

Mid Term Review of
School Construction work under EFA Programmes

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PREFACE

This study examined the new partnership approach between Government of Nepal (GON) and INGO for implementation of “School Infrastructure Improvement Programs (SIIP)”. Faced with several problems such as late completion of school construction programs, inadequate professional advice, support and supervision of school construction activities, unethical practices and corruption, the GON decided to engage in partnership with Save the Children Norway (SCNN) at the national level and tripartite partnership at the local level among PNGO on behalf of SCN, DEO on behalf of DOE, and community that is implementing School Infrastructure Improvement Program. This is an innovation brought in the school infrastructure development programs since 2006 to correct past drawbacks. Since two years have already been passed way, this is the right time to examine the performance of the partnership approach and explore the ways of making public INGO partnership a success.

The study turned out to be an exploration of the concept and practices of partnership approach in school improvement initiatives. School Management Committees (SMC), Parent Teacher Association (PTA), the community members of five districts i.e. Jumla, Doti, Sindhupalchok, Bardiya, and Baglung, were the main sources of information for this study. In addition, interview with DEOs of study districts, DOE personnel and SCN staff generated information for this study. The information of this mid-term review enlightened the exposure of the study team and at the same time explored the avenues of the future collaboration of SCN with the government of Nepal in successful implementation of EFA initiatives.

The study unfolded wide array of concerns, issues and areas for future improvement in the entire process of school improvement. School improvement is not only the infrastructure improvement. This study has advocated for the whole school approach to school improvement rather than implementing the reform initiatives in fragmentation. The study has pointed out the integrated whole school improvement initiatives such as infrastructure improvement, improvement of student learning, community capacity development and improvement of entire school governance and management system of schools in Nepal.

Finally, the study team hopes that Nepalese government will internalize the report and initiate the reform initiatives for improving the public education being offered by the community. We hope that future initiatives of partnership programs stipulated in this report will be instrumental for developing and reforming basic education in Nepal.

Dr. Tanka Nath Sharma
Team Leader (Study Team)

Acronyms

ACR	:	Assistant Country Representative
BPEP	:	Basic and Primary Education Programme
DDC	:	District Development Committee
DEO/s	:	District Education Office/s
DOE	:	Department of Education
DTO	:	District Technical Office
DWO	:	Dalit Welfare Organization
EFA	:	Education for All
FGD	:	Focus Group Discussion
GON	:	Government of Nepal
GYC	:	Gaja Youth Club
HT/s	:	Headteacher/s
JICA	:	Japan International Cooperation Agency
KIRDARC	:	Karnali Integrated Rural Development and Research Center
KUSOED	:	Kathmandu University School of Education
LDO	:	Local Development Officer
MDG/s	:	Millennium Development Goal/s
MOE	:	Ministry of Education
PAC	:	Programme Advisory Committee
PNGO/s	:	Partner Nongovernmental Organization/s
PTA	:	Parents Teacher Association
RC	:	Resource Center
RP	:	Resource Persons
RRN	:	Rural Reconstruction Nepal
SCC	:	School Construction Committee
SCJ	:	Save the Children Japan
SCNN	:	Save the Children Norway Nepal
SCUS	:	Save the Children United States
SIIP	:	School Infrastructure Improvement Programme
SMC/s	:	School Management Committee/s
SS	:	School Supervisors
SSC	:	School Selection Committee
SWC	:	Social Welfare Council
ToR	:	Terms of Reference
UPE	:	Universal Primary Education
VDC/s	:	Village Development Committee/s

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Executive Summary

Introduction

For past several years, DOE is focusing its EFA initiatives towards achieving equitable access to quality primary education. Improvement of basic learning environment and physical environment of school education is considered as the critical prerequisite of quality education. Realizing the importance of physical infrastructure improvement for facilitating students' learning and ensuring safety and comfortable learning environment, Ministry of Education (MoE), Department of Education (DoE), and Save the Children Norway Nepal (SCNN) are closely working for improving the quality of education in different districts of Nepal. SCNN entered into a special partnership with DoE in September 2006 to provide social mobilization, quality assurance and technical support on physical infrastructure development in schools under Education for All (EFA) programs in 12 districts followed by further expansion of the program to additional 8 districts from September 2007 to July 2009. On behalf of SCN partner NGOs (PNGOs) have been executing the construction work with collaboration of District education Office in each district.

Objective

The main objective of the review is to document learning, experiences and good practices on the collaboration from each side of partners (GOs, INGOs, and NGOs) as well as its impact in promoting child-friendly schooling. The review team was expected to critically review and generate data examining role performance of partners both at the national and local level, examine the quality of construction and influence of the coordination, collaboration, communication among the partners on community mobilization, changes in physical and learning environment and quality outcomes of technical support on physical infrastructure development in schools under Education for All (EFA) programs. Further, because the study expected to explore objectives, strategies, and areas of cooperation and support for future partnership, this review has focused on identifying strategies and approaches for the future partnership.

Study Tools and Respondents

On the basis of the objectives, five main areas were used for the development of study tools. The five main areas were: (1) Roles fulfilled by each partner (DOE, DEO, SCN, & PNGO); (2) achievements of the partnership goals and objectives; (3) changes and influences of the partnership programme on school's performance and child's learning; (4) emerging issues and challenges as a result of the implementation of partnership programme; and (5) lesson learnt and suggestions for future partnership addressing EFA goals. An evaluation scheme was developed on the basis of the five main areas, which was used as guidelines for the development of Focus Group Interview questionnaire. The questionnaire for Focus Group Interview for six different groups of respondents, and one school profile form was developed. The six different respondents were DOE/SCN; DEO/RP/PNGO; HT/SMC members/PTA members; teachers; students; and community people/parents.

Methodology and Study Approach

Sample district for the study was selected in such a way that the sample included at least one representative district covering four development regions (Central, west, mid-west and far-west) and ecological belts (Mountain, Hills & Tarain). Similarly, selection of sample schools, where school infrastructure was implemented, was made in consultation with respective District Education Office according to the five criteria such as (1) sample school should cover the geographical area of the district; (2) the sample school should be representation of primary, lower secondary or high school in the district; (3) at least one school having classroom construction solely implemented by DOE for comparing the process and outcomes with construction work under the current partnership; (4) at least one school to be selected having (a) new classroom regular, (b) cost sharing (lagat sahavagita), (c) rehabilitation or toilet, (d) schools having SCN comprehensive program (focused school); and (5) minimum four schools in each study district.

The study tools developed for data collection was tested in Sindhupalchok District. In order to standardize the data generating process for increasing reliability of the tool and process, all the study team members from KUSOED, engineers from DOE and one responsible engineer from SCN participated in the pilot study and process standardization, and had opportunity to observe the data generating process led by the Team leader based on the thematic questions prepared for the respondents. Necessary revisions were made based on the experience and feedback from the pilot district. Three study teams led by KUSOED study team and participated by DOE and SCN staff were then mobilized to collect information from sample districts applying the process demonstrated by the Team leader.

Major Findings

Major findings with respect to role performance of partners both at the national and local level, examine the quality of construction and influence of the coordination, collaboration, communication among the partners on community mobilization, changes in physical and learning environment and quality outcomes of technical support on physical infrastructure development in schools under Education for All (EFA) programs are presented below:

1. Status of Role Performance of the Partners

The partners involved in SIIP have been performing their responsibilities in line with the MOU between DOE and SCNN, and tripartite agreement reached among DEO, PNGO and SMC/schools. Each partner performed the role as follows:

- The DOE has prepared standard technical drawings, designs, specification and model designs of the schools (new classrooms, toilets etc). It has also prepared the standard implementation guidelines for implementing SIIP and provided periodic policy and implementation instructions to the DEOs.
- Preparing budget and financial plan and funds flow arrangements for the project has been another responsibility of the DOE, which has been accomplished successfully.

- The SCNN has regularly maintained the role of central level coordination, communication and understanding including holding periodic meetings with the DOE.
- The SCNN provided regular financial support to the PNGO with respect to technical and engineering inputs, social mobilization and implementation of comprehensive educational programmes in focus VDCs.
- The role of SCNN was quite important in monitoring the performance of PNGOs and in establishing coordination between the DEO and PNGO at district level.
- The DEOs prepared annual financial plans; coordinated with DOE, SCNN and PNGO for making SIIP implementation arrangements; released funds to the schools timely; participated in school selection process, and signed agreement with PNGO and SMC for providing block grant support to schools construction and improvements.
- Periodic meetings and interactions are held with different district level development partners including INGOs, NGOs and CBOs involved on education sector to prevent duplicating interventions in the district.
- PNGO officials participated in school selection process and mobilized the engineering team and other staffs in making the community participate/ involve/ contribute to school construction works.
- PNGO and its staffs provided orientation to SMC, PTA, SCC members, parents and teachers about methods of school construction and explained their roles and responsibilities in construction works.
- Especially in focus programme VDCs, PNGOs are more involved in carrying out different capacity enhancement activities at local level through social mobilization.
- SMCs are playing vital role in acquiring external funds and community contributions for school construction and improvements. Community or parents gatherings are organized to seek people's participation in school construction.
- SMC members also carried out supervision of school construction work regularly. Likewise, SMCs in many schools have formed School Construction Committees (SCCs) in order to independently execute, supervise and monitor the school construction activities.

2 Performance Lapses of the Partners

- The task of carrying out periodic monitoring and evaluation of the project by the DOE has not been much effective.
- Except satisfactory level of donor harmonization at central level, it has not succeeded in strengthening the roles of DEO at district level.
- Except the periodic progress reports, no appropriate documentary evidences were available from any sources as evidences to claim that SCNN monitoring was systematic and regular. The review of PNGOs performance by the SCNN appeared weak.
- Accountability relationship between the PNGO Engineers and the DEO is unclear. In this respect, the SCNN's facilitating role appears to be important to make PNGO engineers accountable to DEO.

- District level collaboration and coordination with local NGOs, INGOs and district level development partners is not much effective despite some limited practices of holding one or two district level coordination meetings in a year.
- Monitoring and evaluation of the school construction activities by the DEO appeared to be the weakest part of the DEO's job accomplishments. The RPs, who is supposed to work closely with and facilitate the operation of the schools in his jurisdiction, rarely visit schools. School Supervisors (SS) are heavily engaged on carrying out day to day district level educational activities.
- Social mobilization in regular programme (non-focus) VDCs has remained to be another weak aspect of PNGO performance. The process of social mobilization has been limited to organize parents and community gathering and explain about the educational programme and school construction activities in regular programme.
- The frequency of supervision and monitoring by the technical staffs of PNGO is still not sufficient as per the needs of the schools. It is proving to be quite difficult for 3 technical staffs (1 Engineer and 2 Sub-engineers in a district) to reach at each and every construction site and provide technical inputs in time as the construction sites, particularly in hilly and mountainous districts, are well scattered and very far from one place to another.
- School construction work was exposed to more disputes between SMC/PTA and community people where the SMC preferred outside contractor, outside laborers, and procurement decisions made without consultation with the community.
- Community member in such schools were unhappy because financial benefits were taken by outside people but they were required free labor contribution. In such places the community roles and rights were entirely undermined by the SMC/PTA.

3 Construction Quality and Space Utilization

- The constructions of school blocks were according to the approved drawings, designs and specifications provided by the DOE except minor variations.
- The schools have little choice other than to choose the tubular or metal folded room truss and CGI sheet model designs as DOE gives more priority to these designs on the ground of building earthquake resistance school blocks.
- In general, the quality of construction work is at the acceptable level. Better quality of school construction works has been possible frequent supervision and monitoring of school construction site by PNGO technical team would have taken place.
- The rigorous and supportive work of engineering team was appreciated by all the sample schools.
- Regardless of different modes of construction followed at school level, the level of skills of the local people, availability of skill workers in the area, level of participation and involvement of the community members in the construction and decision making process and modes of construction (whole block contract, labor contract with sole responsibilities of SMC/community) were found to be the factors of quality construction.

- There was significant increase in the frequency of supervision and monitoring of school construction by PNGO engineers as compared to the earlier construction works. Nonetheless, despite increased frequency of supervision and monitoring under the partnership, however, it was quite difficult for the PNGO technical staffs to supervise and monitor the construction work on a regular basis due to diversified topographical and geographical structure of the land, remoteness and distance of the schools to be traveled from one place to another by only one Engineer and two Sub-Engineers.
- Although in most of the cases, the newly constructed rooms are intended to be used by primary level students, the tendency of keeping a spacious room for HT's office or allocate to the upgraded higher level classes was also observed.
- The tendency of allocating good spaces of school blocks for HT office was found to be guided by insufficient provision of school physical facilities. In some of the sample schools, good classroom spaces have been used for the purpose of establishing HT's office and store.
- Most of the schools in sample districts are progressing well toward completion with some delay, due to sudden increase in the prices of construction materials.
- Schools having "Cost Sharing Programs" are suffering more from the price rise, especially in resource poor area. The community had to raise money to supplement the increased cost. They can neither raise additional money from the community nor have received any support from the government.

4 District Level Collaboration Among the Partners

- The DEO's role is not decisive in establishing the coordination among the development partners. The local donors are guided more by their own will and sectoral choices and they have been working in a segregated manner.
- The SCNN role is vital in establishing coordination between PNGO and DEO at district level. In many districts, good coordination and functional relationship has been established between the partners except in Jumla district. Effective coordination with the partners has been ensured in those districts where SCNN officials frequently visit and monitor the partnership activities e.g., in Doti, Bardia and Sindhupalchok districts.

5 Observed Changes Through Partnership

- Physical infrastructure of schools located in far remote and rural areas have been improved significantly with the provisions of carpeted rooms, adequate space and light required for comfortable learning of the children. Getting good and earthquake resistant school buildings with spacious rooms, the parents and students are feeling more satisfied and secured, thus, they are inspired to send their children to the schools regularly.
- Although sufficient and separate toilet facilities for boys and girls are not available in all sample schools, the partnership programme has made it possible for some schools to have

separate toilets for the boys and girls and enough availability of drinking water, which in turn has contributed a lot to increase student's cleanliness and improve their health.

- Due to partnership programme, the schools have been able to arrange good school furniture such as desks, benches, chairs, and wooden planked and well-furnished carpeted room for ECD classes to facilitate convenient movement, and conducive to learning.
- The quality of teaching and learning was improved in focused program schools. The children were comparatively performing better than schools where such supports were not given.
- Children are very active and outspoken in many schools especially in focused schools. In almost all of the schools (except in Doti), classes 1 and 2 are fully equipped with child-friendly teaching learning materials. However, it was observed that in order to promote effective student learning, a school must be equipped with sufficient and qualified teachers, provisions of education learning materials and audio visual aids, learner's friendly infrastructure (toilets and drinking water), and effective teaching learning activities.
- In many schools, children learning were constrained due to parent's inability to pay for copy, pen and dress; provision of foods and breakfast for children.
- Community participation and involvement of social elites, dalits, and ethnical groups including women as well as collective effort of parents, teachers, HT, SMC, SCC and PTA members on school construction has significantly increased in most of the sample schools with exceptions in some schools studied.
- Community participation is more in rural schools than in urban schools. More community participation was observed in those schools where whole responsibilities of school construction works were executed by community itself.
- Labor contribution supersedes other types of contribution (cash, kind) from the community people due to their poor economic condition.
- It was observed that the SCNN supported comprehensive educational focus program contributed a lot to increase community participation through social mobilization.
- The participation and involvement of marginalized and disadvantaged groups of people in SMC and PTA was found to be inclusive. However, dalits and women were underrepresented in SCC. The inclusiveness depended to a larger extent on the composition of caste system in the population of village, where the school is located.
- The poor community people and especially parents from dalits and janajati were less interested in educational and social activities as they were mostly engaged in subsistence work (labor) to earn daily food and bread for their life.
- Especially in focus programme VDCs, PNGOs are involved in providing teacher trainings; organizing meetings and interactions between parents and teachers; conducting mobile meeting with parents, teachers and SMC/PTA.
- Under the regular programme, capacity building of community is confined to providing orientation to SMC, HT about their roles and responsibilities in school construction and the methods and process of construction to be followed.

- Despite the lack of proper capacity enhancement programme under the partnership, it was found that the capacity of community people was developed through informal learning. Thus, the entire process of empowering SMC/PTA in school infrastructure development affairs, execution of their responsibilities, and periodic technical advancement from engineering staff have enhanced the capacity of SMC/PTA.
- Provision of social audit system has promoted financial transparency in the program. However, there are no standard guidelines for carrying out social audit at school level. The concept of social audit is not quite clear to the community people.
- The collective and combined efforts of DOE, SCNN, DEO, PNGO etc., have produced several positive effects such as quality school construction, quality technical inputs, more supervision and monitoring, more community participation and involvement, and timely completion etc.

6 Strengths and Weaknesses of Partnership

6.1 Strengths of Partnership

- The partnership approach has developed the sense of collective responsibility among the stakeholders of education in the district.
- The practice of preparing and disseminating the uniform model designs across the country has made it possible to ensure earthquake resistant school building with similar looks and size constructed in all parts of the country.
- More transparency has been ensured through the introduction of social audit system. Possible corruption and malpractices have been minimized due to the involvement of independent technical team and community people.
- Continuous involvement of community people in school related activities have promoted informal learning and capacity development at local level indirectly.

6.2 Weaknesses of Partnership

- The partnership has not been developed on the basis of future commitments and sustainability. Therefore, it appears to be a onetime effort
- Social and community mobilization are not institutionalized and are completely absent in regular programme. Similarly, it is a kind of fragmented approach applied for regular programme.
- More focus has been given to quantitative expansion of school construction ignoring the quality of teaching and student learning as a whole.
- Central and district level monitoring by the partners (SCNN, DOE, DEO) is very weak.
- No effective mechanism in place to bring all local level development agencies under the coordinated collaborative network.
- Although the schools under the partnership are selected on the basis of transparent criteria, but the process is still a kind of supply driven approach. This programme has been implemented in limited places of accessible areas within the district rather than to rural and remote areas.

- There are no explicit provisions under the partnership for raising awareness and capacity building at local level without any roles documented for community.

7 Best Practices and Lesson Learned

7.1 Best Practices:

- School infrastructure improvements activities were highly effective in those schools which fulfilled the conditions of i) independent regular technical supervision and monitoring by PNGO Engineers, ii) proper orientation to SMC, PTA, SCC about requirements for school construction, iii) proper technical orientation to head mason selected from among the parents, iv) active participation and involvement of parents/local people in school construction, v) roles given to community in key decision making, vi) entire responsibility taken by SMC/PTA and SCC.
- Social audit system is one of the best practices followed under the partnership.

7.2 Lessons Learned:

- Work done in collaboration of partners (INGO, PNGO, MOES/DOE/DEO and community) gives better results than done by individual organization.
- Infrastructure alone does not contribute to quality and teaching and student learning environment. It must be accompanied by interventions in improving teaching and learning environment.
- Reform in education requires longer duration in order to produce visible results.
- The partnership between the GON and NGOs/INGOs is essential in order to institutionalize, replicate and sustain the best practices and changes.
- Local availability of skilled persons and level of their skill determines the degree of quality of school construction. Similarly, frequent and efficient technical and supervision also plays vital roles in quality construction.
- More participation of the community means more successful completion of infrastructure development.

Conclusions

- Visible results are perceived in developmental works that are conducted in partnership than by a single development agency.
- Partnership minimizes comments on possible corruption and malpractices.
- The capability and expertise of PNGO's staff are the major factors for the successful implementation of the project.
- However, the partnership is not successful in bringing all the actors in education under the coordinated collaborative network.

Recommendations

- Different amount of block grant scheme must be developed for diversified geographical areas such as mountain, hill, terai, accessible and inaccessible areas which should be based on their real needs.
- Much priority should be given to primary schools for providing block grant support.
- A more systematic and joint monitoring/backstopping through DOE/SCNN should be carried out.
- Develop a system and mechanism to bring all the development partners in education under the coordinated and collaborative network both at the national level and the district level.
- The SCNN should engage in future partnership integrating infrastructure improvements, teaching learning improvements and social mobilization supplemented by capacity development of schools and community.
- Periodic and result based monitoring on the basis of sound monitoring plan should be carried out by the SCNN.

Strategies and Approaches for the Future Partnership

The future partnership programme should be a kind of integrated holistic approach to school improvement consisting of i) school infrastructure improvements, ii) focus on child learning and improvement in teaching learning activities, iii) a programme addressing intensive community awareness and capacity building programme supplemented with extensive social mobilization, and iv) capacity building for school governance and management.

1. Introduction

1.1. The Context

There has been a significant expansion of education after the inception of democracy in 1951 in Nepal. Restricted education for masses during Rana periods and freedom to open school after 1951 led to dramatic increase in the number of schools in the country. From 1951 to 1970 there was 375 times increase student enrollment in higher education, 144 times in secondary education and 57 times in primary (¹Ragsdale, 1989). There appeared to be a dramatic expansion of schools and enrollment at the secondary and post-secondary level as compared to the primary level. Opening up new schools and colleges continued to increase adopting the colonial education system up until today without linking country's development needs with education. The trend still continues even today. Following table indicates the expansion of schools and student enrollment from 1981 to present.

Table 1. Comparison of Education Provisions from 1981 to 2008

Educational Institutions	1981*		2005**		2006***		2007-08@	
	Schools	Students	Schools	Students	Schools	Students	Schools	Students
Primary	10,136	1,067,912	27,525	4,502,697	27,901	4,320,715	29,220	4,418,713
Lower Sec.	3,261	391,427	8,471	1,374,796	8,880	1,301,134	9,739	1,443,515
Secondary	704	121,007	5,039	587,177	5,329	679,387	5,894	671,183

Source: * CBS (1981), ** MOES (2005), ***MOES (2006), @MOES (2008)

These figures indicate that Nepal has made significant progress in the expansion of education provision in recent years. Access to primary education and provisions were intensified after the campaign for Education for All started after the World Conference held in 1990 in Jomtein, Thailand with liberal support from international community. A national Plan of Action (NPA) was developed in 1992 (revised in 2003 after the revision of EFA indicators and achievement targets from World Education Forum on EFA held at Dakar, Senegal in 2000) that identified EFA goals and targets to be attained (Flash Report, DOE, 2007).

In spite of the notable progress of education at all levels, quality, efficiency, and relevance of education remained poor and educational provisions were not accessible to all. Of the total school aged children, although enrollment in the formal education system has increased, school dropout rate and repetition rates are not encouraging. Although the retention rate at the primary level has increased from 60% in 2003 to 80% in 2005, net enrollment rates at lower secondary and secondary was 46% and 32% respectively indicating more than 55% drop out rates at the primary and 60% drop before completing lower secondary level (Flash Report, DOE, 2006). The magnitude of problem of literacy, non-enrollment, and school dropout varies by region, by gender, by caste and ethnicity and level of poverty. People living in

¹ Ragsdale, T. A. (1989). Once a hermit kingdom: Ethnicity, education and national integration in Nepal. New Delhi: Manohar Publication

remote and rural areas, females, ethnic minorities, and people with disabilities, poor and disadvantaged are deprived from quality basic education.

For past several years, DOE is focusing its EFA initiatives towards achieving equitable access to quality primary education. Improvement of basic learning environment and physical environment of school education is considered as the critical prerequisite of quality education. 'A Basic learning environment', as defined by MoES is referred to access to 1) *a learning space in the form of a classroom*; 2) a learning facilitator in the form of a teacher; and 3) learning materials in the form of textbooks, equipment, and other learning materials. Therefore, among others, the school physical infrastructure becomes a factor contributing for the first element of the basic learning environment. MoES has stated that aims of physical infrastructure development is to improve access of marginalized children to public schools for primary grade schools by constructing, rehabilitating, and improving school physical learning environment.

Realizing the importance of physical infrastructure improvement for facilitating students' learning and ensuring safety and comfortable learning environment, Ministry of Education (MoE), Department of Education (DoE), and Save the Children Norway Nepal (SCNN) are closely working for improving the quality of education in different districts of Nepal. Early Childhood Development, Primary Education, Alternative Education for out of school children, capacity building of education institutions etc. are the main components of the program initiated by DoE and SCNN. SCN's support is channelized to those districts where basic learning and physical requirements are not met.

In this connection, SCNN has entered into a special partnership with DoE in September 2006 to provide social mobilization, quality assurance and technical support on physical infrastructure development in schools under Education for All (EFA) programs in 12 districts. This program was further expanded to additional 8 districts from September 2007 to July 2009. SCNN and its partner Non-governmental Organizations (PNGOs) have been providing one engineer and two sub-engineers as staff of partner NGO in districts as shown in the following Table 2. On behalf of SCN partner NGOs (PNGOs) have been executing the construction work with collaboration of District education Office in each district.

1.2. Rationale for DOE SCN Partnership

The previous experiences revealed that government's direct involvement on school construction faced several problems due to the lack of technical supervision and monitoring of school construction activities. Besides, the past construction programs could not pay adequate attention in areas such as transparency in utilization of funds, social mobilization, sense of ownership, spontaneous participation and contribution of the community, quality of school construction, invited severe criticism. Similarly, the school selection process for construction support was carried out based on intuitive judgment with supply driven approach rather than the demand driven one.

Taking into consideration the weaknesses remained in government executed school construction activities, the MOE and the DOE initiated the process of developing collaboration with several donors, nongovernmental organizations (NGOs), international nongovernmental organizations (INGOs) and communities for carrying out school construction and physical infrastructure improvements activities across the country with a view to ensuring increased access, efficiency, quality and transparency of primary schools. Such partnership has been developed on the grounds that the GON provides policy and financial inputs including making implementation and coordination mechanism required at central and local level. Similarly, the NGOs/INGOs provide technical and engineering inputs in the form of supervision, monitoring and evaluation inputs.

1.3. Purpose of Partnership

In this context, the collaboration and partnership between MOE/DOE and SCNN with respect to school construction and physical infrastructure improvements activities was initiated for the purpose of promoting effective technical supervision and support to facilitate school infrastructure improvement programs with acceptable quality, timely completion in a corruption free environment. The school infrastructure improvement program (SIIP) also intended to mobilize community in the infrastructure development process and empower SMC to take a lead.

1.4. Program Intervention

The main program intervention of partnership was to improve school physical infrastructure (construction of new class , rehabilitating the old class rooms, toilet construction, provision for water supply, construction of compound wall etc.) in 20 districts (initially in 12 districts and 8 added later) by means of technical support from SCN. The technical support included were: preparing cost estimate of construction works, mobilizing people participation in construction, assuring construction quality through frequent construction supervision, and evaluating the works associated with school infrastructure development.

