of quality in humanitarian aid, providing both a description of what's required, quantitative indicators to help determine if these are met, and guidance notes as to how agencies should work with communities, in 4 key sectors: water and sanitation, health, food security, and shelter.

[14]The Minimum Standards cover five domains: (i) foundational standards, (ii) access and the learning environment, (iii) teaching and learning, (iv) teachers and other education personnel, and (v) education policy.

their education at TLCs fitted with WASH facilities. The project provided an appropriate safe school facilities and teaching-learning materials to children and teachers as a complete package for continuing education during emergencies as called for in the GoN's approach and in international protocols. The receipt of learning materials motivated children to join school. The project also developed human resources capable of providing psycho-social counseling to those who need it.

In general, the project's objectives, outputs, indicators, and activities were relevant to national policies and the GoN's international commitments. Plan International Nepal itself had made earthquake response one of its three priorities, in addition to education and health. The project's design matched the goals and objectives of Plan International Nepal's Country Strategy Plan-III (2011-16) and DRM Strategy (2009), both of which focus on maintaining education during disasters, minimizing disruption to education systems, and restoring education services after disasters. At the national level, the project was relevant as it met the need to construct earthquake-resistant school buildings as identified by the UN Education Cluster and the PDNA (2015). It fitted nicely within the goals of the Thirteenth Interim Plan (2013-2016), which advocates the promotion of safer schools which pose fewer disaster risks than the traditional school. The project was also aligned with first Flagship program of the Nepal Risk Reduction Consortium (2011) which tells about school safety from both structural and non-structural perspectives. The project is also adhered to the NBC, making the new schools are tremendous advance over most existing schools, which are so highly vulnerable that even moderate earthquakes in the future may adversely impact them. At the international level, the project helped Nepal meet its commitments through Priority 3 of the Sendai Framework[15] (investing in DRR for resilience) and 4 (enhancing disaster preparedness for effective response and to "build back better" during recovery, rehabilitation and reconstruction).

d. Project consistent with Plan's CCDRM, CCCD and EiE approaches

The project emphasizes awareness and develops the capacity of children, youths and their families to carry out child-centered disaster risk management (CCDRM) at the school level. The CCDRR process strengthened the community's resilience, an achievement which complements Plan International's child-centered community development (CCCD) approach in that it provided an avenue for children to utilize their knowledge and skills to create a safe, child-friendly and resilient environment. The project also operated on the principles that (i) all children have the same human rights, and (ii) communities are powerful when they act together, both guiding principles of the CCCD approach. Since addressing disaster impacts is growing increasingly urgent in Nepal and children are amongst the most vulnerable to disasters, this project is highly suitable for addressing the needs of its target beneficiaries. The focus on children and youth in the context of their communities is also relevant as younger generations will increasingly face disaster risk challenges as the impact, magnitude and frequency of climate-related disasters continues to grow. The project's philosophy of 'DRR through schools' is not only relevant but also essential for sustainability because schools are the centre of the sharing and dissemination of knowledge. The project also fostered EiE by safeguarding the right to education, which is an integral part of the nation's response to all crises and promoted lifelong learning opportunities for all.

e. Appropriateness of the original program/project design for achieving the results

The evaluation found that the original design of the project was appropriate for achieving the results it desired. It was designed so that Component 1 was devoted solely to the phases of emergency response and recovery and Component 2 was devoted solely to linking relief with recovery and long-term development. Since the project's results were clearly defined by interconnecting both

[15] The Sendai Framework for Disaster Risk Reduction 2015-2030 outlines seven clear targets and four priorities for action to prevent new and reduce existing disaster risks: (i) Understanding disaster risk; (ii) Strengthening disaster risk governance to manage disaster risk; (iii) Investing in disaster reduction for resilience and; (iv) Enhancing disaster preparedness for effective response, and to "Build Back Better" in recovery, rehabilitation and reconstruction. It aims to achieve the substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries over the next 15 years.

components, the project's original assumptions remained correct and valid. Thus, not surprisingly, the correlation between the project's activities and its results is strong. That said, the timeframe of the project was not well-calculated to ensure that all of the proposed activities could be carried out with the required level of safety. In particular, given that school construction carries with it many possible risks, 24 months would perhaps have been a more appropriate tenure for the project. There is no doubt that the project's activities and outputs were consistent with the overall goal and the attainment of its objectives, which are themselves consistent with the project's intended impacts and effects.

The project took advantage of the expertise of various other institutions. In particular, it benefited from NSET's experience in constructing earthquake-resistant school buildings, Handicap International's knowledge of inclusive education, and NFDN's expertise in inclusion of CwDs. Capitalizing on this wisdom was advantageous to the project's achieving the overall goals of the project. Harmonizing the project's activities with the three pillars of CSSF also added value to the project. Though stakeholders acknowledged the suitability of the project's design for and approach to inclusive education, the project did not arrange for sufficient advocacy in order to ensure that the project's design and approach will be disseminated on a wide scale.

The evaluation found that teachers, students, guardians, SMC, DLPIU, and DEO officials all feel newly constructed schools are safer and more aesthetically appealing. Engaging them in the construction, supervision and other subsequent phases of the project helped generate a sense of safety and empowerment among them. In the words of the DLPIU engineer in Sindhuli District: *"This is the school we dreamt of and that appeals to us".*

3.4. Project's impact

It is difficult to suggest what the project's long-term impacts may be but there are indications of a positive future and substantial changes. Though most of the results of the interventions were simply effects or outcomes level, some were impacts.

a. Improved the quality of education in schools

The project improved the quality of education in schools by (i) provisioning TLCs and, later, safe school building construction, (ii) managing education and school kits, (iii) improving WASH facilities, (iv) enhancing educational amenities by providing labs, computers, furniture, and ECA materials, and (v) imparting psycho-social counseling through training. The quality of education was enhanced through a 'children-back-to-school' campaign, psycho-social counseling, running ECD centers, and advocacy for inclusive education through barrier-free educational infrastructural improvement. Many teachers opined that by making educational kits, tools, and equipment available, the project encouraged the delivery of child-centered lessons, thereby enabling students to learn in a fear-free environment. The rate of student enrolment increased with the project's implementation and is expected to increase further now that the physical facilities at schools have been improved. At Bhimeshwar Deaf Basic School in Dolakha, for example, the enrolment of children with hearing impairments increased from 40 to 57 during this academic year and the school hopes to reach 100 children altogether. Many parents are now contemplating taking their children out of the school in Baglung District where they are now pursuing technical education so they can study locally. With its improved physical facilities, Navajyoti Bahira Basic School-Sindhuli aims to serve 200 children with hearing impairments beginning in this fiscal year.

To ease the adverse situation and manage psycho-social problems, teachers were trained in psycho-social counseling. The majority of trainer-trainees went on to apply the skills and knowledge they acquired from the training. Children feel more confident as their needs are addressed and they get psycho-social counseling if they need it. Providing educational materials both to schools and students has also fostered educational quality. Children who attend TLCs are keen to learn and participate in activities both academic and recreational. The 'school in a box' kits provided by the project helped provide a good-quality education. The degree of physical vulnerability and risk was reduced by constructing school blocks. New schools reduced the fear and trauma associated with physical risks at school, among both teachers and students. Each kit contained enough learning material to manage

a primary school, as well as recreational kits, floor mats, stationery, and other supplies. Consultations with PTA members in Dolakha expressed: *"You cannot imagine our distress and suffering during last earthquake. We suffered a lot as we lost our loved ones and important sources of livelihood (agricultural land, livestock and small enterprises). The destruction of schools buildings added to our suffering as our kids wandering here and there, risking getting involved in socially undesirable behavior and being trafficked and abused. For us, the establishment of TLCs was like medicine for a wound. The TLC was the solutions to the education problems of our village. We are very happy that we managed to deal with the disaster and save our children from bad and risky behaviors …."*

In its effort to improve the quality of education, the project not only supported in the construction of new building but also provided educational materials. Children were provided with school bags, notebooks, a geometry box, pens and pencils and a government-approved school uniform. The quality of education was also enhanced by providing furniture, WASH facilities, solar, and leveling of compound wall, retaining wall, boundary wall. Apart from these, the project also provided computer, library and laboratory support, sports materials and musical tools for ECA and TV for resource school. The furniture was designed to suit different age groups, so they would feel comfortable sitting. One group during the consultation opined: *"….After the earthquake, we were not able to afford the direct costs of schooling, including registration, tuition, examination and other fees as well as the costs of uniforms, transportation, and materials. The fact that schools place multiple demands on us discouraged us form sending our children to school. Project's education kits dramatically reduced our stress. …"*

b. Resumed the disrupted education system

Thanks to project, TLCs were established in the most vulnerable of school areas, where the education system had been completely disrupted by earthquake. The establishment of TLCs helped children resume their schooling immediately, thereby reducing the risk of their wandering here and there, at risk of being exploited. The trauma and distress associated with the destruction of school buildings was also reduced through the rapid resumption of classes. Parents were very pleased that TLCs systematize the education system.

c. Reduced water-borne diseases and ensured safe water and sanitation

Unsanitary living conditions such as substandard sanitation, inadequate water supplies, and poor hygiene, make children especially vulnerable to disease. The project oversaw the construction of temporary toilets and bathing areas safe enough that even girls felt comfortable using them at all times. The systematic support of WASH endeavors at schools improved sanitation in and around the schools. A series of training courses, orientations, and interaction meetings foster awareness about the need to improve water quality and sanitation, and about the problems of uncontrolled vectors and poor hygiene. Teachers and students learned about the numerous diseases spread by water and waste and through inadequate hygiene. Once they were made aware about how to purify water and practice minimal personal hygiene, the incidence of WASH-related diseases like diarrhea, cholera, dysentery, typhoid, fever, and scabies declined.

d. Enabled children's voices to be heard

The impact of providing a space for the voices of children to be heard in their communities was significant, both for the children themselves as well as for their communities and government stakeholders. The project was able to have such a great effect because it continuously urged local leaders to uptake and mainstream the Plan's CCCD approach. Numerous interviewees claimed that the project had increased awareness about the right of children to participate in decisions affecting them at both the local and the national levels. SMC members in Indreshwori Higher Secondary School opined: *"At the local level, it once was that children's voices were rarely heard, but now, because of the continuous advocacy and campaigning and capacity-building efforts of the project, communities are positive about taking advantage of what children know and what children do to move forward."* Moreover, SMCs realized that one of their responsibilities was to voice the views of CwDs until such time as they could empower themselves sufficiently to safeguard their own rights. Now that education-related stakeholders are aware, rights holders will be able to successfully push for inclusive education.

e. Increased the participation of children in DRR initiatives

The project, besides increasing the participation of children in all of the project's activities and building their awareness about DRR, increased their confidence, abilities to think analytically and to plan, and enhanced their team work skills. For instance, children at Shanti Bahira and Sustha Shrawan Basic School in Makwanpur and Navajyoti Bahira and Sustha Shrawan School, Sindhuli prepared hazard maps of their schools and identified safe locations in their schools. With the encouragement of SMCs and PTAs, parents have also realized the importance of continuing education and providing WASH facilities during disasters.

f. Increased awareness on 'right to education'

During emergency, children's right to education is often threatened by the general chaos. The opening of TLCs fostered EiE by affording the opportunity to run right–to-education campaigns. TLCs ensured that earthquake-affected communities did not lose their right to education. The TLCs were especially effective in preventing the sort of widespread dropping out of school children that would have occurred otherwise. TLCs provided classes and a safe playground for children.

Making schools safer from disaster impacts, creating awareness about disasters, and imparting life skills to students promoted children's right to education, and the constructing earthquake-resistant schools substantially reduced children's risks. Providing other physical facilities and undertaking various other initiatives also made schools more disaster-friendly and improved the learning environment. Before the new schools were constructed, children were depressed by the sight of the wrecked schools. Now that there are new buildings, children's fears are gradually decreasing and they feel more secure than they used to. A disaster-resilient education system is being created through the safe-school approach.

It is anticipated that CwDs from projects districts will have better access to education with the construction of the new schools. One indication of this likelihood is that the number of students at Shanti Bahira and Sustha Shrawan Basic School in Makwanpur increased from 40 to 55 and additional 10-15 students began to attend Indreshwori Higher Secondary School in Sindhupalchowk solely due to the fact these schools are safer and have considerable resources. The CwDs currently studying in these project supported schools have become ambassadors of CCDRR, spreading the message of safe schools and encouraging more children with disabilities to attend school.

Box-2: "Come, my school is safe and is for you too"

One student from Siraha enrolled at Navajyoti Bahira Basic School, Sindhuli a few years ago. A year later he was very keen to get his friends in his hometown that were out of school to also attend his school. However, he feared inviting them as his school was already operating at capacity. Besides, since the earthquake, he had been afraid that the school would collapse. This year, however, several classrooms were added, making enough space for new students, too. More importantly, he felt safe in the new building. He was also reassured by the installation of railings and lights to warn of

emergencies, so much so that he invited his friends. He feels that he and his disabled friends, like non-disabled children, will be able to save themselves if the warning light goes on. This year, he and his friends encouraged an additional 15 friends in communities near their own to join this school. These students are now in the process of enrolling. Soon they will enjoy their right to education

g. Increased the visibility of Plan International Nepal

This project helped increased the visibility of Plan International Nepal once it began to implement the CSSF because Plan was actively engaged in the Model School Coordination Group, which meets regularly at the DoE for review and reflection. Plan shared its model, approach and process with other development partners, including JICA and Asian Development Bank, as well as Government of Nepal (GoN)'s officials to promote the widespread scaling up of the modality of SMC-led safe school construction.

h. Developed a 'we-can-do-it' feeling

Thanks to the project's capacity-building, preparedness and mitigation activities, and its capacity to coordinate and link with government agencies, children are more vocal and confident. They have a 'we-can-do-it' feeling. Children have identified vulnerable and high-risk areas and understand what strategies and actions are needed to minimize risks. Because the project adopted a rights-based approach and focused on empowerment, participation and inclusion, carrying out HVCA helped those who have never been heard to speak up. Though no schools actually carried out a full-fledged HVCA, the project served as a platform for making voices heard.

i. Replicated the SMC-led model of safe school construction

The project's ideas, concepts and SMC-led safe school constructions were scaled up in and around the project's VDCs and districts. Many stakeholders admired the design of the schools and the approach of the project. Plan International Nepal has been replicating the same model for the construction of six school buildings in Sindhuli under the NORAD funding. Dolakha DLPIU showed a keen interest in adapting the design and technology of the SMC-led safe school construction because this approach adopts a holistic approach to establishing safe schools. Through capacity building and periodic review and reflection, stakeholders are now aware of all three pillars of a safe school—safe school facilities (pillar 1), school disaster management (pillar 2), and risk reduction education (pillar 3)—though the project focused most on pillar1. It was said that in Sindhuli and Makwanpur districts, some of the earlier contribution of Plan International Nepal viz. Safe School Toolkit, CSSF manual, report on Safe School Policies and Practices have helped in carrying software activities. The Inclusive Education Booklet was developed in the lead role of NCED/DoE, in the facilitation of this project which is being used for inclusive education advocacies in all educational programs within and outside of Plan International Nepal. As inclusive education and safe school approach are already mainstreamed in School Sector Development Plan (2016-2023) of GoN, it is likely that these initiatives will continue even after the phase over of the project.

With support and facilitation from Plan International Nepal's project team, a final draft of the National Safe School Policy was prepared following intense discussion among stakeholders, including educational networks, alliances and forums.

j. Unexpected outcomes of the project

The project had some unexpected outcomes, particularly (i) the replication of earthquake-resistant construction practices at the local level, (ii) a significant contribution to building local economies, and (iii) trained masons have been working as construction ambassadors for ensuring quality of construction work. Many local people visited earthquake-resistant safer school buildings and learned about and adopted the technology (especially lintels and seal bands in the walls) in their private buildings. Municipalities and VDC authorities said that they, too, plan to construct new office buildings using safer construction technologies. Many teachers also promoted these technologies while constructing their own homes. The practice of adopting the ideas of technicians and hiring a supervisor

of construction has increased. People are more aware about the rationale for and the provisions of the NBC, but not all to the same degree.

k. Contributed to local economies by providing local employment

The impact on families who worked as paid masons and laborers during school construction was very positive. The project contributed to local economies by generating considerable local employment. The project helped conduct seven-day training in its target districts. Out of the total 150masons, 13% were women and 2% were people with disabilities, who were trained were employed in the construction work during the recovery-and-reconstruction phase. They were regarded as local Ambassadors for safety of the community based infrastructures. For instance, three deaf trainees were employed at Navajyoti Bahira Basic School, Sindhuli. By using local materials and trained human resources, the project was able not only to construct safer TLC and WASH facilities on time but also to generate a regular cash flow at the local level. The construction of TLCs and upgrading of WASH facilities required both trained local masons and unskilled labor, so many people benefited in the monitory form.

