

1. Summary

1.1 Overview



This is a situational and final report for the work done pre-earthquake and after the earthquake at **Shree Satkanya Secondary School** located in the village of Ratamata, Jyamire. Before the earthquake, we had been requested to help with the construction of classrooms, a toilet building, drinking water, fencing and equipping various vital educational items.

This report contains information on the progress of the classroom-building construction at the Shree Saatkanya School in Jyamire that have taken place after the submission of the interim report. Our ability to submit the final report was hindered under 'special' circumstances that unfolded in the wake of earthquake. We are there apologetic for the delay.

It was expected that over three hundred students would benefit directly within the first year of the completion of the project and forty to fifty more would benefit each year thereafter as the school grows. More than 1500 people in the community of 278 households were expected to benefit indirectly.

1.2 Overall aims of the project

We took the initiative to provide a holistic support for Shree Satkanya School because of the dilapidated state of the classrooms that were in use and its lack of basic facilities.

Our overall aim was to:

- Reduce overcrowding by constructing larger new classrooms
- Increase sanitation levels by constructing new toilet blocks
- Keep the students and teachers healthy and hydrated (by introducing a safe and reliable source of drinking water). This was done as per the modification proposed in the interim report submitted in November 2014.
- Supply more resources (e.g. library books, sports equipment and science equipment) to help enhance teachers and students teaching/learning experience.
- Create a professional and stimulating learning environment for all ages (e.g. decorating classrooms, providing desks and benches and whiteboards)
- Improve the overall teaching quality through the introduction of training provision.

1.3 Summary of results

In November 2014, we began the work to complete four classrooms that were being built followed by adding four new rooms in the same building. Work on a four room new toilet building started in mid-February 2015, and around the same time, fencing materials were supplied too. Pipes for drinking water were provided in January 2015 before the school building work began, so that they had a continuous supply of water. We supplied 20 sets of desks and benches before the quake and another 20 sets after the quake. Five sets of whiteboards were supplied as well as sports material. In October 2015, we supplied, a set of science equipment.



Unfortunately, much of what we had achieved with this project has been destroyed, due to the earthquake that struck mid-April. The four new classrooms as well as the new toilet building which we were close to finishing with the only remaining tasks being plastering, furnishing and painting work, were completely lost. *The picture on the right was taken in mid March that shows that the building was making good progress.*

Since the earthquake, we have helped provide more furniture that was damaged in the collapsed rooms, and a grant for building a temporary learning centre.

2. Implementation and challenges:

Construction work on the school began in early 2015 after having established a good working relationship with the school management committee and the local community. We made sure that everyone in the village understood the scope of the project both in terms of its benefit and funding scale. Our Nepal team made frequent visits to the school to initiate any dialogue that was deemed necessary and to supply the necessary building materials.

The disastrous earthquake struck on April 25, 2015, when this project was nearing completion. We were almost done with the construction of four classrooms and the toilet structure was also progressing. However, the earthquake caused massive damage to the almost complete building. Although the newly constructed buildings did not collapse, the damage was so severe that they were rendered unfit for use.

2.1 Classroom Construction



We started the project at the planned time. By December 2014, construction to complete their two classrooms had begun and we started the construction of four new classrooms from the end of January 2015. By the end of March 2015, almost 90% of the structure was complete. What remained were wall-plaster, painting and installation of doors and windows. Local labour was employed for the construction of the classrooms. However, the April earthquake meant that the building could not be used as the work accomplished was damaged in the quake as shown in the picture on the left.

Each classroom we built measured 15 by 16 feet (standard size we modelled before the quake) and each had the capacity to hold up to 25 students, this means there would have been enough space for 100 students in total. While the building did not flatten, it was not considered safe to be used. We went to the site with an Engineer who suggested that the building could be retrofitted, but we are not entirely sure if that would be the right way forward. Anyway, the school is currently not in the MoU list we have signed with the Government for rebuilding as our priority currently is to support those schools we have been in partnership with for a longer time. The quake meant that we also lost materials like cement, sand, and aggregate that were stored in the school- while the construction was ongoing- meant for the continuation of the work for plastering and painting and fitting doors and windows. *The picture above shows the new building nearing completion before it got damaged in the quake.*



We spent a sum of Rs. 2,51,440 or £1,675 towards the two room building repairing work and a sum of Rs. 9,35,560 or £6,235 on the new classrooms. Naturally, this was not the full cost of the building. The villagers paid in the remaining costs in the form of local contribution.

2.2 Toilet Construction



The toilet building construction started late in comparison to the classrooms, the reason for which was the unavailability of a suitable land. Until then, the toilet was located at a space near the river (along the banks) and due to monsoons, it was badly damaged too as shown in the picture on the left. Therefore, there was a need for the toilet to be built elsewhere which was easily accessible throughout the year, so it was moved just next to the new building site after the villagers managed to buy a piece of land there. Despite

a late start in February, the structure for the building had been raised by mid April 2015 but, unfortunately, most of it got damaged in the quake as shown in the picture below.