Under the partnership arrangement block grant for the construction of school infrastructure is provided by DOE through DEO, and SCN through local PNGO provides the technical support to ensure the quality of construction work. The detail roles and responsibilities of partner organizations at the central and local level is given in Annex 6.

Table 2. Program Districts and Respective Geographical Area

S.N.	Development Region	No. of Districts	District
1	Eastern	1	Udayapur
2	Central	1	Sindhupalchok
3	Western	4	Palpa, Tanahun, Lamjung, Baglung
4	Mid-western	11	Bardiya, Dang, Surkhet, Rukum, Rolpa, Salyan, Humla, Jumla, Mugu, Dolpa, Kalikot
5	Far-western	3	Bajura, Achham, Doti
Total		20	

SCNN, through local PNGO, has deployed 45 sub-engineers and 21 engineers who are directly working with DEO for community mobilization, technical monitoring, and quality assurance of the construction work and social auditing of the expenses in collaboration with school management committees. The construction of 620 blocks, 210 school rehabilitation, and 41 external environments (toilet, drinking water etc) were completed in 2006/7 in 12 districts. Furthermore, in 2007/8, 699 four -room school buildings (lagat sahavagita), 252 two- room blocks (regular), 188 two-room blocks (community-managed), 260 classroom rehabilitations (regular), 270 classrooms (lagat sahavagita), including toilet and water supply in 20 districts are under construction.

1.5. **Mid-term Review**

The main purpose of collaboration between DOE and SCN was to improve schools' physical infrastructure for facilitating student learning and ensure the equitable access to quality education to all primary age children and minimize the deficiency in education. The partnership arrangement also expected timely completion of school physical infrastructure improvement activities meeting the technical specification and standards through planning, management, implementation, monitoring and evaluation, resource mobilization in a coordinated manner to avoid duplication and reduce educational wastage. Program implementation was intended as per the law of the land, avoid duplication, respecting the policies and regulations of the both the parties, addressing the concerns of the community and school infrastructure to be implemented for the maximum benefit of school, community and students, ensuring inclusiveness, resolving problems in a collaborative manner and following the construction guidelines of DOE were some of the preconditions of understanding.

Since this cooperation between the Government and SCN for common purpose i.e. fulfilling EFA goals, is new collaboration, this was the right time to examine the accomplishments of the partnership arrangement. A third party review of the program was realized to observe the progress, document the success and deficiencies, correct deviations and lead the partnership program toward successful end. After about two years of implementation, there could be ample learning and experiences, good practices and few challenges in this cooperation which can be valuable for designing future collaborative school improvement programs. Therefore, Kathmandu University, School of education was assigned by SCN/DOE to conduct mid-term evaluation with critical assessment and analysis of cooperation for further improvement of successful implementation, enhanced coordination collaboration, and efficient communication so that expected results could be achieved.

1.6. **Objectives of the Review**

The primary Objective of the review is to document learning, experiences and good practices on the collaboration from each side (GOs, INGOs, and NGOs) as well as its impact in

promoting child friendly schooling. More specifically, the main objectives of the mid-term evaluation were to:

- Assess and document the roles fulfilled and strengths of each actor (DoE, DEO, SCN, and PNGO) and cooperation as well as major achievements of the project in the last two years in promoting child friendly quality infrastructure at school under EFA program as per the cooperation agreement;
- Assess to what extent the project has contributed to achieve the partnership goals and objectives particularly looking at:
 - Increase capacity of local communities like SMC and PTA;
 - Reducing overlapping and duplication among actors on education issues in the districts;
 - Increasing quality of work and timely completion; and
 - Effectiveness of collaboration between GOs, NGOs and INGOs.
- Identify emerging issues and lessons learnt over the past few years of partnership.
- Analyze- internal strengths, weaknesses, opportunities, and areas for improvement for each actor.
- Draw lessons and issues from the above to explore objectives, strategies, and areas of cooperation and support for future partnership.

1.7. Review and Study Team

In order to carrying out the study, a study team comprising the following members was formed under the leadership of KU:

- | | | |
|----------------------|-----------------------------------|-------------|
| • Senior Consultant | Educationist, KU | Team Leader |
| • Consultant, KU | Consultant Engineer | Team member |
| • Consultant, KU | Educationist from KU | Team Member |
| • Consultant, KU | Educationist/Researcher from KU - | Team member |
| • Senior Staff, DOE | Civil Engineer | Team member |
| • Senior Staff, SCNN | Civil Engineer | Team Member |

1.8. Steering Committee

A Steering Committee comprised of the Director General (DG) and Director of Department of Education, a representative from the Ministry of Education and Sports (MOES), Assistant Country Representative, Program Director, and Education Advisor from SCNN and Dean from KU was formed for overall direction of the mid-term review.

2. Methodology and Approach of Mid -term review

2.1. Methodology

This Mid-term evaluation is mainly a descriptive study supported by qualitative information generated from the field supplemented by quantitative data. This descriptive study explored the existing status “School infrastructure development programs” in five program districts and made suggestions for future improvement. The review team was expected to critically review and generate data examining role performance of partners both at the national and local level, examine the quality of construction and influence of the coordination, collaboration, communication among the partners on community mobilization, changes in physical and learning environment and quality outcomes of technical support on physical infrastructure development in schools under Education for All (EFA) programs through:

- Information collection by consulting or reviewing project related documents.
- Information collection in the field by interacting with the DEO, i/NGOs/ NGOs/ PNGO, SMC, PTA and students.
- Analysis of the information collected from both the primary and secondary sources, and based on the analysis and finding prepare a review report.
- Preparation and presentation of recommendations to offer basis for further discussion within the SCNN and with the implementing partners for the improvement of the project in the future with regard to better cooperation, collaboration, communication.
- Presentation of the report with analysis, findings and recommendations, and share it with SCNN concern persons.
- Incorporation of feedback received from the team of SCNN staff and finalization of the report.

2.1.1. Selection of Study Districts

An attempt was made to select at least one representative district covering four development regions (Central, west, mid-west and far-west) and ecological belts (Mountain, Hills & Tarain) (Please see Annex -1 for Background information of study districts). The following Table- 3 has indicated the selection of study sites:

Table 3. Mid-term Review Site

S.N.	Regions	Ecological Belts	Districts	No. of school
1	Central	Hill	Sindhupalchok	5
2	Western	Hill	Baglung	4
3	Mid-western	Terai, Hill	Bardiya	4
			Jumla	4
4	Far Western	Hill	Doti	5
Total				22

2.1.2. Selection of the Schools

As agreed in the steering committee, selection of schools, where school infrastructure was implemented, was made in consultation with respective District Education Office keeping following criteria for selection of sample schools:

1. Representative sample school covering the geographical area of the district,
2. Representation of primary, lower secondary and high school in the district,
3. At least one school having classroom construction solely implemented by DOE for comparing the process and outcomes with construction work under the current partnership,
4. At least one school to be selected having (a) new classroom regular, (b) cost sharing (lagat sahavagita), (c) rehabilitation or toilet, (d) schools having SCN comprehensive program (focused school),
5. Minimum four schools in each study district.

It was difficult to identify the sample school cases meeting the above criteria from the central level. Therefore, the steering committee agreed to determine the sample schools to be studied through consultation with the DEO of the selected district. In consultation with DEO of the respective study district the following sample schools in study districts were selected.

Table 4. Sample Schools Selected

District	Sample School	Location	Characteristics/Type of Support
Bardia	Sri Gurans Higher Secondary School	Sanosri VDC	Secondary School, Cost sharing, previous DEO construction, phased out SCNN focus program
	Pasupati Primary School, Pasupati Bajar	Kalika Model VDC	Dalit Janajati community, General program, Phased out SCNN focus program
	Ganga Primary School, Ganga Basti	Ganga VDC	General support Program, SCNN Focus program
	Bhabani Secondary School, Semara,	Semara VDC	Management transeferred to community, Proposed secondary, low income community
Jumla	Sri Jana Jagriti Lower Sec. School, Chulakot	Chulakot, Kudari VDC - 8	Regular
	Saraswati Pimary School	Bhurkot Kotesangu, Chandannath VDC - 4	Regular
	Saraswati Lower Secondary School	Patmara, Rini VDC - 6	Regular
	Shree Secondary School	Hanku VDC - 5	Regular
Doti	Jan Sewa Primary	Chhatiwon VDC - 9	

	School		
	Malsimi Primary School	Jijodamandu VDC - 7	
	Saraswoti Primary School	Deepayal Municipality - 10	
	Tedisthan Primary School	Ladagada VDC - 1	
	Bhagawati Primary School	Sanagaun VDC - 2	
Baglung	Vidya Mandir Higher Secondary School	Baglung Municipality - 4	Regular
	Sidhdhi Ganesh Primary School	Ramche Bhandar, Kushmishera VDC - 7	Regular
	Kadesh Lower Secondary School	Kadesh, Lekhani VDC- 8	Community managed
	Lekhani Primary School	Shivalaya, Lekhani VDC - 3	Regular
Sindhupal chok	Jalpa Devi Primary School	Sano Sirubari VDC - 9, Pauwa,	Regular
	BP Memorial Primary School	Thulo Siruwari VDC - 3, Narsing Danda	Regular
	Rameshwor Lower SS	Baramchi VDC - 1, Khamare	Regular
	Ganesh Secondary School	Yamuna Danda VDC - 3, Jagir Yamuna	Regular
	Setidevi Panchakanya Higher SS	Kubhinde VDC - 8	Community managed

2.1.3. Respondents of the study

The respondents of the study were primary school students, parents, community people, members of Parents – Teachers Association (PTA), SMC members, teachers, District Education Officer, and PNGO staff.

2.1.4. Study Scheme and Tools

The major tools employed in this study were as follows:

- i) Evaluation scheme,
- ii) Potential questions for FGD, interviews and interactions,
- iii) School profile,

Based on the ToR (Annex – 2) and document review major study themes and indicators in line with each objective of the study were developed. The major themes identified were: (a) role of partner organizations and their role performance, (b) achievements of partnership, (c) Quality of school construction work and timely completion, (d) Coordination, collaboration

and networking among actors in education both at the central and local levels, (e) Emerging issues and lesson learnt, and (f) Exploration of future partnership modality to promote role of the community.

An evaluation scheme (Annex – 3) with research objectives, respective indicators, and possible evaluation questions, source of information and data collection approaches was prepared and was presented to the steering committee for validating the evaluation scheme and tools.

A separate study questionnaire was prepared to collect essential information from school. Each study team was requested to fill out the questionnaire while visiting program schools. Quantitative information related to several educational information, school construction and physical information etc. were collected through a well prepared school profile comprising several questionnaires and descriptions. For detail please refer to Annex -5.

2.1.5. Pilot Testing and Process Standardization

The study tools developed for data collection was tested in Sindhupalchok District. Necessary revisions were made based on the experience and feedback from the pilot district. In order to standardize the data generating process for increasing reliability of the tool and process all the study team members from KUSOED, engineers from DOE and one responsible engineer from SCN participated in the pilot study and process standardization and had opportunity to observe the data generating process led by the Team leader based on the thematic questions prepared for DEO, PNGOs, SMC, PTA, parents and community members, teachers and students. After having observed the process, three study teams led by KUSOED study team and participated by DOE and SCN staff were mobilized to collect information applying the process demonstrated by the Team leader.

2.1.6. Consultative Meeting

After the pilot study in Sindhupalchok district the study tools were adjusted and finalized. Then a consultative meeting was held with DoE and SCN focal persons concerning mobilizing study teams in the remaining four districts.

2.2. Study Approaches

The following approaches were applied for the purpose of collecting and generating necessary information for this study.

2.2.1. Review / Consultation of Documents

Documents related to the project such as Annual reports and Strategy Plan 2006-2009 of SCN, periodic reports received of DoE and SCNN, partnership agreement (29th Jestha 2063 B.S., 10th Asoj 2063 B.S., and 23rd Shrawan 2064 B.S.), other related documents from DEO and SCNN (such as field visit reports, correspondence, EFA implementation

guidelines/manuals etc.), ASIP and AWPB of DoE, Flash Reports I and II, Consolidated Reports were thoroughly reviewed.

2.2.2. Focus Group Discussion (FDG)

Focus- group discussions were carried out with students, parents, SMC, teachers, DEO staff, and PNGO staff, to find out their expectations, aspirations, experience, observations and opinions.

2.2.3. Interview with DEO, Partner NGO (PNGO) Staff

Interaction sessions (such as interview) as well as informal talks was undertaken with the DEO, partner NGO and SCN staff in the districts visited to find out success stories as well as challenges of the project. This information helped to cross examine with the observation of the review team and information generated from the field.

2.2.4. Discussion/Interview with Selected Staff of DOE, DEO, SCN N and EFA Donors

Besides interaction with partner staff, interaction sessions such as discussion/ interview will be organized with District Education Officer (DEO), School Management Committee (SMC) / Parent - Teacher Association (PTA), local partner NGO in order to find out impact of program activities of the project and further requirements. Since these are key actors of education sectors and were expected to work in collaboration with SCN in this project, interaction with them is very significant in regard to familiarize the review team about the programs and activities of MOES/DOE regarding school infrastructure improvement program, and to clarify roles and responsibilities of DOE, SCN, PNGO, DEO and School, and/ or SMC / PTA in this partnership program.

2.2.5. Wrapping up the Discussions with DEO and PNGO Staffs

After completion of each data collection, the study team made wrap up presentation of field findings jointly to DEO officials, SCNN local officials and PNGO officials for clarifications, justifications, impressions, opinions of the information collected, and also to share experiences of DEO and PNGO officials in respect of several issues of project implementation.

3. Data Reduction and Data Analysis

3.1. Data reduction

On completion of field visit and data collection, the study team agreed on the standard process for presenting and analyzing field data. Each member of the study team prepared district report on the basis of data collected from the field visit. Field level data were recorded and tabulated on the basis of different themes, evaluation area and performance indicators as mentioned in the Evaluation Scheme (Annex - 3). Specific cases, scenario and observations

were recorded separately for individual school and district. Duplicating, unusable, and unrelated information were omitted. Useful and theme related information were refined and presented systematically.

3.2. **Data analysis**

Based on separate district report prepared by individual team member visiting different districts and schools, the study team analyzed the district reports. Field level data of a district were repeatedly checked and verified with other district in order to ensure reliability. Common findings, observations and information were combined together. Similarly, specific and contrast findings by individual school or district were recorded separately. Following this, the Team Leader prepared the consolidated national report to be presented to SCNN.

STATUS OF IMPLEMENTATION OF PARTNERSHIP

4. **Agreed Roles and Role Performance of the Partners**

Agreed roles and their role performance are described in the following paragraphs:

4.1. **Agreed Roles**

Memorandum of Understanding (MOU) signed between the DOE and SCNN as well as the tripartite agreement reached between DEO, PNGO and SMC/schools are the sources of roles and responsibilities of the partners executing the SIIP. It has assigned several roles for different partners involved in implementing the SIIP. The MOE/DOE are responsible for making policy provisions and implementation arrangements of the partnership and establish central level coordination with several partners. Similarly, they are also required to make funds flow arrangements for providing block grant support to the schools through DEO.

Likewise, the SCNN provides technical and engineering supports to carry out school construction and physical infrastructure improvements works in partnership districts through PNGO. The DEO implements the partnership programme in close coordination with SCNN/PNGO at district level. In addition, it provides block support to school and facilitates smooth implementation of school construction works through PNGO technical team. In addition, the PNGO provides technical supports to the schools through its engineering team. The SMC/PTA are responsible for carrying out school construction and physical improvements works at school level with the extensive participation of community people including parents, students, teachers and other local actors. The detail agreed and documented roles of several partners are given in Annex – 6.

4.2. **Role Performance of the Partners**

The partners involved in SIIP have been performing their responsibilities in line with the MOE between DOE and SCNN, and tripartite agreement reached between DEO, PNGO and SMC/schools. The following paragraphs present the status of role performance by different partners involving in SIIP execution.

4.2.1. *Role Performance by DOE*

The DOE's roles are quite vital in smooth implementation of SIIP. It has succeeded in formulating policy, planning educational programmes and making project implementation arrangements at central and district level. Similarly, central level coordination with SCNN and other stakeholders has taken place from time to time to facilitate effective implementation of the project. The DOE has prepared standard technical drawings, designs, specification and model designs of the schools (new classrooms, toilets etc). In addition, it has also prepared the standard implementation guidelines for implementing SIIP. These

documents are prepared at central level, which are provided to DEO for executing the programme. Likewise, The DEOs receive periodic policy and implementation instructions from the DOE. Furthermore, preparing budget and financial plan and funds flow arrangements for the project has been another responsibility of the DOE, which has been accomplished successfully.

4.2.2. *Role Performance by SCNN*

The SCNN has regularly maintained the role of central level coordination, communication and understanding. Periodic meetings and interactions are held with the DOE with regard to the project implementation. The SCNN provides regular financial support to the PNGO with respect to technical and engineering inputs, social mobilization and implementation of comprehensive educational programmes in focus VDCs. Regional/contact offices of SCNN are established with a view to facilitating SIIP effective implementation. The role of SCNN was observed to be quite important in monitoring the performance of PNGOs and in establishing coordination between the DEO and PNGO at district level.

4.2.3. *Role Performance by DEO*

The DEOs are playing important role in smooth implementation of SIIP in coordination with the SCNN and PNGO. The duties and responsibilities assigned to them as per MOU and tripartite agreement are duly complied with by DEOs. The DEOs prepare annual financial plans; coordinate with DOE, SCNN and PNGO for making SIIP implementation arrangements; release funds to the schools; and sign agreement with PNGO and SMC for providing block grant support to schools construction and improvements. They participate in school selection process. Establishing collaborative network and coordination among the actors at the district level is another role having been performed by the DEO. Periodic meetings and interactions are held with different district level development partners including INGOs, NGOs and CBOs involved on education sector to prevent duplicating interventions in the district.

The DEO releases the funds of block grants to the school in three installments on the basis of work progress provided by PNGO technical team. First installment is released after the completion of land preparation works. The second installment is released after the completion of wall construction and the third and last installment is released following the purchase of construction materials (truss, woods, etc.). The schools visited by the study team are satisfied with timely release of funds by the DEOs. Conclusively, DEOs are performing facilitating role to implement the partnership programme effectively.

4.2.4. *Role Performance by PNGO*

In line with the agreed roles of PNGO, they are performing their tasks of providing technical supports to the DEO and the schools while implementing SIIP. The roles played by them were appreciated by all the schools visited. Local PNGOs such as DWO in Bardia, TUKI in Sindhupalchok, CDC in Doti, GYC in Baglung and KIRDARC in Jumla district are

performing well in the district-level SIIP programme by facilitating schools and communities, frequently supervising the construction works, providing technical advice in order to ensure the quality of school construction and infrastructure improvements works. They are supporting the schools and communities at their level best to accomplish the partnership goals by providing technical supports to schools as and when needed.

PNGO officials participate in school selection process and it mobilizes the engineering teams and other staffs in making the community involve/ contribute to school construction work. They have also provided orientation to SMC, PTA, SCC members, parents and teachers about their roles, responsibilities and methods of construction. Moreover, the PNGOs are implementing different types of comprehensive education programmes in focus VDCs including social mobilization. Capacity building of local communities, parents, school teachers, and students is another task of the PNGO. Especially in focus programme VDCs, they are more involved on providing teacher training; promoting community participation in school management and school construction activities; launching enrolment campaign for out-of-school children; addressing the issues of social inclusion in education sector; organizing several education awareness programme to motivate dalits, ethnic minorities and disadvantaged groups in the villages to send their children to school; provide education materials, organize parents and mothers gathering, providing orientation to mason carrying out school construction activities; and providing token financial supports to the schools with respect to rehabilitation, maintenance, and provision of additional teachers etc.

One of the DEOs of sample districts observed that there is a positive climate and supporting environment while launching innovative reform initiative undertaken in SIIP implemented districts. One of the DEO admired the work performance of PNGO Engineering Team and said "three engineering staffs are doing the work of 6 – 7 people.

The study team observed that the PNGO engineering team was very dynamic in most of the cases. They closely work with both PNGO and the DEO and duly obey the instructions of both. They regularly visit the construction sites and give necessary technical advices to schools, communities, SMC and SCC about the school construction to ensure that materials and workmanship is according to the approved drawings, designs and specifications. The study team was also reported by the SMC and PTA members that the engineering personnel were readily available upon call if some confusion arises during the process of construction work. They were extensively engaged on preparing cost estimate of the school; organizing parent's assembly to inspire the parents to contribute and participate on school construction works; ensuring the quality of construction; checking the measurement book (MB); preparing the bill of quantity (BOQ), making recommendation of payment to the schools etc. Similarly, they also explained and motivated the SMC, schools and parents about conducting social audit of school construction activities. In addition, they also used to report the progress of school construction both to the DEO and the PNGO.

4.2.5. *Role Performance by SMC*

SMCs are playing vital role in acquiring external funds and community contributions for school construction and improvements. SMCs have also played decisive role in inviting external financial and technical supports for the schools. Similarly, they are directly involved in school decision making procedures. Except in some sample schools, SMCs are actively involved in school construction and infrastructure improvements activities. Community or parents gatherings are organized to seek people's participation in school construction. By establishing coordination with RP and PNGO staffs, SMCs are playing prominent role to prepare the community people provide different types of contribution required for school construction in the form of labor, kind and cash contribution. SMC members also carry out supervision of school construction work regularly. Likewise, SMCs in many schools have formed School Construction Committees (SCCs) in order to independently execute, supervise and monitor the school construction activities.

4.2.6. *Role Performance by the Community*

Although the MOU (DOE & SCNN) and tripartite agreement (DEO, PNGO & SMC) does not speak about community role, community play crucial role in the implementation of the SIIP. The community has contributed a lot not only to school construction and physical infrastructure improvement works but also to other school improvement initiatives in most of the cases. It was found that the roles performed by the community (parents, students, and teachers etc.) were spontaneous positive behavior reflected through different activities such as pedagogical, labor, kind and cash contribution; advisory and participatory contribution; and educational contribution. In the absence of documented roles assigned to community people, it was difficult for the review team to evaluate their role performance. Lack of sufficient awareness and inadequate intervention measures from the program also contributed decline in participation and involvement of community in school improvement process.

Many community people were of the opinion that the roles for the community should not be imposed but it should be properly documented in tripartite agreement between the DEO, SMC and PNGO. If community roles are properly documented, the community people will be more motivated, participative and contributing, one of the parents said in FGD.

4.3. **Performance Lapses**

Despite positive roles played by the several partners involved in the implementation of SIIP, the study team observed various performance lapses of the partners, which needs to be addressed properly for ensuring effective accomplishments of the partnership goals.

4.3.1. *Performance Lapses of DOE*

The task of carrying out periodic monitoring and evaluation of the project by the DOE has not been much effective. No reliable documentary evidences were received by the study team

in support of effective monitoring and evaluation of the project carried out by the DOE. Although, it has succeeded in accomplishing planned school infrastructure improvement programs at the satisfactory level and harmonizing the supports of different development partners on school physical improvements works through a single door system at central level, but it has not succeeded in strengthening the roles of DEO with respect to donor harmonization at district level.

4.3.2. *Performance Lapses of SCNN*

District level coordination between other development partners and DEO for preventing duplicating development interventions has not been systematic and much effective. It was reported that periodic monitoring is done from SCNN regional office and from DEO. But these monitoring were not systematic. Except the periodic progress reports, no appropriate documentary evidences were available from any sources as evidences to claim that their monitoring was systematic and regular. PNGO's performance in the district is the performance of SCNN. District level reviews on PNGOs performance, overall program performance, monitoring and supervision of PNGO and their performance in the assigned work on the part of SCNN appeared weak.

Similarly, there appeared coordination lag between the DEO and SCNN/PNGO with regard to the implementation of comprehensive educational programmes in the focus VDCs in some of the sample districts. The DEOs roles are virtually undermined in Jumla district while implementing focused programmes. Likewise, accountability relationship between the PNGO Engineers and the DEO is unclear. In this respect, the SCNN's facilitating role appears to be important to make PNGO engineers accountable to DEO.

4.3.3. *Performance Lapses of DEO*

The DEOs has rarely succeeded in taking the leading and determining role to prevent duplicating interventions of different development partners on education sector at district level. District level collaboration and coordination with local NGOs, INGOs and district level development partners is not much effective, although formalities were maintained by organizing one or two district level coordination meetings in a year in some of the districts, such as Doti, Bardia, and Sindhupalchok.

Monitoring and evaluation of the school construction activities by the DEO, SS and RPs appeared to be the weakest part of the DEO's job accomplishments. The supervision and monitoring of schools by SS and RP is quite miserable. The RPs, who is supposed to work closely with and facilitate the operation of the

One HT said, 'to find RP and SS in school is like a once in a blue moon. For last two years, I have not seen SS visiting our school. The Resource Center (RC) is located in half an hour walking distance of our school, but I have not seen him for last one year'. This is quite common in almost all schools visited except few.

schools in his jurisdiction, rarely visit schools. School Supervisors are heavily engaged on carrying out day to day district level educational activities.

Despite the fact that the PNGO Engineers/Sub-engineers are regarded as the technical arms of the DEO, but they are not housed in the DEO premises except in Doti and Sindhupalchok district. Consequently, there appeared communication gap and weak coordination between DEO and PNGO engineers. Although such arrangements have not created any explicit problems in achieving projects goals, but it may result in functional complexities due to poor coordination and understanding between the DEO and PNGO offices in future.

4.3.4. *Performance Lapses of PNGO*

Despite the accomplishments of effective roles by PNGO officials, there are still many existing functional weaknesses that have eclipsed their better performance. The lack of sufficient engineers and sub-engineers (only 1 engineer and 2 sub-engineers) has been responsible for yet weak supervision and monitoring of the school construction. The study team observed that it was not possible for 3 technical staffs to reach at each and every construction site and provide technical inputs in time as the construction sites, particularly in hilly and mountainous districts, are well scattered and very far from one place to another. It will be even more difficult once the area of school construction site will be more expanded in future across the districts. Although, the frequency of supervision and monitoring by the technical staffs has increased significantly as compared to the previous school construction works directly executed by DEO, but it is still not sufficient as per the needs of the schools. Likewise, social mobilization has remained to be another weak aspect of PNGO performance. The process of social mobilization has been limited to organize parents and community gathering and explain about the educational programme and school construction activities in regular programme.