From each beneficiary family, one individual worked on average 55-60 days and was paid according to the district rates for cash-for-work schemes i.e. NPR 650 per day for unskilled labor. This simply means each of the beneficiary family was able to secure NPR 35,750 to NPR 39,000. This support addressed the short-term food needs of earthquake-affected families. Under the cash-for-work scheme, schools were renovated, houses rebuilt and repaired, community infrastructures repaired, evacuation routes improved, and irrigation canals and drinking water schemes repaired and maintained. Trained masons were able to secure much work because the construction work was large-scale. Now that they are trained and experienced, these masons can command a daily wage of NPR 1100 to 1300. On average, each mason worked on school construction for 130 days. Each earned on average NPR 156000. Parents in marginalized communities cannot afford the expense of securing an education for their children, so they would rather that their children worked and thereby contributed to household income. Thus, when they found local-level employment and thereby afford educational costs, children benefited greatly.

The data also showed that each of the SMC (generally five members per SMC were active during school construction) has contributed NPR equivalent to 487,500 (5 person*15 days*10 month*NPR 650-daily wage). This is itself a huge contribution from SMCs in the volunteer basis.

3.5 Project's sustainability

While it is too early to claim for sure that the project is sustainable, the following initiatives made a considerable contribution to its likely sustainability.

a. Aligned the project's components with GoN strategies

The initiatives undertaken during early recovery under Component 1 (construction of TLCs and gender-friendly WASH facilities and provision of psycho-social counseling) were nicely aligned with the Post Disaster Relief Framework (2015). They also adhered to the principles outlined in the draft version of the Safe School Policy.

The project built strong rapport with DEOs and CLPIU/DLPIUs and collaborated with them on the technical aspects of safe school construction. The procedural aspects of engaging SMCs was exemplary: instead of contracting private vendors, the project has SMCs oversee school construction. They were regularly monitored by DEOs and DLPIUs. For the most part, feedback from DEOs and DLPIUs was well addressed by SMCs. Navajyoti Bahira School of Sindhuli and Bhimeshwor Bahira Basic School of Dolakha, for example, each built a retention wall to avoid slope failure as recommended by Sindhuli and Dolakha DEO and DLPIUs. The institutional connection between SMCs and DEOs and DLIPUs not only fostered the sort of collaborative efforts and synergy that made the project succeed but also

established a source of future support and technical backstopping. The involvement of NCED/DoE also helped for mainstreaming DRR education of school's curricula.

The project's support for building skills and knowledge through capacity-building; its supplying of education kits and its provisions for the infrastructural and WASH supports a safer school needs, the project ensure that the transition from the emergency period to the recovery phase was smooth. Its support will improve the quality of education and increase the rate of enrolment.

The project of this nature needs to impart knowledge about disaster preparedness, facilitate the preparation of hazard maps and the identification of safe locations if it is to ensure the sustainability of the safe school initiative as laid out in Priority 3 (investing in DRR for resilience) and Priority 4 (enhancing disaster preparedness for effective response) of the Sendai Framework.

The DEO, DLPIU and DUDBC officials were positive about the project and generously provided much-needed technical backstopping for the construction of school buildings. The project is likely to be sustained as DEOs and DLPIUs own it fully. The support received from the DLPIUs and DEO and DLPIU technicians during implementation has ensured that the project will get the technical backstopping it needs even after the project ends.

DEOs and DLPIUs are positive about allocating funds for O&M from the upcoming fiscal year and plan to include this cost in planning at the rural/urban municipality council level. The majority of VDC secretaries (now rural municipalities) interviewed said that they were committed to allocating some money from their rural municipality's council's funds, at least for the O&M of the reconstructed and renovated schools if not for DRR activities.

b. Ensured planning for the sustainability of the project's activities

The fact that the project trained human resources to promote inclusive education, provided psycho-social support, fostered empowerment and ownership, used locally available resources and skills, and provided learning materials established a strong foundation for the sustainability of the project's activities. It is commendable that this project trained hundreds of community people and stakeholders in the safe school approach. Trained human resource will promote inclusive education and help those traumatized by disasters. The project sensitized authorities about the need for contingency planning for EiE. The fact that locally trained masons and carpenters were employed during the construction of physical infrastructure means that O&M is well within local capacity. As far as possible, the project used local construction materials and human resources precisely to secure the future. Because they were actively engaged in the construction of schools, SMC members are competent to examine any structural problems that may arise in future.

In the future, resources for the O&M of the project-supported schools will be required. But since the schools have already received a great deal of support from Plan International Nepal, the DEOs are not likely to allocate financial support from their fiscal budget and SMCs do not have enough resources for such activities. Thus, the project needs to set up O&M funds. Since rapport with DEOs and DLPIUs has been good from the day one and construction was SMC-led, government agencies fully owned the project. For instance DEOs and DLPIUs took a keen interest in improving the governance of SMCs and reducing technical errors. The DEOs and DLPIUs in Sindhuli preventing the scouring of a slope near Navajyoti Bahira Basic School and in Makwanpur resolved a land conflict between Shanti Bahira and Sustha Shrawan Basic School and another school catering to mentally disabled children.

SMC members and teachers who have promised to regularly convey messages about disaster preparedness will contribute to the transfer of knowledge about disaster preparedness, thereby making all newly constructed schools model safe schools. Special schools need to increase their student enrolments so that they operate at full capacity. Unless they do so, their facilities will be underused. Thus, they must adopt concrete plans to ensure the best use of the resources they have.

c. Ensured that the project's achievements and successes would be continued

The entire project's implementing partners tried to promote the achievements of project through organizing interactions, arranging visits and engaging in advocacy. The project, in coordination with the CLPIU, DLPIUs and the DUDBC, enhanced the capacity of 36 engineers from 19 districts to construct safer schools by training DLPIU members, thereby creating increasing the likelihood these institutions would adopt the safe-school construction approach in and around the project's districts.

Credit should be given to the efforts in advocacy of Plan International Nepal and NSET. Thanks to them, the CLPIU officially recognized the project's school design as one acceptable design for replication. At the district level, DLPIUs played an active role during the selection of schools, the selection of sites within school premises, school construction and technical monitoring. Their initiatives helped spread the safer-school concept widely and to encourage other. For instance, the head teacher of Indreshwori School closely observed the construction of a project school and shared the approach at meetings with resource centre/DEO to replicate the good initiatives of safe schools. Staff at resource centers were sensitized to measures to implement to make schools inclusive. During the evaluation, DLPIU representatives said that they had recommended the project's design and approach in other places. The engineer from Sindhuli DLPIU had a high opinion of the model, *"I am fond of the school. I think it suits the context of Nepal. I recommend this design and approach to all schools which have abundant land and are accessible by road."* The meaningful participation of academic institution like KU, networks like NFDN and GoN further helped in the sustainability of the initiatives. However, the involvement of DPOs at project's districts during implementation was inadequate which one of the missed opportunities was.

In partnership with the NFDN, the project successfully advocated for disability inclusion, which included inclusive education with respect to CwDs, disability inclusion in the reconstruction program, an inclusive school reconstruction program, and contributions to inclusive education policy guidelines. This initiative was beneficial in demonstrating the need for inclusive education and helped to increase access to and control over education services. Similarly, the project's collaboration with KU and the Disability Research Center fostered partnerships to promote provisions for disability inclusion in different statutes and policy frameworks regarding education. The policy brief "Inclusive Education in Practice for Children with Disabilities" highlights several constraints, including (i) inadequate understanding about the legal provisions for scholarships and the roles of different organizations, (ii) difficulties in classroom teaching, administering exams and securing access to libraries and books, (iii) inadequacy of appropriate school infrastructure, (iv) prioritizing students with disabilities in class, (v) inadequate scholarships schemes for CwDs, (vi) lack of extracurricular activities, (vii) a limited data base and weak monitoring at the district level, and (viii) inadequate teacher's orientation and training in inclusive education and disability management. The mapping of these constraints were advantageous in identifying gaps and offering ways forward.

Members of the SMC of Shree Bhimeshwor Bahira Basic School of Dolakha shared that, after NFDN visited their school, NFDN members started using the school as an example to educate others about the need to construct inclusive infrastructures. Together NFDN, Handicap International and Plan International Nepal advocating the need of disability-friendly schools. They use the project schools as an example, hoping they have built sufficient momentum to carry the initiative forward. At the central level, Plan International Nepal offered the project schools as concrete evidence of the need to promulgate a safe school policy. Plan International Nepal is a pioneer in and leader of the safe school movement in Nepal and will continue to advocate for safe schools through its regular programs (Safe School projects in Sindhuli and Makwanpur and DIPECHO projects). It will also continue to use the forum Safe School Promoter Group to share its achievements and influence additional stakeholders to replicate its success.

d. Maintained good coordination and linkage with line agencies

The project maintained good coordination and linkage with line agencies for the cross-fertilization of knowledge about safer schools. SMC members and implementation partners are well aware of about

the planned completion date of the project because a notice board announcing that fact is displayed at each school. Though the schools still do not have comprehensive exit plans which define new roles and responsibilities and identify future resources, they were aware of the types of roles and responsibilities they must assume following the exit of the project.

In all project districts, government authorities admired the good coordination accomplished by the project during all of its stages, from inception to follow-up. As Plan was the leader of the Education Cluster and the district lead support agency (DLSA) in Dolakha, it was able to use its high profile to expedite its activities. The project adhered to the decisions of the Education Cluster in selecting 20 VDCs during the early-recovery and three schools during the recovery phases respectively.

In its efforts to promulgate a safe school policy, Plan International Nepal has had the privilege of interacting with high central-level officials and having its voice heard at national level. Government authorities were not merely observers and helping hands but also active stakeholders in and beneficiaries of the project. The project helped strengthen the capacity of the government's human resources to understand and implement safe and inclusive school activities at the community level. For instance, Plan International Nepal, together with Handicap International, was helped capacitate DEO representatives and teachers in inclusive education. The project team shared regular updates of project progress with government agencies and requested them to join monitoring visits to project areas. Because it has regular programs and other safe school projects in Makwanpur and Sindhuli, Plan International Nepal was linked closely to the DLPIUs in those districts. The DEO in Dolakha was not fully satisfied with the project, however, as the project, while it had actively involved the DEO and DLPIU in school design, did not seek its input during the construction process. Nevertheless, majority of Dolakha stakeholders were aware of project activities in their district. A manual on the SMC-led school construction has been developed as reference material for wider dissemination; it is hoped it will lead to the scaling up of this approach.

e. Contributed to building disaster resilience and ensuring education continuity in future disasters

The project built disaster resilience and helped ensure educational continuity in the case of any future disaster through orientations, interactions, review-and-reflection sessions and training. The project was successful in sensitizing its stakeholders to the fact those disaster preparedness activities, including the construction of safer learning facilities and building the awareness of children, teachers and communities, are the best approach to building resilience to disasters. To be so persuasive, the project demonstrated how to construct safe learning facilities and made learning materials available. Training human resources at the government, school, and community levels in safe and inclusive schools, disaster management, and masonry respectively empowered all these stakeholders in disaster resilience. Now that they have human resources trained in psycho-social counseling, schools are more likely to be able to support the rapid recovery of students.

There was some evidence that children had put their knowledge into action by being advocates for DRR actions. There was also emerging evidence that government and local stakeholders now recognize that children have a right be heard and participate in disaster planning. The project sensitized stakeholders to the need to uphold children's rights to inclusive education and participation in DRR planning and action at the school level. As discussed earlier, Handicap International. NFDN and Plan International Nepal fostered inclusive education by developing a handbook on inclusive education which is being used as training material during teachers' training sessions.

Since they have minimal internal financial resources, SMCs are unlikely to be able to manage enough resources to continue to promote access to education. The project needs to build the capacity of SMCs to map out and mobilize resources if it is to ensure educational continuity. The project has made SMCs aware of the need for both school-based disaster management and contingency plans in order to leverage resources. SMCs were also aware that they could access resources by mainstreaming school-based DRR activities in their SIP. However, the evaluation team did not find any

evidence that either disaster management or contingency plans had been adopted in fullest scale. That said, a few SMCs said that they intended to include DRR in the SIPs they adopt in April-June, 2074 BS.

4. Participation and inclusion

Project's stakeholders during evaluation consultations confirmed that the project reached the most marginalized and vulnerable children, including CwDs, youth, Dalits and other marginalized groups by enabling them to participate meaningfully in the project activities. Through TLCs, WASH, psycho-social counseling, and advocacy for inclusive education, the project reached marginalized and vulnerable children. The issues, concerns and needs of children and other groups were accommodated while designing the project and, in later phases, regular meetings, discussions and interactions at the school and community levels ensured their continued participation. The participation of children increased because the project adopted an enabling approach which include the use of songs, art, and mapping. Interaction with children could have been extended with the addition of drama and other role play and children's own photography and video-making. Stakeholders now understand that children have to participate in project activities. The reasons they offered were (i) it is a human (and a child's) right to participate and express views, needs and experiences, (ii) children have their own views, and (iii) children have different needs and experiences that must be addressed according to individual's needs, not through a one-size-fits-all model.

Stakeholders consulted and the minutes of SMC meetings revealed that there has been an increase (in both quantity and quality) in the participation of girls, CwDs, Dalits and other marginalized groups in the project's activities. These groups were also involved during the situation assessment, planning and implementation phases of the project.

5. Accountability and transparency

The project's transparency and accountability was fostered because Plan International Nepal and its partners and SMCs shared and discussed organizational strategies, procedures and processes as well as the plans, budgets, mandates with stakeholders at SMC meetings. Though such meetings are to be held monthly, they were not regular. The project also had an effective mechanism for receiving and incorporating feedback from stakeholders because it monitored the project's quality regularly.

A variety of tools were used to promote accountability. They included the erection of notice boards at each construction site, the placement of DFAT logos at each school site, the execution of social auditing and public hearings, the provision of clear books and account to each school, the requirement to keep written documents of financial transactions. Even though social auditing is only being executed at the end of the project, all the stakeholders consulted during the evaluation expressed their satisfaction with the level of financial transparency in the project.

The project ensure that funds would be deposited directly into individual SMC bank accounts. These accounts can be operated only through the signatures of at least two of four signatories, those of the head teacher, SMC chair, SMC member and school accountant. Financial transactions were conducted using bank cheque and bank statements were submitted with financial reports. Five sub-committees were formed under each SMC: (i) construction, (ii) procurement, (iii) stock/storage, (iv) account and (v) monitoring. These sub-committees not only divided tasks but also helped in checking and balancing each other's activities and in curtailing the practice of blaming others. All sub-committees were involved in every financial transaction. For example, the construction sub-committee would prepare a list of materials to be procured, and the store/storage sub-committee would verify the status of the stock. Then the procurement sub-committee would buy the materials and the account sub-committee would pay the vendor. Finally, the monitoring committee would ensure all procedures were intact and fair. This mechanism was an excellent way to maintain programmatic and financial transparency.
In order to help make the procurement system at the central level transparent, At the beginning of the project, there was a discussion to build transparent procurement process by involving all SMCs,

NSET and Plan International Nepal, this approach, however, was withdrawn because it was quite challenging to gather all for every decision. The project did not establish a mechanism to redress complaints through a complaint box. In any case, some stakeholders think this is a poor approach anyway because too many people are illiterate or have only a rudimentary education. If complaints have to be written by someone else, then their whole point—confidentiality—is undermined and it is possible that a complaint can be "leaked," thereby leading to a disruption of social solidarity and a breaking down of social relationships.

