

ENVIRONMENTAL AND SOCIAL SAFEGUARD COMPLIANCE REPORT

School Sector Development Plan (SSDP)

Government of Nepal

Ministry of Education Science and Technology

Center for Education and Human Resource Development

Sanothimi, Bhaktapur

November 2022

Abbreviations

ADB	BOQ	BS
Asian Development Bank	Bill of Quantity	Bikram Sambat
CA	CBS	CEHRD
Capacity Assessment	Central Bureau of Statistics	Centre for Education and Human Resources Development
CIA	CIDP	CLPIU
Capacity and Institutional Assessment	Capacity and Institutional Development Plan	Central Level Project Implementation Unit
CSS	DEO	DLI
Comprehensive School Safety	District Education Office	Disbursement Linked Indicator
DP	DRR	DRSP
Development Partner	Disaster Risk Reduction	Disaster Resilience School Project
EA	EARF	ECED
Executing Agency	Environmental Assessment and Review Framework	Early Childhood Education and Development
EDCU	ECD	EDD
Education Development and Co-ordination Unit	Early Childhood Development	Education Development Directorate
EEAP	EMF	EMIS
Earthquake Emergency Assistance Project	Environmental Management Framework	Education Management Information System
EMP	ESRP	FY
Environmental Management Plan	Emergency School Reconstruction Project	Fiscal Year
GESI	GON	GRM

Gender Equality and Social Inclusion	Government of Nepal	Grievance Redress Mechanism
IA	IDEDS	IEE
Implementing Agency	Infrastructure Development and Environment Development Section	Initial Environmental Examination
IPDP	JFP	JFPR
Indigenous People Development Plan	Joint Financing Partners	Japanese Fund for Poverty Reduction
JRM	LG	MOEST
Joint Review Meeting	Local Government	Ministry of Education, Science and Technology
NCF	NGO	NPR
National Curriculum Framework	Non-Government Organization	Nepalese Rupees
PIM	PPE	PPC
Project Implementation Manual	Personal Protective Equipment	Pre-Primary classes
PPED	PTA	RDNA
Pre-Primary Education	Parent Teacher Association	Risk Disaster Need Assessment
RFP	SESP	SMC
Request for Proposal	School Education Sector Plan	School Management Committee
SMF	SSDP	TA
Social Management Framework	School Sector Development Programme	Technical Assistance
TWG	VCDP	WASH
Thematic Working Groups	Vulnerable Community Development Plan	Water Sanitation and Hygiene
WFP World Food Program		

Executive Summary

The School Sector Development Plan (SSDP; FY2016/17–FY2022/23) is a long-term strategic plan of Government of Nepal (GoN), supported by Joint Financing Partners (JFPs) and several other Development Partners (DPs). SSDP's core document has made an obligatory provision of school safety and environmental and social safeguarding for all aspects of implementation.

During SSDP period Nepal has been a federal democratic republican state, for the implementation of environment and social impact issues and school safety issue the institutional framework formed as Centre for Education and Human Resource Development (CEHRD) is as an implementing agency under MoEST. CEHRD have introduced a Safeguard Desk and has appointed a dedicated Safeguard focal person under the School Education Standardization Section, and Gender and Inclusion focal person under Inclusive Section. LGs have Education Sections with Gazette Officers, and these sections are responsible for the implementation of education programs. However at Province and Local Level there is no specific Desk or Unit to implement Safeguard and School Safety activities.

With the support of SSDP- TA, Environmental Management Framework (EMF) and Social Management Framework (SMF) have been prepared. Incorporation of the safeguard screening checklist was made mandatory on the bidding document of Master Plan of Model Schools. With the support of the SSDP- TA, CEHRD has developed a Resource book on Safeguard and School Construction Procedure (Nepali version). CEHRD has issued the directive to fill Screening Checklist is clearly provided in PIM. However Safeguard provision was mainly focused on Model Schools, stakeholder consultations and orientation programs and monitoring were conducted mostly in the model schools.

Change on government institutional system that is government divided into three tiers also becomes a challenge for channelized the implementation, monitoring and reporting of Safeguard. Further CEHRD will develop different action plans for regulation, and implementation of safeguard and school safety program and will strengthen all the stakeholders on this area on the upcoming plans and programs.

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I. Introduction

The School Sector Development Plan (SSDP; FY2016/17–FY2022/23) is a long-term strategic plan of the Ministry of Education, Science and Technology (MOEST), Government of Nepal (GoN), supported by nine Joint Financing Partners (JFPs¹) and several other Development Partners (DPs) using a Sector Wide Approach (SWAp). The SSDP aims to expand the equitable access to quality school education for all children by focusing on strategic interventions and new reform initiatives to improve the efficiency, management and governance, and resilience of the school system. The Ministry of Education, Science and Technology (MOEST) is the executing agency (EA) and the Center for Education and Human Resource Development (CEHRD) is the implementing agency (IA) at the central level for the SSDP.