One of the DEOs of sample districts said that 'PNGO engineers are not accountable to the DEO for their job rather they are accountable to PNGO. Despite the fact that the issue of accountability has not hampered the partnership goals until now but it may become a chronic issue in future to endanger the sustainability of partnership. Hence, it requires to be addressed immediately before it is overburdened'.

The PNGO engineers are not active all the time and in all places, particularly in problem areas, where they are largely exposed to their weak performance. Many local disputes and issues are remained unresolved, thus, causing untimely completion of the school construction works. In this respect, the case of Tedisthan Primary School, Ladagada, in Doti and Primary School, Kothesangu, Jumla could be the best example of its kind justifying their weak performance. The scenario provided in next page reveals the weak performance of the PNGO technical team.



Tedisthan PS - Ladagada, Doti
Compelled to study under the open sky and shadow of the tree. But school building is awaiting completion due to dispute between the SMC and community people.



Dalit parents, in disputes with SMC Chairperson, urging for paying their legitimate labor contribution.

The case exhibiting weak performance of PNGO technical team

One of the community people said that the SMC chairperson was cheating the parents by not paying their labor cost. They had already provided 10 to 15 days labor contribution to schools by way of transporting construction material, and engaging on school construction works. It was decided to provide free labor contribution by every parent for 3 to 5 man days. Exceeding that limit, each parent was liable to get labor payment from the SMC. But against such understanding, their excess labor contribution has still remained unpaid. However, the SMC chairperson had already refused to settle the labor payment to the community people citing the reason of rampant price increase of the construction material. The community has already refused to transport the steel truss from two hours distance until their unpaid labor wage is settled down by the SMC. The result is before us, school building is awaiting its completion. This is the best example describing how students are deprived of their rights to read, write and learn due to manmade dispute.

4.3.5. Performance Lapses of SMC

Not all SMCs are playing absolute positive roles in all schools visited by the study team. The case of Tedistahan Primary School (above picture) in Doti district demonstrates that the SMC indulged in severe disputes with the community in carrying out school construction works. In such schools where the SMC preferred outside contractor, outside laborers, and procurement decisions made without consultation with the community, there appeared severe dispute between the SMCs and community members. Community member in such schools were unhappy because financial benefits were taken by outside people but they were required free

labor contribution. In such places the community roles and rights were entirely undermined by the SMC/PTA.

5. Construction Quality and Space Utilization:

The observation and findings about school construction quality and space utilization are explained here as follows:

5.1. Compliance With Approved Drawings, Designs and Specifications

The DOE prepares and provide standard model drawings, designs, and specifications of the new school blocks. Three different model designs are prescribed for new classrooms constructions in partnership districts. They are; i) JICA model, ii) wooden truss, and iii) steel tubular truss. Mostly, identical model designs are prescribed for all schools across the country. The study team also observed that the existing design was better than the previous one in terms of security, safety and use. Observation and data generated from the field revealed that the constructions of school block were according to the design and specifications provided by the DOE except minor variations. Please refer Annex 6 for the list of discrepancies.

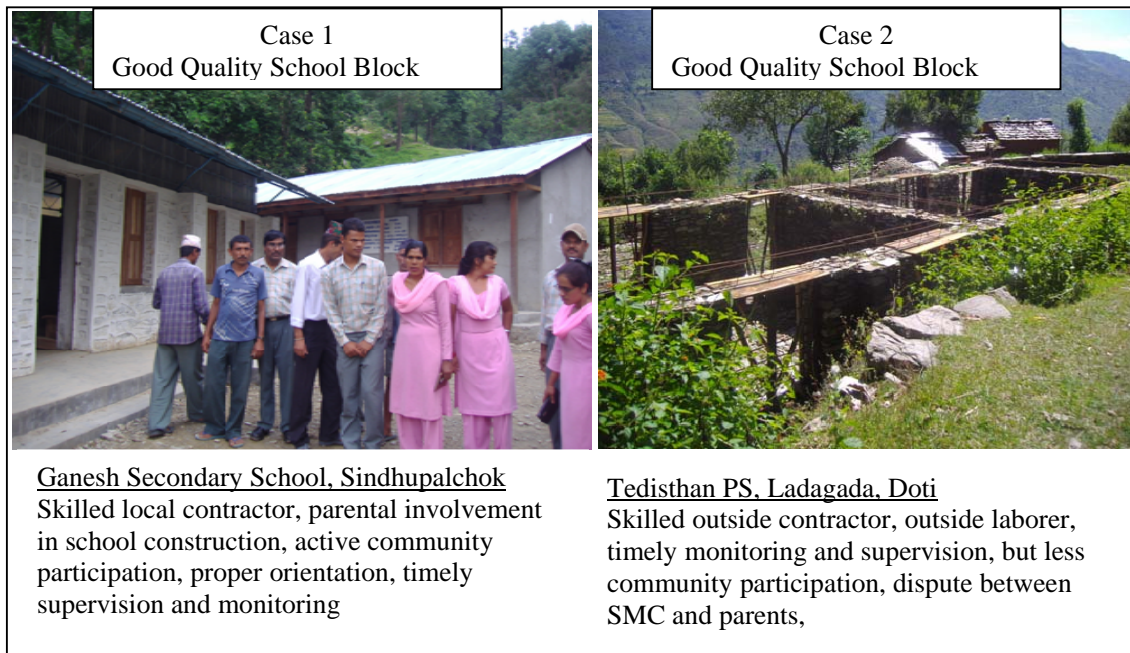
The school blocks have similar looks everywhere, whether the schools are located in urban or rural areas, in hill or terai or mountain areas. The justification given by the DOE for suggesting identical designs for all schools located in diversified geographical region is to ensure earthquake resistant school building all over the country. But it is not logical to say that use of tubular or metal folded room truss and CGI sheet could only ensure earthquake resistant building. The use of 'wooden trusses and local roofing materials (e.g., slate) especially in hill and mountain districts could be regarded as more economically viable and could also ensure earthquake resistance. It is more costly and time consuming to carry CGI sheet to far remote areas for which the use of slate could be the best option. But, in the case of terai districts and headquarters, steel roof truss or CGI roof sheets could be the better option.


5.2. Quality of Construction and Workmanship

In general, the quality of construction work is at the acceptable level. Better quality of school construction works has been possible if frequent supervision and monitoring of school construction site by PNGO technical team with few exceptions would have taken place. The performance of PNGO technical team in ensuring quality construction has been admirable. All the visited schools appreciated the work of engineering team that they were rigorous at work, very supportive, available upon call in the construction site to provide technical inputs and advices, and effective in promoting community participation.

The quality of school construction depended a lot on the type of construction methods and process applied by the respective schools. Three different methods of construction were applied in different schools. Some schools have contracted out the school construction works to outside contractor with outside laborers involved in school construction. Some schools have employed outside contractor but with local parents involved in school construction. Some schools have employed labor contract to community with SMC/SCC taking overall responsibility. Regardless of modes of construction, level of skills of the local people, availability of skill workers in the area, level of participation and involvement of the community members in the construction and decision making process and modes of construction (whole block contract, labor contract with sole responsibilities of SMC/community) were found to be the factors of quality construction.

The following cases (next page) better explain the combination of factors needed for quality construction. In case 1, superior construction quality was observed. The construction works was contracted out to an outside contractor who employed skilled workers from among the parents and carried out the construction works under the frequent supervision and monitoring of PNGO technical team and active involvement of community. In case 2, construction quality was also good but the outside contractor hired outside laborers, communities were not consulted by SMC with respect to procurement decision making, and community participation was very low. This invited severe disputes between community and SMC, thus, the construction works was delayed substantially. The case 3 fulfilled all the conditions of case 1 except the responsibility of school construction works was carried out by unskilled workers from among the parents under the whole responsibilities of SMC/SCC. This produced the inferior quality of school construction.



<p style="text-align: center;">Case 3 Inferior Quality School Block</p>  <p>Bhagawati PS, Sanagaun, Doti Unskilled local contractor, active community participation, improper orientation, lack of effective technical supervision and monitoring, no dispute.</p>	<p>These pictures are self exhibiting the quality of construction being offered by different construction modalities followed in three different schools. Among the three cases, the ‘case 1’ produces the best results characterized by better quality, better community participation, timely supervision and monitoring, proper orientation given to the skilled local mason, no dispute between community and SMC/schools, parental involvement in school construction, teamwork, local employment generation and earnings.</p>
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5.3. Supervision and Monitoring

Regular technical supervision and monitoring by technical team is directly related with the quality of construction. More is the supervision and monitoring more would be the quality of construction. There has been a significant increase in the frequency of supervision and monitoring of school construction site by PNGO engineers as compared to the earlier construction works. The study team found that the PNGO technical team visited the school construction site for a minimum of 5 times to 12 times during the construction period. The schools were found to be satisfied with the number of visits paid by the PNGO engineers and timely technical advices given to them. The PNGO Engineers/ Sub-engineers normally visit school construction site during orientation programme, land preparation, school layout, inspecting construction materials, wall construction, truss and CGI sheet fittings, on school’s demand, and social audit. In addition, they also visit the site as and when required by the schools.

Differences between previous construction and construction under SCNN partnership cited by HT, SMC:

- DEO Engineers/Overseers used to visit for 1 to 3 times only during the entire construction period. In most of the cases, we were required to go to the district Headquarter (HQ) to get his instructions and advices.
- Schools were compelled to fulfill undue demands of DEO technical teams previously.
- Final completion certificate was issued from the district HQ without going to construction site.

Nonetheless, despite successful launching of the project yielding better results, monitoring and supervision of the construction work has been characterized by many weaknesses. Due to diversified topographical and geographical structure of the land, remoteness and distance of the schools to be traveled from one place to another, it was quite difficult for the PNGO technical staffs to supervise and monitor the construction work on a regular basis. Given only one Engineer and two Sub-Engineers for an entire district, it proved to be quite difficult for them to visit the construction site now and again. It is even more difficult in remote districts such as Karnali. Hence, they often have to rely on other means of communication such as mobile phone, landline phone etc. for exchanging information or query. Similarly, the PNGO technical staffs are given a fixed amount of Rs. 5,000/ a month for carrying out field visit to different construction sites. It is quite natural that they don't like to spend more than the given amount of field allowance on the field. This has indirectly discouraged the PNGO technical staffs to spend more days on the field.

5.4. Space Utilization

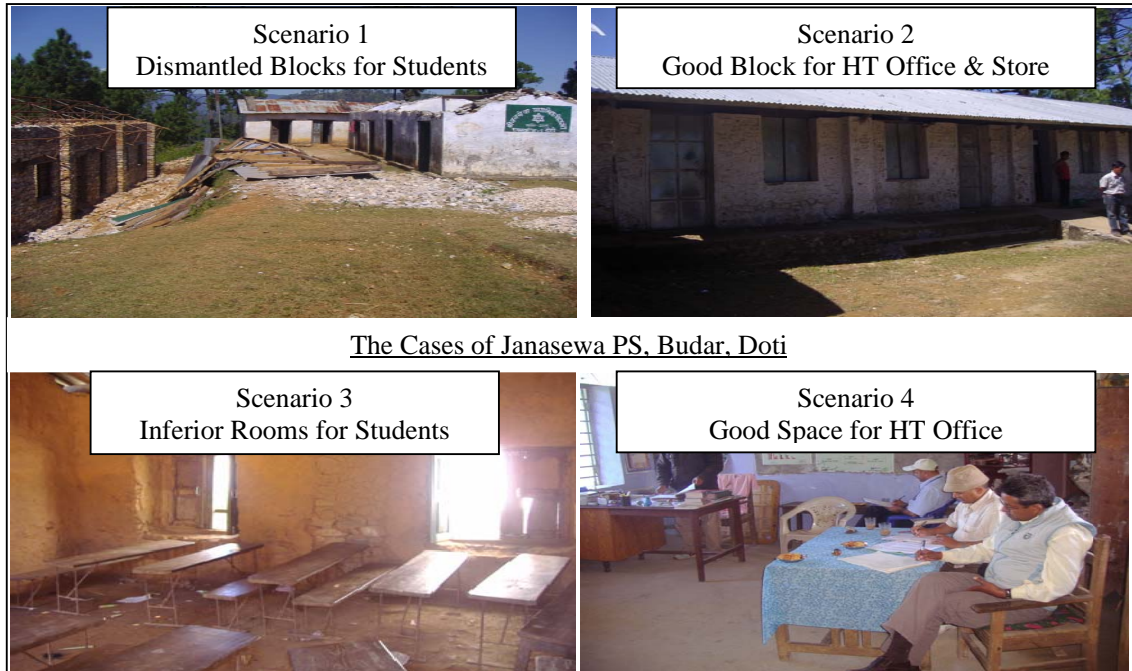
As far as the space utilization is concerned, newly constructed rooms have not been used as they were intended for. In Sindhupalchok district, the students, teachers and SMC members are quite aware that the new classrooms are built for them. They strongly defended that the new classrooms would be used only for lower classes not for other purpose. But the case of other district (especially Doti, Baglung) is quite different. Local people were not aware of the intended purpose of the newly built school building. Even the teachers and SMC members were not sure about the purpose of newly built classrooms. They have used or were planning to use these facilities for the purpose of HT's office or higher classes.

In most of the cases, the newly constructed rooms are intended to be used by primary level students. But the tendency of keeping a spacious room for HT's office or allocate to the upgraded higher level classes was also observed. The tendency of allocating good spaces of school blocks for HT office was found to be guided by insufficient provision of school physical facilities. In some of the sample schools, good classroom spaces have been used for the purpose of establishing HT's office and store. Such cases are found in Vidya Mandir, Baglung and

One HT and SMC Chairperson said, 'we still need 4 more rooms, 1 for HT office, 1 for library and computer room, 2 rooms for 4 & 5 grades students. Imagine without any office room, how could the school be run? We are compelled to use the space of classrooms until we will have at least 6 rooms. After completion of school block construction, we will have only 3 rooms.'

Janasewa Primary School, Budar, Doti. The above pictures exhibit some peculiar examples of space utilization in one of the studied schools. These picture suggests that how negligent are the teachers, SMC members and parents about ensuring student friendly learning environment in the schools. It simply reveals that the purpose (EFA goal) of the construction

of school building has not been fulfilled effectively. The following examples are quite common to many other sample schools studied.



5.5. Time and Efficiency of Completion

Most of the schools in sample districts are progressing well toward completion, however, with some delay due to sudden increase of the prices of construction materials. At the time of agreement with the school, prices of construction materials were low. Due to the sudden price increase in the cost of construction materials, schools are facing severe difficulties in meeting increased construction cost. Requests were made to supplement the increased cost of construction materials, funds are not made available yet. Similarly, most of the construction work was started around May. The regular monsoon season disturbed smooth flow of construction activities resulting in delay in construction works. In most of the cases, the budget available for general program was adequate for construction.

The completion of schools in Doti district has been largely delayed due to prolonged syndicate problems for 3 months in Far-western development region, road block for 15 days due to landslide during rainy season and rampant price increase of the construction material. Especially schools having “Cost Sharing Programs” are suffering more from the price rise in construction material in almost all sample districts. The community had to raise money to supplement the increased cost. But schools in the poor community are heavily suffering from the price rise. They can neither raise additional money from the community nor have received any support from the government.

6. District Level Collaboration Among the Partners

Apart from the SCNN interventions, there are other donors actively involved in implementing several educational activities in the sample districts. The involvement of several national and international donors, INGOs and NGOs in education sector is mushrooming. Effective coordination between local level partners is required to harmonize the external financial interventions on education sector through a single door system. For this purpose, there is a limited practice being followed at the district level to carry out coordination meeting between different local level development partners. Such meetings are held one or two times in a year. However, the DEO's role is not decisive in establishing the coordination among the development partners. The local donors are guided more by their own will and sectoral choices and they have been working in a segregated manner.

The SCNN role is vital in establishing coordination between PNGO and DEO at district level. In many districts, good coordination and functional relationship have been established between the partners except in Jumla district with regard to the accomplishment of partnership goals. Effective coordination with the partners has been ensured in those districts where SCNN officials frequently visit and monitor the partnership activities e.g., in Doti, Bardia and Sindhupalchok districts.

7. Observed Changes Through Partnership

Following the initiation of the SIIP in sample districts, several positive changes were observed in respect of ensuring better physical and student learning environment, increased financial transparency and efficiency and community involvement and participation. The following paragraphs highlight such changes:

7.1. Physical Environment

The partnership programme has brought about various direct and indirect changes with regard to building congenial physical environment in the schools studied. Physical infrastructure of schools located in far remote and rural areas have been improved significantly with the provisions of carpeted rooms, adequate space and light required for comfortable learning of the children. Getting good and earthquake resistant school buildings with spacious rooms, the parents and students are feeling more satisfied and secured, thus, they are inspired to send their children to the schools regularly.

Although sufficient and separate toilet facilities for boys and girls are not available in all sample schools, the partnership programme has made it possible for some schools to have separate toilets for the boys and girls and enough availability of



drinking water, which in turn has contributed a lot to increase student's cleanliness and improve their health.

Due to partnership programme, the schools have been able to arrange good school furniture such as desks, benches, chairs, and wooden planked and well furnished carpeted room for ECD classes to facilitate convenient movement, and conducive learning.

7.2. Learning Environment:

Perhaps, it may not be the proper time to evaluate the direct effects of new classrooms on students' learning as construction of most of the schools studied has not been properly completed yet and the classes have not been started in new school building. However, the field observation and information revealed that improved physical environment of the schools had direct impact on student's effective learning. Students were found to be largely inspired by the new school blocks. They strongly felt that they would feel quite comfortable and secured with the new school blocks and classrooms and, thus, their learning would be more effective.

Especially in the schools studied under the comprehensive focused program, it was observed that quality of teaching and learning was improved. The children were comparatively performing better than schools where such supports were not given. The training on child friendly teaching provided by PNGO helped reduce physical punishment to the children. Student & teachers' were regular and punctual. Several PNGOs (TUKI in Sindhupalchok and CDC in Doti) provided various education materials to the schools. It facilitated quality teaching.

Case of Malsimi Primary School, Sunda, Jhijodamandu, Doti

A recently school dropout (class 4) dalit girl, grazing the cattle, said, 'I dropped out my education because a new school building and good toilet does not give me food. I am from a very poor family where my parents were unable to give me copy, pen, and dress. I could not do homework at my home. I had to go to school without sufficient food. I had to look other friends eating their breakfast. The school left providing breakfast since last year. I failed to promote to grade 5 for last three years. Hence I dropped out my school. She questioned, if my problems are solved, I would like to go to school again?'

This example is quite common for many schools visited

It was reported that students as well as teachers were going to school regularly in many sample schools. Small children in ECD centers are taken to school by their parents or elders. Children are very active and outspoken in many schools especially in focused schools (Jalpadevi Primary School and Ganesh Secondary School, Sindhupalchok, Saraswati PS, Deepayal, Doti etc.) Especially, Children in classes 1 and 2 are very active and interested in learning. In almost all of the schools (except in Doti), classes 1 and 2 are fully equipped

with child-friendly teaching learning materials such as pictures of man, animal and birds; wall charts; round-blackboard for the children to write on, alphabets etc.

Despite improvements in teaching and learning environment in some schools studied, there are still many schools with high rate of repetition and dropout, and low quality of education due to extreme hunger, poverty and illiteracy. The information, given in the box above, suggested that simply building new classrooms would not promote effective student learning. A school must be equipped with sufficient and qualified teachers, provisions of education learning materials and audio visual aids, learner's friendly infrastructure (toilets and drinking water) and effective teaching learning activities, which was not observed in many schools visited. Children learning were constrained due to non-fulfillment of basic things such as parent's ability to pay for copy, pen and dress, provision of foods and breakfast.

7.3. Community Participation, Inclusiveness and Awareness

The partnership programme has also brought about several positive effects especially promoting community participation, raising their awareness and involvement of marginalized groups, dalits, and ethnic minorities on school infrastructure improvements works. The following paragraphs highlight the present status of community participation, community awareness and inclusiveness in the sample districts:

7.3.1. Community Participation

Promoting community participation in carrying out school construction and physical infrastructure improvements works has been the beauty of SIIP. Community participation and involvement of social elites, dalits, and ethnical groups including women on school construction has significantly increased in most of the sample schools. The school construction work has been undertaken with the collective effort of parents, teachers, HT, SMC, SCC and PTA members with exceptions in some schools studied. In some schools, community actively take part at the time of making decisions about urging for support for school infrastructure improvements, selection of construction site, assigning the responsibility of construction works, deciding about wage rate for skilled and unskilled laborer or mason, selecting contractor, deciding price of construction materials and suppliers, carrying construction materials to the school site, preparing land for school layout and undertaking mason work etc.

Community participation is more in rural schools than in urban schools. More community participation was observed in those schools where whole responsibilities of school construction works were executed by community itself. In contrast, if the responsibility of construction of schools was contracted out to an outside contractor and the contractor employed the outside laborers, the community participation was not encouraging during school construction phase and it invited more disputes between SMC/schools and community people.

Labor contribution supersedes other types of contribution (cash, kind) from the community people. Because of the poor economic condition of the people in most school visited, they preferred to provide labor contribution. The study team found that the community people provided free labor contribution from a minimum of one day to maximum of fifteen days. However, too much demand for free labor contribution has adversely affected the poor parents making a living from daily wages.

Although, the study team did not find sufficient evidences to claim that increased participation of the community was solely due to this partnership project, it was observed that the SCNN supported comprehensive educational focus program contributed a lot to increase community participation through social mobilization. Despite the fact that community participation in school construction and other activities recorded a steady growth in many places, but intensive external supports to the school also made them reluctant to contribute more to the school construction and improvements work.

**Vidya Mandir Higher Secondary School,
Baglung (An Urban Based School)**

In urban area schools, community participation in the construction work was almost negligible. One of the reasons for low or no participation of the community was due to the fact that the construction work was awarded to the 'contractor', who hired his own laborers. Likewise, children of well-to-do family prefer 'English Boarding School' for their education. Manual contribution or any financial support from such parents has become a distant dream to realize. They are virtually reluctant to provide any types of contribution to community schools. Under such circumstances the scheme of cost sharing (lagat sahavagita) has lost its prime goals.



Ganga Primary school, Ganga Nagar
Taratal, Bardia

This school is a superior example of community involvement in school construction. An assembly of parents and community members nominated the construction committee and assigned tasks. Each member was responsible for:

- Arranging cement, rod, GI sheet,
- Making arrangement for stone, brick, Sand
- Making door frame, window frame, nails, hinges
- Overall supervision of construction work

7.3.2. *Community Awareness and Ownership*

People's awareness towards their children's education has increased in recent years due to the implementation of several education programmes under EFA. Increased participation of the people in several educational activities has also been an inspiring factor for the parents to feel ownership of schools. In most of the cases, the parents/guardians participate in SMC and PTA meetings where they are informed about the activities of the school. They often visit schools to discuss about their children education and to take part in school decision making activities. In addition, the utmost priority given by the nation in involving peoples in school decision making has made them realize their importance in school affairs. The government programme of school's management transfer to community has also increased community participation and awareness. The new roles given to them have been the real impetus to increase community awareness and ownership in recent time.

Likewise, the partnership programme has also emphasized on the people's involvement in school construction and physical infrastructure improvement activities. People are more inspired towards building child friendly and earthquake resistant school block at their village to ensure the effective learning and safety of their children. The parents are gradually prepared to assume the ownership of school because they are committed to improve their school so that their children could receive quality education in their own locality. However, the massive poverty and illiteracy has remained to be a major hindering factor in making the dalits, janajatis (ethnic minorities) and disadvantaged groups fully aware of the importance of their children's education. The following pictures are some examples of increased community awareness.



7.3.3. *Inclusiveness*

The participation and involvement of marginalized and disadvantaged groups of people in SMC, PTA, SCC and school construction works varies from place to place and school to school. The schools are quite attentive in selecting at least one/two female member and one member from dalit/ethnic (janajati) community in SMC and PTA with an exception in some schools. In some of the schools e.g., Malsimi Primary School and Bhawani Secondary School, Bardia, the SMC was headed by a dalit and a Muslim respectively. However, dalits and women were underrepresented in SCC. In most of the cases, the representation of women, dalits and janajatis were done simply for the sake of fulfilling legal provisions of Education Act/Regulations 2001.

It was observed that the inclusiveness depended to a larger extent on the composition of caste system in the population of village, where the school is located. More dalits have represented the SMC and PTA where dalits are in the majority. Similarly, dominance of janajati was observed in the janajati dominated village. However, upper caste people (Brahmin, Chhetri) have overrepresented the SMC/PTA and SCC composition in most of the cases. It was also observed that the poor community people and especially parents from dalits and janajati were less interested in educational and social activities as they were mostly engaged in subsistence work (labor) to earn daily food and bread for their life. It was also observed that even in such rural villages where upper caste people largely prohibits dalits (untouchable caste) people to collect the water from public tap, in school related affairs, the dalits, janajati and upper caste people sit together side by side, drink tea together, and carry out discussion without any feelings of untouchability.

7.3.4. *Capacity Building and Enhancement*

Especially in focus programme VDCs, PNGOs are involved in providing teacher trainings; organizing meetings and interactions between parents and teachers; conducting mobile meetings (TUKI in Sindhupalchok district) with parents, teachers and SMC/PTA twice in a month. Such activities were found quite useful for enhancing the capacity at local level. However, there was no specific program as such under the regular programme to develop the capacity at local level.

Under the regular programme, capacity building of community is confined to providing orientation to SMC, HT about their roles and responsibilities in school construction and the methods and process of construction to be followed. Apart from this, PNGOs provided one day orientation to the Head Mason (mostly from local people) about school construction works. Such orientation was quite effective in Sindhupalchok district. However, there was no such orientation given in other sample districts except in Doti district with sporadic and unsystematic orientation.

- Despite the lack of proper capacity enhancement programme under the partnership, it was found that the capacity of community people was developed through informal learning.

The continuous involvement of SMC, PTA, SCC, HT, teachers and parents on school construction activities, purchase of construction materials, land preparation, developing school layout, dealing with DEO and PNGO, interactions with PNGO technical team indirectly contributed a lot to develop local capacity. Such activities are like a kind of 'on the job training' to community people. They learnt informally through their continuous involvement and experience to handle and manage the school construction activities. Thus, the entire process of empowering SMC/PTA in school infrastructure development affaire, execution of their responsibilities, and periodic technical advancement from engineering staff have enhanced the capacity of SMC/PTA.