The project's M&E system was functional and M&E reports that showed the project's status were generated in a timely fashion. The project was fully compliant with DFAT policies and monitoring and evaluation framework. Accountability was scaled up once stakeholders accepted that children and youth also had the right to voice their opinions. Children's participation increased as a result and they, too, participate in the community validation of project results with stakeholders.

Transparency and accountability are necessary to win the trust of communities and districts. In the past, however, people's faith in many projects was eroded either because their operational structure was weak or because projects did not sharing their plans, mandates and budget in a transparent manner. In contrast, it is precisely because this project was transparent that stakeholders' participation in implementation was meaningful. Having local masons build the schools and using local materials were also helped win the trust of locals and contribute to the local environment. The project also acknowledged DFAT's policy to safeguard the environment while choosing a site and extracting materials for the construction of safe schools. While collecting sand, pebbles and boulders from river beds and extracting the stones from foothills, care was taken to choose locations that would have no adverse environmental impacts in neighboring communities. While selecting school sites for constructing new buildings, there was a mechanism to ensure that the fewest possible trees would be cut down.

In order to build the capacity of SMC members in bookkeeping, a one-day training workshop was organized to provide knowledge about and skills in project management and financial issues, including bookkeeping, materials procurement, collecting quotations, and tendering. The training covered essential topics, but trying to squeeze everything into one day proved to be difficult. One day was simply too limited a duration. Another weakness is that only 33% of SMCs have a full-time accountant and 67% have part-time accountants (refer Annex-4). It was good to see that each SMC maintained a number of different accounts, including accounts for revenue, savings, expenditure, advances, and inventory as well as a monthly account book.

The monitoring system of the project was robust; indeed, Plan and its partners used five layers of monitoring. DFAT, the donor, monitored the project's progress by reviewing progress reports, visiting the field, and following media coverage of the project to ensure that it provided value for money. Plan Australia and Plan NCO monitored the project against objectively verifiable indicators and other means of verification. The project monitored target vs. achievement, DEOs and DLPIUs engaged in the technical monitoring of school construction, and SMCs monitored the project on day-to-day basis.

Though other agencies are working in the same VDCs that the project does, there was no duplication of resources because the project shared the list of beneficiary, types of plans and program and budget in the transparent manner. There was no evidence that women and girls were exploited during the project's implementation and good management of project services maintained the dignity, confidence, and self-esteem of all beneficiaries. Supports helped maintaining privacy and reduce people's trauma by lifting their spirits and increasing their self-esteem and confidence.

6. Best practices and lesson learned

The project generated substantial good practices and learning, as discussed below.

6.1 Best practices

a. Joint monitoring visits

Joint monitoring visits by DEOs and CLPIU/DLPIUs engineers, Education Cluster members, NSET engineers, Plan staff and DFAT to see the construction of schools ensured that supervision of school construction was top-notch and fostered the cross-fertilization of knowledge. Having SMCs lead the physical construction of schools inculcated feelings of ownership and empowerment. Their involvement not only strengthened the technical capacity but also ensured the sustainability of the work.

b. Inclusive education

The inclusion of disability-friendly practices in both the structural and the non-structural components of the safe school approach fostered inclusive education. Balancing the two components helped to translate inclusive education approach into practice through advocacy and back-to-school campaigns. This approach increased to school among vulnerable children, especially girls and CwDs.

c. SMC-led safe school construction

Working through SMC not only fostered community ownership and sustainability but also reduced the otherwise significant risks associated with the timely and good-quality construction of school buildings. This approach also encouraged people to build education infrastructures by themselves and to take the initiative in making communities safer. Parents now feel more empowered and enabling environment for education has been established. Translating the DoE's guidelines for designing and constructing special and integrated resource schools and adopting earthquake resistance technology reinforced the 'safe school' notion. SMC-led safe school construction also improved internal governance systems and strengthened the accountability of schools and SMCs.

d. Flexibility in plans and budgets accommodated the emerging needs of beneficiaries

The project's approach of 'leaning by doing' is a good practice as such flexibility helped the project to accommodate the emerging needs of beneficiaries. Because early planning cannot fully foresee the emerging needs and constraints of the beneficiaries or know exactly how successful efforts will be, being able to adjust both plans and budgets internally was very helpful indeed. Drafting an agreement addendum in a participatory way is an example of flexibility in planning.

e. Comprehensive structural and non-structural facilities for a complete education system

Emphasizing both structural facilities (safe school buildings, school grounds, compound walls, and retaining wall to reduce the risk of landslide damage) and non-structural facilities (WASH, easy access for CwDs, playgrounds, laboratories, computer facilities, education kits, learning materials, furniture, sport and musical equipment) helped create a complete education system. Comprehensive facilities reduced physical vulnerability and promoted good-quality, inclusive education. The use of HVCAs sensitized stakeholders to the need for non-structural assessments too.

f. Inter-school monitoring visits

Encouraging SMC officials to learn from each other's good practices and learning, even though such interaction was only informal, helped a great deal. It created a spirit of friendly cooperation in the shared aim of improving the quality of education and promoted the cross-fertilization of knowledge and experiences.

6.2 Lessons learned

a. DRR knowledge is disseminated broadly if schools are seen as a means not an end

Because school children are important agents of change, providing DRR knowledge to them results in the speedy dissemination of that knowledge. Children transfer information about DRR to their parents and guardians, who, in turn, circulate it throughout the community.

b. ECAs help to foster DRR knowledge if DRR education is built into them

ECAs are important because they stimulate students' interest in school safety, DRR activities and encourage high levels of participation. The formulation and use of a solution-centric curriculum could reduce disaster risk remarkably because such a curriculum promotes'we-can-do' feelings. BCC materials further cement DRR knowledge if they are entertaining. ECAs foster DRR knowledge if DRR education is built into ECA curricula.

c. People buy new technology if properly sensitized in advance

Before introducing a new technology (earthquake-resistant schools, disabled-friendly infrastructures, etc), it is essential to sensitize and empower communities by conducting drills and interactions. People are enthusiastic about new technology if it uses locally available resources. Training masons created a group of 'local engineers' who can adopt and replicate the new earthquake-resistant technology in a sustainable manner.

d. Policy advocacy is strong if local-level issues are appreciated in national forums

National-level joint workshops are an effective way of promoting sharing and learning about as well as for policy advocacy and lobbying for the safe school concept. It is good to see that the 'Advocacy Strategy' developed by the project would be milestone for the advocacy initiatives in the future. Evidence-based advocacy would be stronger if local level issues such as potential hazards in and around the school and their likely impacts, scale of vulnerability and risks, and physical location of school, etc were better documented and more tailored to the nature of the readership at the national level.

e. Training is more effective if it addresses children's issues

The effectiveness of capacity-building (orientation, meetings, debate and discussions, trainings) initiatives was high as participants were selected based on agreed criteria: interest, age, proven knowledge, and willingness to share major learning with others. If the content of training suits the needs of child participants, the knowledge and skills children they acquire remain deeply rooted in their minds. Learning was greater when capacity-building initiatives were seen as a 'process', not an 'event'. Children's participation increased when capacity-building initiatives were organized on weekends. The provision of life-saving equipment increases the value of training. Providing essential equipment not only increased interest but also enhanced participants' confidence and self-esteem.

f. Drills, street theatre and video documentary dispelled the false belief that mitigation activities alone suffice

Through the use of drills, street theatre and video showings as well as training and orientation, people's perceptions towards preparedness was changed. People who were once in favor only of migration works now advocate for capacity-building and empowerment and work to convince others that 'prevention is better than cure'.

g. Addressing multiple hazards captures the interest of people

Though the project's focus was largely on earthquakes, it increased the interest of project communities by providing information on other hazards, including flood, landslides, fires, windstorms, thunderstorms, and epidemics.

h. Software activities that lead hardware activities promote community empowerment

Teaching and learning activities in schools may be disrupted once construction activities start but SMCs tried to minimize such disruption. This fact suggested that if software activities direct hardware activities, the negative impacts of hardware activities can be minimized and communities empowered.

i. The success of a CFSS depends upon the variety and adequacy of learning materials

The sustainability of a CFSS depends upon (i) the level of coordination with the child welfare and education office and other relevant stakeholders, (ii) the preparation of playthings locally, and (iii) the organization of review-and-reflection meetings with parents on a monthly basis to review progress and collect feedback and suggestions. The effectiveness of CFSSs depends upon the quality of their female facilitators and counselors and on how well structured the schedule of extracurricular activities is.

j. Confidence of teachers and students increases if schools are safe

The construction of new school buildings not only decreased physical vulnerability but also increased the confidence of teachers and students, thereby improving the quality of education. The returns on the investment in building safe schools measured in benefits to children, including psychological relief, are many times greater than the cost of that investment. Interaction with deaf children would be more meaningful if DEO and project staff were familiar with basic sign language and could communicate directly with them.

7. Conclusions

The project contributed significantly to inclusive early recovery in education and building back safer schools for all. Its performance was excellent: it came very close to fulfilling all its anticipated results.

Inclusive early recovery in education was ensured through the provision of teaching-learning materials and the construction of TLCs and WASH facilities. Building the capacity of teachers and ECD facilitators was instrumental in generating policy advocacy in favor of CwDs to ensure that they would be educated and benefitted from safety measures increasing their access. Psycho-social counseling was beneficial in reducing trauma and restoring schoolchildren to normalcy. Policy advocacy at the local, district and national levels fostered inclusive education, particularly that targeting CwDs, and the back-to-school campaign was rendered successful by improving the facilities of schools.

The establishment of child-friendly spaces in which community-based child protection mechanisms were established and strengthened prevented children from being trafficked or forced to work and also fostered their rights. TLCs helped children resume their schooling immediately, thereby reducing the risk of their wandering here and there, and increasing the risk of exploitation. The trauma and distress associated with the destruction of school buildings was also reduced through the rapid resumption of classes. TLCs fostered EiE by making it possible to run right-to-education campaigns even before schools were rebuilt. The educational materials provided both to schools and to students have also fostered the quality of education. With improved WASH facilities now available at schools, water-borne diseases have decreased and personal hygiene and community sanitation have improved. Policy advocacy has enabled children's voices to be heard and increased the participation of children in DRR initiatives. The net result is not only greater disaster resilience but also less psychosocial trauma.

A total of 98 classrooms of 12 earthquake-resistant schools were constructed; all used DoE's designs and secured the approval of this department. The improved physical infrastructures helped mitigate the psycho-social problems of both teachers and children by building their confidence in the strength of the structure. By delivering child-centered lessons, teachers were able to provide students with the sort of fear-free environment that improves the quality of education. Although documentation of the SMC-lead construction approach should have been carried out to help the project increase its visibility, boost the chances of the project's being replicated, and strengthen accountability, a record of the

process was not adequately kept. Even so, since government officials were involved in the project's capacity-building initiatives and monitoring, the technical human resource capacity of the DoE and DEOs was increased. Officials can now better support, implement, improve and monitor national policies and guidelines regarding the construction of safe, inclusive and resilient schools. Importantly, the project adhered to the key elements of the CSSF framework' in its design and was thereby able to collect local- and district-level policy advocacy issues and fit them into national-level safe school and inclusive education-related policy initiatives.

The project would have been better if it had emphasized school-based DRR, fostered knowledge through capacity-building endeavors using a process approach, treated software activities as the "means" of securing the hardware component, or "end," mobilized the media to disseminate the project's good practices and learning, involved DEOs/DLPIUs, and other stakeholders in different phases of the project for technical backstopping and resource leveraging, provisioned for knowledge management initiatives, and placed more emphasis on evidence-based policy advocacy for inclusive and quality education.

Given how beneficial it was, the SMC-led safer school construction approach should be scaled up with an emphasis on wide ownership and long-term sustainability. The approach adopted should continue to include multilayer and multifaceted interventions as such interventions were the driving force behind positive impacts at different levels. All the key components of the project were relevant in the context of Nepal and they should be continued in one way or another in the future projects.

8. Recommendations

Based on the overall findings and conclusions, the evaluation makes the following recommendations for improvement of the project as well as directives for future project's development.

8.1 Component 1: Inclusive Early Recovery in Education

a. Select NGOs that are familiar with the CCDRM and CCCD approaches

The majority of the stakeholders admired the work of CEEPARD (local NGO) in Dolakha (component 1) because its approach to social mobilization was excellent. CCDRM and CCCD approach are crucial for developing a good understanding of the child-centered approach of this project. To build understanding and ensure that all stakeholders have conceptual clarity regarding CCDRM and CCCDA, the project should select relevant NGOs which have proven experience in these issues and arrange suitable capacity-building measures. This provision is necessary because working with children requires special skills that some NGOs do not have.

b. Capacity-building of teachers and ECD facilitators

To boost the confidence of CwDs, more than building safe schools with disabled-friendly infrastructures needs to be done. The capacity of teachers and ECD facilitators to provide advanced psycho-social support to reduce stress and trauma, especially during the post-disaster period, should be strengthened. Stress and trauma are healed when children are able to interact and share their feelings in groups and with their peers at school. The wounds of a disaster are not easily healed: overcoming its psychosocial impacts can require several years of counseling, may be longer treatment than any one particular project can provide.

c. Education about child protection

The project's stakeholders, particularly the SMC and PTA members have a good understanding of child protection in general, but not all have the depth of knowledge required. To internalize child protection rights at the same pace and level SMC members, teachers and students must be further educated child protection. The violation of child protection rights during emergencies is commonplace because these rights are not known or are ignored and their violation often unreported. Equally, SMC members, teachers and students should all understand the importance of EiE.

d. Contingency plan for filling the gaps which arise from high staff turnover

In the beginning, the project was suffered from the high turnover of junior staff, especially in Sindhupalchowk and Sindhuli districts. The loss of experienced staff slowed the progress of the project. The momentum of software activities and advocacy is often disrupted when staff is changed frequently. To avoid such undesired hiatuses, contingency plans should be prepared and staff better capacitated internally. Many interactions should be in place between program and project's staff for sharing and learning.

e. Roll out safe school and inclusive education-related guidelines

The stakeholders acknowledged the suitability of the project's design for safe schools and inclusive education and efforts to develop he guidelines for achieving both these aims. For the wider dissemination and scaling up of both approaches, Plan International Nepal should roll out such guidelines through orientation, training, debate and discussion, all approaches that themselves serve as models of ideal participatory project approaches. Relevant behavior change communication materials that suit the local context and culture should be developed and circulated following a simple orientation because, if properly disseminated, such materials can reach many more people than training can.

