

1. Summary

1.1 Overview



This is a final report for the work done pre-earthquake and after the earthquake at **Shree MahendraPiya Basic (Lower Secondary) School** located in the village of Dhunsenichaur, Sindhukot. Before the earthquake, we had been requested to help with the construction of classrooms, drinking water supply, playground and fencing, funding of additional teacher and equipping with various vital educational items.

This report contains information on the progress of the classroom-building construction at the Shree MahendraPiya Basic School that have taken place after the submission of the interim report. Our ability to submit the final report was hindered under circumstances that unfolded in the wake of earthquake. We apologise for the delay. The work on this school began around mid-December.

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

The plan to construct four new class classrooms for Shree MahendraPiya Basic School came about because of the sorry state of the classrooms that were used to teach students. The structure of the old building was very weak and barely fit to run classes. We proposed to build four new bigger and more spacious classrooms, while the villagers and SMC would contribute to building one classroom. We expected that this would facilitate the smooth running of the classes in a better, safer environment.

After the construction of classrooms we would provide support to the school for fencing the playground. We also talked of installation of drinking water supply in due course.

Through this programme, we looked to assist development of education in Dhunsenichaur Village by encouraging student enrolment and discouraging drop-out rates which was at one point very high.

1.3 Summary of results

We started the project at the planned time. Around mid-December 2014, construction of the classrooms had begun. Until the time the earthquake struck, 75% of construction was complete with walls raised up 6 feet high of the total 8.5 feet planned. Still to complete was the remaining walling, roofing, plastering and painting for which preparations were underway.

Other than that, we provided support by supplying many educational and extracurricular items after signing the MoU.

- Over 300 books were provided for the library
- Musical Instruments were provided
- 10 desks and benches were provided
- 4 whiteboards were provided
- Sports equipment were provided
- Science lab equipment was provided

The April 25 earthquake came as an unexpected blow to our work severely damaging the building in progress, which made it unfit for future use. As in the case of Shree Satkanaya, Jyamire, this newly constructed block did not collapse entirely but since everything above the window frame fell down and owing to multiple cracks, the authorities deemed the building unfit for future use. Luckily, most of the desks and benches were unharmed.

We could not continue the project further after the quake for the government introduced new building codes, so the condition of the building is in state of limbo.

However, the school is listed in the agreement we have signed with Department of Education to help rebuild. We are seeking sufficient resources to be able to do it. We helped build a full six room temporary learning center, which are strong enough until the permanent schools can replace them. The school and the villagers have been looking at us for support with reconstruction of the classrooms.

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, so it put a stop to everything.

2.1 Classroom Construction



By mid-December 2014, construction of the classrooms had already begun as planned. By mid-April 2015, 85% of the structure was complete. Almost all the materials such as cements, sand and CGI sheet were delivered to the school site. Apart from the four rooms that we funded, the villagers and the SMC had contributed to construction of an additional classroom which was going on at the same time and shared similar progress. Local labour was employed for construction of the classroom building. We regret that much of what we asked to do has been lost at this school.

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. *The picture above shows the newly constructed building near completion before the quake.*

We contributed Rs. 8,68,500 or £5,790 towards the building cost or £9,000.

2.2 Playground and Fencing

We have helped provide materials for school fencing and a new gate. Both has been done but after the Earthquake. The work started around December of 2015 and was completed in January of 2016.

We funded Rs. 75,000 or £500 for the project.



2.3 Drinking water pipe installation



The original plan was to finish the building construction first and then help set up a proper drinking water support. However, as the construction work begin, the school required more water supply, so we decided to deliver pipes first and a 1,000 litre tank. This helped install a new line of water supply to meet the construction need as well as otherwise water shortage during dry season. The water tap was left to be installed after the completion of the school building. Unfortunately, we never got to this part due to earthquake. And, after the quake, the school received support from another organization to build a water tap and new set of water tanks, so

we did not need do anything further.

We spent a sum of Rs. 52,000 of £350 towards purchasing 1,000 meter long 2 inch pipe and 1,000 ltr. Water tank.