7.4. Financial Transparency, Efficiency and Social Audit:

Provision of social audit system has promoted financial transparency in the program. A social audit committee composed of SMC, HT, SCC and community members authenticates school construction expenses. School authority is required to make public exposures of all the details of income and expenditure involved in school construction. Community members are free to ask question if they are not clear or want to have details of the income and expenditure of school construction. This has promoted transparency and schools are being accountable to the people. However, there are no standard guidelines for carrying out social audit at school level. The concept of social audit is not quite clear to the community people.

7.5. Synergy

The collective and combined efforts of DOE, SCNN, DEO, PNGO, schools and community people with regard to effective implementation of SIIP has produced greater results than if it was carried out by a single partner. Such synergy is more justified on the ground that quality of school construction, quality and frequency of technical inputs, intensity of community participation and involvement, satisfactory coordination between the partners, and timely completion etc. under the current partnership programme, are judged better than the previous experiences of school construction.

8. Strengths and Weaknesses of Partnership:

The school construction programme developed with the spirit of mutual cooperation, coordination and partnership between the relevant partners has several strengths and weaknesses observed during the implementation of SIIP. The following paragraphs briefly highlight such strengths:

8.1. Strengths of Partnership

Mutual cooperation, coordination and partnership among the partners involved in carrying out school construction and physical improvement works has remained to be the major

strengths of the partnership programme. The team effort is producing better results than the individual effort of a single partner. All the partners duly honor the role of each other and perform the agreed roles with better coordination, communication and understanding among them. The partnership approach has developed the sense of collective responsibility among the stakeholders of education in the district.

It is a kind of child centered programme entirely oriented towards improving physical and student learning environments with a view to increasing overall access, efficiency, and quality of education through the participation and involvement of community at large at local level. It was observed especially in focus programme VDCs, that the partnership has produced more positive results on realizing better education achievements through extensive social and community mobilization.

Regular supervision, monitoring and evaluation of school construction activities through an independent PNGO technical team have contributed a lot to ensure better quality of school construction works. The partnership demonstrated that no schools should suffer from untimely and insufficient technical supports and inputs during school construction works. Hence, they are getting such inputs as and when it is required. Frequent visits of Engineer and overseers and availability of their service upon call has helped to solve construction-related problems immediately, thus, ensuring the better construction quality and speeding the process of construction.

Providing block grant support by GON, technical support by SCNN through PNGO and carrying out school construction activities by SMC - community involvement has become a good model to promote shared responsibility among the partners so that the partnership goals are accomplished efficiently and effectively without any disputes left therein. It has promoted a check and balance in resource utilization and authorization of payment.

The practice of preparing and disseminating the uniform model designs across the country has made it possible to ensure earthquake resistant school building with similar looks and size constructed in all parts of the country. Hence, the local schools have become a safe and secure place for the school children.

The next strength of the partnership was observed in developing positive behavioral changes in the partners involved under the partnership programme. More transparency has been secured through the introduction of social audit system. Possible corruption and malpractices have been minimized due to the involvement of independent technical team and community people.

Since the SMC and PTA are empowered to execute the construction work with technical support from PNGO, they have opportunity to learn. Also, due to the frequent consultation with the technical personnel and participation in the training and orientation programs,

SMC/PTA members and members of construction committee have opportunity to develop capacity to look after the infrastructure improvement programs of the school in the future. Participation of community people with a feeling of ownership has been increased due to the partnership programme.

8.2. Weaknesses of Partnership

The partnership appears to be a onetime effort. The partnership has not been developed on the basis of future commitments and sustainability. There is no guarantee of continuation of the partnership and replicating the best practices of partnership programmes in future. Similarly, anticipated outcomes and corresponding results in objective terms were not spelled out in the partnership documents.

The best practices of comprehensive educational programmes being implemented in focus programme VDCs such as social and community mobilization are not institutionalized and are completely absent in regular programme. Similarly, it is a kind of fragmented approach applied for regular programme. There is no any effective system in place to seek and inspire the community participation and involvement under the regular programme. More focus has been given to quantitative expansion of school construction ignoring the quality of teaching and student learning as a whole.

In some districts, (e.g. Jumla) competence and commitment of PNGO is not up to the requirement for the successful implementation of the partnership program. Not much importance is given to capacity enhancement of PNGO technical and administrative staffs. Similarly, to claim assumption that three technical staffs deputed for an entire district could produce effective technical supervision, monitoring and evaluation of school construction cannot be justified once more schools are expanded under the partnership.

Central and district level monitoring by the partners (SCNN, DOE, DEO) is very weak. Similarly, several NGOs and I/NGOs are involved in education sector in the district level. But all of these development agencies are not brought under the coordinated collaborative network.

Although the schools under the partnership are selected on the basis of transparent criteria, but the process is still a kind of supply driven approach. This programme has been implemented in limited places of accessible areas within the district rather than to rural and remote areas.

There are no explicit provisions under the partnership for raising awareness and capacity building of communities. Similarly, the roles of community are not clearly stipulated in the partnership agreement between DEO, PNGO and schools. Due to this, some of the schools

and SMC have undermined the role of community people on school construction works, thus, leading to more community disputes.

9. Critical Problems and Issues

Although, most of the PNGO technical staffs are efficient enough to carry out quality school construction works, but their lack of experiences and knowledge have resulted sometimes in poor quality and ineffective technical supervision of construction works. How to ensure the competence and dedication of technical team recruited by PNGO, is one of the issues.

Centralized authority in changing the approved drawings and designs of school blocks has created implementation problem. The DEO, PNGO technical team and schools itself cannot make any required adjustments in the approved drawings and designs. Neither are they authorized to go for locally available construction materials, which are economically cheaper and useful. It takes the longer time to get the approval from the DOE, which delays the completion of school construction works.

Recent hike in the price of construction materials in all districts has been mainly responsible for delaying the school construction works in many schools due to inability to meet the increased cost.

Same amount of block grant; same technical drawings, designs, specifications; and same number of technical team has been provided to all schools located either in hill or mountain or terai district or accessible and inaccessible area. It is a challenge for all partners to make it more equitable, justifiable and context specific in order to facilitate smooth implementation of SIIP.

The purpose of improving the school infrastructure is to enhance access and quality of education and ensure child learning environment. Simply constructing nice, spacious and well furnished school block does not necessarily produce quality by ignoring the effective teaching learning activities. Hence, it is a bigger challenge and emerging issue for the existing partnership to integrate the infrastructure improvement programme with improvement of teaching learning activities.

Children's learning has been heavily constrained due to unavailability of enough teachers. The problem is more serious in proposed schools in a poor community. Similarly, existence of low performing and under-qualified (under SLC) teacher has also been responsible for poor teaching and student learning.

10. Best Practices and Lesson Learned

The study team found several best practices and lessons learnt from the partnership programme implemented in sample districts. They are briefly discussed below:

10.1. Best Practices:

The following are the observed best practices through the implementation of partnership programme.

- a. The study team observed that the school infrastructure improvements activities were highly effective in those schools where the following conditions were duly fulfilled:
 - Independent regular technical supervision and monitoring by PNGO Engineers,
 - Proper orientation to SMC, PTA, SCC about requirements for school construction,
 - Proper technical orientation to skilled head mason selected from among the parents,
 - Parents/local people are actively involved in school construction,
 - Roles given to community in key decision making with regard to school infrastructure improvements,
 - Entire responsibility taken by SMC/PTA and SCC.
 - Formation of SCC in consensus of community.
- b. The alternative best practices could be the labor contract to outside contractor selected by the community. This model should also fulfill all prerequisites stated in 'a'.
- c. Holistic approach followed in focused program VDCs to integrate the school construction works with the entire package of community participation, social mobilization, and teaching learning improvements could also be considered as best practice if following conditions are fulfilled:
 - Effective communication and coordination with the DEO,
 - Competent and dynamic PNGO technical team, active social mobilizers along with competent education experts having pedagogical knowhow.
 - Regular and effective and joint result based monitoring,
 - Capacity development and enhancement programme,
 - Active community participation and mobilization.
- d. Social audit system is one of the best practices followed under the partnership, which promoted financial transparency and accountability and provided assurance to people on the efficient use of available financial and physical resources.

10.2. Lessons Learned:

The following lessons are learned from the partnership programme in the sample districts.

- a. Partnership approach to school improvement is an effective means for yielding better results over the time provided that the partners' roles are clear and are carried out as assigned. Work done in collaboration of partners (INGO, PNGO, MOES/DOE/DEO and community) gives better results than done by individual organization/agent.
- b. Infrastructure alone does not contribute to quality and teaching and student learning environment. Improvement of infrastructure is the primary prerequisite to inspire the parents and students to go to schools but it does not alone produce better quality, it must be accompanied by interventions in improving teaching and learning environment. A whole school approach is needed for improving the educational quality of schools.
- c. Reform in education requires longer duration in order to produce visible results. A minimum of five years for partnership engagement is required for bringing about desired improvements in school system.
- d. The partnership between the GON and NGOs/INGOs is essential in order to institutionalize, replicate and sustain the best practices and changes.
- e. Local availability of skilled persons and level of their skill determines the degree of quality of school construction. Similarly, frequent and efficient technical and supervision also plays vital roles in quality construction.
- f. More participation involvement of the community means more successful completion of infrastructure development. In places where SMC/PTA/ and HT are active, community involvement and quality improvement is possible.
- g. Contribution in terms of cash, kind and labor enhances the sense of community ownership. Hence, if the scheme of cost sharing (lagat sahabhagita) is promoted with affordable share of the community, community ownership towards school is increased.

11. Conclusions

From the analysis of data collected through documents review, focus group interviews and discussions, following conclusions have been drawn:

- Visible results such as quality in construction work, timely completion, and community participation and involvement, transparency in utilization of fund, are perceived in developmental work that are conducted in partnership than by a single development agency.
- Partnership minimizes comments on ethical practices / corruption.
- The active and equally committed partnership among all development agencies (GON, INGO, and PNGOs) produces good results.
- The capability and expertise of PNGO's staff are the major factors for the successful implementation of the project.
- However, The partnership is not successful in bringing all the actors in education under the coordinated collaborative network.

12. Recommendations

On the basis of the outcome of document review, interview with key partners, FGI with teachers, students, SMC members, PTA members, and community people the team has made the following recommendations to each partner for future improvement of the project:

12.1. DOE/DEO

- DEO should ensure that the demand for block grant is based on the real need of the community and school. Similarly, different amount of block grant scheme must be developed for diversified geographical areas such as mountain, hill, terai, accessible and inaccessible areas.
- Much priority should be given to primary schools for providing block grant support. Therefore, if needed, criteria for selection of school should be amended to include a clause emphasizing preference for primary school.
- A more systematic and joint monitoring/backstopping through DOE/SCNN should be carried out.
- Separate space within the DEO premises should be provided for PNGO technical team in order to facilitate effective communication, coordination, periodic reporting and supporting the DEO in technical matters.
- Taking into consideration the geography, topography, ecology, remoteness and availability of local construction materials, the authority for minor adjustment in the approved drawings, designs and specification should be assigned to DEO with clear guidelines of adjustments.
- Develop a system and mechanism to bring all the development partners in education under the coordinated and collaborative network both at the national level and the district level.

12.2. SCNN/PNGO

- It should be ensured that the technical team recruited for the technical supervision should possess the minimum engineering and technical expertise and experience for quality technical supervision and supports. There should be the mechanism in place at SCNN to check whether qualified technical people are employed by PNGO.
- Depending upon the volume of work, accessibility and geographical remoteness, the number of positions of PNGO technical staffs need to be provided.
- The SCNN should engage in future partnership integrating infrastructure improvements, teaching learning improvements and social mobilization supplemented by capacity development of schools and community.
- Periodic and result based monitoring on the basis of sound monitoring plan should be carried out by the SCNN. The monitoring report should be documented properly in a standard format of reporting.
- The PNGOs should be constantly in touch with DEO and exchange information and progress reports concerning the implementation of the partnership programmes and explore the ways for resolving the observed problems.

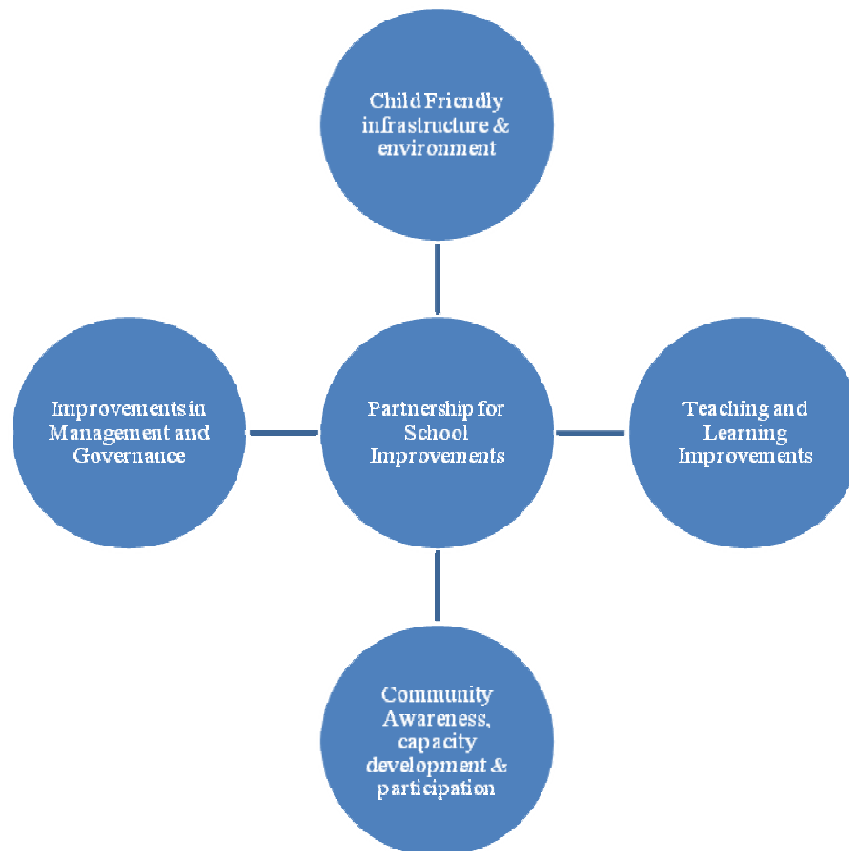
- In a remote place like Jumla where regular supervision and monitoring is difficult by PNGO's technical staff due to the distance of schools that are situated quite far from one another, the students of construction trade of Technical schools can be used as supplementary human resource for monitoring and supervision of the construction work through on-the-job training program of the technical school.

12.3. Strategies and Approaches for the Future Partnership

The future partnership programme should be a kind of integrated holistic approach to school improvement consisting of following components:

- School infrastructure improvements,
- Focus on child learning and improvement in teaching learning activities.
- A programme addressing intensive community awareness and capacity building programme supplemented with extensive social mobilization.
- Capacity building for school governance and management.

A Suggested Model for School Improvement Through Partnership



ANNEX – 1

Background of the Study

1. Brief District Background and Education Profile

The following paragraphs briefly describe the geographical, demographical, educational and socio economic status of sample districts.

1.1 Sindhupalchok District

The district is surrounded by Nuwakot, Kathmandu, Kavre, Rasuwa, Dolakha and China. Sindhupalchok district is located in the Central Development Region of Nepal. It has covered a total area of 2,543 sq. km. This district is bounded on the east by Dolakha & Tibet, on the west by Kathmandu and Nuwakot district, on the north by Rasuwa and Tibet, and on the south by Ramechhap and Kavrepalanchok district. Chautara is the district headquarter (HQ) of Sindhupalchok. There are 79 VDCs in the district. It has a total population of 305,857 (2001). Its HDI is 0.414. Its literacy rate is 40.19%. The comprehensive educational programmes have been implemented in 20 focus VDCs with the financial support of SCNN through TUKI Sunkoshi Association, a local PNGO. Similarly, there were 489 primary schools, 120 lower secondary schools, 63 secondary school and 22 higher secondary schools (HSS) by the end of 2007.

1.2 Baglung District

Baglung district lies in the Western Development Region of Nepal. It is bounded on the east by District, on the west bydistrict, on the north by and on the south by The total area of Baglung district is 182,486 hectare. The district is comprised of 59 VDC, and 1 municipality. There were 496 primary schools, 131 lower secondary schools, 82 secondary schools, and 19 Higher secondary schools. The literacy rate of Baglung district is 59.82 %.

1.3 Bardia District

Bardiya is one of the backward Tari districts adjoining to Kailali, Surkhet, Salyan and Banke. There are 31 VDCs and 1 municipality in the district. There were 306 primary schools, 105 lower secondary schools, 57 secondary schools, and 179 higher secondary schools. According to census 2001, there were 382, 649 people out of which 189,994 were female. The population of children below five years in 2001 was 47,789 who are currently in primary schools. Bardiya is, population-wise, dominated by Tharu community comprising

more than 52 % percent of population. Brahaman/Chhetri, Dalit and Muslim represent 23.32, 9.86 and 3.02 respectively. The gross domestic product of the district was recorded US \$ 969 with per capita income of US\$ 178. Infant mortality rate, Social empower index (SEI), Human Development Index (HDI), Human Poverty index (HPI) and Gender Empowerment Measure (GEM) was recorded to be 69.3%, 0.496, 0.429, 43.200,, 0.394 respectively.

1.4 Jumla District

Jumla, one of the five districts of Karnali, is a remote mountainous district of Mid-western region of Nepal. It is surrounded by Dolpa in the East, Kalikot in the west, Mugu in the North and Jajarko and Kalikot in the South with an area of 2531 square Kilometers. Although 93.5% of the economically active labor force live in agriculture, Jumla has 39486 Hectore of cultivable land from which people barely survive for 6 months. According to 2001 census, population of Jumla was 89427 out of which 43579 were female with 15850 household and 35 population density (CBS, 2001). Among 75 districts of Nepal, Jumla is ranked in 14th position in terms of area, 69th in terms of population, 73 in terms of literacy, 70 in terms of HDI and 42 in terms of GDP per capita. Poverty, illiteracy, hunger, malnutrition, ill health, hardship is wide spread in the district.

1.5 Doti District

Doti district is located in the Far Western Development Region of Nepal. It covers a total area of 2,025 sq. km. It is bounded on the east by Achham and Surkhet district, on the west by Dadeldhura and Baitadi district, on the north by Bajhang district and on the south by Kailali district. It has a population of 207,066 (2001). There are 50 VDCs and 1 municipality. Out of these VDCs, comprehensive educational programmes have been implemented in 10 VDCs with the financial support of SCNN through CDC, a local level NGO. Similarly, there were 344 primary schools, 98 lower secondary schools, 50 secondary schools and 11 higher secondary schools by the end of 2007.

2. Types of Partnership Interventions

The MOE/DOE and SCNN partnership has agreed on to implement three different types of programme categorically involving i) school construction under regular EFA programme, ii) school construction under cost sharing (lagat sahabhagita) with the community, and iii) comprehensive educational support programme (school construction/improvements and comprehensive educational activities). These programmes are implemented under the three dimensional support and approach. The MOE/DOE makes policy and implementation arrangements and allocates necessary funds for the school construction works. The SCNN provides technical support to schools through PNGO technical team (Engineers/Sub-Engineers). The DEO implements the programme in close coordination with SCNN/PNGO at

district level. The following paragraphs briefly describe about these programmes being implemented under the partnership.

2.1 Regular EFA Programme (Non-focus Programme)

Under the regular EFA programme (or non-focus programme), the partnership has been extended to cover the school construction and physical infrastructure improvement works to be carried out across the district. This programme includes new classroom (two blocks school) construction, external environment improvements (toilet construction), and other school rehabilitation and maintenance (compound wall etc.). The DEO provides block grant support to the schools and makes necessary implementation arrangements to carry out school construction and physical infrastructure improvements works in the district. Similarly, the SCNN provides technical support required for school construction works through PNGO Engineers/Sub-engineers. Besides school construction works, there is no partnership in other educational activities under the EFA programme, which is entirely implemented by the DEO with the financial support of the GON. Under this programme, the DEO was providing the block grant support of Rs. 430,000/- per school (two blocks) previously which has been increased to Rs. 535,000/- from this fiscal year (2008/09).

2.2 Cost Sharing with the Community

Under the partnership programme, school construction and physical infrastructure improvements works are being carried as per the cost sharing mechanism with the community. This programme includes new classrooms (four blocks school) construction, external environment improvements (toilet construction) and other miscellaneous school rehabilitation and maintenance works. Under this programme, the DEO provides a block grant support of Rs. 750,000/- (it was Rs. 640,000/- till 2007/08) to the schools on account of carrying out four blocks school construction, toilet construction and other school rehabilitation works. Similarly, the SCNN provides technical and engineering supports to the school through PNGO. Likewise, the community or SMC/schools are also required to share 40% of the total costs required for the entire package of school construction and physical infrastructure improvements (toilets, compound wall and school rehabilitation) works. Under this mechanism, more priority is given to the community managed schools in providing block grant support. This partnership programme has been extended to the both focus programme VDCs and non-focus programme VDCs.

2.3 Comprehensive Educational Programmes

The third type of partnership programme has been extended to implement comprehensive educational programmes in some selected VDCs of a district with the financial support of SCNN through PNGO. These VDCs are known as focus programme VDCs. Under this programme, not only school construction and physical infrastructure improvement activities

are carried out in focus programme VDCs, but these are backed by the implementation of comprehensive educational activities through extensive community participation and social mobilization. Social and community mobilization has been the strengths of focus programme. One social mobilizer each for two VDCs is deputed for promoting community participation on different educational activities through extensive social mobilization.

Different types of educational programmes and activities are implemented in focus programme VDCs. While implementing these programmes, effective coordination and understanding mechanism has been established in the partnership districts, except Jumla. The activities that are implemented in focus programme VDCs are as follows:

- Periodical teacher training activities,
- Aware the community people and parents about their roles in school management, promote community participation and motivate them to assume local ownership,
- Inspire the parents to send their children (girls, dalits) to schools for education,
- Organize several awareness raising campaign for bringing in out-of-school children to the mainstream of school education, bringing down the dropout and repetition rate, raising quality of education etc,
- Promote social audit with a view to ensuring transparency and efficiency,
- Aware the parents to participate in school decision making through organizing parents assembly, mother assembly etc,
- Promote the formation of Child Club (CC), Village Child Protection Committee (VCPC) etc. with a view to promoting child participation on school planning and decision making,
- Evaluation and assessment of education status of the village, classrooms availability and other physical infrastructure conditions of the schools.
- Promote social and community mobilization,
- Miscellaneous educational activities.

3. Partnership Programmes in the Sample District

School infrastructure improvement program (SIIP) has been implemented inschool blocks (primary, lower secondary, secondary level) in Sindhupalchok district. Similarly, it has been implemented in 120 school blocks in Baglung, 72 blocks in Bardia, 25 blocks in Jumla and 61 blocks in Doti district. New classroom constructions have been implemented as per regular and matching grant (cost sharing or lagat sahabhagita) basis under JICA, EFA, and RCC model. Similarly, toilet facilities are being constructed under regular basis. Likewise, classroom rehabilitation is underway on regular funding and matching grant basis. The details of school blocks, toilets and other rehabilitation works being undertaken in these sample districts are as follows:

Table 5. Total Number of School Infrastructure Improvements Works

Sample Districts	New Classroom		Toilet Block	Block Rehabilitation		Total
	Regular	Cost Sharing		Regular	Cost Sharing	
Sindhupalchok						
Baglung	23	55	22	11	9	120
Bardia						
Jumla						
Doti	13	17	20	8	3	61

4. Partners Nongovernmental Organizations (PNGOs)

Different local NGOs are contracted out by the Save the Children Norway (SCNN) for carrying out intensive educational programmes in several VDCs including providing technical inputs to the DEO and schools on account of school construction and physical improvements activities in the district under the EFA programme. They are called PNGOs, who hires Engineers, Sub-engineers, social mobilizers etc., for supporting the partnership. The following are the PNGOs working in sample districts:

4.1 TUKI Sunkoshi Association, Thumpakhar, Sindhupalchok

TUKI Sunkoshi Association is the partner NGO working under the partnership agreement with the financial support of SCNN for providing technical inputs to school construction works and carrying out different comprehensive educational improvements programmes in several focused programme VDCs. Apart from this, it also carries out other various educational activities in the district with the internal and external financial supports of several organizations. It's Head Office is located in Thumpakhar and contact office is located in Chautara.

4.2 Gaja Youth Club (GYC), Baglung:

Gaja Youth Club (GYC) is the partner NGO that has been executing the construction work with collaboration of District Education Office (DEO) in Baglung district. The organization was established in 1994 (2050 B.S.) with the purpose of creating a cultured, civilized and well governed society. It also aimed to eradicate the backwardness, evil doing by the youth of the community, minimizing prevailed injustice in the society, poverty alleviation, and eradication of illiteracy and to encourage people to contribute in the process of development.

4.3 Dalit Workers Organization (DWO), Bardia:

The DWO is a PNGO working under the partnership programme with the financial support of SCNN for providing technical inputs to school construction works. In addition, it also implements several educational programmes in the district in coordination with the DEO. It was established in the year 1994 in Kathmandu district with the goals of promoting dalit participation in local as well as national level policy formulation and institutions. It also aims at strengthening the status of dalit community in terms of economic, social, educational, and cultural aspect. The DWO has been implementing several educational improvements programmes in the district with the financial support of SCNN. In addition, it also carries out different social and community development activities with the internal as well as external supports.

4.4 Karnali Integrated Rural Development and Research Center (KIRDARC)

The KIRDARC is the partner NGO working under the partnership programme with the financial support of SCNN for providing technical inputs to the schools and carrying out comprehensive educational programmes in some of the VDCs in Jumla district. Apart from this, it also carries out other various educational, social and community development programmes in the district with internal and external supports of several organizations.

4.5 Community Development Center (CDC), Uchhakot, Doti:

The CDC is the partner NGO responsible for carrying out partnership programme in Doti district with the financial support of SCNN for providing technical inputs to school construction activities. In addition, the PNGO has implemented several educational programmes in 10 focus program VDCs of Doti district. It was established in the year 1992 with the purpose of protecting the rights and interests of deprived and disadvantaged group of people including dalits, women, poor and children. Similarly, it also aims at promoting overall educational development of the district in a transparent and participatory approach with joint cooperation and coordination with rural community people. It has altogether 177 general members and 11 executive members. It's Head Office is located in Uchakot, Doti while Contact Office is located in Siligudhi, Doti.