8.2 Component 2: Building Back Safer Schools for All

a. Non-structural assessments

The project's design includes non-structural assessment within its scope. Upcoming projects should more intensely discuss such in the training curricula because they are very important. To boost ownership, SMCs and school-based DMCs should operate in a fashion that encourages non-structural assessment; they should serve as leaders in this area. New buildings alone will not fully eliminate the risk of disaster. Any future projects should cover issues like the trimming of tall trees within the school vicinity, building of protection walls, maintenance of slippery areas near school toilets, removal of hanging materials, and preparation of a second door as an emergency exit, all measures the project implemented to reduce the multiple risks that schools face.

b. Development of the capacity of SMCs

To scale up the SMC-led safe school construction approach, SMCs need to build their technical, financial and managerial capacity based on the 'safer school construction guideline' developed so that they can operationalize their resources strategically and understand technical language. This guideline should also be disseminated through the media. Without these skills, SMC members are often depend upon technicians. SMC members should be involved during the formulation of contingency plans and educated enough so that they know how to follow their contingency plans to continue education in future emergencies.

c. DRR-led ECA and drill should be seen as process not for an event

School-based ECAs like essay writing, quizzes, art competitions, and debates on the topic of school and home safety are key to raising DRR awareness. Child-designed and painted murals can be used to communicate earthquake-safety messages within the school vicinity; producing a wall magazine would also help. Earthquake drills should be organized as part of ECAs and child clubs should be involved in writing the text and performing dramas. Because schools are considered a forum for transmitting knowledge about DRR, it is essential that DRR become a part of school curricula. DRR-led ECAs and drills should be seen as processes, not one-time events. The project could manage a first aid box, stretcher, fire extinguisher, and basic search-and-rescue materials in a tin trunk for use during emergencies. An orientation on when and how to use materials and equipments is required. Not having had one was a significant missed opportunity.

d. Share plans for proper enforcement

The project should form school disaster risk management plans, safer school plans, and mitigation plans and share them with stakeholders without delay so that these plans are not seen simple as "farewell gifts." These plans should be shared at the meetings of DEOs/DLPIUs, rural/urban municipality council meetings so that officials can see the risks and can leverage resources to execute the plans. To reduce risk, each plan should also include a right-to-safe-schools campaign and response plans. DEOs, DLPIUs and political parties need to be more actively involved to ensure that there is both commitment to and resources for 'DRR through school'.

e. Consideration of hazards other than earthquakes

Though the project invested a large proportion of its total resources in school building construction to make schools earthquake-resistant, more attention to other hazards like windstorms, fire, lightning and epidemic are required. Future projects should include funding for the installation of a fire alarm, an earthquake alarm, and lightning rods to reduce the risk. Installing blinking lights in classrooms and toilets would increase the safety of deaf children. All these changes can be incorporated for no more than NPR 300,000 per school. Not to have insisted on this measure is a significant missed opportunity. Considering the high risk of windstorms and the damage already caused to falls ceilings, the project should replace the ceilings with perforated panel board and clamped in a steel frame. To ensure good sanitation in and around school toilets in the long term, school construction should integrate rainwater harvesting technology.

f. Social audits and public hearings in periodic basis

Social audits and public hearings should be seen as a process not an event. To foster transparency, social audits and public hearings should consider both programmatic and financial aspects and be carried out thrice, at the beginning, middle and end of the project. Transparency usually creates trust among stakeholders, thereby giving a boost to both accountability and participation, which are two major indicators of success of a project. Waiting until the end does not result in sufficient learning.

g. Sharing of project learning with a wide audience

Project-generated learning and good practices should be shared in different networks in order to cross-fertilize DRR knowledge and promote resource leveraging. Unless sharing is made part of the project, it will remain inadequately visible and many development partners and agencies will not be made fully aware of its commendable efforts. Plan International Nepal should mainstream the project's good practices and learning as it relates to program development in general as well as in designing similar projects in the future.

h. Balance of software and hardware activities

Hardware activities rely on the effectiveness of software activities, so hardware activities should be implemented only after software activities are. In this project, however, expenditure on software activities was far below what was planned and did not always precede hardware activities. Instead, to improve functionality, software should be seen as the canal, or conduit, and hardware activities as the water that can flow through those canals. Future projects should consider this approach/philosophy learning from this project.

i. Provision of monitoring costs and third party monitoring

DEOs should lead the joint monitoring system in coordination with the Department of Urban Development and Building Construction (DUDBC), members of Education Clusters and SMCs, and trained mason networks to ensure that schools under construction fully comply with the NBC and to enforce punishment for violations. To secure the additional human resources needed for prompt monitoring, the DEO could increase the amount of funding allocated per square foot slightly while approving proposed designs for schools. In each district or even village, a network of trained masons should be established to discourage those who are unskilled from engaging in building construction. To eliminate the misconception that implementing the NBC is very expensive, the DEOs and DLPIUs should educate SMCs and PTAs regularly, in part by mobilizing the media. A third-party monitoring

mechanism for technical quality should be in place; an institution other than NSET, DLPIU or DUDBC should be in charge.

j. Develop a basic DRM guideline in sign language

Physical facilities alone are not sufficient for deaf children; the project should facilitate the development of a basic DRM guideline in sign language and use it to orient deaf children to early warning systems and safe DRR practices. To ensure the sustainability of the project, DEO and DLPIUs officials need more training in the contemporary issues of school based DRR, inclusive education, and national policies and guidelines for school construction. Focusing on policy advocacy and campaigning, Plan International Nepal should continue the momentum toward a 'disabled-friendly inclusive education' in collaboration with HI, NFDN, KU and other like-minded organizations.

k. Establishment of an O&M fund and develop exit strategy

Considering the multiple hazards in the project areas and their likely adverse impact on newly built schools, a mechanism should be developed for the establishment of O&M funds by mobilizing resources from DEO's fiscal budget, rural/urban municipal councils' annual budget, schools' internal resources, and surplus budget from this project. An O&M fund is required to ensure that education is continued after small-scale emergencies. In order to strengthen the sustainability of the project, an exit strategy should be developed right after the mid-term review. Knowing in advance how and when the project will end will familiarize stakeholders with their ultimate responsibilities, thereby enabling them to easily take over the project and ensure it reaches a logical end.

Annex

Annex-1: ToR for Final Evaluation of 'Building Back Safer School for All Project

1. INTRODUCTION

Plan is an international, humanitarian, child-centered community development organization without religious, political or governmental affiliation. Plan strives for a just world that advances children's rights and equality for girls. Plan International has been working in Nepal since 1978, helping poor children to access their rights to health, education, economic security and protection.

Following the massive earthquake on 25 April 2015 and a second one on 12 May 2015, Plan International Nepal has been supporting earthquake affected children and communities as emergency response, early recovery, and reconstruction and development program, enabling affected people to secure their rights to life with dignity. The program focused on addressing WASH, education, shelter, health and nutrition, livelihood, and child protection of the most affected households in Dolakha, Sindhupalchowk, Makwanpur and Sindhuli districts.

Building Back Safer School for All is a project supported by the Department for Foreign Affairs and Trade (DFAT), Australia through Plan Australia. The grant order signed on May 2015 of total budget value A$5 million to support the project for the period of 18 months (May, 2015 – November, 2016) as a part of post-earthquake emergency response program. The project has two separate but complementary components - Inclusive early recovery in the education sector (12 months) and Building Back Better and Safer Schools for All (18 months). The component 1 was focused on 20 Village Development Committees (VDCs) of Dolakha –one of the worst affected districts.
On November, 2016, DFAT and Plan International agreed to extent the project period 'no cost extension' until the 31st May 2017.

The project has multiple layers of partnerships both at national and local levels: at national level: Ministry of Education (MoE)/CLPIU and Departments, National Society for Earthquake Technology (NSET), Handicap International, Kathmandu University, National Federation of Disabled Nepal (NFDN) etc likewise, at local level- Local NGO (CEEPARD), DPOs, District Education Office (DEO), School Management Committees (SMCs) etc.

Component 1: Inclusive Early Recovery in the Education is being implemented 20 Village Development Committees (VDCs) of Dolakha through 133 schools. This component has the following objectives:

- Increase access to education for approximately 17,213 children (8,089 boys and 9,124 girls) through the support of teaching learning materials to133 schools, construction of 167 Temporary Learning Centers (TLC) (some schools will have more than one TLC) and 81 WASH facilities.
- Increase the capacity of 400 teachers and 16 Early Childhood Development (ECD) facilitators to educate (particularly children with disabilities (CWDs)) and provide basic psychosocial support to students.
- Conduct advocacy focused on inclusive education with reference to CWDs, and safe schools, back-to-school campaign to reach at least 1200 parents and disability inclusion in education system at the local, district and national level.

Component 2: Building Back Safer Schools for All is being implemented in six districts: Dolakha, Sindhupalchowk , Sindhuli Makawanpur , Lalitpur and Kathmandu . The project has the following objectives:

- Design and construct model and integrated resource schools following the Department of Education (DoE) guideline, adopting earthquake resistance technology and document them as

process documentation of school for replication and strengthening accountability in the target schools in the district.

- Strengthen technical human resource capacity of DoE/District Education Office (DEO) to be able to support , implement, improve and monitor the national policies and guidelines for school construction ensuring safe, inclusive and resilient schools.
- Contribute to strengthen the implementation of safer school construction framework (including technical and financial resources at the national and district levels), and changes made to policy and legal frameworks as necessary and in line with global Comprehensive School Safety Framework.

The geographical coverage of the project is as follows:

Table 1. Geographical coverage: 6 districts, 25 VDCs/4 municipalities

District	Municipalities/VDCs
Component 1	
Dolakha	Bhedpu, Bhusapheda, Boach, Dandakharka, Dudhpokhari, Fasku, Ghyangsukathokar, Katakuti, Lakuridanda, Lapilang, Magapauwa, Pawati, Sailungeswor, Sundrawati, Sunkhani, Suspa Chhemawati, Khare, Orang, Bulung, and Laduk
Component 2	
Dolakha	1. Shree Bhimeshwor Bahira Primary School, Bimeshwor Municipality 2. Shree Sitka Secondary School, Sunkhani **3.** Shree Nabin Secondary School, Bushafeda Bhusapheda
Sindhupalchowk	4. Indeshwori Higher Secondary School, Melamchi Municipality 5. Shree Shipa-Tindhara Secondary School, Bhotshipa 6. Shree Hira-Devi Lower Secondary School, Sindhupalchowk
Sindhuli	7. Navajyoti Lower Secondary, Kamalmai, Ward 6, Jase Damar Kamalamai Municipality 8. Gaurishankar Higher Secondary School, Mahadevstahn VDC
Makwanpur	9. Shanti Bahira and Shurtha Srawan School, Hetauda Municipality 7. 10. Gitawora Lower Secondary School Chhaitwan VDC 8
Kathmandu	11. Gokarneswor Municipality, Kathmandu
Lalitpur	12. Magargaun Higher Secondary School, Shankhu VDC Lalitpur

2. OBJECTIVES OF THE EVALUATION

The focus of the evaluation is to provide an independent assessment of the project's impact. The main objective of the final evaluation is to asses to what extent the project has reached its overall goal and expected outcomes as stated in the project documents, and logical framework. (Logical framework and narrative proposal to be provided upon request.)

By identifying and triangulating project's inputs, outputs and outcomes the study will explore how relevance, economic, efficient, and effective, inclusion, accountability and sustainability the project's approach was and if it represents good value for money. Additionally, the evaluation team will explore if the approach has been sustainable and inclusive for people with disabilities.

In addition, the evaluation will put special focus on investigation of benefits for girls and CWDs in emergency/disaster to inform future Plan's proposals and approaches. Needed.

The overall evaluation exercise will focus more on how the project, its activities, engagement and approach contributed to recover (schools and education system) from the Earth Quake and establish a safer and inclusive school construction practices and promoted the same.

3. SCOPE OF WORK

The study team/Consultants will cover all the objectives under Component 1 and Component 2 of the project. It will be conducted in sample areas (but all the districts) agreed upon by the

evaluators/consultants, Plan International Nepal and DFAT. It will cover the period from the date of project commencement (May 2015) to the time of this evaluation. The framework to be used for the evaluation should be 2013 ALNAP Pilot Guide for Evaluation of Humanitarian Action (available at www.alnap.org) and be aligned with DFAT's Monitoring and Evaluation Standards. Suggestive key questions pertinent to the project under various themes are listed in Annex A.

4. METHODOLOGY

The evaluation should follow a mixed-method approach that would include quantitative and qualitative methods. A part of the method must be a KAP survey to assess the project beneficiaries' understanding on education in emergency, inclusive education, disaster resilience, and safe learning environment. The team/consultants should submit a proposal indicating the framework, appropriate data collection methods based on key questions, tools, sampling criteria, sample size drawing from minimum 95% confidence interval, processing and analysis of data and a detailed work plan for the evaluation.

Upon signing of the contract, the evaluator, and Plan will have an inception meeting to ensure that both have the same understanding of the evaluation objectives, how these objectives are to be achieved, and when. Based on the agreements during the inception meeting, the evaluator will prepare an inception report, to be submitted within five days after contract signing. (See Section 5 for the contents of the inception report.)

It is expected that the evaluation team will use gender-aware and participatory approaches to seek the views of beneficiaries and, where appropriate, non-beneficiaries. Inclusive techniques will be expected of the evaluators, to seek active participation in the evaluation by beneficiaries and stakeholders at the different levels. A minimum number of case studies along with topics (such as gender transformative works) to be prepared during the evaluation should be proposed.

5. DELIVERABLES

The following deliverables are expected:

5.1 Inception report

The inception report should be composed of the following as minimum requirements:

- Background: This section should summarize the context in which the evaluation is taking place.
- Action to be evaluated: This section should show that team members understand what the action to be evaluated consists of.
- Purpose of the evaluation: This section should summarize team members' understanding of the purpose and objectives of the evaluation and the use to which it will be put, and explain how this has influenced their choice of methods.
- Methods: This section should set out the methods the team proposes to use to gather and analyze data to answer the key evaluation questions.
- Evaluation questions: This section is only necessary if the evaluation questions are reworked by the evaluation team.
- Evaluation matrix: This shows how the evaluators plan is to answer each of the evaluation questions.
- Detailed work plan: This specifies where team members plan to visit and when, and the days proposed for desk work at the Plan office (for review of existing documentation). It should also indicate which team member will be responsible for which task.
- Main report layout: This usually takes the form of a table of contents.
- Interview targets: This provides a preliminary list of the people whom the team intends to interview, or at least the groups/types of people to be interviewed.

- Outstanding questions and issues: This is an opportunity for the evaluation team to highlight ambiguities, areas of concerns, or contradictions that they would like Plan to address and clarify before the field work and documents review.

5.2 Draft evaluation report

5.3 Final evaluation report

The final evaluation report should include the following, as minimum requirements:

- Standard cover sheet having the following contents: Title of the Study with geographic area, month and year of execution, Plan Logo on bottom right corner, name and address of consultant/firm that conducted the evaluation
- Executive summary and recommendations
- Description of objectives, methods, and limitations
- Description of project activities
- Summary of data and analysis
- Findings and conclusions
- Stories of Changes including quotes from the stakeholders, relevant photos as annexure
- Appendices, to include evaluation terms of reference, maps, sample framework, summary of agency activities, sub-team report(s), end notes (where appropriate) and bibliography
- All materials produced by the study, including hardcopy of the report and raw data either in SPSS, Excel and IDI transcripts in soft form
- The consultant will be responsible for presenting the most significant findings to the Plan Management, DFAT and key stakeholders, including the communities, to get their feedback on critical areas.

6. BUDGET AND TIME FRAME

Table below shows the tentative time frame:

Task/Deliverable	Deadline/Duration	Accountable
Inception meeting	20th Feb, 2017	Plan and Consultant
Submission of inception report	24th Feb, 2017	Consultant
Inputs from Plan	28th Feb, 2017	Plan
Submission of revised inception report	1st March, 2017	Consultant
Pre-test and Field data gathering	3-15 March, 2017	Consultant
Evaluation Summit workshop	22nd March, 2017	Consultant
First draft of evaluation report	26th March, 2017	Consultant
Inputs from Plan, ANO/DFAT	31th March, 2017	Plan
Final Report	10th April, 2017	Consultant
Sharing/Dissemination of final report among (Internal stakeholders)	17th April, 2017	Plan, Consultant
A national level project completion, learning and dissemination workshop	28th April, 2017	Plan/Consultant

7. ETHICAL AND CHILD PROTECTION STATEMENTS

Child protection is a term used to describe the responsibilities and activities undertaken to prevent or to stop children being abused or ill-treated. It is Plan's duty and responsibility to reduce the risks of abuse to the children who we have contact with and keep them safe from harm. Plan's Child Protection Policy, "Say Yes to keeping children safe", is Plan's overriding framework to protect children who come into contact with Plan employees, volunteers, partner organizations and individuals, including consultants, who are working on behalf of Plan.

The consultant should include statements in the proposal on how he or she will ensure ethics and child protection in the situation analysis.

8. QUALIFICATIONS OF CONSULTANT/TEAM AND SUBMISSION OF PROPOSAL

The evaluation is expected to be led by a professional who has following academic qualifications and experiences:

- Good knowledge of SPHERE Humanitarian Charter and Minimum Standards in Humanitarian Response
- Familiarity with the OECD-DAC Criteria for Evaluating Humanitarian Action
- Familiarity with the OECD-DAC Criteria for Evaluating Development Assistance
- Solid background in child-centered, gender aware, community-based humanitarian programming and evaluation
- Strong qualitative and quantitative data collection skills and experience, particularly in terms of participatory methodologies and facilitation skills
- Proven experience in evaluating capacity development initiatives and drawing forward- looking conclusions and recommendations
- Strong communication skills, both written and oral (knowledge of communities' language an advantage)
- Gender balance should be maintained in case of a study team.
- Language skills: Proven proficiency in English. Professional level of written English.