2.4 Other vital educational Support

Apart from construction of classrooms, playground fencing and drinking water pipe installation, we supplied a host of other items such as desks and benches, whiteboard, library books, materials for ECD, sports and musical equipment and Science lab equipment. With addition of 15 sets of desks and benches, the students had enough sitting space. The library was upgraded after provision of over 300 books was added. A more vibrant environment was created with addition of sports and musical instruments as could be seen with children arriving early and staying after school for games. Science lab equipment is now available that encourages more practical education and the classes take place in the Temporary classrooms.



We spent £300 on desks and benches, £300 on library books, £250 on sports and musical equipment and £400 on science lab equipment.

2.5 Mother group and ECD management



In Dhusenichaur, an action group comprising of some women from the village known as the 'Aama-Samuha (Mother-Group)' is very active and effective. We had a discussion with a group (as shown in the picture left) and came to a conclusion that they could perhaps help with the ECD management and we briefed them accordingly. We handed over NRs 15,000 to the group to procure local materials for running the ECD classroom and delivered other furniture and toy materials worth Rs. 25,000, so in total our contribution has been at Rs. 40,000 or £270.

2.6 English teacher support and teacher's training

Beginning January 2015, we started funding one English teacher for two years. She is called Sita Acharya who is shown in the picture right taking class in March of 2015. Much like at Kalika School, she has gone through university degree on education and had 7 years of teaching experience.

We have also organized a number of teachers training in which Ms. Sita and other teachers from the school have participated. We have had feedback from teachers at this school and others that the training they go through helps them to be prepared with better and updated teaching techniques. Sita is paid Rs. 12,500 or on average £90 a month.



In two years, we have spent £2,250 on teacher salaries. We have spent at least £300 towards the cost of putting several teachers including Sita at Dhusenichaur through training programmes.

2.7 Continuity of other programmes post earthquake



After the earthquake, we helped the school build temporary learning centers (TLCs) as shown in the picture left. We built 8 room TLC buildings within three months following the quake and provided an additional 20 desks and benches to compensate the damage. **To build TLC, we spent Rs. 4,50,000 or £3,000.** Later, the school also benefitted with our School in a Bag programme.

2.8 Situation now at Dhusenichaur

Just when the construction phase of the project was near-complete, the earthquake struck which badly damaged the almost-complete classrooms (as shown in the picture right), making them unfit for use or repair. Initially it was intended that the damaged building would undergo repair or materials from the damaged building would be used for future use. We were in a state of uncertainty for many months before realising that we could not go on with the project since it meant that we had to start from scratch. As it turns out, we cannot continue the building from where it is after the introduction of the new building protocol by the government. Neither are we in position to restart the construction from scratch as that would require new funding.



3. Budget

| Money Spent on | Original (£) | Spent (£) | To spend |
|-----------------------------|----------------|----------------|-------------|
| Four new classrooms | 6,000 | 5,790 | 210 |
| Playground and Fencing | 500 | 500 | 0 |
| Drinking Water supply | 750 | 350 | 400 |
| 15 sets of Desks & benches | 300 | 300 | 0 |
| Library books | 300 | 300 | 0 |
| ECD Classroom management | 300 | 270 | 30 |
| Sports and Music Instrument | 300 | 250 | 50 |
| Science Equipment | 400 | 400 | 0 |
| Additional teachers Salary | 2,250 | 2,250 | 0 |
| Teachers training | 300 | 300 | 0 |
| Admin (10%) | 1140 | 1140 | 0 |
| Total | £12,540 | £11,850 | £690 |

Notes: The budget figures above show that we have £690 remaining from the overall project. We have used this remaining balance towards helping with building of temporary learning centres. We hope you find this acceptable owing to the emergency situation although we apologise for the fact that we didn't ask for your approval in the first instance.

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 a big waste of resources. However, 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.

NB: You will note that we refer to "Basic School" instead of "Lower Secondary". This is because the Nepalese Government recently introduced a new system of categorising schools in which grade 1-8 is now called Basic School and Grade 9-12 is called Secondary School. Before they were categorised as Primary (1-5), Lower Secondary (1-8), Secondary (1-10) and Higher Secondary (1-12).

Anthony Lunch and Jimmy Lama

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