A four room toilet building which was attached to the school was 95% completed before the earthquake. Initially, we proposed to build three rooms but later at the villagers request, we went on to build a four room toilet building after a pledge from the local community that they would put in more labour contribution. This was mentioned in the interim report we had submitted. Piping work, fitting toilet pans, and installing taps for running water system were left to be fitted. The severity of the damage the quake had done to the toilet means that it is left unsalvageable.



Our contribution towards the toilet building was Rs. 1,50,000 or approximately £1,000.

2.3 Drinking Water Supply



Drinking water had become an issue for the school after the monsoon in 2014 cut off the water supply in several points. Although not in our original proposal, it appeared to be an urgent task which needed to be fixed. Plus, the water supply was a priority for the school without the installation of which it was practically difficult to start the building work. We sought for approval for this change through our interim report submitted in late November 2014.

We paid for purchasing the additional pipes required as well as the water tank that **cost us roughly Rs. 60,000 or £400.**

2.4 Playground



The funds for the procurement of poles and wire-netting for playground fencing had been separately allocated to the School Management Committee. The work on the playground contouring and fencing was expected to start soon after the disaster hit. The villagers have



kept the materials and they will use them for fencing when they manage to build new buildings. They were not needed in the immediate because the way they have built their temporary learning centers borders the playground that itself works as fencing.

We paid in Rs. 75,000 or £500 towards the purchasing of fencing material, so saved us £500 that we would have paid for cements and labour cost.

2.4 Desks and benches and white boards:



We supplied 20 sets of desks and benches before the quake and another 20 sets after the quake for the temporary classrooms. 10 sets of new white boards were locally prepared and were supplied in early March.

We spent Rs. 90,000 or **£600 towards the cost of 20 set of desks and benches. Rs. 30,000 or £200 was spent on purchasing 10 whiteboards at the cost of £20 each.**

2.5 Library books and other resources – In March 2015, together with their teachers, we selected some 400 new library books which were set up along with a library rack, which **cost us Rs. 30,000 or £200.** The books were being used before the earthquake but it was hard to salvage most of them from the wreckage. Together with the library books, we had delivered a set of sports and music equipment, which we saw the children enjoying on several occasions. **Sports and musical equipment cost £300.** The work on the nursery classroom, however, had not yet begun as we were waiting for the construction of the building to be fully completed, which of course had not happened yet.



2.6. Science equipment:



As we were waiting to deliver science equipment once the buildings were done, it was not until November 2015 that they were delivered for use in the temporary classrooms. Science equipment contained a wide range of instruments suitable up to grade 8 for physics, biology and chemistry. Our country manager Jimmy Lama and our local Engineer, Sameer Bajracharya did a demo in one of the temporary classrooms for students from grade 8, 9 and 10.

We funded science equipment material worth Rs. 75,000 or £500.

2.7 Teachers training:

We sponsored the school headmaster and teachers to attend training on "Techniques and methods to improve teaching skills" in Kathmandu in late February. We also did a two day workshop at the beginning of April with the school management committee chairman and the school headmaster.

The cost of putting the teachers on these training sessions cost Rs. 75,000 or £500.

2.8 Continuity of other programmes post earthquake

After the earthquake, we helped the school towards building temporary learning centers (TLCs) and we made a contribution of Rs. 300,000 or £2000

We also provided an additional 20 desks and benches to replace those damaged in the quake. Later, the school also benefitted from our School Leaving Certificate Tutoring programme.

The students of the school have also benefited from our Scholarship programme. One of them who survived the quake, Ms. Dil Kumari Bhujel, has been awarded with the Scholarship to support her education in Kathmandu.

3. Budget

Money Spent on	Original (£)	Spent (£)	To spend
Four New classrooms (4 times £1800)	7200	6,235	965
Two rooms old building repair (2 times £1000)	2000	1,675	325
Three room toilet building (3 times £500)	1500	1,000	500
Fencing and Playground	1000	500	500
20 sets of Desks & benches	500	600	-100
10 white boards	200	200	0
Library books	300	200	100
ECD Classroom management	300	0	300
Sports and Equipment	300	300	0
Science Lab Equipment	500	500	0
Teachers training	500	500	0
Admin (10%)	1430	1430	0
Total	£15,730	£13,140	£2590

Notes: The budget figures above show that we have £2090 remaining saved mainly from the classroom, fencing and ECD management work. We used the remaining funds to support their Temporary Learning Centre building post earthquake and in purchasing additional desks and benches. Otherwise, the budget on most headings was on track. We will deliver ECD (nursery classroom management) support when the new classrooms get rebuilt.

As with other projects, it is very sad that we have to present such a report that shows a huge portion of the work done has been lost, which means big waste of the resources. However, at least we know that we have been successful in sharing the hopes with the villagers that better education is possible locally. The work that we have been doing in the village for the past few years resulted in mobilising the villagers' interest in educating their children which otherwise was far and remote from what they imagined possible. We are keen to build on this momentum and would appreciate your support to replace what has been lost.

Naturally, the villagers and the School Management Committee is looking to us to help them build new earthquake resistant buildings.

Anthony Lunch and Jimmy Lama
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