The technical proposal must contain:

- Detailed methods for the quantitative and qualitative aspects of the assignment
- A detailed work plan, including dates for submission of the draft and final reports
- Evidence of qualifications of the consultants who will comprise the team
- CVs of the assigned team member(s), detailing relevant experience
- A sample of previous evaluation report conducted by the lead consultant or the team

9. SUPERVISION

An official evaluation steering committee will be formed comprising of technical experts on education and gender, project lead, earthquake response lead and M&E to oversee the evaluation process. The committee shall comprise of both Plan Offices in Nepal and Australia. The steering committee shall be involved in consultant selection process, review of proposals, clarification of scope of work and providing feedbacks on methodology and the reports. The Monitoring, Evaluation and Research (MER) Manager in Plan International Nepal will lead the process, supported by steering committee. The MER coordinator will be the contact person for coordinating field work.

Details of contact persons

Name	E-mail	Position	Office
Shusil Joshi	Shusil.joshi@plan-international.org	MER Manager	Plan Nepal Country Office
Manisha Maharjan	Manisha.Maharjan@plan-international.org>	MER Coordinator	Plan Nepal Country Office

Member of the steering Committee

Sushil Joshi/ Manisha Maharjan - MER Manager/Coordinator, Plan Nepal
Zinat Ara Begam/Raj Kumar Trikhatri- DERM/SPM, Plan Nepal
Prem Aryal- Education Specialist, Plan Nepal
Suresh Pokharel, SPM DRR, Plan Australia
Jasmina Kijevcanin, MEL Adviser, Plan Australia

10. INTENDED USERS

The intended users of this evaluation report are the Plan International Nepal, Plan partner organizations, Plan International Australia and DFAT.

11. ANNEXES

Annex A. Suggestive Key Questions
Annex B. Logical Framework
Annex C. Narrative Proposal
Annex D. Project Report(s)

Annexes B, C, D to be provided upon request.

Annex-A

Key Questions

- How successful were the project activities in achieving the expected outcomes?
- What were the factors that facilitated or hindered the achievement of project outcomes? Are there any unexpected outcomes? How are the project activities contributing to the overall Plan International Nepal's recovery strategy on education?
- According to beneficiaries, what are the main outcomes/emerging impacts of the project, both positive and negative?
- What are the general strengths and weaknesses of the project?
- How well did the project cohere with other Plan interventions on regular development programme and humanitarian interventions?
- What best practices and lessons learnt can be identified from this intervention to support future programming of similar nature?

Annex B

Suggestive Key Questions

1.1 Effectiveness

Measure the extent to which the project has attained its objectives. Questions that may be considered include:

Awareness on rights to education during emergency/disaster

- How has the project increased access to education during emergency in general and in particular to vulnerable and marginalized boys and girls, including children with disabilities (CwDs) in education?
- Does government staff at community, district and national levels understand the situation of children and their issues during emergency/disaster?

Advocacy

- What policy change (whether a statement, regulatory framework, legislation, agreement, guideline) has been achieved that supports inclusive education?
- What is the nature of the policy change? Has it been: improved, maintained, rejected, better interpreted, better socialized, or improved a regulatory framework?
- Is there evidence of:
    - New or improved policy addressing discrimination?
    - Increased national/district/VDC/municipality government budget allocation for programs to address inclusive education?

- Which actors and what factors/initiatives contributed to these policy changes? What is Plan's specific role/contribution?

WASH

- In what ways did the project increase boys and girls access to WASH facilities at school or Temporary Learning Centers (TLCs)?
- Are WASH facilities constructed by this project gender and disability friendly?
- Are the WASH facilities in use?

Learning environment

- In what ways are girls and boys using (or did use) essential teaching and learning supplies provided by the project?
- How are most marginalized children and their caregivers benefiting from home-based early learning and stimulation support provided through mobile community ECD facilitators? How are the children benefiting from the support?
- How effectively are the TLCs being used?

Inclusive education

- How many out-of-school CWDs have been identified and sent to education facilities? What was the identification process? What is the retention or dropout rate of CWDs enrolled in the school?
- How effective was the training on inclusive education provided to teachers and SMC chairperson and members?
- How effective was the inclusive education handbook in supporting teachers?
- Do teachers and ECD facilitators have knowledge about psychosocial support, lifesaving messages and disability inclusion? How do they use that knowledge into practice, both in recognizing various disabilities and providing psychosocial support, and in strengthening their pedagogical techniques?
- How effective was the support provided by mobile community ECD facilitators in early identification of children with and at risk of developmental difficulties, delays or disabilities?
- How effective is the project in coordinating with relevant institutions/organizations such as National Federation of Disabled, Nepal (NFDN) and DPOs centrally and in the districts and in addressing the needs of disabled children?
- Which advocacy activities have been effective and which have not been so effective?

Engagement with partners and other stakeholders

- How effectively has Plan engaged with partners and other stakeholders in planning, implementing, monitoring and evaluating this project? How that partnership is helping now or will help in future to influence the policy processes in safe and inclusive education in Nepal?
- How effective has the project become in influencing policies related to safer school and inclusive education?
- How effective has the project become in influencing government officials in incorporating safer school and inclusive education concepts?
- How effective has the project become in influencing communities to broaden their understanding on safer school and inclusive education concepts?
- Is there any policy influence on inclusive education with respect to children with disability and safe school that the partnership established through this project would produce/can result in future?

Safer school construction

- How effectively was the safer construction technique followed during school construction process?
- How effective was the capacity building activities of SMC members?

- How the knowledge on disaster risk resilience was applied in the '12 safer schools' that the project worked?
- Are there indications that the 12 schools built under the project are more resilient than other schools in terms of future capacity to deal with the disaster?
- How effectively was the safer construction and inclusive school process realized and documented?

School DRM and DRR

- What processes and systems have been established by the project for promotion of comprehensive school safety?
- Does teachers and students, especially child clubs, understand the concept of DRR?
- Are there any instances where the knowledge on DRR was shared with their families and communities outside the school?
- Did SMC carry a Hazard, Vulnerability and Capacity Assessment?
- Do the schools have disaster preparedness plan and/or school disaster management committee?

Response and recovery in education

- How has the project helped in resuming education in schools immediately after disaster?
- How has project helped in getting children to schools?
- How has project helped children in getting then out of trauma?
- How has the project helped to the overall recovery of education system?
- How does the project link from its emergency response to early recovery to long-term development?

1.2 Efficiency

- Approximately how many children, youth and adults were the direct beneficiaries of the project? Provide estimated figure on how many people have been directly reached by the project to date, disaggregated by gender and disability and by children/youth/adults and other criteria as appropriate. How has the project impacted on wider communities including non-beneficiaries?
- Could the same or better results have been achieved with the same or fewer inputs or by doing things differently – considering the perspective of girls and boys, communities, partners, government, Plan staff and having special focus on benefits for girls?
- Were the project interventions implemented in a timely manner?
- How efficiently has the project engaged with the funding and other partners through the duration of the project?
- What is the project management capacity of SMCs?
- At what extent, NSET – project team have capacity to provide technical support?
- At what extent Plan Nepal – project team have capacity to management the project?

1.3 Relevance

- Are the project activities appropriate for the current (post-earthquake) context?
- Is the project aligned with the Core Humanitarian Standards, INEE Minimum Standards and other national strategies and plans of action pertinent to emergency and recovery situations?
- How consistent is the project with Plan's CCCD approach[16] and Education in Emergencies approach?
- How appropriate was the original programme/project design for achieving the results that were originally expected?
  For instance: Were results clearly defined? Were the assumptions correct? Was it realistic to expect the planned activities to achieve the results within the timeframe with that amount of investment? To what extent are the objectives of the programme still valid? Are the activities

[16] Child Centred Community Development Approach, refer to CCCD operation standards and guidance.

and outputs of the programme consistent with the overall goal and the attainment of its objectives? Are the activities and outputs of the programme consistent with the intended impacts and effects?

1.4 Impact

- How have the increased access of girls and boys to WASH facilities in schools and Temporary Learning Centers contributed to:
    - Girls' and boys' safety in the household and in the community?
    - Girls' and boys' (including children with disability) health and overall quality of life?

- What are the unexpected outcomes of the project that is benefiting women, men, girls and boys and communities in their recovery processes?
- What was the impact on families who worked as paid mason and labor during school construction?
- How this project contributed in the quality of education in schools?
- Does this project contributed in local economy in terms of local employment?

1.5 Participation and inclusion

- How has this project reached the most marginalized and vulnerable children? Which marginalized and vulnerable children are targeted by and included in the project?
- How are children, youth and other community members participating and engaging in the project activities?
- Has there been an increase (in both quantity and quality) in the participation of girls, children with disabilities, Dalits and other marginalized groups?
- How has the project reflected participatory approaches and processes during situation assessment, planning and implementation phase?

1.6 Sustainability

- Has the project both the components align with Nepal Government strategies?
- How has the project planned for sustainability of its activities?
- What is being done to ensure that achievements and successes continue and are replicated elsewhere?
- Was the exit plan or completion date shared with the stakeholders at the local level in the beginning of the project? If yes, how?
- How has the project maintained good coordination and linkage with the government line agencies and local government bodies?
- How has the project done in terms of disaster resilience and continuing access to education in case of any future disaster affecting the project area?

1.7 Accountability

- How transparent are Plan and Plan's partner organizations with regard to organization strategies, procedures and processes?
- To what extent are the budget, activities, progress and achievements of program being shared and discussed among stakeholders?
- What is the mechanism of receiving and incorporating feedback from the stakeholders into the programme?
- How is Plan and partners monitoring project progress?

1.8 Best practices

- Are there any best practices that could be documented from the project implementation?
- What best practices have been followed through the project implementation?
- Document at least 10 best practices for the project including Component One and Component Two.

1.9 Lessons learnt

- What are the key lessons learnt through implementation of the project?
- What lessons have been documented?
- What are the key lessons that are not documented but could be drawn from the evaluation?
- What key lessons can be drawn in terms of project interventions that focused on girls and CWDs in emergencies/disaster?

Annex 2: Quantitative analysis based on questionnaire survey

Overview of Respondents

Age and Gender of respondent

Age group	Frequency	Percentage
10-12	79	21%
13-15	202	53%
16-18	70	18%
19-21	31	8%

Figure 1: Age of respondents

This survey involved 41 % of the male respondents and 59 % of female respondents. Total of 382 students participated in this survey.

The age of respondents are divided into 4 groups. Most of the respondents were teenagers, particularly those who are below 20 years of age. Presented below is a comprehensive table consisting of age profile of all respondents.

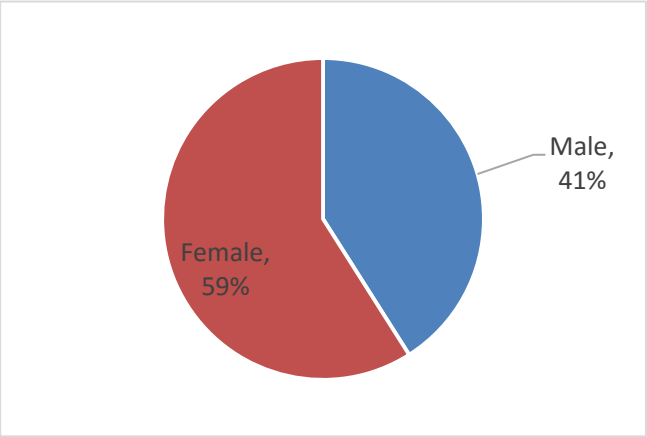


Figure 2: Gender of respondents

Disaster Risk Reduction (DRR)

1. Understanding on disaster

Majority of the respondents (50%) understand that disaster is a natural event. This was followed by 15% of the surveyed population who said by act of god, disaster strikes. 12% of the respondents are aware of disaster as an event that harms life and property.

Very few 6% of the survey population was unaware about what disaster is. 17% of the respondents did not give any response to this survey question.

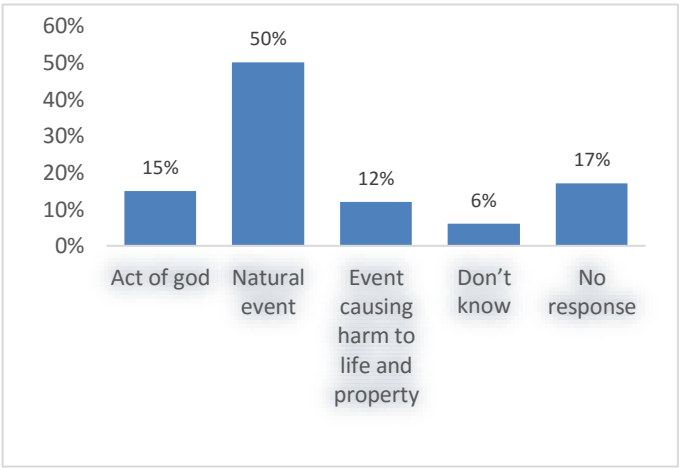


Figure 3: Understanding on disaster

2. Vulnerable group during disaster

When students were asked regarding the most vulnerable group during disaster 87% of the respondents' stated that children, women and disable people are the most vulnerable group when disaster strikes. Rest of the survey respondents (3% each) vouch that youth, jobless people and others are vulnerable during disaster. 4% respondents were unaware about the vulnerable group.

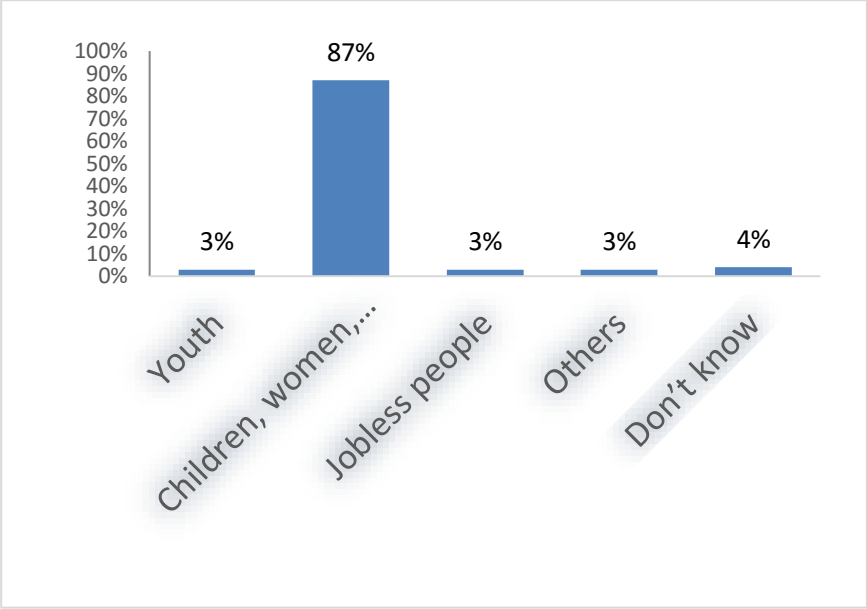


Figure 3: Vulnerable group during disaster

3. Reaction when disaster strikes

Students were asked the action they take when disaster strikes. Most respondents' response to their actions when a disaster strike was to panic and run (53%). 36% respond that they evacuate themselves to a safe place when disaster struck. 7% of the survey population said that they hid under the table and 3% said they react through other options than the ones mentioned in the questionnaire.