SSDP's core document has made an obligatory provision of school safety and environmental and social safeguarding for all aspects of implementation. Therefore, SSDP aims to give sufficient attention to environmental protection and also the access, equity, quality, and sustainability of education services for indigenous and vulnerable groups, ensuring that these groups are in no way adversely affected due to program interventions. As per the safeguarding requirements of the JFPs and the GoN, progress reporting is required and intended to inform the Joint Review Mission (JRM). The JRM has reported that severe safeguarding risks have not occurred in the SSDP intervention areas to date. This is the document contain overall safeguard and school safety activities implemented under SSDP.

II. Institutional Arrangement for Safeguard Implementation

During SSDP period Nepal has been a federal democratic republican state and according to the concept of a federal system under Education system at the federal level, Ministry of Education Science and Technology (MoEST) is as an executing agency whereas Centre for Education and Human Resource Development (CEHRD) is as an implementing agency under MoEST. Similarly, Education and Development Coordination Unit (EDCU) is also an implementation agency at District Level under federal government. Likewise at province level, there is an Education Development Directorates and at Local level, Education Division / Section are the responsible agencies implementing of planned program designed by central level. In case of the construction work, the Infrastructure Development and Environment Development Section (IDEDS) of LGs are responsible for the implementation of the construction work and for the social issues there is Social Development Section. The Organizational Chart for the implementation of Safeguard and School Safety activities are mention in Figure 1 below.

LGs have Education Sections with Gazette Officers, and these sections are responsible for the implementation of education programs. CEHRD works closely with Education Section of LGs and EDCUs for the implementation including safeguard activity. At the school level, School Management Committees (SMC) and Head Teacher (HT) (safeguard focal persons) are implementing the safeguard activities.

¹ The nine joint financing partners are the Asian Development Bank, the European Union, the Global Partnership for Education, Government of Finland, Government of Norway, JICA, World Bank, USAID and UNICEF.

CEHRD has appointed a dedicated Safeguard focal person under the School Education Standardization Section, and Gender and Inclusion focal person under Inclusive Section. Similarly, to minimize the adverse impact towards environment and social sector during construction, CEHRD has issued directives to make special considerations for the environment and social issues during construction of school. CEHRD has also integrated the Environment and Social Screening Checklist in Program Implementation Manual (PIM).

However at Province and Local Level there is no specific Desk or Unit to implement Safeguard and School Safety activities. But according to the Disaster Risk Reduction Act and Regulation 2074, and Disaster Risk Reduction and Management Rules 2076 in every province a Provincial Disaster Management Council and district or local level a Disaster Management Committee shall be established for the purposes of implementation of Disaster Risk Reduction and Management activities. Besides developing policies, plan and programs and rescue and relief operations province and local level ensure that the unsafe buildings in the disaster threatening area declared by government of Nepal are destroyed and ensure that temporary physical structures are constructed immediately.