5. Justification of Partnership in the District

Although, there had been a rapid expansion of school construction and physical infrastructure improvements works in the sample districts during past decade especially under BPEP and BPEP II, there are still significant numbers of schools in these districts which are in dire need

of further infrastructure improvements and rehabilitation. The poor physical conditions of the school have hampered quality teaching and student learning in many respects. Following the initiation of the MOE/DOE and SCNN partnership in the sample districts, school construction and physical infrastructure improvements works are undertaken in various schools with a view to increasing access, efficiency and quality of education as well as improving teaching and student learning environment. The following pictures present some peculiar examples of poor quality education being offered by community schools due to poor school physical infrastructures:



The picture speaks itself the need for school infrastructure improvements in Jumla district.



As shown in the picture, many government schools are in bad physical shape while those that exist are extremely underfunded. Some schools are neither appropriate for child learning, weather protected nor are safe for children. Although primary education is free, government schools are often either overcrowded or characterized by inadequacy of minimum physical requirements needed for child learning. Many schools in Jumla are lacking basic requirements and even sometimes unsafe. Often these schools have no drinking water, toilet facility blackboard and very little furniture and inadequate space. Even supplementary materials like libraries, children's books, and computer labs are rare.

While the country's educational system has made a great deal of progress in a very short period of time, there is still much to be done in Jumla and other districts of Karnali zone. Although all government schools receive some financial support from the government for teachers' salaries, villagers must pay for other expenses themselves which is not affordable to many parents. As a result, most schools do not have basic infrastructure, educational materials, learning support resources and sufficient number of teachers for delivering quality education to children.



Ganesh Secondary School, Yamuna Danda, Sindhupalchok



Tedisthan Primary School, Ladagada,



Everyone (teacher, student, parent) fears that this building (Ganesh Secondary School) may collapse at any time inviting unwanted loss of life. But the school is compelled to run the classes regularly in this building because the school does not have enough resources to construct a new building. Although the construction of two blocks school building is in the process of completion under the partnership, but that supplements only a part of the requirements of the school. It is quite irritating for the students studying at ground floor as small particles of dirt settling on surfaces of first floor falls down on the head of the student. Students said that they could not concentrate on the study in fear of collapse of the building and falling down the small particles of dirt on the head of them.

We are talking of increased access, efficiency and quality of school education. The GON has emphasized on effective teaching and learning activities in community school. But the case is otherwise in the case of Tedisthan Primary School, Ladagada, Doti.

The left hand pictures are self exhibition of the quality of education being offered to the students. Two teachers, 5 grade classes running, no school building, multi-grade teaching under the open sky and shadow of the tree, most of the students are from dalit and economically deprived community, student reading at standard 3, 4 and 5 cannot write their name confidently. Neither can they read their book properly.

A student from the dalit community defiantly said, “I want to read but I don’t have good school building, my parents cannot afford to buy pen, copy and dress for me, I don’t get good food at home. I avoid my class if there is rain and strong wind. My parents also discourage me going to school during such time. I am waiting for the new school building to be completed soon so that I will attend the class regularly.

The above scenario suggests that a good school building is the first prerequisite to inspire the students to attend and parents to send their children to school regularly. But simply constructing new school building would not be sufficient to ensure effective child learning and quality education. It requires extensive interventions and holistic approach to improved child learning and school improvements.

6. School Selection Procedures Under SIIP

Following the guidelines prepared by DOE, standard practices were adopted in selecting the schools under SIIP. The following paragraphs briefly describe the existing practices being adopted for school selection:

6.1 School Selection Committee

The practice of selecting schools for carrying out school construction and improvements works vary from district to district. There is a provision of forming a School Selection Committee (SSC) in order to select the potential schools requiring block grants and technical supports. The formation of the SSC is as follows:

- | | |
|------------------------------------|-------------|
| • DEO | Chairperson |
| • School Supervisor (related area) | Member |
| • DEO Planning Officer | Member |
| • PNGO Programme Coordinator | Member |
| • PNGO Engineer | Member |

The above committee sets school selection criteria for providing block grants to the schools which are in dire need of financial and technical supports of the government.

6.2 Criteria and Approach for School Selection

As per the DOE prescribed criteria and additional criteria by SSC at district level, schools are selected. The following factors were taken into consideration in selecting the list of schools requiring financial and technical support. Schools were categorized and ranked based on the following criteria:

- Education index (girl and dalit enrollment, status of dropout, repetition, classroom availability etc.),
- More priority to community managed schools,
- Inclusiveness (disadvantage, dalit, ethnic minority etc)
- Recommendation of Village Child Protection Committee (VCPC), Child Club in case of focused programme.
- Recommendation of RP, SS, community people, parents, teachers etc.
- Assessment of physical infrastructure conditions of the schools.

Based on the above selection criteria, high ranking schools are selected for block grant support. However, in selecting the schools, social and economic indicators are not usually taken into account in the entire sample districts. DOE norms also do not include socio economic indicators for school selection. Similarly, due attention was not paid in setting transparent criteria for selecting geographically representative schools for providing block

grants. Similarly, field information suggested that there was no standard process prescribed for collecting and generating local level needs, demands and choices of the communities, schools and other stakeholders prior to the school selection process begins. It was also observed that there was every likely chance of applying personal discretion in school selection, thus, pouring in the financial support to the schools located in accessible geographical area but ignoring the schools from far remote and rural area.

Although in the case of focus programme VDCs, needs based school selection criteria were followed in one of the sample districts such as Sindhupalchok. Child clubs are formed in ward and school level and Village Child Protection Committees (VCPC) are formed at village level in Sindhupalchok district. Needs are generated from child club, parents gathering and school management committees. Such needs are discussed at VCPC in the presence of PNGO representative, RP, teachers, HT, parents and SMC members. Following the extensive discussions carried out in VCPC, such demands are forwarded and discussed at PNGO and DEO. While selecting the schools such demands are also taken into consideration by the SSC. This has been a good example of demand based selection process followed in some districts. However, in other sample districts such practices are very rare.

There has been a mix observation with regard to the political interference and power game applied on school selection. In Sindhupalchok, Bardia and Doti districts, there were no cases of political interference and power game on school selection. The DEO, PNGO and the SSC have entire autonomy in making decision of school selection. None of the respondents claimed any cases of political pressures and interference while selecting schools in these districts. However, in the case of Baglung and Jumla district, political power, interference or some kind of other interests have also played vital role in school selection.

ANNEX-2

TERM OF REFERENCE FOR MID TERM REVIEW OF SCHOOL CONSTRUCTION WORK UNDER EFA PROGRAMME

Background

Ministry of Education & Sports, Department of Education (DOE) and Save the Children Norway (SCN) are closely working for improving the quality of education in different district of Nepal. The programme components are ECD, primary education, alternative education for out of school children, capacity building of education institutions etc.

SCNN has entered into a specific partnership with DoE in Sep 2006 to provide social mobilization, quality assurance and technical support on physical infrastructure development in schools under EFA programme in 12 districts. This programme was further expanded to additional 8 districts from Sept 2007 to July 2009. SCNN and its Partner Non-governmental Organizations (PNGOs) have been providing one engineer and two sub-engineers in each of the following districts as staff of partner NGO and PNGO's have been executing the construction work with collaboration of concern District Education Office:

1. Eastern: Udayapur
2. Central: Sindhupalchok
3. Western: Palpa, Tanahu, Lamgunj and Baglung
4. Mid-western: Bardiya, Dang, Surkhet, Rukum, Rolpa, Salyan, Humla, Jumla, Mugu, Dolpa, Kalikot
5. Far-western: Bajura, Achham and Doti

MoES has defined “a basic learning environment” as access to i) a learning space in the form of a classroom; ii) a learning facilitator in the form of a teacher, and iii) learning materials in the form of textbooks, equipment and other learning materials. The school infrastructure contributes for the first element of the basic learning environment. MoES states that aims of physical infrastructure development is to improve access of marginalized children to public schools for primary grade schools by constructing, rehabilitating and improving school physical learning environment.

Mid Term review of EFA 2007 concludes that the inadequate number of technical staffs at DOE, which caused problems to supervise the construction work. Although, there is a provision of recruiting technical staff, the comprehensive supervision of school construction is needed for ensuring the quality work at the school levels.. By realizing the need for emphasis on supervision of construction work, DOE cooperates with two NGOs for the supervision of the schools construction work in the districts as a pilot.

Following the DoE guidelines and criteria, a five member technical committee (three from DEO and two from SCN/PNGOs) in each district selects the schools under EFA physical infrastructure development work mainly block grant, school rehabilitation and external environment (toilets and drinking water). DEO signs an agreement with selected schools for this construction work and release money to school account.

There are 45 sub-engineers and 21 engineers who are directly working with District Education Offices for social mobilization, technical monitoring, and quality assurance of the construction work and social auditing of the expenses in collaboration with school management committees. 620 blocks, 210 school rehabilitation and 41 external environments (toilet, drinking water etc) were completed in 2006/7 in 12 districts. Further more, 699 four rooms school building (lagat sahavagita), 252 two rooms blocks (regular), 118 two rooms blocks (community-managed), 260 classrooms rehabilitation (regular), 270 classrooms (lagat sahavagita), including toilet and water supply in 2007/8 in 20 districts are in under construction.

This cooperation is new collaboration between Governments and I/NGOs for a common purpose i.e. fulfilling EFA goals. There are ample learning and experiences in this cooperation and few challenges as well. There is a need for a critical assessment and analysis of cooperation for better coordination, collaboration, communication so that effective implementation can be ensured.

Objective of the review

The primary objective of the review is to document learning, experiences and good practices on the collaboration from each side (GOs, INGOs and NGOs) as well as its impact in promoting child friendly schooling. The review will document and analyze the findings and recommendation in the following, but not limited to:

- Assess and document the roles fulfilled and strengths of each actor (DoE, DEO, SCN and PNGO) and cooperation as well as major achievements of the project in the last two years in promoting child friendly quality infrastructure at schools under EFA programme as per the cooperation agreement
- Assess to what extent the project has contributed to achieved the partnership goals and objectives particularly looking at:
 - i) changes or improvement in social mobilization
 - ii) increase capacities of local communities like SMC and PTA,
 - iii) reducing overlapping and duplication among actors on education issues in the districts,
 - iv) increasing quality of work and timely completion, and
 - v) effectiveness of collaboration between GOs, NGOs and INGOs.
- Identify emerging issues and lessons learnt over the past few years of partnership. Analyse -internal strengths, weaknesses, opportunities, and the areas for improvement for each actors.
- Draw lessons and issues from the above to explore objectives, strategies and areas of cooperation and support for future partnership.

Document to be consulted / reviewed:

1. Partnership agreements (29th Jestha 2063, 10th Ashoj 2063 and 23rd Shrawan 2064)
2. Annual reports and strategy plan 2006 - 2009 of SCN
3. Periodic reports of DoE and SCNN
4. Other related documents from DoE and SCNN such as; (field visit report, correspondence, EFA implementation guidelines/manuals)

5. ASIP and AWPB of DoE
6. Flash Reports I and II, Consolidated Reports

Tools and Methods

The team will work out the tools and methodologies of the review in detail within the broad framework of, but not limited to:

- Focus Group Discussion with students, parents, SMC, teachers, DEO staff, and PNGO staff
- Interview with DEO, partner and SCN staff in the districts
- Discussion/interview with selected staff of DEO, DoE, SCN and EFA donors
- Field Visit to the selected districts/schools.

The team will consult with DoE and SCN focal person and will make a checklist for overall review of the programme which will be approved before departing to field.

Review Team:

The following composition of review team is proposed

- Consultant - 1 Team Leader- Educationist from KU
- Senior Staff of DoE - 1 Team Member- Civil Engineer
- Senior Staff of SCN - 1 Team Member- Civil Engineer
- Senior Staff of DOE Monitoring and Supervision Section
- Consultant Engineer – probably from KU

Steering Committee:

A Steering Committee comprised of DG and Director of DoE, a representative from the Ministry, Assistant Country Representative, Program Director and Education Advisor from SCNN and Dean from KU. The report will be briefed to high officials of the MOES and NPC.

Coverage:

This assessment will cover 5 districts representing ecological belts/regions (at least one from Karnali, one from Far West, two from hilly region and one from Terai) and 3-5 schools as sample in each selected districts.

Time – frame:

SCN and DoE has planned to complete this assessment **by end of August 2008**. The tentative schedule of the review will be as follows:

- Review of literature: last week of July (3 working days)
- Field trip for range of interview, discussion and FGD: 15 working days
- Report writing and debriefing: third week of August (5 days)
- Final dissemination: last week of August 2008 (one day)

Total: 24days

The team members decide and divide responsibilities among members. All the team members will do the write up of their parts and share the draft with the team leader. The Team leader/KU compiles, writes and edits to give the final shaping on the report.

The team leader/KU will make a debriefing of the draft report to Steering Committee and Senior Staff of DoE/MoES and SCNN Kathmandu. The report will be finalized by **end of August 2008**.

Expected Output:

The mid-term review report of EFA Construction work (not more than 20 pages in total excluding annexure) in English will include the following but not limited to:

- Major achievements of the program
- Major learning and good practices
- Effectiveness and impacts of the program
- Major approaches and modalities of the cooperation (strengths and areas of improvement)
- Major findings and strategic recommendations for future program

Cost:

The cost of the study (excluding the cost of DoE and SCN members) is to be proposed by KU. Team members assigned by DoE and SCNN will be paid by respective organizations.

- Team members: DSA and accommodation as per SCN rule.
- Travel and other cost will be on actual basis

Timeline:

The timeline of the study is expected from KU in consultation with DoE and SCNN but not prolonging the deadline of August end.

**Annex – 3
Evaluation Scheme**

SN	Evaluation Area	Performance Indicators	Evaluation Questions	Source of Information	Approaches
Projective Objectives 1: Assess and document roles fulfilled (performed) by DOE, DEO, SCNN & PNGO					
1.1	Role fulfillment of each partner (DOE, DEO, SCNN, PNGO)	<ul style="list-style-type: none"> - Agreed roles - Observed roles (actual performed roles) - Frequency of participation and role performance - Synergy 	<ul style="list-style-type: none"> - What is/are the main responsibilities of each partner as mentioned in project document? - How have they been performing their responsibilities? - What are discrepancies in role performance (in partnership)? - Do they have any written documents regarding their participation, involvement? - How partners share joint responsibilities at various levels of decision making units for smooth execution of the project? 	<ul style="list-style-type: none"> - DOE, DEO, SCNN, PNGO - Project document, reports, plans - Mid Term review of EFA 2007. - Community members, SMC, HT, Teachers 	<ul style="list-style-type: none"> - Partnership agreement review - Project document review - Discussion with DOE and PNGO - FGD
1.2	Role of the community	<ul style="list-style-type: none"> - Community awareness - Nature of participation - Inclusiveness in involvement - Contribution (capacity of community) 	<ul style="list-style-type: none"> - Is community aware of the school construction project? - Do they have feeling of ownership? - How is the participation of the community in school infrastructure improvement? - Are members of disadvantaged (marginalized) communities involved in making decisions in the program? - To what extent can the community contribute to school improvements? - Are community members contributing to the school construction work? - What types of contribution (in cash, kind or labor) they do provide? 	<ul style="list-style-type: none"> - Community members, SMC, HT, Teachers, DEO, PNGO 	<ul style="list-style-type: none"> - FGD - Interview - Discussion

1.3	Participation in the design phase	<ul style="list-style-type: none"> - Needs assessment (demand side) <ul style="list-style-type: none"> o Documentary evidence of need assessment, parental involvement, and SMC involvement 	<ul style="list-style-type: none"> - Who were the actors involved in design phase? - Were the actual needs of the school properly assessed before project initiation? - Was the program designed as per the actual needs of the school? <ul style="list-style-type: none"> o What were the operational modalities adopted for project implementation (Chain of command, supervision and monitoring, coordinating, communication, funds flow mechanism)? 	<ul style="list-style-type: none"> - Community members, - SMC, - HT & teachers, - DOE, DEO, - PNGO - SNC 	
Objective 2: To assess extent to which the project has contributed to achieve the partnership goals and objectives.					
2.1	Awareness building and Capacity enhancement of local communities	<ul style="list-style-type: none"> - Community awareness - Frequency of interactions / visits of community members - Involvement of marginalized people - Interventions for local capacity building - Observed changes 	<ul style="list-style-type: none"> - What were the awareness building approaches and events used? - What were the critical hindering factors for raising community awareness? - How frequently the community members visit and monitor school construction site and activities? - How frequently the HT/teachers and SMC visit community for school related affairs? - DOEs community accept involvement of the marginalized group and encourage participation of their children in schools? - What types of capacity enhancement initiatives were applied? - What are the results of capacity improvement programs? - What changes have been brought in the school through the community mobilization? 	<ul style="list-style-type: none"> - Project document - Documents - Community members including marginalized groups, - Students, - Teachers, - SMC - PTA - PNGO - Students - RPs 	<ul style="list-style-type: none"> - Document review - Observation - FGD with Community members, Teachers, SMC/PTA, students, PNGO - Interview with DEO,
2.2	Collaboration among the actors (donors) in the	<ul style="list-style-type: none"> - Committee formed 	<ul style="list-style-type: none"> - Who are the actors involved in school improvement activities in the district? - Are there any other direct donor interventions in 	<ul style="list-style-type: none"> - Meeting minutes - Committees - DOE, DEO, SCNN, 	<ul style="list-style-type: none"> - Interview with DEO, RPs, SCNN staff , PNGO and

	district	<ul style="list-style-type: none"> - Frequency of interactions - Observed cooperation - Financial transparency and discipline 	<p>the district other than SCNN for school improvement?</p> <ul style="list-style-type: none"> - Are there any donor interventions in the district for school improvement without DEO coordination? - What is the mechanism used for collaboration among actors in the district for the reduction of overlapping and duplication of efforts - How frequently were the actors (I/NGOS & GO) involved in school improvement program? - How frequently the partners collectively discuss and plan for physical development of schools? - To what extent have the partners (DOE, DEO, SCNN & PNGO) work cooperatively to develop school improvement plan? - What are the accomplishments of collaborative efforts among actors in the districts - What areas of cooperation have been identified among DOE, DEO, SCNN, and PNGO for future partnership? - How funds for the project is allocated and released? - Who are the actors involved in maintaining the books of accounts for project's financial operation? - Which books of accounts are required to be followed, government or SCNN? Is it regularly monitored if proper books of accounts are maintained? - Who is accountable to efficient use of the project funds? - What are the oversight arrangements made for project spending? 	<p>PNGO</p> <ul style="list-style-type: none"> - Other related documents such as field visit report, correspondences - Other NGOs, I/NGOs and actors 	<p>DOE</p> <ul style="list-style-type: none"> - Review other related documents - Consultation with school and community - Review ASIP and AWPB of DEO - Consultation, discussion with other NGOs, I/NGOs at local level.
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			- Is financial audit carried out? Is social audit carried out?		
2.3	Quality and efficiency of School construction work	<ul style="list-style-type: none"> - Compliance with design and specification, - Structurally safe - Workmanship - Timely completion - Frequency of technical supervision 	<ul style="list-style-type: none"> - DOEs the school construction follow the approved drawing and design? - Is the construction work according to the specification? - Is the construction according to the engineering norms and standards, - Do they match with DOE engineering specifications? - How is the quality of construction and workmanship of school construction? - Has the construction work completed (or progressing) according to the schedule? - How frequent was the supervision of building construction work? 	<ul style="list-style-type: none"> - Design and specification, - Field information - Measurement, check - Schedules check - Discussion with SCNN filed office, DEO, HT, teachers, SMCs 	<ul style="list-style-type: none"> - Field inspection from engineers - Measurement - Discussion with field engineers - Observation reflection - Civil society members - Discussions with HT, teachers - SMC
2.4	Space utilization	<ul style="list-style-type: none"> - Use of new physical facilities - Adequacy of school physical facilities - Hours of building utilization (utilization rate) - Student satisfaction - Needs fulfillment of the school 	<ul style="list-style-type: none"> - How and for what purpose the newly constructed facilities are being used? (or has plan to use) - How adequate are the school facilities (display of materials, toilet, drinking water, ventilation, light etc.) available in newly constructed building? - What is building utilization rate? Or (hours of use) - What could be possible ways of maximizing the use of available space for students learning activities? - Are students satisfied with the physical environment of the school? - Do the newly constructed school spaces fully meet the needs of school? If not, do they need more school space for effective student learning? 	<ul style="list-style-type: none"> - Field information - HT/Teachers, - SMC, - Students, - PTA 	<ul style="list-style-type: none"> - Observation - FGD with SMC, Teachers - Students - Interview with PTA & PNGO
Objective: 3 : Assess the observed changes or influences of the partnership program on school's performance and child learning					

<p>3.1</p>	<p>Observed project effects in school performance and child learning</p>	<ul style="list-style-type: none"> - Changes and reforms - Increased access (enrollment) - Improved retention and promotion rates - Improved equity (increased enrollment of the DAG & marginalized children) - Improved students learning - Increased community involvement - Improved teacher performance 	<ul style="list-style-type: none"> - What are the changes and reforms in schools due to the partnership program? - Was there increase in enrollment, retention and promotion of students after implementation of the project? - How is the enrollment trend of girls, Dalits and other marginalized children in school after 2006? <p>After implementation of the school improvement program:</p> <ul style="list-style-type: none"> - Have you experienced improved student learning? - Has there been any improvement in the average test score of the student? - Has there been any improvement in class and classroom ratio? - Is there improvement in task on time in school? - Is there improvement in school community relation? - Is there increase in involvement of community members in school improvement activities? - Are SMC and PTA functional and active in school affairs? - How effective is the community involvement in school affairs and school decision making including spending decisions? - Has there been any change in the leadership approach (HTs, SMCs) due to the commencement of the program? - Has there been any change in the teacher performance after project implementation? 	<ul style="list-style-type: none"> - Enrollment, retention, promotion information, - Disaggregated information of students since 2005. - Periodic reports of DOE, and SCNN - Flash Reports I and II, Consolidated Reports - Students, parents, SMC, Teachers, DEO staff and PNGO staff 	<ul style="list-style-type: none"> - School records - Interview with DEOs, RPs, SCNN PNGO and DOE - Review school records and Flash I & II - Consolidated Reports - FGD with students, teachers, SMC, PTA - parents, DEO, RPs, and PNGO staff
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		- Improved sanitation and pupil's health	- What positive changes have the project brought in pupil's health and school's sanitation?		
Objective 4: Identify emerging issues and lessons learnt over past few years of partnership					
4.1	- Strengths and weaknesses of the partners	- Listing of : strengths, weaknesses,	- What are the strengths of partnership in the project? - What are the weaknesses of partnership in the project? - How can we minimize such weaknesses? - How can we utilize such strengths?	- SCNN, - DOE, - DEO, - PNGO - School	- Consultative discussion (DOE, DEO, PNGO, SCNN, school) - Brainstorming - Observation
4.2	- Identify emerging issues and Strategies resolving issues	- Identified: Issues , - Strategies resolving issues	- What issues and challenges have been identified? - What are the existing strategies to resolve issues? - What are the areas for future improvement of the project?	- DEO, DOE, NGOs. INGOs (SCNN), PNGO, SMC, PTA	- FGD / Mixed group
Objective 5: Draw Lessons and suggest for future partnership in addressing EFA Goals					
5.1	- Lesson learnt over the past few years (?)	Documented lessons learned	- What lessons have been learnt from the partnership program? - What are areas for further interventions (EFA context)?	DEO, DOE, NGOs. INGOs (SCNN), PNGO, SMC, PTA	- FGD - Individual Interview - Interaction
5.2	- Explore areas of Future cooperation and support.	Identification of innovative programs for future collaboration	- What are the envisioned potential areas of future cooperation in the district in order to ensure EFA achievement?	- DEO, DOE, NGOs. INGOs (SCNN), PNGO, SMC, PTA - Observation	- FGD - Document review

Annex – 4
Outline Questions

Suggested Questions for DOE/SCNN
Role fulfillment of each partner (DOE, DEO, SCNN, PNGO)
<ul style="list-style-type: none"> - What are the main responsibilities of your organization in this partnership? - How your organization is performing the given responsibilities? - How others are performing their given responsibilities? - What are documented evidences of role performance? (Examples) - Do you think there are any discrepancies in assigned and performed roles of each partner? (Explain) - What are the notable contributions (achievements) of joint efforts of partners which could not have been accomplished without partnership?
Role of the community
<ul style="list-style-type: none"> - What is the role of the community in the project that your organization has expected? - Do you think that community has developed the sense of ownership towards the school? - Is community willing to contribute to the school improvement activities, - Generally, what types of contributions are made by the community?
Participation in the design phase
<ul style="list-style-type: none"> - How are the schools and communities involved in the program design phase and how? (Examples) - Were the actual needs of the school properly assessed before project initiation? - Was the program designed as per the actual needs of the school? What was the actual need of the school and how DOEs the design meet the need? - What were the operational modalities adopted for project implementation? <ul style="list-style-type: none"> o Chain of command o Supervision and monitoring o Coordinating o Communication o Funds flow mechanism
Awareness building and Capacity enhancement of local communities
<ul style="list-style-type: none"> - What were the expectations of community awareness programs? - What are the results you are observing community awareness program? - What types of capacity enhancement initiatives for community empowerment were applied? - What are the expected results of capacity enhancement of communities that you anticipated? - How capacity enhancement interventions were made inclusive? Are there any reported examples of participation of marginalized groups? - What were the experienced barriers of awareness building and capacity enhancement of communities during project implementation? - What are the notable results of awareness building and community mobilization programs?
Collaboration among the actors (donors) in the district

Suggested Questions for DOE/SCNN
<ul style="list-style-type: none"> - Who are the actors involved in school improvement activities in the district? - How central level I/NGOS working in the program districts are coordinated? - How the donors working for the for school improvement programs in the district are coordinated ? through DEO's single door system? - What is the mechanism used for collaboration among actors in the district and reducing duplication of efforts? - How frequently the collaborating partners collectively discuss and plan for physical development of schools? - To what extent have the collaborating partners (DOE, DEO, SCNN & PNGO and other actors in the district) work cooperatively to develop school improvement plan for the district? - What are the reported accomplishments of collaborative efforts among actors in the districts - What areas of cooperation have been identified among DOE, DEO, SCNN, and PNGO and other collaborating partners for future programs supporting EFA?
Quality and efficiency of School construction work
<ul style="list-style-type: none"> - How drawing, designs and specifications for school construction were prepared and approved? - How school's needs and requirements were reflected in the design? - What are the mechanisms used for ensuring if approved drawing, design, specification, norms and standards are followed? - What are the arrangements made for maintaining the quality of construction? - What initiatives were taken from your organization (central level) for timely completion of the construction? - How many times in a year you or your representatives visit the construction sites?
Space utilization
<ul style="list-style-type: none"> - How adequate are the school facilities (class rooms toilet, drinking water, ventilation, light etc.) planned for newly constructed school building? - How the space of the newly constructed building or other facilities is utilized? Have the new construction fulfilled needs (space and other services) ?
Observed project effects in school performance and child learning
<ul style="list-style-type: none"> - What are the expected changes and reforms in schools due to the partnership program? - What are the reported changes in the physical environment? - What are the reported changes in the teaching and learning environment because of the project? - What are the other noticeable positive changes that are observed due to the partnerships? - What are the reported involvements of community in school decision making? - How funds for the project is allocated and released? - Who are the actors involved in maintaining the books of accounts for project's financial operation? - Which books of accounts are required to be followed, government or SCNN? Is it regularly monitored whether proper books of accounts are maintained? - Who is accountable to efficient use of the project funds? - What are the oversight arrangements made for project spending (financial and social audit)? -
Strengths and weaknesses of the partners

Suggested Questions for DOE/SCNN
<ul style="list-style-type: none"> - What are the strengths of partnership in the project? - What are the weaknesses of partnership in the project? - How can we minimize such weaknesses? - How can we utilize such strengths?
Identify emerging issues and Strategies resolving issues
<ul style="list-style-type: none"> - What issues and challenges have been identified? - What are the existing strategies to resolve issues? - What are the areas for future improvement of the project?
Lesson learnt over the past few years (?)
<ul style="list-style-type: none"> - What lessons have been learnt from the partnership program? - What are areas for further interventions (EFA context)?
Explore areas of Future cooperation and support.
<ul style="list-style-type: none"> - What are the envisioned potential areas of future cooperation in the district in order to ensure EFA achievement?