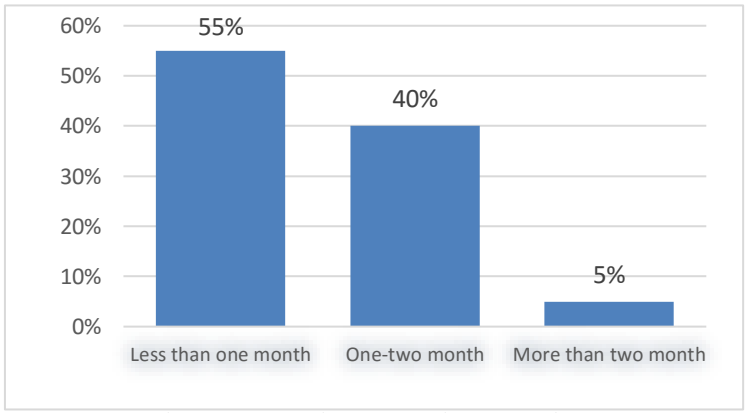
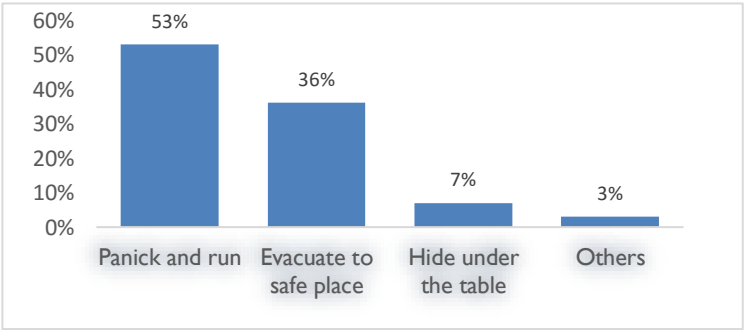


Figure 4: Reaction when disaster strikes

4. Reaction if disaster strikes

In the situation if disaster strikes again in future, most respondents said that they would evacuate themselves to a safe place (70%). 15% responded that they would hide under the table. 12% of them would panic and run when disaster struck. 4% said they react through other options than the ones mentioned in the questionnaire.

Figure 5: Reaction if disaster strikes again



5. Duration of out of school after Gorkha Earthquake, 2015

When asked duration, students were out of school after the earthquake 55% of them said that they did not go to school for less than one month. 40% of the students said that school was closed for one-two months. Remaining 5% of the students said that they were out of school for more than two months.

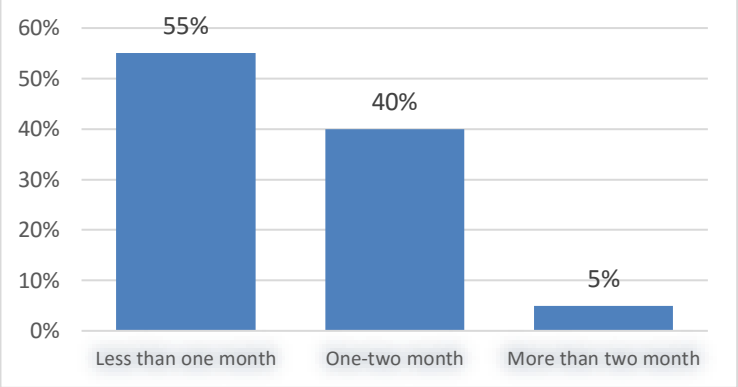


Figure 7: Duration of out of school after the earth quake

6. Reasons for staying out of school

The reason behind almost all students staying out of school after the April 15 earthquake was school being closed as said by 83% of the students. Only 3% of students said that they did not have proper educational materials to come to school.

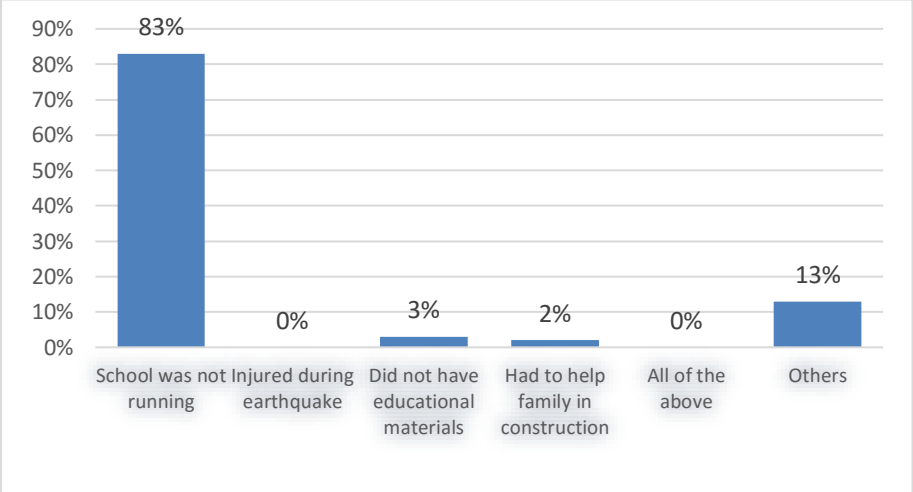
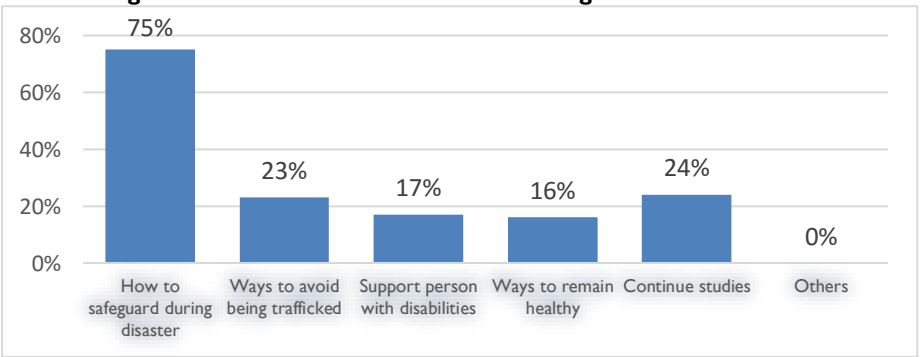


Figure 6: Reason behind staying out of school

7. Teachers' engagement to bring students back to school

Almost 70% students responded that teachers motivated them as well as their parents to send their children to school after occurrence of earthquake.

Figure 9: Awareness on safe method during disaster in school



8. Knowledge shared for safety during disaster

75% of the students agree that teachers made them aware regarding how to be safe during disaster. In addition to that teachers also discussed about remaining healthy, ways to avoid being trafficked and support differently able people.

9. Activities done by school for smooth operation of classes

75% if the students said that school organized ECA along with teaching for students to run class smoothly. In addition to that approx. 23% of the students said school conducted counseling, provided lunch and educational materials as well to run school smoothly.

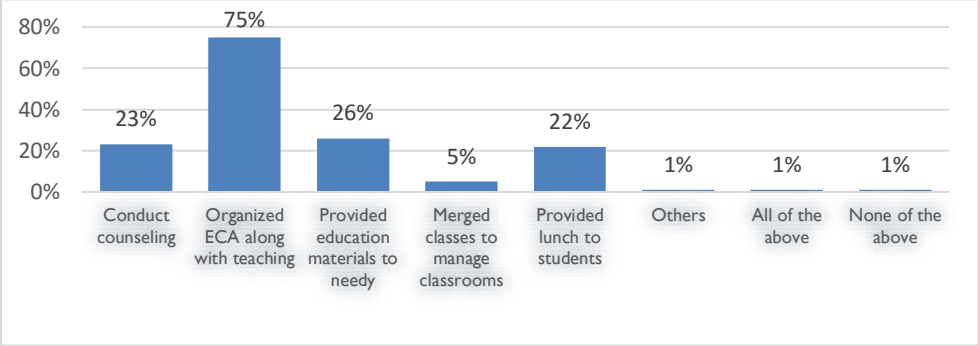


Figure 10: Activities conducted by school for smooth operation of class

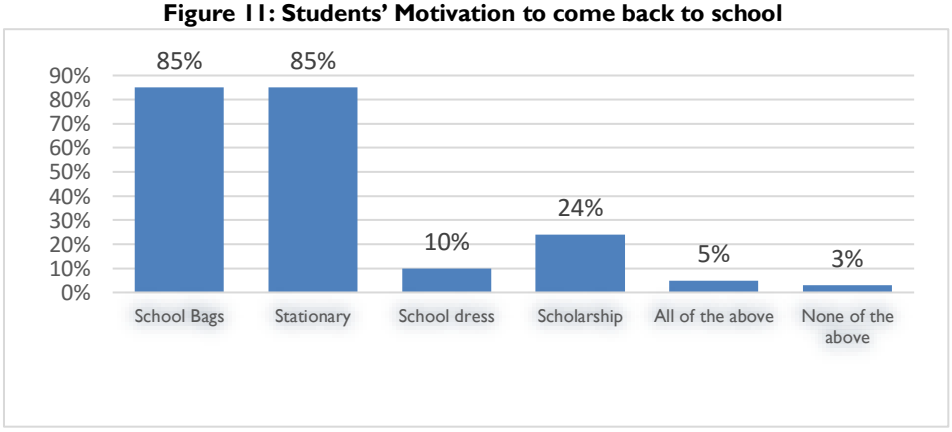
10. Activities attracting students to school

Students were highly motivated to go to school was due to ECA along with studies. In addition to that receiving educational materials and lunch at school also motivated them.

11. Support materials received by students

Almost 85% of the students received school bags and stationary items as a support from school to go to school again.

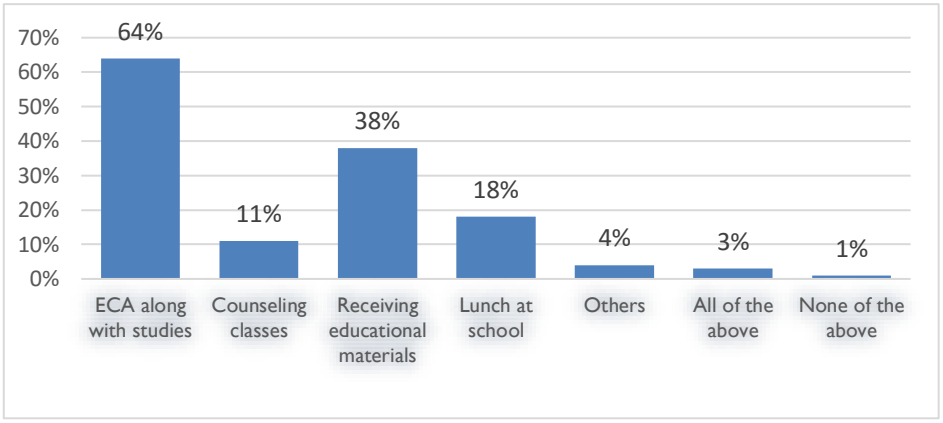
Figure 11: Students' Motivation to come back to school



12. Adequacy of support materials

Almost 64% of the students were satisfied with the materials they received in order to come to school again. However, 38% of the students were not satisfied at all with the materials the received from school.

Figure 12: Support received to resume school

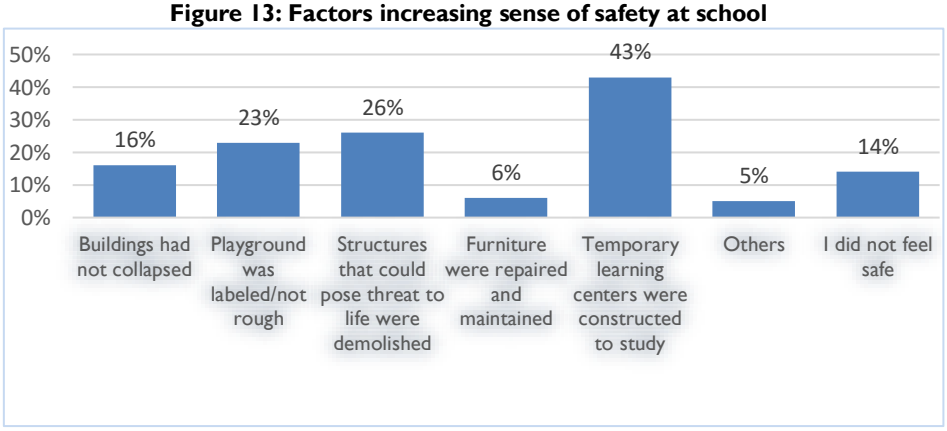


TLC and safe Learning facility

13. Factors increasing sense of safety at school

Students had mixed feeling on attributes that made them safe at school. 43% of the students responded that construction of temporary learning centers made them feel safe.

Figure 13: Factors increasing sense of safety at school



14. Feeling safe at TLC

Almost 73% of the students were not scared to study in temporary in learning center. This shows that majority of the students were able to concentrate their mind in studies at school.

15. Reasons for feeling safe

Among those students who were scared of studying in temporary learning center, 59% had a doubt in the structure of the learning center.

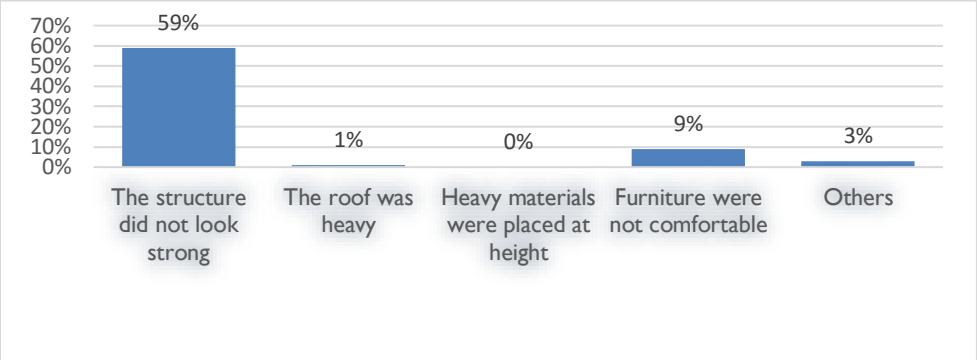


Figure 14: Reasons for feeling safe

16. Space Availability and Life of TLC

74% of the students were satisfied with the strength of the learning center. They recalled that the TLCs were spacious enough to move around.

31% of the respondents used their TLCs for more than six months. While only 12% of the students responded that they learned in TLCs for one to three months.

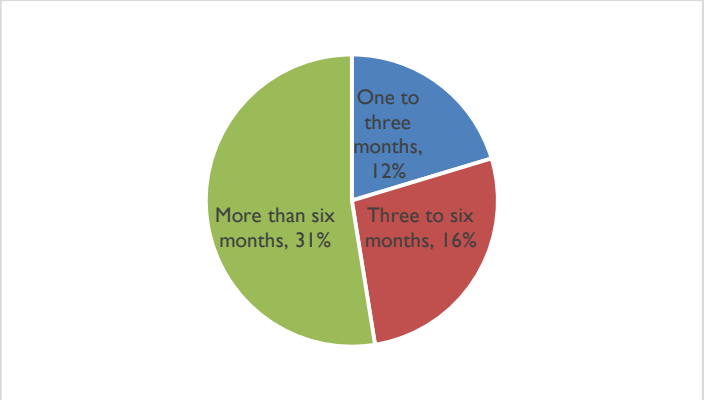


Figure 15: Life of TLC

17. Reasons for shifting from TLC

Almost 38% of student responded that they shift from TLC because new classrooms were ready and 20% responded that the structure of TLC was not intact.

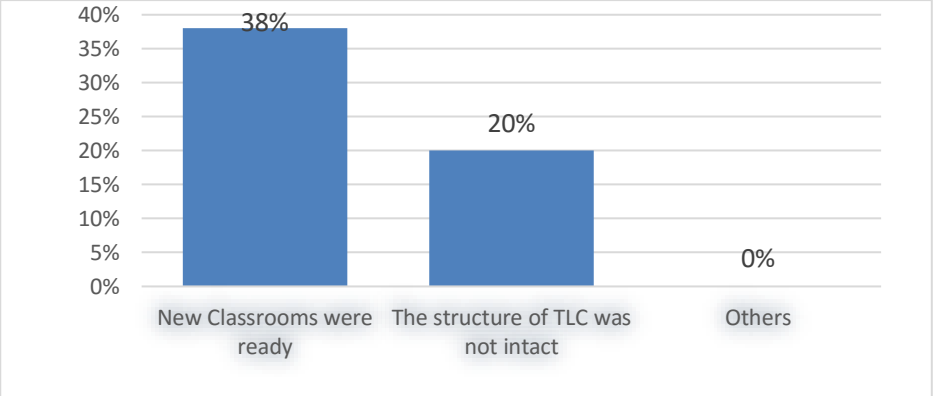


Figure 16: Reasons for shifting from TLC

18. Problem faced at TLC

According to the respondent, the problem faced by the TLC was leaked roof, muddy floor, walls fallen down holes of the walls, etc.

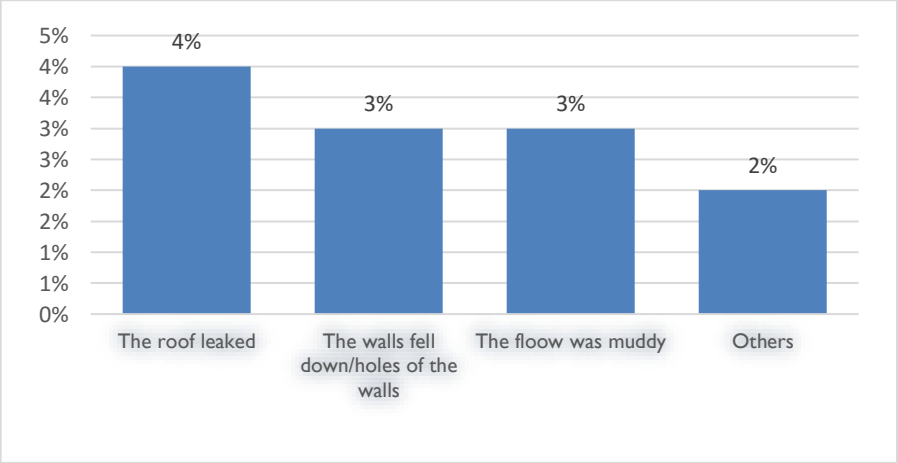


Figure 17: Problem faced at TLC

19. Feeling safe: safer learning facilities

Almost 87% of the students feel that their school has become much safer now. This can build the confidence in students while they are in school. Talking about classrooms, 60% of the students were confident enough to stay that the placement of the furniture in their classroom was good. It was mainly because they were confident that the furniture in their room will not obstruct them if they need to rush during emergency.

20. Factors increasing sense of safety at school

There are many reasons behind students thinking school as a safer place now. 73% of the students think that that building is made stronger. 42% of the students think that currently school is located in safe area.

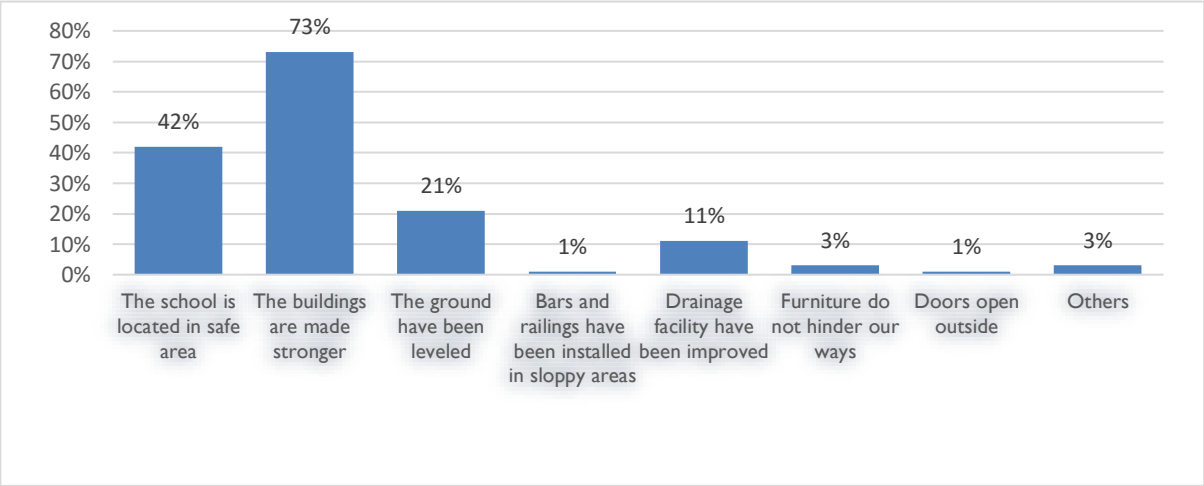


Figure 18: Factors of increasing safety at school

21. Factors increasing lesser sense of safety at school

Among those students who think school is not still safe, 49% think that building is still weak.

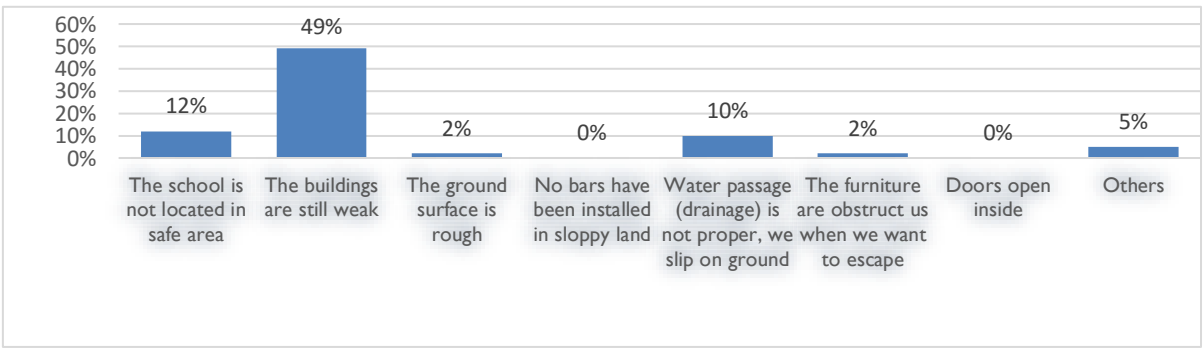


Figure 19: Factors increasing lesser sense of safety

WASH

22. Students receiving Hygiene kit

Almost 83% of the students received hygiene kit at school. This shows that many students are well equipped with hygiene kit.

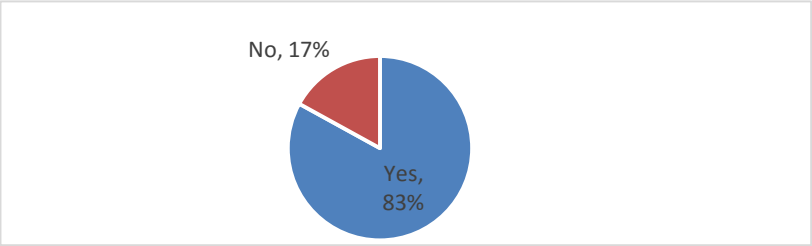


Figure 20: Student receiving hygiene kit

23. Safe water at school

81% of the students are confident enough to drink water at school and think it is disease free. 98% of the students are informed that water they drink is purified. This might be the reason behind student being highly confident in drinking water at school.

24. Accessibility to hand washing station

96% of the respondents responded that they had proper and easy access to hand washing station. This shows that proper sanitation facility is provided in school.

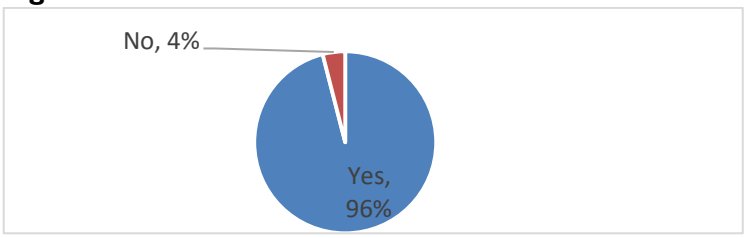
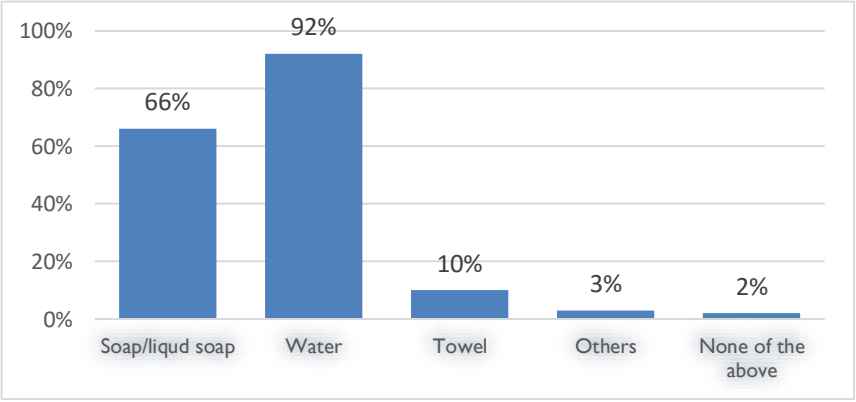


Figure 21: Accessibility to hand washing station

25. Materials always available at hand washing station

In washing station 92% of students responded that water is always available. In addition, 66% also responded that soap in also available. However, scarcity of towel is identified in hand washing station as only 10% of students agree the availability of towel in washing station.

Figure 22: Materials at hand washing station



26. Using toilet with dignity

When students were asked regarding use of toilet comfortably 7% of female and 3% male had hesitation in using toilet. This is comparatively low rate but room for improvement is still there to be made in constructing toilet.

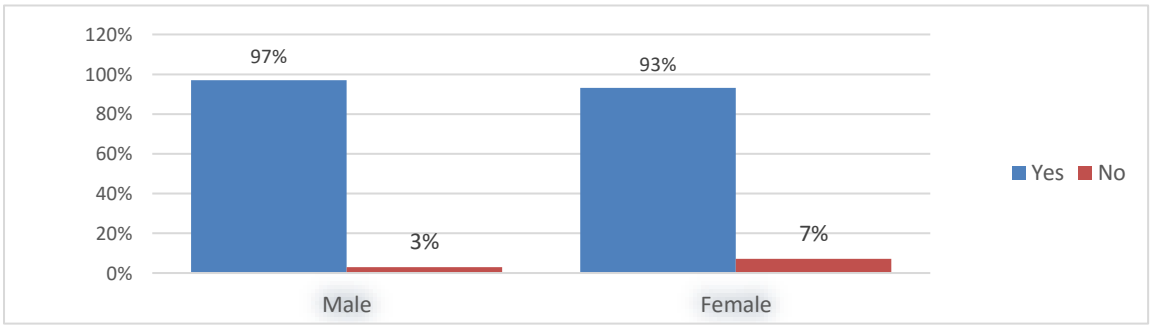


Figure 23: Boys and girls confident of using toilet with dignity

27. Toilet Cleanliness

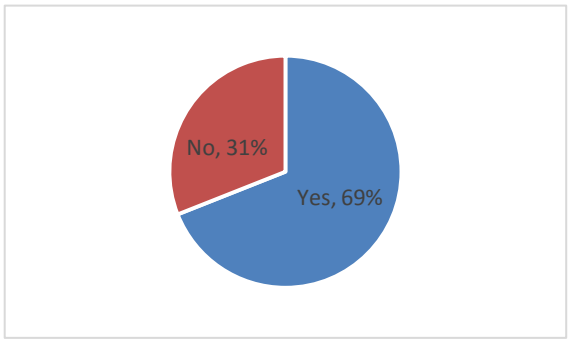


Figure 24: Cleanliness in Toilets

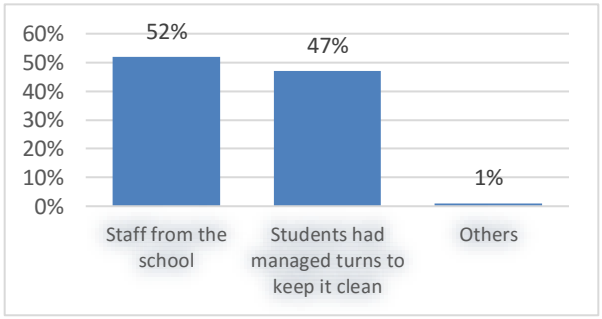


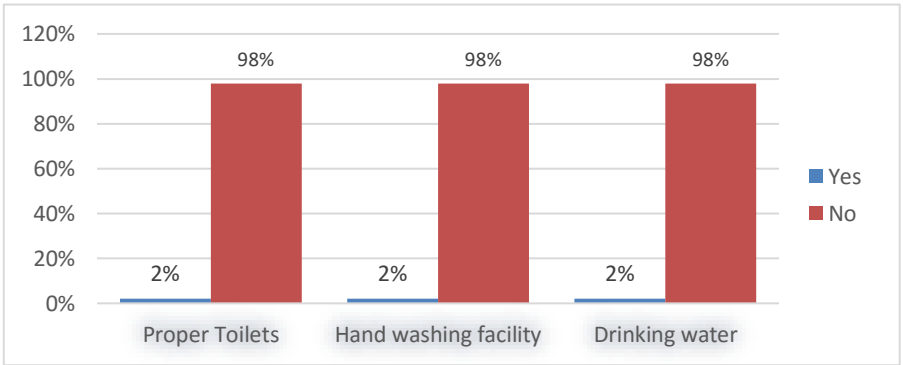
Figure 25: Responsible person to clean toilet

70% of the students agree that toilets are kept clean whereas 31% of the students think that toilets are not kept clean. 52% of the responded that staff from school is responsible to keep the toilets clean. 47% of the students responded that students themselves are responsible in cleaning the toilet.

28. School missed due to unhygienic condition at school

Almost every student is not satisfied with the facility provided in toilet. They think there is no proper toilet, hand washing facility and drinking water in school.

Figure 26: School missed due to unhygienic condition



Inclusion of Disabilities

29. Initiative from school to bring CwD back to school

Students think that positive behavior is shown by school for differently able students. 34% students responded that school has provided scholarship to differently able students. In addition 31% students responded that school has organized campaigns to aware parents and children to help differently able student.

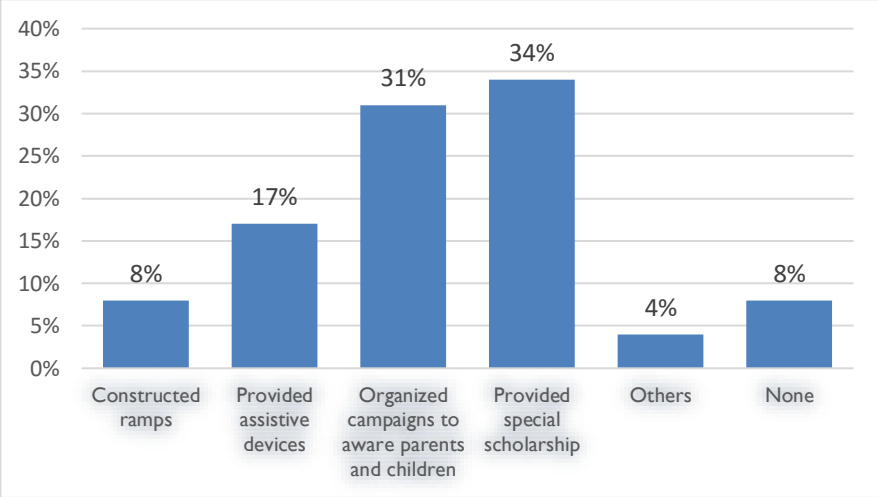


Figure27: Initiative to bring CwD back to school

30. Attention given to CwD

Among the teacher population surveyed, 81% of them gave attention to children with disabilities in school, whereas 10% did not. 9% of them did not know if they gave equal/more attention in the school.

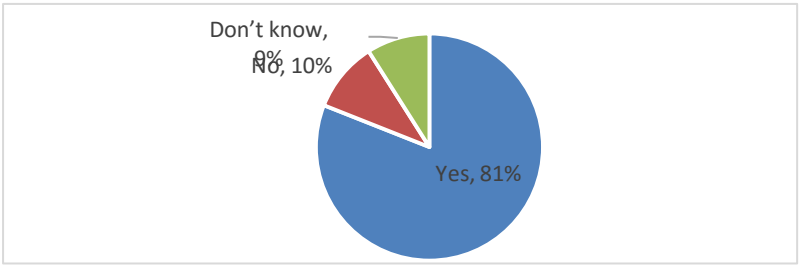


Figure 28: Attention to CwDs

31. School Sections Accessible to CwD

The majority surveyed school population (70%) said that most students with disabilities can access classroom, 65% said the students had access to toilets, 47% had access to office, 46% had access to play ground, 40% had to hand washing stations, 9% said the students had access to other sections other than the ones mentioned.