Suggested Questions for DEO/RP/PNGO
Role fulfillment of each partner (DOE, DEO, SCNN, PNGO)
<ul style="list-style-type: none"> - What is/are the main responsibilities of your organization in this partnership? - How your organization is performing the given responsibilities? - How others are performing their given responsibilities? - Do you think there are any discrepancies in assigned and performed roles of each partner? (Explain) - Do you have any documented evidences of role performance? (Examples) - What are the notable achievements accomplished by joint efforts of partners? (It could not have been accomplished if partners have done it individually)
Role of the community
<ul style="list-style-type: none"> - What is the role of the community in the project that your organization has expected? - Are they aware of their role on school construction project? (explain) - Do you think that community has developed the sense of ownership towards the school? (examples) - How actively do the communities participate in school infrastructure improvement? (explain) - Are members of disadvantaged (marginalized) communities involved in school decision making in the program? (examples) - Are community members contributing to the school construction work? If yes, in what form (cash, kind or labor)? If not, what are the reasons?
Participation in the design phase
<ul style="list-style-type: none"> - Who were the actors involved in design phase? - Were the actual needs of the school properly assessed before project initiation (examples)? - Was the program designed as per the actual needs of the school? What was the need and how DOEs the design meet the need? - What were the operational modalities adopted for project implementation?

Suggested Questions for DEO/RP/PNGO
<ul style="list-style-type: none"> ○ Chain of command ○ Supervision and monitoring ○ Coordinating ○ Communication ○ Funds flow mechanism
Awareness building and Capacity enhancement of local communities
<ul style="list-style-type: none"> - What approaches were followed to make the community aware towards school construction? Were they effective? - Do you think that the community is fully aware of their role towards project? If not, what were the critical hindering factors for raising community awareness? - How frequently do the community members visit and monitor school construction site and activities? - How do you find the community readiness to accept the involvement of marginalized group in school decision making? - Are they (dalits, ethnic minorities, women etc.) equally playing important roles in school decision making? - What types of capacity enhancement initiatives were applied in promoting community participation? - What are the results of capacity improvement programs? - What changes have you observed in school through the community mobilization?
Collaboration among the actors (donors) in the district
<ul style="list-style-type: none"> - Who are the actors involved in school improvement activities in the district? - Are there any other direct donor interventions in the district other than SCNN for school improvement? - Do all donor supports for school improvement in the district pass through DEO's single door system? - What mechanism has been followed by the collaborating partners to eliminate overlapping and duplication of donors supports for school improvement in the district? - How frequently were the actors (I/NGOS & GO) involved in school improvement program? - How frequently the partners collectively discuss and plan for physical development of schools? - To what extent have the partners (DOE, DEO, SCNN & PNGO) work cooperatively to develop school improvement plan? - What are the accomplishments of collaborative efforts among actors in the districts - What areas of cooperation have been identified among DOE, DEO, SCNN, and PNGO for future partnership?
Quality and efficiency of School construction work
<ul style="list-style-type: none"> - Who prepares and approves the drawings, designs, specifications of school building? - Is the construction work according to the approved engineering norms, standards, drawings, designs and specification? - What mechanism has been followed to ensure the proper quality of construction work? - How is the quality of construction and workmanship of school construction? - Has the construction work completed (or in-progress) according to the schedule? - Who are the actors involved in carrying out supervision and monitoring of the school

Suggested Questions for DEO/RP/PNGO
<p>construction work?</p> <ul style="list-style-type: none"> - How frequent is the supervision of building construction work?
<p>Space utilization</p> <ul style="list-style-type: none"> - How and for what purpose the newly constructed facilities are being used? (or has plan to use) - How adequate are the school facilities (toilet, drinking water, ventilation, light etc.) available in newly constructed building? - What is building utilization rate? Or (hours of use) - What could be possible ways of maximizing the use of available space for students learning activities? <p>Do the newly constructed school spaces fully meet the needs of school (examples)? If not, do they need more school space for effective student learning?</p>
<p>Observed project effects in school performance and child learning</p> <ul style="list-style-type: none"> - What are the changes and reforms observed in schools due to the partnership program? - Was there increase in enrollment, retention and promotion rate of students after implementation of the project? - How is the enrollment trend of girls, Dalits and other marginalized children in school after 2006? <p>After implementation of the school improvement program:</p> <ul style="list-style-type: none"> - Have you found improved student learning? - Has there been any improvement in the average test score of the student? - Have you found any change in the relationship between school and community after project implementation? - Is there increase in involvement of community members in school improvement activities? - Are SMC and PTA functional and active in school affairs? - How effective is the community involvement in school affairs and school decision making including spending decisions? - Has there been any change in the leadership approach (HTs, SMCs) due to the commencement of the program? - Has there been any change in the teacher performance after project implementation (examples)? - How funds for the project is allocated and released? - Who are the actors involved in maintaining the books of accounts for project's financial operation? - Which books of accounts are required to be followed, government or SCNN? Is it regularly monitored if proper books of accounts are maintained? - Who is accountable to efficient use of the project funds? - What are the oversight arrangements made for project spending? - Is financial audit carried out? Is social audit carried out?
<p>Strengths and weaknesses of the partners</p> <ul style="list-style-type: none"> - What are the strengths of partnership in the project? - What are the weaknesses of partnership in the project? - How can we minimize such weaknesses? - How can we utilize such strengths?

Suggested Questions for DEO/RP/PNGO
Identify emerging issues and Strategies resolving issues
<ul style="list-style-type: none"> - What issues and challenges have been identified? - What are the existing strategies to resolve issues? - What are the areas for future improvement of the project?
Lesson learnt over the past few years (?)
<ul style="list-style-type: none"> - What lessons have been learnt from the partnership program? - What are areas for further interventions (EFA context)?
Explore areas of Future cooperation and support.
<ul style="list-style-type: none"> - What are the envisioned potential areas of future cooperation in the district in order to ensure EFA achievement?

Suggested Questions for HT/SMC/PTA
Role fulfillment of each partner (DOE, DEO, SCNN, PNGO)
<ul style="list-style-type: none"> - What are your organization's role and how your school is performing the given responsibilities? - How others are performing their given responsibilities? - Do you think there are any discrepancies in assigned and performed roles of each partner? (Explain) - Do you have any documented evidences of role performance? (Examples) - What are the notable achievements accomplished by joint efforts of partners? (It could not have been accomplished if partners have done it individually)
Role of the community
<ul style="list-style-type: none"> - Are communities aware of their role on school construction project? - How actively do the communities participate in school infrastructure improvement? - Are members of disadvantaged (marginalized) communities involved in school decision making in the program? - Do you think that community has developed the sense of ownership towards the school? (explain) - Are community members contributing to the school construction work? If yes, in what form (cash, kind or labor)? If not, what are the reasons?
Participation in the design phase
<ul style="list-style-type: none"> - Were HT/SMC were involved in design phase? - Were the community involved in the project design phase? - Do you think that the program was designed as per the actual needs of the school? - How the project is being implemented (decisions, communication, coordination, monitoring and supervision, funds flow etc.)
Awareness building and Capacity enhancement of local communities
<ul style="list-style-type: none"> - How did you and others (DEO/PNGO etc) motivate communities to participate in school construction work? - Are the community members fully aware of their roles in school improvements? - What difficulties have you faced in raising community awareness? - How frequently the community members visit and monitor school construction site and

Suggested Questions for HT/SMC/PTA
<p>activities?</p> <ul style="list-style-type: none"> - How frequently the HT/teachers and SMC visit community for school related affairs? - Do you promote involvement of the marginalized group in school decision making and encourage participation of their children in schools? - How actively are community members taking part in school decision making? - What types of capacity enhancement initiatives were applied for promoting community participation? - How effective were such capacity enhancement initiatives? - What are the results of capacity improvement programs? - What changes have you observed in the school through the community mobilization?
<p>Collaboration among the actors (donors) in the district</p> <ul style="list-style-type: none"> - Who are the actors mostly involved in school construction work? - Are there any other direct donor supports in your school's physical improvements other than SCNN? If yes, whether such support has been received with or without DEO coordination? - How often do the actors (INGOS & GO) involved in school improvement program meet? - How frequently the partners collectively discuss and plan for physical development of schools in the district? - To what extent have the partners (DOE, DEO, SCNN & PNGO) work cooperatively to develop school improvement plan? - What are the accomplishments of collaborative efforts of actors in the school?
<p>Quality and efficiency of School construction work</p> <ul style="list-style-type: none"> - Who prepares and approves the drawings, designs and specifications of school buildings? - DOEs the school construction follow the approved drawing, design, specification, engineering norms, and standards? - Who are the actors involved in carrying out supervision and monitoring of quality control of school construction work? - What other approaches are followed to ensure proper quality of school construction? - How do you find the quality and workmanship of school construction work? - Has the construction work completed (or in-progress) according to the schedule? - How frequent was the supervision of building construction work?
<p>Space utilization</p> <ul style="list-style-type: none"> - How and for what purpose the newly constructed facilities are being used? (or has plan to use) - How adequate are the school facilities (toilet, drinking water, ventilation, light etc.) available in newly constructed building? - What is building utilization rate? Or (hours of use) - What could be possible ways of maximizing the use of available space for students learning activities? - Are students satisfied with the physical environment of the school? - Do the newly constructed school spaces fully meet the needs of school? If not, do they need more school space for effective student learning?
<p>Observed project effects in school performance and child learning</p> <ul style="list-style-type: none"> - What are the noticeable changes and reforms in schools due to the partnership program? - Was there increase in enrollment, retention and promotion of students after implementation of the project?

Suggested Questions for HT/SMC/PTA
<ul style="list-style-type: none"> - How is the enrollment trend of girls, Dalits and other marginalized children in school after 2006? <p>After implementation of the school improvement program:</p> <ul style="list-style-type: none"> - Have you experienced improved student learning? - Has there been any improvement in the average test score of the student? - Is there improvement in task on time in school? <p>After implementation of the project:</p> <ul style="list-style-type: none"> - Is there improvement in school community relation? - Is there increase in involvement of community members in school improvement activities? - Are SMC and PTA functional and active in school affairs? - How effective is the community involvement in school affairs and school decision making? - Has there been any change in the school management (HTs, SMCs) due to the commencement of the program? - Has there been any change in the teacher performance after project implementation? - How funds for the project is allocated and released? - Is project fund incorporated in SIP? - Which books of accounts are required to be followed, government or SCNN? - Who maintains books of accounts for project funds? - Who are the actors in the school primarily accountable to efficient use of the project funds? - Have you carried out financial audit of project operation? - Have you carried out social audit of project operation? - Are there any irregularities of project spending? - What are the observed positive changes in pupil's health and school's sanitation?
<p>Strengths and weaknesses of the partners</p> <ul style="list-style-type: none"> - What are your strengths in the project? - What are your weaknesses in the project? - How can we minimize such weaknesses? - How can we utilize such strengths?
<p>Identify emerging issues and Strategies resolving issues</p> <ul style="list-style-type: none"> - What issues and challenges have been identified? What were the measures adopted to resolve issues? - What are the areas for future improvement of the project?
<p>Lesson learnt over the past few years (?)</p> <ul style="list-style-type: none"> - What lessons have been learnt from the partnership program? - What are areas for further interventions (EFA context)?
<p>Explore areas of Future cooperation and support.</p> <ul style="list-style-type: none"> - What are the envisioned potential areas of future cooperation in the district in order to ensure EFA achievement?

Suggested Questions for Teachers
<p>Role fulfillment of each partner (DOE, DEO, SCNN, PNGO)</p>

Suggested Questions for Teachers
<ul style="list-style-type: none"> - What are the key roles that the school is performing in the course of project implementation? - What are the roles that you need to perform in school construction work?
Role of the community
<ul style="list-style-type: none"> - Do you find that the communities are aware of their roles in school construction project? (examples) - Have you observed that the communities have developed the sense of ownership towards school? - How actively are the communities taking part in school infrastructure improvement? - Are members of disadvantaged (marginalized) communities involved in making decisions in the program? (examples) - Are community members contributing to the school construction work and in what form (cash, kind, labor)?
Participation in the design phase
<ul style="list-style-type: none"> - Were you consulted during design of the school? - Do you think that the actual needs of the school were properly assessed before project initiation? (explain)
Awareness building and Capacity enhancement of local communities
<ul style="list-style-type: none"> - How were the communities motivated to participate in school improvement programme? - If communities are not fully aware of their roles in school improvement, what were the critical hindering factors? - How frequently the community members visit and monitor school construction site and activities? - How frequently the HT/teachers and SMC visit community for school related affairs that you observed? - Are marginalized groups taking part in school decision making? (cite evidences) - DOEs the school promote participation in school of children from marginalized group? How? - What types of capacity enhancement initiatives were applied to promote community participation? - What are the results of capacity improvement programs? - What changes have been brought in the school through the community mobilization?
Collaboration among the actors (donors) in the district
<ul style="list-style-type: none"> - Who are the actors involved in school improvement activities? - Are there any other school improvement programme supported by other donors other than SCNN? (examples)
Quality and efficiency of School construction work
<ul style="list-style-type: none"> - Are you satisfied with the construction work? - Did you observe people involve on supervision and monitoring of school construction? Do you know who they are? - How frequent was the supervision of building construction work?
Space utilization
<ul style="list-style-type: none"> - How and for what purpose the newly constructed facilities are being used? (or has plan to use) - How adequate are the school facilities (toilet, drinking water, ventilation, light etc.) available in newly constructed building?

Suggested Questions for Teachers
<ul style="list-style-type: none"> - What could be possible ways of maximizing the use of available space for students learning activities? - Do you think students are satisfied with the physical environment of the school (your opinion)? - Do the newly constructed school spaces fully meet the needs of school? If not, do they need more school space for effective student learning?
Observed project effects in school performance and child learning
<ul style="list-style-type: none"> - What are the observed changes and reforms in schools after the project implementation? - Was there increase in enrollment, retention and promotion of students after implementation of the project? - How is the enrollment trend of girls, Dalits and other marginalized children in school after 2006? <p>After implementation of the school improvement program:</p> <ul style="list-style-type: none"> - Have you experienced improved student learning? - Has there been any improvement in the average test score of the student? - Has there been any improvement in class and classroom ratio? - Is there improvement in task on time in school? <p>After implementation of the project:</p> <ul style="list-style-type: none"> - Is there improvement in school community relation? - Is there increase in involvement of community members in school improvement activities? - Are SMC and PTA functional and active in school affairs? - Who maintains the school books of accounts for project spending? - Who is accountable to efficient use of the project funds? - Is financial audit carried out? Is social audit carried out? - How is participation of communities in social audit? - Has there been any change in the school management (HTs, SMCs) due to the commencement of the program? - Has there been any change in the teacher performance after project implementation? - What noticeable positive changes were observed in pupil's health and school's sanitation?
Strengths and weaknesses of the partners
<ul style="list-style-type: none"> - What are the strengths of partnership in the project? - What are the weaknesses of partnership in the project? - How can we minimize such weaknesses? - How can we utilize such strengths?
Identify emerging issues and Strategies resolving issues
<ul style="list-style-type: none"> - What issues and challenges have been identified? What were the measures adopted to resolve issues? - What are the areas for future improvement of the project?
Lesson learnt over the past few years (?)
<ul style="list-style-type: none"> - What lessons have been learnt from the partnership program? - What are areas for further interventions (EFA context)?
Explore areas of Future cooperation and support.
<ul style="list-style-type: none"> - What are the envisioned potential areas of future cooperation in the district in order to ensure EFA achievement?

Suggested Questions for Teachers
Suggested Questions for Students
Role fulfillment of each partner (DOE, DEO, SCNN, PNGO)
- Have you seen people (SMC, parents, PNGO, DEO etc.) coming to schools and involve in school construction? Who they are?
Role of the community
- Do your parents participate in school improvement? - Have you seen other parents are also participating? - Do you find parents from dalit, ethnic minority and women also take part in school improvements? - Do your parents provide supports to school in the form of cash, kind or labor?
Awareness building and Capacity enhancement of local communities
- Do you find that the community members visit and monitor school construction site and activities?
Collaboration among the actors (donors) in the district
- Who other actors visit school construction site? - How frequently they visit the school construction site?
Quality and efficiency of School construction work
- How good is the newly constructed school building (classroom, toilets etc.)
Space utilization
- For what purpose the newly constructed classrooms are being used? - How adequate are the school facilities (toilet, drinking water, ventilation, light etc.) available in newly constructed building? - Are you satisfied with the physical environment of the school? - Do the newly constructed school spaces fully meet the needs of school? If not, do they need more school space for effective student learning?
Observed project effects in school performance and child learning.
- What are the changes and reforms in schools due to the partnership program? - Are more girls, dalits and other marginalized children coming out to admit to the schools for last couple of years? After implementation of the school improvement program: - Has your test scores improved? - Are you better performing? - Do you go to school in time? - Do you find more parents are coming to schools and involve in school improvement activities? - Do you find any changes in HT and SMC after project implementation? - Are Teachers providing better education after project implementation? - Do you know what social audit is? - If yes, do your parents participate in social audit function? - Are you feeling more convenient to be in class after project implementation? - Are you more attentive towards cleanliness and school sanitation? - Are you going to school regularly due to improved health after project implementation?

Suggested Questions for Parents/Community Members
Role fulfillment of each partner (DOE, DEO, SCNN, PNGO)
<ul style="list-style-type: none"> - What is/are the main responsibilities of community in project implementation? - What difficulties are you finding in performing your roles in school construction? - Is your role in school construction well recognized by other partners? - How do you coordinate with other partners in performing your role in project execution?
Role of the community
<ul style="list-style-type: none"> - Are you aware of your roles in school construction? (explain the roles) - Who do you think should assume the ownership of schools in light of joint contribution provided by all partners including community in school construction? - How frequently do you participate in school infrastructure improvement? - Are members of disadvantaged (marginalized) communities involved in making decisions in the program? Do you recognize their participation? (explain) - To what extent can you contribute to school improvements? - Are you contributing to the school construction work? (explain) - What types of contribution (in cash, kind or labor) do you provide usually?
Participation in the design phase
<ul style="list-style-type: none"> - Were the communities consulted during school design phase? - Do you think that the program was designed as per the actual needs of the school? (examples/explain)
Awareness building and Capacity enhancement of local communities
<ul style="list-style-type: none"> - How were you motivated to take part in school improvement programme? - Who are the actors involved in making you aware of taking part in school improvement and how were you approached? - Do you think that all the community members are fully aware of their roles in school improvements? (explain) If not, what were the hindering factors for low level of community awareness? - How frequently do you visit and monitor school construction site and activities? - How frequently the HT/teachers and SMC visit you for school related affairs? - Do you accept involvement of the marginalized group and encourage participation of their children in schools? (explain) - What were the efforts adopted by DEO/PNGO/School in enhancing your capacities in school decision making? - Do you feel that your capacity has really increased? What are the obvious results of such capacity improvement programs in school decision making? - What changes have been brought in the school through the community mobilization?
Collaboration among the actors (donors) in the district
<ul style="list-style-type: none"> - Who are the actors involved in school improvement activities? - Do you find any other donor supported school improvement programme other than from SCNN supports? (explain) - How frequently were the actors (I/NGOS & GO) involved in school improvement program? - How frequently the partners collectively discuss and plan for physical development of schools? Are you also involved in such discussions? - How can community contribute collectively with other partners for future partnership on school

Suggested Questions for Parents/Community Members
improvements programme?
Quality and efficiency of School construction work
<ul style="list-style-type: none"> - DOEs the community know that the school construction should follow approved engineering norms, standards, drawings, designs, and specifications? If yes, do they know if they are followed properly? - How is the quality and workmanship of school construction? - How do you ensure that proper quality is maintained? - Has the construction work completed (or progressing) according to the schedule? - DOEs the community also frequently supervise and monitor the school construction activities? - Who other actors are involved in supervision and monitoring of school construction activities? - How frequent was the supervision of building construction work?
Space utilization
<ul style="list-style-type: none"> - DOEs the community know how and for what purpose the newly constructed facilities are being used? (or has plan to use) - How adequate are the school facilities (toilet, drinking water, ventilation, light etc.) available in newly constructed building? - Do you feel that the students are satisfied with the physical environment of the school? - Do the newly constructed school spaces fully meet the needs of school? If not, do they need more school space for effective student learning?
Observed project effects in school performance and child learning
<ul style="list-style-type: none"> - What are the observed changes and reforms in schools after project implementation? <p>After implementation of the school improvement program:</p> <ul style="list-style-type: none"> - Have you experienced that your ward's learning has improved? - Has your children been better performing or promoting to next class? - Do your children go to schools in time? <p>After implementation of school improvement programme:</p> <ul style="list-style-type: none"> - Is there improvement in school community relation? (explain) - Has your participation in school improvement increased? - Have you observed that the SMC and PTA turned out to be functional and active in school affairs? (explain) - Is school accountable to community on project spending? (explain) - Do the community involve in school spending decisions? (explain) - DOEs the community have the access to monitoring of schools books of accounts maintained for project operation? (explain) - Do you participate in social audit function and provide your inputs for fiscal transparency? (explain) - Have you observed any change in the teacher performance after project implementation? (explain) - What were the observed positive changes in pupil's health and school's sanitation?
Strengths and weaknesses of the partners

Suggested Questions for Parents/Community Members
<ul style="list-style-type: none"> - What are the strengths of community in the project? - What are the weaknesses of community in the project? - How can we minimize such weaknesses? - How can we utilize such strengths?
Identify emerging issues and Strategies resolving issues
<ul style="list-style-type: none"> - What issues and challenges have been identified? What were the measures adopted to resolve issues? - What are the areas for future improvement of the project?
Lesson learnt over the past few years (?)
<ul style="list-style-type: none"> - What lessons have been learnt from the partnership program? - What are areas for further interventions (EFA context)?
Explore areas of Future cooperation and support.
<ul style="list-style-type: none"> - What are the envisioned potential areas of future cooperation in that the community can provide so as to achieve EFA goal?

Annex- 5

SCHOOL PROFILE

1.	Name of the School			
2.	Type of School (Please ✓ in the appropriate box)	Lagat Sahabhagita	Regular	Comm. Managed
3.	District/ VDC/ Ward			
4.	School Establishment Date:			
5.	Name of the Headteacher			
6.	Do you have an SMC? (Please ✓)	Yes		No
	Date of SMC Formed			
	SMC Composition	Chairman		
		Members	1.	
		2.		
		3.		
		4.		
		5.		
		6.		
7.	Do you have a PTA? (Please ✓)	Yes		No
	Date of PTA Formed			
	PTA Composition:	1.		
		2.		
		3.		
		4.		
		5.		
		6.		
8.	School Located Community Population (VDC/Ward)			
9.	Socio Economic Status of the community			

10. **Student Information (Total):**

Class	Year 2005			2006			2007			2008		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
ECD												
1												
2												
3												
4												
5												

11. **Student Information - by Ethnicity:**

Class	Brahamin			Chettri			Janajati			Medheshi			others		
	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.
1															
2															
3															
4															
5															

12. **Enrollment Information :**

Class	2005			2006			2007			2008		
	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.
1												
2												
3												
4												
5												

13. **Promotion Information :**

Class	2005			2006			2007			2008		
	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.
1												
2												
3												
4												

5												
---	--	--	--	--	--	--	--	--	--	--	--	--

14. Dropout Information :

Class	2005			2006			2007			2008		
	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.
1												
2												
3												
4												
5												

15. Repetition Information :

Class	2005			2006			2007			2008		
	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.
1												
2												
3												
4												
5												

16. Average Test Scores:

Class	2005			2006			2007			2008		
	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.
1												
2												
3												
4												
5												

17. Class Room/ Class / Student Ratio:

S.N.	Descriptions	2006	2007	2008
1.	Total no. of classes (from class 1 - 5)			
2.	Total no. of classrooms available			

3.	Ratio of total no. of classes to total no. of classrooms available			
4.	Avg. no. of students per class (from class 1 - 5)			
5.	Ratio of total no. of students to total no. of classrooms available			

18. Teachers Information:

S.N.	Name of Teachers	Status (Please ✓)			Qualificati on	Year of Exp.	Training (YY/mm)	Position (1, 2, 3)
		Perm.	Temp/ contract	Locally Hired				
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

19. Land Area and Types of School Building:

S.N.	Descriptions	Details			
1.	School's total land area including agricultural farm land	Hectare		Ropani	
2.	School's land type (Please ✓ in the appropriate box)	Awal	Doyam	Sheem	Chahar
3.	Type of school building (Please ✓ in the appropriate box)	Load Bearing	Frame Structure	Steel Frame Tubular	Angle RCC

20. Physical Information of the New Construction:

Description	Old (No.)	Newly Built (No.)	Total (No.)	Types (Please ✓ in the appropriate box - 2006 and onward)								
				Stone	Brick	Mud Mortar	Cement Mortar	Concr ete	Mud	Tiles / Slate	CGI Sheet	Thatch
• School buildings												
Classrooms												
Wall												
Roof												
Floor												
• Toilets												
Wall												
Roof												

Floor												
-------	--	--	--	--	--	--	--	--	--	--	--	--

21. Information Regarding New Constructed Classrooms / Toilets etc.

Descriptions		Approved / Initial	Actual/ Completed	Progress (%)	Remarks for Deviation if Any?
Building (or classrooms) plinth area (sq. m.)	Building 1				
	Building 2				
	Building 3				
Average floor area of classrooms (sq. m.)	Room 1				
	Room 2				
	Room 3				
	Room 4				
	Room 5				
	Room 6				
Toilet plinth area (sq. m.)					
Total playground area (sq. m.)					