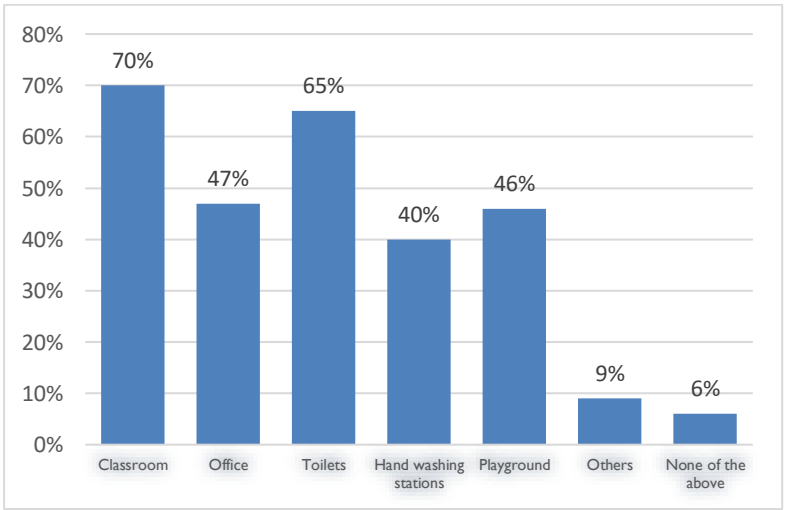


Figure 29: School section accessible to CwD

Pedagogy

32. Activities done by teachers to run classes smoothly after earthquake

72% of the respondents said that their teachers provided knowledge on safeguarding self during disaster. 42% said teachers engaged themselves in group counseling, 16% said they treated boys and Girls equally, 11% said teachers provided knowledge on how to treat children with disabilities. 4% said they did one to one counseling. Only 1% of respondents said their teachers performed all of the activities.

33. Changes in pedagogy

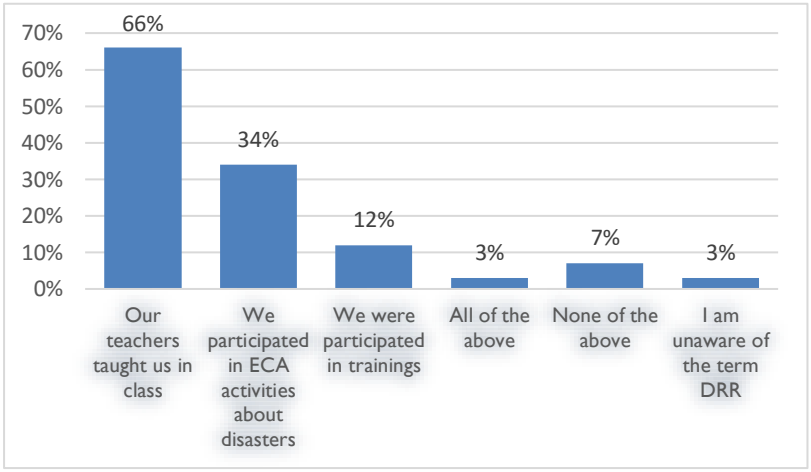
36% of the respondents said that their teachers encouraged them to participate in the classroom. 24% each said that their teachers encouraged them to ask questions and did not give any physical punishments. 7% said they were guided to treat disabled friends of theirs with respect. 11% said they were not guided to do any of the mentioned options.

Disaster Resilience

34. Learning DRR at school

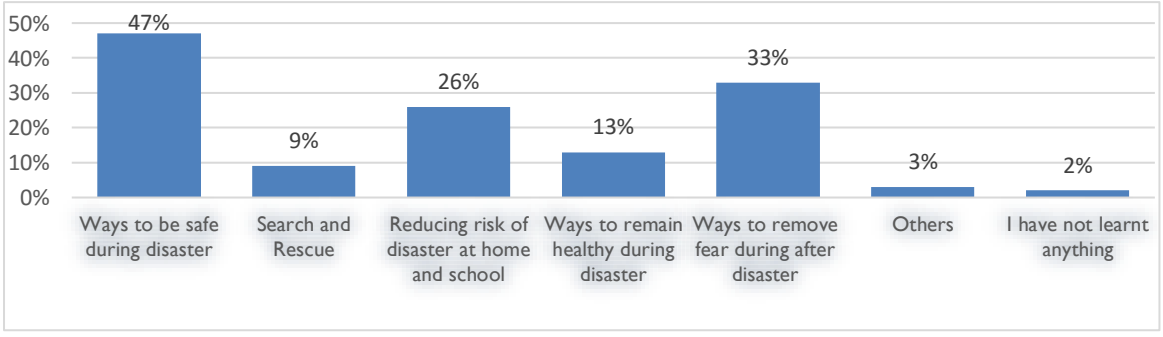
66% of the respondents were taught about disaster reduction at their school. 34% were taught about it through ECA activities that they participated in about disasters. 12% learned about it through participation in trainings. 7% of them were not taught any of the mentioned. 3% were found to be unaware about the term DRR whereas other 3% learnt about DRR through all of the activities mentioned.

Figure 32: Learning DRR at school



35. Skill and knowledge gained after Gorkha Earthquake 2015

There is some positive change in attitude of students after occurrence of earthquake. 47% of students have learned ways to remain safe during disaster. 33% of students have learnt method to remove fear during disaster. In addition, 26% students have learnt to reduce risk of disaster at home and school.



36. Continuing Education after disaster

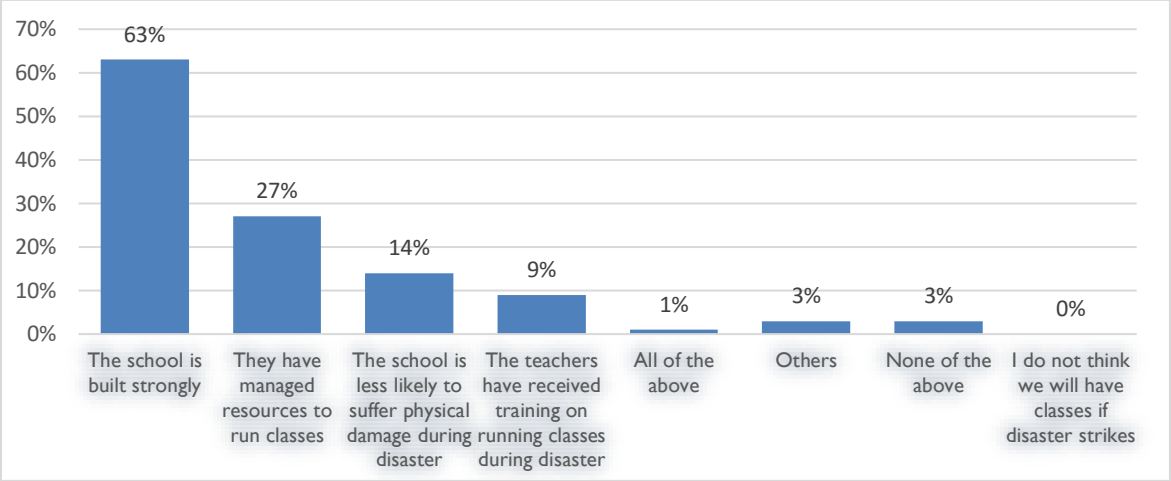


Figure 34: Continuing education after disaster

Among those students who are confident that their school will operate even after disaster because 63% of the students say that the school is now built strongly now. 27% of students responded that school can manage resources properly to run classes.

Annex 3: Per Child cost-per school

SN	Name of Schools /districts	Boys	Girls	Total	Total Fund Allocated to School (please note that this is not ONLY a construction cost it included furniture, Teaching Learning Materials plus SMC management cost too)	Per Child cost /Per School	Remarks
1	Shree Bhimeshwor Bahira Pri. School	24	23	47	14,737,679.00	313,567.64	IR
2	Shree Sitka Sec. School	123	99	222	23,806,709.00	107,237.43	
3	Shree Navin Sec. School	99	130	229	24,165,680.00	105,526.99	
4	Gitawar LSS	200	200	400	16,230,328.00	40,575.82	
5	Shanti Bahira	33	33	66	16,704,736.00	253,102.06	IR
6	Magargaon Higher Secondary School Lalitpur	180	181	361	13,948,917.00	38,639.66	IR
7	Gokarna Secondary school, Ktm	206	254	460	11,739,227.00	25,520.06	
8	Hiradevi Lower Secondary School-SDPK	59	66	125	14,112,550.12	112,900.40	
9	Siptidhara Secondary school – SDPK	110	132	242	14,434,158.00	59,645.28	
10	Indreswari Higher Secondary School - SDPK	309	433	742	11,489,185.00	15,484.08	IR
11	Gaurishankar Secondary School, Mahadevsthan	169	199	368	16,384,894.00	44,524.17	
12	Nawajyoti Deaf School, Ka Na Pa	45	41	86	17,519,996.00	203,720.88	IR
	Total	**1557**	**1791**	**3348**	**195274059**	**58326**	

Annex 4: Status of accountant working in DFAT supported school

SN	Name of Schools /districts	Full Time Accountant	Partial Time Accountant	Total Accountant
1	Sitka secondary school,Dolakha	0	1	1
2	Bhimeshwor Bahira(resource),Dolakha	1	0	1
3	Nawin secondary,Dolakha	0	1	1
4	Shanti Bahira and Susta Shrawan school(Resource),Makwanpur	0	1	1
5	Gitawar LSS,Makwanpur	0	1	1
6	Hira devi LSS, Sindhulphok	0	1	1
7	Sipa tindhara SS (8),Sindhupalchok	0	1	1
8	Indreshwori HSS(resoruce) (8)Sindhpalchok	1	0	1
9	Nawajyoti Bahira LSS(resource) Sindhuli	0	1	1
10	Gauri Shankar SS,Sindhuli	0	1	1
11	Gorkarna SS,KTm	1	0	1
12	Magargaun HSS (resource),Lalitpur	1	0	1
	Total	**4**	**8**	**12**

Annex 5: Budget for Software and hardware activities

SN	Budget Head	Amount
A	**Budget for Software Activities**	
1	**CEEPARD supported software budget**	17393750
	Subtotal (S1)	**17393750**
2	**NSET Supported Software Activities and Budget**	
I	Basic technical Training	806625
Ii	DEO Engineers Training	674900
Iii	Mason Training	2332300
Iv	Community Scorecard/ DRR training to the SMC child clubs and DRR training to others	2018100
V	Subsidy support to SMC	240000
Vi	Management cost of SMCs	2300000
	Subtotal (S2)	**8371925**
3	**Research and Policy Advocacy**	
I	HI-EITTB	4719730
Ii	KU-Research	1460000
Iii	NFDN-Advocacy	1090500
Iv	NDF	2200000
V	Safer School Policy	200000
	Subtotal (S3)	**9670230**
	Software activities total Budget	**35435905**
B	**Budget for Hardware activities**	
1	Safe School Construction	192974059.1

2	TLC construction	17697818
3	Basic Furniture	2078856
4	ECD Materials	3760320
	Hardware activities total budget	**216511053.1**
	Total Budget	**251946958.1**

Annex 6: Participants of Qualitative Assessment

A. Makwanpur

1. FGD participants *(Shree Shanti Bahira Tatha Shusta Shrawan Bidhyalaya, Hetauda)*

i.	Arjun Prasad Chaulagain-	Purchase Committee In charge	9855070948
ii.	RamPrasad Sharma-	SMC Advisor	9845906144
iii.	Krishna Subedi-	SMC Chairperson	9845588002
iv.	Sharmila Khatiwada-	Teacher	9845598960
v.	Anupama Dhakal-	Teacher	

2. KII Participants

1.	Prem KC	DLPIU Unit Head	9855064759
2.	Amar Shrestha	DLPIU Engineer	9845670069

B. Dolakha

1. **FGD participants**

(Shree Bhimeswor Bahira Prathamik Bidhyalaya, Bhimeshowr Municipality)

- Mohan Bahadur Karki — SMC Member — 9744007549
- Bishnu Karki — Teacher — 9860032308
- Pashupati Nepali — SMC Member
- Devi Basnet — SMC Member
- Saruna Shrestha — Purchase Committee Coordinator
- Ram Krishna Tamang — SMC Member — 9844014049

2. *Janajyoti Ma Bi, Lapilang (SMC/PTA)*

- Ganesh Thapa — School Vice Principle — 9741094159
- Bhagwati Thami — SMC member
- Ganga Bahadur Thapa — SMC member
- Rita Basnet — SMC member
- Sangita Budathoki — ECD facilitator — 9844186354
- Dan Bahadur Basnet — PTA Member
- Kalpana Thami — PTA Member
- Kalyani Thapa — PTA Member

3. **SetiDevi Ma Bi, LakuriDanda *(SMC/PTA)***

- Gyaan (Bhim) Bahadur Regmi — School Principle — 9844999582
- Chattra Lal Regmi — SMC Chairperson — 9849156358
- Shanti Shrestha — Teacher representative — 9849605570
- Ram Krishna Shrestha — PTA Member — 9861668438
- Dal Bahadur Shrestha — PTA Member — 9849311434

4. **Suspa Ksemawati Ma Bi, Suspa Ksemawati (Girls)**

- Sirjana Thapa 7
- Sharmila Thami 7
- Ashmita Thami 7
- Sunita Thami 7
- Samjhana Thami7
- Pragya Siwakoti 9
- Sujita Thami 9
- Bhagwati Thami9
- Deepa Thami 9
- Menuka Thami 9
- Kaishila Thami 9
- Smriti Thami 9
- Sarada Thami 9
- Dilisha Thapaliya 9

5. **Shree Surke Ma Bi, LakuriDanda (Girls and Boys)**

- Shankar Thami 8
- Yagya Prasad Regmi 8
- Indu KC 8
- Ramesh Shrestha 8
- Sangdhoje Tamang 8
- Yakendra Shrestha 8
- Shagun Thami 8
- Dik Kumari KC 7
- Chandika KC 7
- Sunita KC 6
- Naanimaiya KC 9
- Tez Kumari Shrestha 9
- Kamala Shrestha 9
- Lokmaya Tamang 6
- Saaaranga Tamang 6
- Suntali Tamang 6
- Niruta Thami 9
- Amisha Tamang9
- Chesaang Tamang 9

6. KII participants

Bijay Ghimire	DLPIU Sub Engineer	9851057296
Prem Shah	DLPIU Sub Engineer	9860805759
Krishna Gyawali	DLPIU Engineer	9847206637
Narayan Kaji	District Education Officer	
Dipendra Karki	Teacher, Sundarawati Aadhaarbhut Bi., Suspa Kshemawati	9844466402
Gyanu Kumari Shrestha	ECD Facilitator, Shree Durga Ma Bi, Magapauwa	9816648191

Bishnu Narayan Shrestha	Shree Durga Ma Bi, Magapauwa	980-082-4675
Sangita Budathoki	Janata Ma Bi, Lapilang	9844186354
Nawaraj Neupane	Executive Director, CEEPARD, Dolakha	9844328417
Shree Krishna Wenju	Education Officer, UNICEF	

C. Sindhuli

1. FGD participants *(Navajyoti Bahira Tatha Susta Shrawan Bidhyalaya, Kamalamai Municipality)*

- Bijay Tamang — Principal
- Khagendra Raj — SMC Member
- Gangamaya Shrestha — Teacher
- Surya Bahadur Karki — Hostel Warden
- Ram Kandel — SMC Member
- Dhan Bahadur Neupane — SMC Member
- Narayan Baral — SMC Member
- Durga Bhujel — Teacher

2. KII participants

- Kedar Kumar Giri — District Education Officer
- Ajay Kumar Shah — DLPIU Engineer — 9854041456

D. Central level stakeholders

- Mr. Dipesh Khadka, KU
- Mr. Jay Prashad Lamsal, NCED
- Mr. Surya Acharya, NSET
- Mr.Dilip Shekhar Shrestha, Deputy Director, CLPIU

E. DAFT team

- Ms. Ainsley Hemming, Head, Development Cooperation
- Dr. Sadananda Kadel, Sr. Eduction Advisor