22. Contract Details:

S.N.	Descriptions	Details			
1.	Construction undertaken by (Please ✓ in the appropriate box)	SMC		SCAC	Others if any
2.	Construction period	Agreement	Commencement	Completion	Revised Completion
3.	Estimated cost of construction in NRs. (school building/toilets)				
4.	Actual cost of construction in NRs. (school buildings/toilets etc.)	Govt. Grant	Community Share		Total Cost
			Community	Others	

23. Other Information Regarding School Construction:

S.N.	Descriptions	Information		
1.	Nearest market and distance to purchase major construction materials (In km.)			
2.	Locally available construction materials (Name the materials)			
3.	Name of the supervisors carrying out supervision of construction work	Name of the Supervisor	Position	Organization
		1.		
		2.		
		3.		

		4.				
		5.				
6.	Supervision of school construction site		2006	2007	2008	
	Frequency of supervision by PNGO Engineer					
	Frequency of supervision by PNGO Sub-engineer					
	Frequency of supervision by PNGO social mobilizer					
	Frequency of supervision of construction site by DEO officials (DEO, RP, SS, others)					
7.	Overall workmanship quality level of school physical facilities (Please ✓ in the appropriate box)	Excellent	Good	Fair	Poor	Very Poor
		Remarks:				

24. Measurement and Quality related information

S.N	Description	Approved	Actual	Reasons for Difference
1.	Foundation depth (m.)	Bld. 1		
		Bld. 2		
		Bld. 3		
	Foundation materials	Bld. 1		
		Bld. 2		
		Bld. 3		
2.	Foundation width (m.)	Bld. 1		
		Bld. 2		
		Bld. 3		
3.	Foundation footings (type)	Bld. 1		
		Bld. 2		
		Bld. 3		
4.	DPC (plinth beam) depth (m.)	Bld. 1		
		Bld. 2		
		Bld. 3		
	DPC materials	Bld. 1		
		Bld. 2		
		Bld. 3		

S.N	Description	Approved	Actual	Reasons for Difference
5.	DPC band	Bld. 1		
		Bld. 2		
		Bld. 3		
6.	Lintel band	Bld. 1		
		Bld. 2		
		Bld. 3		
7.	Roof band	Bld. 1		
		Bld. 2		
		Bld. 3		
8.	Gable band	Bld. 1		
		Bld. 2		
		Bld. 3		
9.	Stitching band	Bld. 1		
		Bld. 2		
		Bld. 3		
10.	Class room height (Ridge level) (m.)	Room 1		
		Room 2		
		Room 3		
		Room 4		
		Room 5		
		Room 6		
11.	Wall Thickness (m.)	Room 1		
		Room 2		
		Room 3		
		Room 4		
		Room 5		
		Room 6		
	Wall materials	Room 1		
		Room 2		
		Room 3		
		Room 4		
		Room 5		
		Room 6		
12.	Roof material	Bld. 1		
		Bld. 2		
		Bld. 3		

S.N	Description	Approved	Actual	Reasons for Difference
13.	Size of doors			
14.	Size of windows			
15.	No. of windows per class			

25. **Provisions of Toilets and Ramp (please ✓ in appropriate box):**

S.N.	Descriptions		Yes	No	Remarks
1.	Girls toilet	Provision of separate toilet			
		Provision of urinal			
		Provision of pan			
		Provision of water			
		Toilet functioning properly			
		Cleanliness of toilet			
2.	Boys toilet	Provision of separate toilet			
		Provision of urinal			
		Provision of pan			
		Provision of water			
		Toilet functioning properly			
		Cleanliness of toilet			
3.	Ramp	Provision in school building			
		Provision in toilets			

26. **Quality of Physical Facilities**

S.N.	Descriptions	Exc.	Good	Fair	Poor	V. Poor	Remarks
1.	Quality of floor						
2.	Quality of internal finishing (plastering/ punning/coloring)						
3.	Quality of external finishing (pointing)						

4.	Quality and functioning of doors/windows						
5.	Provision and working of septic tank						
6.	Overall outlook (aesthetics) of building						
7.	Quality of plumbing system						
8.	Quality and adequacy of sanitary fittings						
9.	Cleanliness of construction site after completion of work						
10.	Demobilization of construction work						
11.	Availability of drinking water						
12.	Adequacy and quality of desks/ benches/ chairs/						
13.	Availability of black / white/board in classrooms						
14.	Functioning and quality of electricity system						
15.	Adequacy of lighting and airing in classrooms						
16.	Maintenance of buildings and school compound						
17.	Safety measures for school buildings and property						

27. Cracks, Leakage and Dampness:

S.N.	Descriptions	Yes	No	If yes, give details
1.	Structural cracks in school building			
2.	Non-structural cracks (plaster/ punning/ floor)			
3.	Leakage problem in roof			

4.	Dampness in floor and wall			
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28. **Please Answer the Following Question:**

Information	2005	5006	2007	2008
How many times SMC met?				
How many times PTA met?				
How many times parents / Guardians' meeting was held				
How many times resource person visited/met?				
How many times in a year the DEO or its representative visited the school?				
How many times the PNGO representative visited the school?				
How many times SMC representative visited the school?				

29. **Play ground availability for outdoor games like football, and volley ball & other**

S.N.	Name of the Sports	Yes	No	Remarks
a.	Football			
b.	Basketball			
c.	Volleyball			
d.	Badminton			
e.	Others, specify, if any			

30. **Condition of learning and organizing extra curricular activities (Please ✓ in the appropriate box):**

1.	Availability of instruction materials	Good	Fair	Poor	
2.	Library Availability	Yes	No		
	If yes, in what condition	Good	Fair	Poor	
3.	Activity other than teaching (ECA)	Yes	No		
	If yes,	Debate	Quiz	Games	Library Activities

Yes

No

31. **First aid box availability (Please ✓ in the appropriate box):**

If yes, is it in the working condition?

Yes

No

32. **Performance in Pre SCN School Construction by DEO:**

a. **Supervision of School Construction:**

Supervision of school construction site	2004	2005	2006
Frequency of supervision by DEO Engineer			
Frequency of supervision by DEO Sub-engineer			
Frequency of supervision by DEO officials			
Frequency of supervision of construction site by DEO officials (DEO, RP, SS, others)			

b. **Average School Construction Period:**

S.N.	Descriptions	Date	Remarks
1.	Date of agreement for school construction		
2.	Date of commencement of school construction		
3.	Date of Completion of school construction		

33. **Overall Observation of the Researcher:**

Annex - 6
Agreed Roles of the Partners Executing SIIP

Agreed and documented roles as per MOU between DOE & SCNN as well as the tripartite agreement between DEO, PNGO and SMC/schools for different partners executing SIIP are given as hereunder.

a. Roles of DOE

Following are the agreed roles assigned for DOE

- Policy formulation, educational planning and making project implementation arrangements,
- Coordination with different government agencies, donors, development partners, INGOs and NGOs etc., in streamlining the external supports through minimizing duplication of several interventions,
- Prepare standard technical drawings, designs, specifications, and model designs (new classroom, toilet etc.) and provide the same through DEO,
- Carry out periodical monitoring and evaluation of project,
- Provide policy and implementation instructions to the DEO,
- Prepare and provide financial plans and budgets required for school construction and physical infrastructure improvements under the project.

b. Roles of SCNN

Following are the agreed roles assigned for SCNN

- Coordinate with the MOE, DOE and DEO with respect to policy formulation and making implementation arrangements,
- Provide technical supportive roles required for project implementation,
- Periodical monitoring and evaluation of the project,
- Provide and the cost of Engineers, Sub-engineers, Social Mobilizers and other related costs required under partnership through PNGO,
- Coordination and collaboration with several development and social organizations working on education sector at district level,

c. Roles of PNGO

Following are the agreed roles assigned for PNGO

- Provide Engineers and Sub-engineers to DEO for providing technical and engineering supports,
- Provide the costs of technical supervision, monitoring, evaluation and social mobilization,
- Coordinate with DEO and carry out intensive educational programme in focus VDC,
- Coordination and collaboration with several development and social organizations working on education sector at district level,

d. Roles of DEO

Following are the agreed roles assigned for DOE

- Leadership role in the implementation of educational programmes in the district,
- Coordinate and collaboration with SCNN and PNGO funded programme while implementing district level educational annual programme,
- Prepare annual plans, financial plans required for SIIP and release budgets to schools for carrying out school construction and physical infrastructure improvements works,
- Make necessary implementation arrangements in executing SIIP at district level,
- Follow policy and implementation instructions of MOE/DOE and agreement signed at central level between SCNN,
- Periodical and annual monitoring and evaluation of SIIP at district level,

e. Roles of PNGO Engineers and Sub-engineers

Following are the agreed roles assigned for DOE

- Carry out technical supervision, monitoring and evaluation of school construction and physical infrastructure improvements activities,
- Prepare cost estimates, action plan and district level planning and budgeting related to the construction works,
- Prepare periodic report of the school improvement programme of the district and submit to the DOE,
- Participate in school selection process for school construction and physical infrastructure improvements,
- Examining the blue prints and measurement books recording school physical construction,
- Recommend payment release to the schools etc.
- Provide technical and engineering inputs to the schools for ensuring quality school construction and physical improvements,
- Promote social audit of school construction and physical improvements works carried out by the school.

Annex - 7

Design, Quality and Space utilization of new construction

1. Design

Constructed or under construction school blocks have been found constructed based on different types of design in different districts. They are JICA model, wooden truss, steel tubular truss. Irrespective of geographical conditions, same design (in terms of class room size, steel roof truss and CGI sheet) of school blocks have been constructed or under construction process. From the remoteness of school site (except district headquarter), economy, availability of material and skilled person (carpenters), best option would have been wooden truss instead of tubular or metal folded roof truss. But, in the cases of Terai districts and headquarters, steel roof truss is acceptable. This case is also applicable to the CGI roof sheets. Instead of CGI sheet which need to be transported on porters' back, locally available roofing material like Slate would be best option in the hilly area schools.

Roof truss has been designed taking whole width including verandah. Due to this consideration, center line of the truss comes eccentric looking from the inside of class room. It also disturbs the aesthetic of room from inside. So, it would be desirable to design the truss in isolation only considering the room width. Verandah roof can be designed as a lean to roof, which would also minimize the cost of the roofing.

All schools have cemented concrete floor. Except two blocks (one each in Sindhuplachowk and Baglung district) and Terai districts, where bricks have been used as major construction material) have used stone masonry wall. Stone can be easily available in these local areas, so its extensive use is commendable. Buttresses have been provided at each corner of the building. On one hand these buttresses have been adding strength to the wall at junctions, on

the other hand due to unskilled masons these provision have been creating problems to maintain the line and width.

Two doors and five windows have been provided in each class room. So, easy movement of children and ventilation is felt satisfactory. However, as most of the school blocks have been constructed by cutting hill slope; so, lighting from sloping side found to be inadequate, hence in these cases sky light through roof is recommended. Two numbers of transparent roof sheets in each class room can serve the lighting purpose effectively (however, transparent sheets on the roof are used in the case of Jumla schools). Recent design of transparent sheet used as lighting purpose on the wall (Bardiya and Sindhupalchowk district) is not suitable considering strength and economy.

2. Quality

This section deals about the soundness and safety of newly constructed structure, role of construction supervisors as well as workmanship. Table 1 shows the various discrepancies and incomplete works in construction of school blocks in sample study districts.

Table 1. Discrepancies found in construction work

S.N.	School	Discrepancies/Incomplete works
A.	Baglung	
1	Vidya Mandir HSS	Ramp is constructed but the level difference is there at the entry point, so no use of ramp
	Baglung N.P.	Class room size is bigger (7.95 x 4.60) than designed (7.55 x 4.30). Logic to increase the size is told that the class room was constructed keeping in the mid of higher secondary level classes rather than primary level classes.
		Window shutter not provided
		Grill work in the window is heavy than required
		Wooden Trusses are not painted
		Class rooms used for higher secondary level classes
		External wall surfaces not properly finished (plastered/pointing)
2	Sidhdi Ganesh, PS Kusmishera	Longitudinal crack on floor: may be due to heavy earth filling due to original ground level differences
		Crack on each buttress at truss contact point
3	Kadesh LSS, Kadesh	Instead of RCC band, wooden base plate is used in roof (logic is to reduce the cost of construction)
		In the evening, the class rooms seem to be dark, so at least 2 nos. of transparent roof sheet is necessary in each class room.
4.	Lekhani PS, Lekhani,	Building construction was completed in 063 Mangsir, but still class rooms are not used for instruction purpose. One room is used for office purpose and other is for storing goods.
		Instead of RCC base plate, wooden plate has been used
		Wooden trusses are of different pattern than designed and also

S.N.	School	Discrepancies/Incomplete works
		not painted
		Quality of external finishing is fair
		New desk benches have not been procured, money for furniture is also spent on construction works
		Quality of black board is not good.
		No flooring arrangement
B.	Sindhupalchowk	
1.	Seti Devi HSS, Kubhinde	Lintel and Stitching bands not provided
		Ceiling height 2.75 M instead of 3 M.
		Ramp is not provided
2.	Ganesh SS, Yamuna Dada	Ramp is constructed in opposite direction. The logic told was constrain of space in other side
		Only one coat of painting applied on wall.
		Pointing work on rear side wall not executed
		Windows are not painted and handles not fitted
		Blackboard not finished
		Desk/benches not installed
		Rear side slope land need to be cleaned and dressed properly
		Cracks on wall corners and wall
3	BP Memorial PS, Thulosirubari	Finishing works such as coloring, flooring top are not up to the mark
4.	Jalpa Devi PS Sanosirubari	Wall materials changed from stone to brick.
		Verandah details (footings and ramp) modified as per geographical condition
		Apron need to be constructed at rear (back) side, because danger of scouring is there.
5	Rameshwor LSS Baramchi	Verandah size is smaller than actual size by 0.5 m in width.
		Dampness observed in floor and wall.
C.	Bardiya	
1	Gurans SS, Sanoshree	Fair quality of construction work
		Ramp is not provided
2.	Bhawani SS, Semra	Change in window size due to people pressure
		Work under progress, but slow due to construction materials' price hike
3	Ganga PS, Taratal	
4	Pashupati PS, Pashupatibazar	Work is underway
D.	Doti	
1	Jansewa PS, Chhatiban	Foundation depth is less (0.80m) than designed (0.90 m)

S.N.	School	Discrepancies/Incomplete works
		The work is under construction
2	Malsini PS, Jijodamandu	Foundation depth is less (0.80m) than designed (0.90 m)
3	Saraswoti PS, Silgarhi	Ramp is not provided
		Lintel band thickness (0.10 m) is less than designed (0.15m)
		Class room height (3.60 m) is more than designed (3.30 m)
4	Tedisthan PS, Ladagada	Construction work is underway
5	Bhagawati PS, Sanagao	Poor workmanship
		CGI sheet is not fitted properly
		Plinth height is only 0.15 m.
		Dampness in wall and floor towards rear side (adjacent to sloping land)
		Vertical crack on the wall
		Poor workmanship
E.	Jumla	
1	Secondary School, Hanku	Ramp is not provided in new construction.
2	Janjagriti LSS, Chulakot	
3	Saraswoti PS, Kotesangu	
4	Saraswoti LSS, Rini	

Supervision is directly related with the quality of work. From the review of related documents, it has been seen that DOE has a special contract to supervise the school blocks constructed under EFA with an international agency Save the Children Norway-Nepal (SCNN). Again SCNN has supervision sub contract with PNGO in each district. In this regard, each PNGO has been found recruited one full time engineer and two sub-engineers. However, looking at the remoteness of construction site, these numbers of people have been found inadequate to supervise, monitor and regulate the construction works. Although, from the inquiry in the site, it has been reported supervisors have been visiting the sites that at least 5 times during the construction period. This can be clearly visible in the case of Jumla district. Wall masonry in some wall portion of Chulakot and Kotesangu schools is not properly bonded and not in vertical line. In addition to this, all wooden roof truss of Jumla schools are not according to the design. This situation also indicate about the expertise of supervisors. It can be guessed that supervisors might not have perceived the required quality

aspect of construction due to their inexperience in the construction field. Therefore, SCNN and PNGO should rethink the number of supervisors needed to supervise the construction works properly.

3. Space utilization

According to design, area of class room (7.55 m x 4.20 m) is 31.71 sq.m. which have been considered to accommodate 49 students at the rate of 0.64 sq.m space per student. However, from the student enrollment record maximum average student number per class room is 59 in Jumla district. The enrollment record also shows wide variation (7 in Doti to 113 in Jumla) in number of students in classes. So, in most cases the constructed class room size seems to be bigger than required. Therefore, the classroom should be design in such a way that it can be adjusted according to smaller or larger number of students.

School blocks are supposed to be used for lower primary classes, as the flooring arrangement is provided instead of desk benches. But many blocks have been found use for office room purpose or higher classes (Vidya Mandir, Baglung). Table 2 below explains the uses of EFA blocks other than classes purpose. **Office space is also an important part as of class room, so in the future project the management also should consider the office room construction with other learning related improvements.**

S.N.	School/District	Used for
S.1	Jalpa Devi PS, Sindhupalchok	Block not used yet
S.2	Ganesh SS, Sindhupalchowk	One room used for lower class, other room not completely finished
S.3	BP Memorial PS, Sindhupalchowk	Used as per EFA goal
S.4	Rameshwor LSS, Sindhupalchowk	Used as per EFA goal
S.5	Seti Devi HSS, Sindhupalchowk	Under construction
BG.1	Vidya Mandir HSS, Baglung	Both rooms used for higher secondary classes
BG.2	Siddhi Ganesh PS, Baglung	One room used for office, other used for class 5
BG.3	Kadesh LSS, Baglung	Under construction
BG.4	Lekhani PS, Baglung	One room used for office purpose, other for store room
J.1	Shree Secondary School, Jumla	
J.2	Janjagriti LSS, Jumla	
J.3	Saraswati PS, Jumla	
J.4	Shree Saraswati PS, Jumla	
BD.1	Gurans SS, Bardiya	Under construction under cost sharing scheme
BD.2	Bhawani SS, Bardiya	
BD.3	Ganga PS, Bardiya	Under construction, almost completed
BD.4	Pashupati PS, Bardiya	
D.1	Jansewa PS, Doti	
D.2	Malsini PS, Doti	
D.3	Saraswati PS, Doti	
D.4	Tedisthan PS, Doti	
D.5	Bhagwati PS, Doti	

4. New block lay out

Some of school blocks (Vidya Mandir HSS, Kadesh LSS, Lekhani PS all three in Baglung) have been found laid at different location than existing primary section. It is reported that due to the unavailability of spaces, they were compelled to construct new block in different location. However,

this situation might create isolation to the students and extra linkages need to be created, which also increase the cost of construction. So, in the future while selecting the schools, spacious school should be taken as a case to allocate the project.

5. Completion time

The budgetary system of Government of Nepal spans between Shrawan (July) to Ashad (June). Most of the projects actually starts after the Mangsir (November) month and due to required other necessary administrative processes some more months elapsed, so actual works starts from March/ April. From the record, it is found that in each district, District Education Office has made agreement with Schools in March month and set construction complete date on the end of Ashad month. According to the school information, construction works delayed from 1 month to 9 months in Baglung, all schools delayed in Bardiya and Doti and. In Sindhupalchowk, out of 5 surveyed schools, two numbers of schools have been delayed by 2 months. Some of reasons of construction delay are reported to be:

1. Price hike in construction materials
2. Transportation of construction materials
3. Unavailability of skilled labors
4. Conflict between local people and school management

6. Construction methods

Four construction methods have been found to be applied in school construction work in 5 districts:

- i. School Management Committee (SMC) directly involved
- ii. School Construction Assistance Committee (SCAC) formed and involved
- iii. Appointing a contractor
- iv. Appointing a contractor, but supervision directly carried out by public

Following table shows construction methods applied in different school construction work in 5 sample districts.

S.N.	District	Total no. of schools surveyed	Construction method applied			
			SMC	SCAC	Contractor	Contractor + Local people
1	Sindhupalchowk	5	2	3	-	-
2	Baglung	4	-	3	1	-
3	Doti	5	2	2	1	-
4	Bardiya	4	-	2	2	-
5	Jumla	4	2	-	1	1

In EFA school construction work, people participation has been considered as a major component. Many important aspects have been traced regarding the people participation in the school construction work. They are:

- i. People have felt strong ownership, where they were actively involved in the construction works. They have contributed in their full capacity in terms of labor work. For example: Kadesh LSS (Baglung), Ganesh SS (Sindhupalchowk),
- ii. Workmanship quality of schools where local people involved totally in construction works as mason and labors is found to be poor. For example Janjagriti LSS, Chulakot and Saraswoti PS, Kotesangu (Jumla), Ganesh SS (Sindhupalchowk).
- iii. Quality of contractor involved construction works have been found good. But in these cases, construction cost may be exceeded due to the profit of contractor. It could be an extra burden for the people. In addition to this, local people not found feeling any ownership on the construction works and did not give any attention in the construction process.

- iv. Even the cost burden increases a little bit and quality, it is better to involve professional builders (if available) than local people themselves in the construction works. However, the construction work has to be closely supervised by local people, so that they can feel the ownership.

Major recommendations

1. The new building site should be located near to primary section
2. Provisions in design to make Class room size flexible
3. Make such an arrangement right from the design, so that the class could not be used for other purposes (higher class room or office purpose)
4. Supervising personnel of PNGO should be increased (1 Engineer and 2 nos. sub-engineers are not adequate) in such a way that one supervisor could visit the site twice in a month.
5. Light wooden truss instead of steel truss shall be used in remote schools.
6. Roof Truss shall be designed according to the class room width.
7. Transparent sheet above lintel level should be completely avoided
8. Construction of building in filling portion should be avoided
9. At least two numbers of transparent sheets in each class room should be provided
10. Construction work should not be compressed due to the budgetary provision. Enough required time to construct the facility should be provided.
11. Learning from the present cases, space for office room should also be considered. in the Class room construction projects in future.

Annex - 8 Persons Contacted during field visit

S.N.	Name	Designation	Organization/Address
A. Sindhupalchowk district			
1.	Lekh Nath Niraula	Chief Education Officer	District Education Office
2	Kamal Prasad Gyawali	Engineer	Tuki Nepal
3	Santosh Guragain	Sub-engineer	Tuki Nepal
4	Lila Pandey	Technical/Administrative assistant	Tuki Nepal
5	Krishna Prasad Parajuli	Social Mobilizer	Tuki Nepal
6	Bhim Prasad Dulal	Sub-engineer	Tuki Nepal
	Lekh Bahadur K.C.	Member, SMC	Jalpa Devi PS, Sano Sirubari
7	Kedar Nath Dulal	Head Teacher	Jalpa Devi PS, Sano Sirubari
8	Uma Prasad Dulal	Chairman, SMC	Jalpa Devi PS, Sano Sirubari
9	Dol Prasad Dulal	Chairman, PTA	Jalpa Devi PS, Sano Sirubari
10	Ms. Mina Dulal	Teacher	Jalpa Devi PS, Sano Sirubari
11	Ms.Sharmila KC	Teacher	Jalpa Devi PS, Sano Sirubari
	Rewati Raman Dulal	Teacher	Jalpa Devi PS, Sano Sirubari
12	Hari Bahadur Nepal	Head Teacher	BP Memorial PS, Thulo Sirubari
13	Padma Bahadur Giri	Chairman, SMC	BP Memorial PS, Thulo Sirubari
14	Ms. Shusma Nepal	Teacher	BP Memorial PS, Thulo Sirubari
15	Ms. Ambika Nepal	Teacher	BP Memorial PS, Thulo Sirubari

S.N.	Name	Designation	Organization/Address
16	Sujan Giri	Teacher	BP Memorial PS, Thulo Sirubari
17	Ms. Bishnu Maya Sapkota	Head Teacher	Seti Devi HSS, Kubhinde
18	Ramesh Sapkota	Chairman, SMC	Seti Devi HSS, Kubhinde
19	Dip Bahadur Thapa	Head Teacher	Rameshwor LSS, Baramchi
20	Narayan Bahadur Khatri	Chairman, SMC	Rameshwor LSS, Baramchi
21	Bhim Kumar Khadka	Head Teacher	Ganesh SS, Yamuna Danda
22	Gorakh Bahadur Khadka	Chairman, SMC	Ganesh SS, Yamuna Danda
23	Bhimsen Khadka	Teacher	Ganesh SS, Yamuna Danda
24	Ganesh B. Khandka	SMC Chairperson	Ganesh SS, Yamuna Danda
25	Bhim B. Khandka	SMC member	Ganesh SS, Yamuna Danda
26	Ms. Sita Paudel	SMC Member	Ganesh SS, Yamuna Danda
27	Kailash Budathoki	Teacher	Ganesh SS, Yamuna Danda
28	Laldhoj Lama	Teacher	Ganesh SS, Yamuna Danda
29	Rajaram Thakur	Teacher	Ganesh SS, Yamuna Danda
30	Vijaya K. Shrestha	Teacher	Ganesh SS, Yamuna Danda
31	Ms. Shova Karki	Teacher	Ganesh SS, Yamuna Danda
32	Ms. Laxmi K. Neupane	Teacher	Ganesh SS, Yamuna Danda
33	Ms. Dika K. Pandey	Teacher	Ganesh SS, Yamuna Danda
34	Lila P. Dulal	Teacher	Ganesh SS, Yamuna Danda
35	Bhimsen Khandka	Teacher	Ganesh SS, Yamuna Danda
36	Govinda Paudel	Parent	Yamuna Danda
37	Ms. Kanchhi Meejar	Parent	Yamuna Danda
38	Ms. Putali Meejar	Parent	Yamuna Danda
39	Ms. Mana K. Khandka	Parent	Yamuna Danda
40	Ms. Nanda K. Khandka	Parent	Yamuna Danda
41	Ram K. Khandka	Parent	Yamuna Danda

S.N.	Name	Designation	Organization/Address
42	Ambir B. BK	Parent	Yamuna Danda
43	Narayan B. Khandka	Parent	Yamuna Danda
44	Lava P. Paudel	Parent	Yamuna Danda
45	Dilliram Paudel	Parent	Yamuna Danda
46	Bachhu Khandka	Parent	Yamuna Danda
47	Indra B. Shrestha	PTA Chairman	Ganesh SS, Yamuna Danda
48	Tamling Bomjan	PTA member	Ganesh SS, Yamuna Danda
49	Surya Lama	PTA member	Ganesh SS, Yamuna Danda
50	Padam B. Giri	SMC chairperson	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
51	Hari B. Nepal	HT	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
52	Ms. Sushma Nepal	Teacher	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
53	Sujan Giri	Teacher	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
54	Sunil Giri	Teacher	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
55	Indra B. Giri	Parent	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
56	Denji Sherpa	Parent	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
57	Resham B. Giri	Parent	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
58	Toka B. Shrestha	SMC member	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
59	Prem Acharya	Parent	B. P. Memorial P.S., Thulo

S.N.	Name	Designation	Organization/Address
			Sirubari, Sindhupalchok
60	Tek B. Shrestha	Parent	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
61	Surya Giri	Parent	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
62	Rail B. Shrestha	SCC Chairman	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
63	Ms. Durga Giri	SCC member	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
64	Ms. Tara Giri	SCC member	B. P. Memorial P.S., Thulo Sirubari, Sindhupalchok
65	Durga P. Dhungel	VDC Secretary	Thulo Sirubari, VDC, Sindhupalchok
B. Baglung district			
66	Mahesh Chandra Devkota	Program Officer	SCN, Nepal
67	Parmanand Kandel	Chairman	Gaja Youth Club, Baglung
68	Surya Prasad Kandel	Coordinator, EFA program	Gaja Youth Club, Baglung
69	Balkrishna Acharya	Engineer	Gaja Youth Club, Baglung
70	Rajan KC	Sub-Engineer	Gaja Youth Club, Baglung
71	Subodh Kattel	Sub-engineer	Gaja Youth Club, Baglung
72	Yam Prasad Kandel	Quality education in-charge	Gaja Youth Club, Baglung
73	Govinda Acharya	Information officer (QE)	Gaja Youth Club, Baglung
74	Dil Kamal Chhetri	QE, Social in-charge	Gaja Youth Club, Baglung
75	Yukta Prasad Sharma	Section Officer	District Education Officer, Baglung
76	Dinesh Pant	RP	Prithvi SS, Harichaur VDC, Resource Center, Baglung
77	Bishnu Prasad Bastola	RP	Damek Resource Center, Baglung
78	Dhak Bahadur Pun	RP	Ragnkhani Resource Center, Baglung
79	Umanath Poudel	RP	Lekhani Resource Center, Baglung
80	Rishi Raj Bastola	School Supervisor	District Education Officer, Baglung
81	Dhan Prasad Pokhrel	School Supervisor	District Education Officer, Baglung
82	Nav Raj Chaulagai	School Supervisor	District Education Officer, Baglung
83	Kushma Raj Upadhyay	School Supervisor	District Education Officer, Baglung

S.N.	Name	Designation	Organization/Address
84	Kedar Raj Acharya	School Supervisor	District Education Officer, Baglung
85	Ram Prasad Sharma	School Supervisor	District Education Officer, Baglung
86	Dipak Jyoti Shrestha	Acting Head Teacher	Vidya Madir HSS, Baglung bazar
87	Dilli Ram Gautam	Plus 2 coordinator	Vidya Madir HSS, Baglung bazar
88	Bhim Prasad Kandel	Head Teacher	Lekhani PS, Lekhani VDC-3
89	Ek Raj Kandel	Chairman, SMC	Lekhani PS, Lekhani VDC-3
90	Yog Nath Kandel	Chairman, PTA	Lekhani PS, Lekhani VDC-3
91	Prithi Lal Niure	Teacher	Lekhani PS, Lekhani VDC-3
92	Krishna Nath Rijal	Teacher/SMC member	Lekhani PS, Lekhani VDC-3
93	Dil Bahadur Pun	Teacher	Lekhani PS, Lekhani VDC-3
94	Dil Bahadur Kaucha	Teacher	Lekhani PS, Lekhani VDC-3
95	Narahari Kandel	PTA member	Lekhani PS, Lekhani VDC-3
96	Hari Lamichhane	PTA member	Lekhani PS, Lekhani VDC-3
97	Khum Bahadur Pun	Member, SMC	Lekhani PS, Lekhani VDC-3
98	Nanda Lal Kandel	Member, SMC	Lekhani PS, Lekhani VDC-3
99	Ms. Kaushila Kandel	Member, SMC	Lekhani PS, Lekhani VDC-3
100	Ms. Chameli Chhetri	Member, SMC	Lekhani PS, Lekhani VDC-3
101	Capt. Sher Bahadur Chhantyal	Chairman, SMC	Kadesh LSS, Lekhani VDC-8
102	Hira Bahadur Kaucha	Teacher/SMC member	Kadesh LSS, Lekhani VDC-8
103	Man Bahadur Pun	Teacher	Kadesh LSS, Lekhani VDC-8
104	Ms. Bhim Kumari Pun	Teacher	Kadesh LSS, Lekhani VDC-8
105	Ms. Som Maya B.K.	Teacher	Kadesh LSS, Lekhani VDC-8
106	Balakrishna Sharma	Head Teacher	Siddhi Ganesh PS, Kushmishera VDC
107	Thakur Prasad Sharma	Chairman, SMC	Siddhi Ganesh PS, Kushmishera VDC
108	Prem Prasad Poudel	Chairman, PTA	Siddhi Ganesh PS, Kushmishera VDC
109	Agni Dhar Sharma	Teacher/SMC Member	Siddhi Ganesh PS, Kushmishera VDC
110	Ms. Sarita Devi Sharma	Teacher	Siddhi Ganesh PS, Kushmishera VDC
111	Ms. Saraswoti GC	Teacher	Siddhi Ganesh PS, Kushmishera VDC
112	Pashupati Sharma	Teacher	Siddhi Ganesh PS, Kushmishera VDC
113	Ms. Tika Devi Sharma	ESD Teacher	Siddhi Ganesh PS, Kushmishera VDC
114	Atma Ram Sharma	SMC member	Siddhi Ganesh PS, Kushmishera VDC
115	Shova Prasad Sharma	SMC Member	Siddhi Ganesh PS, Kushmishera VDC
116	Til Prasad Sharma	Guardian/Parent	Kushmishera VDC
117	Bhuma Dutta Sharma	Member. Construction Committee	Siddhi Ganesh PS, Kushmishera VDC

S.N.	Name	Designation	Organization/Address
118	Gangadhar Sharma	ECD Member	Siddhi Ganesh PS, Kushmishera VDC
119	Baburam Sharma	Ex-Student	Siddhi Ganesh PS, Kushmishera VDC
120	Janardan Upadhyaya	Guardian/Parent	Kushmishera VDC
121	Kaladhar Sharma	Guardian/Parent	Kushmishera VDC
122	Bir Bahadur K.C.	Guardian/Parent	Kushmishera VDC
123	Nar Bahadur KC	Ex Student	Kushmishera VDC
124	Ms. Chhamakala Regmi	Parent	Kushmishera VDC
125	Ms. Chandrakala Regmi	Parent	Kushmishera VDC
126	Ms. Devikala regimi	Member, PTA	Kushmishera VDC
127	Ms. Uma devi Dhakal	Parent	Kushmishera VDC
128	Ms. Tulasi Devi Sharma	Member, SMC	Siddhi Ganesh PS, Kushmishera VDC
129	Ms. Tila devi Sharma	Health Volunteer	Kushmishera VDC
130	Ms. Dhanasari Sharma	Chairperson, Mothers' Group Member, Construction Committee	Kushmishera VDC
131	Durga Dutta Upadhya	Former Chairperson, SMC	Siddhi Ganesh PS, Kushmishera VDC
132	Ms. Chandra Kala Sharma	Parent	Kushmishera VDC
133	Ms. Saraswati G.C.	ECD Facilitator	Siddhi Ganesh PS, Kushmishera VDC
C. Doti district			
134	Daman Singh Chaudhary	Act. DEO	DEO, Doti
135	Kalu Singh karki	Chairperson	SCNN, Doti
136	Hari P. Panta	Chairman	CDC, Doti
137	Madan Acharya	Engineer	CDC, Doti
138	Sunil Gharti	Engineer	CDC, Doti
139	Tika Phulara	Social Mobilizer	CDC, Doti
140	Om Prakash Shrestha	Head Teacher	Tedisthan PS, Ladagada
141	Bharat Khadka	Teacher	Tedisthan PS, Ladagada
142	Dhani B. BK	SMC member	Tedisthan PS, Ladagada
143	Him Karna Khadka	Chairman, SMC	Tedisthan PS, Ladagada
144	Padma Kadara	SMC member	Tedisthan PS, Ladagada
145	Baji BK (Kadara)	SMC member	Tedisthan PS, Ladagada
146	Dharma Singh Khandka	SMC member	Tedisthan PS, Ladagada

S.N.	Name	Designation	Organization/Address
147	Om Prasad Shrestha	PTA Chairperson	Tedisthan PS, Ladagada
148	Ms. Saru Devi Nepali	PTA member	Tedisthan PS, Ladagada
149	Ms. Devi Khandka	PTA member	Tedisthan PS, Ladagada
150	Man B. Lama	Contractor	Tedisthan PS, Ladagada
151	Bishna Kadara	Parent	Tedisthan PS, Ladagada
152	Ms. Jamuna Kadara	Parent	Tedisthan PS, Ladagada
153	Ms. Gangadevi Khandka	Parent	Tedisthan PS, Ladagada
154	Ms. Narudevi Kadara	Parent	Tedisthan PS, Ladagada
155	Ms. Bhagirathi Kadara	Parent	Tedisthan PS, Ladagada
156	Ms. Geeta Nepali	Parent	Tedisthan PS, Ladagada
157	Chandra Bahadur Bhandari	Head Teacher	Jan Sewa PS, Chhatiwon
158	Indra Bahadur Sijali	Chairman, SMC	Jan Sewa PS, Chhatiwon
159	Ms. Kalpana Thapa	Teacher	Jan Sewa PS, Chhatiwon
160	Ms. Palu Bista	Teacher	Jan Sewa PS, Chhatiwon
161	Indra Bhandari	Teacher	Jan Sewa PS, Chhatiwon
162	Birja B. Goha	Teacher	Jan Sewa PS, Chhatiwon
163	Indra B. Sinjali	SMC chairperson	Jan Sewa PS, Chhatiwon
164	Tula Devi Sinjali	SMC member	Jan Sewa PS, Chhatiwon
165	Ms. Ganga Devi Ale	SMC member	Jan Sewa PS, Chhatiwon
166	Tek B. Baral	SMC member	Jan Sewa PS, Chhatiwon
167	Ram B. Sinjali	SMC member	Jan Sewa PS, Chhatiwon
168	Nara B. Rana	PTA chairperson	Jan Sewa PS, Chhatiwon
169	Tek B. Sinjali	PTA member	Jan Sewa PS, Chhatiwon
170	Ms. Khagi Devi Sinjali	PTA member	Jan Sewa PS, Chhatiwon

S.N.	Name	Designation	Organization/Address
171	Ms. Sona Bhandari	PTA member	Jan Sewa PS, Chhatiwon
172	Ms. Kalpana Salami	PTA member	Jan Sewa PS, Chhatiwon
173	Takla Lama	Parent	Jan Sewa PS, Chhatiwon
174	Man B. Sinjali	Parent	Jan Sewa PS, Chhatiwon
175	Ms. Jaisara Gurung	Parent	Jan Sewa PS, Chhatiwon
176	Bir B. Thapa	Parent	Jan Sewa PS, Chhatiwon
177	Bhakta B. Saud	Parent	Jan Sewa PS, Chhatiwon
178	Ms. Mati Devi Shinjali	Parent	Jan Sewa PS, Chhatiwon
179	Tek Bahadur Khadka	Head Teacher	Bhagwati PS, Sanagaon
180	Nanda Singh Khadka	Chairman, SMC	Bhagwati PS, Sanagaon
181	Nanda K. Khadka	SMC chairperson	Bhagwati PS, Sanagaon
182	Prasad Khadka	PTA Chairman	Bhagwati PS, Sanagaon
183	Ms. Bijaya BK	SMC member	Bhagwati PS, Sanagaon
184	Ms. Rewati Devi Khadka	SMC member	Bhagwati PS, Sanagaon
185	Nanda Singh Khadka	SMC member	Bhagwati PS, Sanagaon
186	Dilli Singh BK	SMC member	Bhagwati PS, Sanagaon
187	Ms. Devi Soapa (dalit)	PTA member	Bhagwati PS, Sanagaon
188	Prem Singh Khadka	PTA member	Bhagwati PS, Sanagaon
189	Thir B. Khadka	Teacher	Bhagwati PS, Sanagaon
190	Tika Ram Joshi	Teacher	Bhagwati PS, Sanagaon
191	Khadga B. Khadka	Teacher	Bhagwati PS, Sanagaon
192	Ram B. Khadka	Parent	Bhagwati PS, Sanagaon
193	Ms. Chandra Devi Khandka	Parent	Bhagwati PS, Sanagaon

S.N.	Name	Designation	Organization/Address
194	Lok B. Khadka	Parent	Bhagwati PS, Sanagaon
194	Ms. Lalidevi Khadka	Parent	Bhagwati PS, Sanagaon
196	Gore B. BK	Parent	Bhagwati PS, Sanagaon
197	Rai Singh BK	Parent	Bhagwati PS, Sanagaon
198	Dambar Khandka	Parent	Bhagwati PS, Sanagaon
199	Raghu BK	Parent	Bhagwati PS, Sanagaon
200	Khadga B. Khadka	Parent	Bhagwati PS, Sanagaon
201	Tek B. Khadka	Parent	Bhagwati PS, Sanagaon
202	Dipak B. BK	Parent	Bhagwati PS, Sanagaon
203	Bahadur Singh Khadka	Parent	Bhagwati PS, Sanagaon
204	Ms. Rambha BK	Parent	Bhagwati PS, Sanagaon
205	Ms. Rambha BK	Parent	Bhagwati PS, Sanagaon
206	Ms. Kali Devi Khadka	Parent	Bhagwati PS, Sanagaon
207	Mohan Singh Khadka	SCC Chairman	Bhagwati PS, Sanagaon
208	Damber B. Khadka	SCC member	Bhagwati PS, Sanagaon
209	Bijaya Singh Khadka	SCC member	Bhagwati PS, Sanagaon
210	Dev Raj Naunyal	Head Teacher	Malsini PS, Jijodamandau
211	Jit Bahadur Kami	Chairman, SMC	Malsini PS, Jijodamandau
212	Yagyan B. Bohara	Teacher	Malsini PS, Jijodamandau
213	Dilliraj Nauniyar	Teacher	Malsini PS, Jijodamandau
214	Yagyan Ran Nauniyar	Teacher	Malsini PS, Jijodamandau
215	Siddha Raj Paneru	SMC member	Malsini PS, Jijodamandau
216	Trarnath Roshiyara	SMC member	Malsini PS, Jijodamandau
217	Kamdev Roshiyara	SMC member	Malsini PS, Jijodamandau

S.N.	Name	Designation	Organization/Address
218	Khagaraj Nauniyar	SCC Chairperson	Malsini PS, Jijodamandau
219	Dharmadev Paneru	SCC member	Malsini PS, Jijodamandau
220	Khagaraj Paneru	PTA chairperson	Malsini PS, Jijodamandau
221	Ramchandra Nauniyar	Parent	Malsini PS, Jijodamandau
222	Ganesh Raj Awasthi	Parent	Malsini PS, Jijodamandau
223	Pushpa Raj Bhatta	Parent	Malsini PS, Jijodamandau
224	Tejraj Bhatta	Parent	Malsini PS, Jijodamandau
225	Dambaru Bhatta	Parent	Malsini PS, Jijodamandau
226	Chandra B. Kami	Parent	Malsini PS, Jijodamandau
227	Hemraj Awasthi	Parent	Malsini PS, Jijodamandau
228	Gette Bahadur Lohar	Parent	Malsini PS, Jijodamandau
229	Dambar B. Kami	Parent	Malsini PS, Jijodamandau
230	Lal B. Kami	Parent	Malsini PS, Jijodamandau
231	Bhoj B. Nepali	Parent	Malsini PS, Jijodamandau
232	Mane Nepali	Parent	Malsini PS, Jijodamandau
233	Khagendra Roshiyara	Parent	Malsini PS, Jijodamandau
234	Siddharaj Bhatta	Parent	Malsini PS, Jijodamandau
235	Dharma Singh Bohara	Parent	Malsini PS, Jijodamandau
236	Bhim B. Kami	Parent	Malsini PS, Jijodamandau
237	Ram Prasad Nauniyar	Parent	Malsini PS, Jijodamandau
238	Bhoj Raj Nauniyar	Parent	Malsini PS, Jijodamandau
239	Ms. Parvati BK	Parent	Malsini PS, Jijodamandau
240	Ms. Maina BK	Parent	Malsini PS, Jijodamandau

S.N.	Name	Designation	Organization/Address
241	Ms. Tikeswari BK	Dropout Student	Malsini PS, Jijodamandau
242	Janak Singh Dhama	Head Teacher	Saraswoti PS, Doti Silgarhi Bazar
243	Jaya Lal Joshi	Chairman, SMC	Saraswoti PS, Doti Silgarhi Bazar
244	Janak B. Majhi	SMC member	Saraswoti PS, Doti Silgarhi Bazar
245	Laxman Nepal	SMC member	Saraswoti PS, Doti Silgarhi Bazar
246	Dev B. Khandka	SMC member	Saraswoti PS, Doti Silgarhi Bazar
247	Harisharan Bhatta	SCC chairperson	Saraswoti PS, Doti Silgarhi Bazar
248	Ms. Ganga Rana	SMC member	Saraswoti PS, Doti Silgarhi Bazar
249	Lok B. Saud	SMC member	Saraswoti PS, Doti Silgarhi Bazar
250	Sitaram Pal	SMC member	Saraswoti PS, Doti Silgarhi Bazar
251	Ms. Saraswati Singh	Teacher	Saraswoti PS, Doti Silgarhi Bazar
252	Ms. Devi Sahi	Teacher	Saraswoti PS, Doti Silgarhi Bazar
253	Ms. Hema Thapa	Teacher	Saraswoti PS, Doti Silgarhi Bazar
254	Sitaram Thakur	Teacher	Saraswoti PS, Doti Silgarhi Bazar
255	Ms. Bhubaneswari Joshi	Teacher	Saraswoti PS, Doti Silgarhi Bazar
256	Ms. Bhakti Rokka	Parent	Saraswoti PS, Doti Silgarhi Bazar
257	Ms. Meena Basnet	Parent	Saraswoti PS, Doti Silgarhi Bazar
258	Rajendra Dhama	Parent	Saraswoti PS, Doti Silgarhi Bazar
259	Ms. Janaki Rana	Parent	Saraswoti PS, Doti Silgarhi Bazar
260	Bir B. Rokaya	Parent	Saraswoti PS, Doti Silgarhi Bazar
261	Bhoj B. Khandka	Parent	Saraswoti PS, Doti Silgarhi Bazar
262	Ms. Shanti Chaudhari	Parent	Saraswoti PS, Doti Silgarhi Bazar
263	Ms. Atthar Devi Thakur	Parent	Saraswoti PS, Doti Silgarhi Bazar

S.N.	Name	Designation	Organization/Address
264	Ms. Sumitra Devi Basnet	Parent	Saraswoti PS, Doti Silgarhi Bazar
265	Ms. Urmila Devi	Parent	Saraswoti PS, Doti Silgarhi Bazar
266	Ms. Kamala Chaudhary	Parent	Saraswoti PS, Doti Silgarhi Bazar
D. Bardiya district			
267	Hom Krishna Neupane	Head Teacher	Pashupati PS, Pashupati Bazar
268	Raj Ali Sai	Chairman, SMC	Pashupati PS, Pashupati Bazar
	Ms. Geeta B.K.	Member, SMC	Pashupati PS, Pashupati Bazar
269	Raju Adhikari	Chairperson, PTA Member, Construction Committee	Pashupati PS, Pashupati Bazar
270	Bhojraj Adhikari	Member, SMC	Pashupati PS, Pashupati Bazar
271	Ms. Sunita Chaudhary	Member, PTA	Pashupati PS, Pashupati Bazar
272	Ms. Tara Devi nepali	Member, SMC	Pashupati PS, Pashupati Bazar
273	Keshav Poudel	Head Teacher	Gurans SS, Sanoshree
274	Shiv Datta Lamichhane	Chairman, SMC	Gurans SS, Sanoshree
275	Bel Nath Sharma	Head Teacher	Bhawani SS, Semara
276	Chunia Ahmed	Chairman, SMC	Bhawani SS, Semara
277	Kopi Raj Sapkota	Member, SMC	Bhawani SS, Semara
278	Babadin Kumi	Guardian/Parent	Semara
279	Nathi Ram Lod	Guardian/Parent	Semara
280	Subhan Jaga	Guardian/Parent	Semara
281	Kamchha Prasad Kurmi	Member, SMC	Bhawani SS, Semara
282	Nur Muhamad	Guardian/Parent	Semara
283	Shiva Shankar Kurmi	Peon	Bhawani SS, Semara
284	Lallu Kurmi	Guardian/Parent	Semara
285	Majibur Hasan	Guardian/Parent	Semara
286	Hari Prasad Kurmi	Guardian/Parent	Semara
287	Mahadev Gurung	Head Teacher	Ganga PS, Taratal
288	Amar Gurung	Chairman, SMC	Ganga PS, Taratal
289	Himan Singh Chhetri		Ganga PS, Taratal
290	Padam Bahadur Thapa Chhetri		Ganga PS, Taratal
291	Ms. Pushpa B.K.		Ganga PS, Taratal
292	Bhakta Bhadur Neupane		Ganga PS, Taratal
E. Jumla district			
293	Jajalya Raj Neupane	Head Teacher	Shree Secondary School, Hanku
294	Mohan Prasad Khatri	Chairman, SMC	Shree Secondary School, Hanku
295	Man Bahadur Sahi	Head Teacher	Jan Jagriti LSS, Chulakot
296	Budhiman Budha	Chairman, SMC	Jan Jagriti LSS, Chulakot
297	Man Bahadur Buda	Member, SMC	Jan Jagriti LSS, Chulakot
298	Kali Bahadur Raut	Assistant Teacher	Jan Jagriti LSS, Chulakot
299	Aita Bahadur Bihakarma	Assistant Teacher	Jan Jagriti LSS, Chulakot
300	Ran Bahadur Bua	Parnt	Chulakot

S.N.	Name	Designation	Organization/Address
301	Bhimsen Buda	Parent	Chulakot
302	Mohan Kami	Parent	Chulakot
303	Prem Bahadur Buda	Parent	Chulakot
304	Lato Kami	Parent	Chulakot
305	Khadka Kami	Parent	Chulakot
306	Harka Kami	Parent	Chulakot
307	Dharme Kami	Parent	Chulakot
308	Kali Buda	Land Provider	Chulakot
309	Tulka Vuda	Parent	Chulakot
310	Dhane Buda	Assistant Teacher	Chulakot
311	Lyaune Kami	Parent	Chulakot
312	Geeta Singh	Teacher	Jan Jagriti LSS, Chulakot
313	Dhirendra Yogi	Teacher	Jan Jagriti LSS, Chulakot
314	Ghor Bahadur Buda	Member, SMC	Jan Jagriti LSS, Chulakot
315	Dhan Bahadur Buda	Parent	Chulakot
316	Megh Raj Neupane		Chulakot
317	Bhagwan Dev Chaudhary	Head Teacher	Saraswati LSS, Rini
318	Khadga Bahadur Budha	Chairman, SMC	Saraswati LSS, Rini
319	Kalu Bahadur Khadka	Teacher	Saraswati LSS, Rini
320	Rekha Buda	ECD Facilitator	Saraswati LSS, Rini
321	Ranjir Bohora	Parent	Rini
322	Mun Bahadur Buda	Parent	Rini
323	Diwachandra Khadka	Parent	Rini
324	Padma Nanda Neupane	Head Teacher	Saraswati PS, Kotesangu
325	Min Bahadur Khatri	Chairman, SMC	Saraswati PS, Kotesangu
326	Kal Bahadur Khatri	Parent	Kotesangu
327	Atmeshwor Timilsina	Member, SMC	Saraswati PS, Kotesangu
328	Prayagdutta Timilsina	Member, SMC	Saraswati PS, Kotesangu
329	Abhiman Singh Bhakri	Parent	Kotesangu
330	Kamal Khtri	Political Activist	Kotesangu
331	Prem Budthapa		Kotesangu
332	Santabir Bhakri	Member, Construction Committee	Saraswati PS, Kotesangu
333	Bikha Sunar	Member, SMC	Saraswati PS, Kotesangu
334	Bikha Bahadur Sarki	Political Activist	Kotesangu
335	Mansingh Bhakri	Parent	Kotesangu
336	Kashkala Sarki	Member, SMC	Saraswati PS, Kotesangu
337	Satya Bhakri	Member, SMC	Saraswati PS, Kotesangu
338	Raj Bahdur Budthapa	Ex-student	Saraswati PS, Kotesangu
339	Bhanubhakta Sarki	Member, SMC	Saraswati PS, Kotesangu
340	Dharme Sarki	Parent	Kotesangu
341	BudaRam Khadka	Former Chairperson, SMC	Saraswati PS, Kotesangu