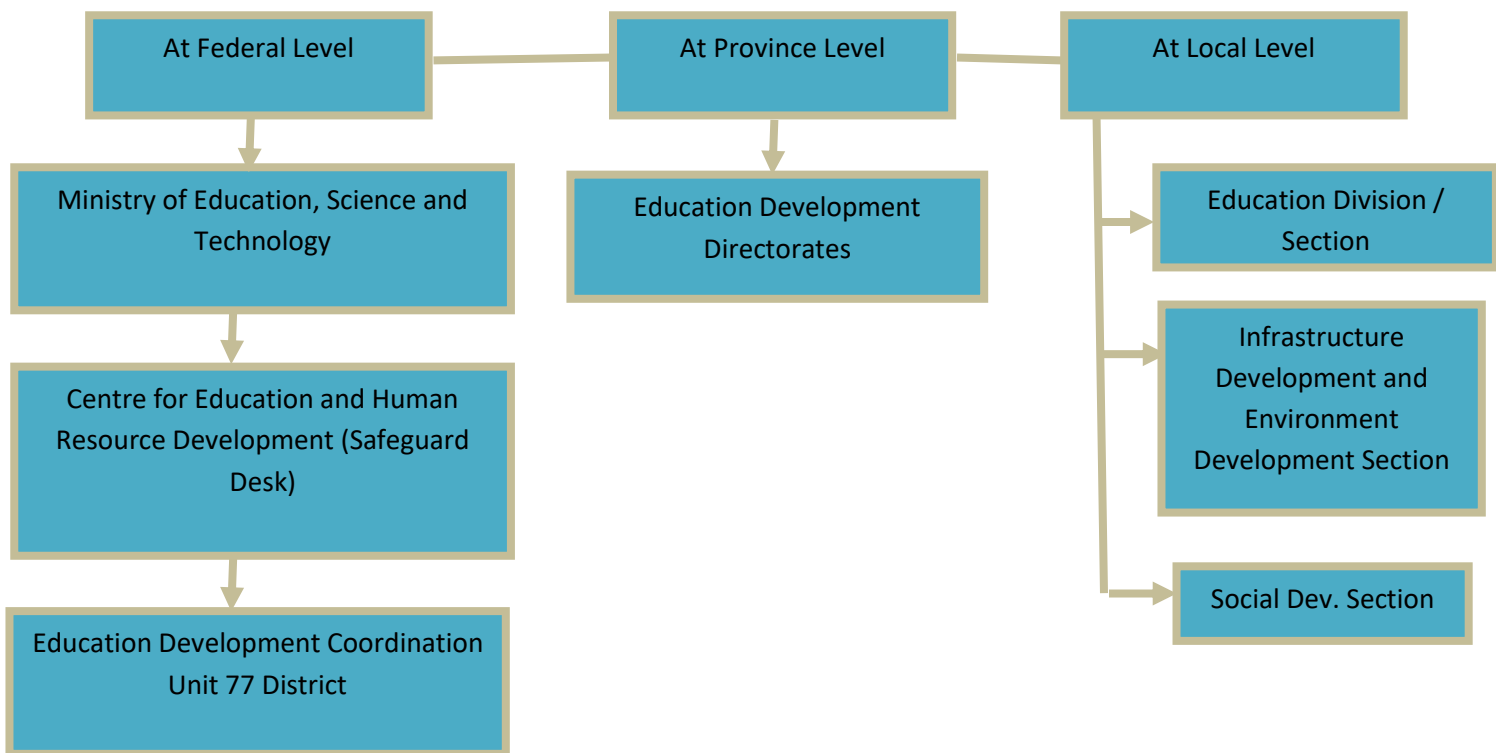


Figure 1: Organizational Chart

III. Compliance Status on Environmental and Social Safeguard

A. Environmental Management Framework and Social Management Framework

With the support of SSDP- TA, Environmental Management Framework (EMF) and Social Management Framework (SMF) has been prepared, approved and uploaded on the website for addressing environmental and social safeguards issues in SSDP. The framework is in the public domain and can be accessed on the CEHRD website. Executive summary of EMF and SMF has been translated into Nepali, for wider understanding of its context in the schools.

B. Incorporation of Safeguard Provision in Detailed Design of Model School

Incorporation of the safeguard screening checklist was made mandatory on the bidding document of Master Plan of Model Schools selected in fiscal year 2075/76 and 2076/77. The sample of checklist report was included on Annex -1 and details are described on compliance monitoring chapter.

C. Safeguard Resource Book

With the support of the SSDP-TA, CEHRD has developed a Resource book on **Safeguard and School Construction Procedure** (Nepali version), which was shared with CEHRD officials including Director General and Deputy Director General on 4th of July 2021. The Resource Book outlines procedures for safeguard implementation, procurement, construction, and information dissemination. Based on the Resource Book, the required capacity development training/orientation has already been conducted.

D. Safeguard Orientation Training

A combined (Environment, Social and School safety) Capacity and Institutional Development Plan (CIDP) for FY 2020/21 has been prepared by the SSDP TA including specific activities for capacity development under environment, social safeguard and school safety.

Based on the CIDP, orientation programs for the CEHRD leadership and with TA support were held from 31st August to 2nd September 2021: two days for non-technical (HTs/safeguard focal persons and SMCs) and one day for technical persons of LGs (engineers/sub-engineers). The orientation program covered planning, procurement management, supervision of construction, provision and implementation of environmental and social safeguard and other school safety standards compliance procedures developed by CEHRD for model schools. LG Engineers were oriented on technical aspects covering model school building planning, designing and construction by ensuring quality of design, workmanship, materials, and construction procedures. Other technical aspects included safety of structural and non-structural elements, requirements of environmental and social safeguard screening checklist, and how to reduce/eliminate the vulnerability of a school by minimizing harm and risk, including those brought about by natural hazards.

Altogether 179 officials participated in the orientation programs, out of which 134 were HTs/teachers and SMC representatives, and 45 LG Engineers/sub-engineers excluding CEHRD officials (Figure 1 and Table 1).

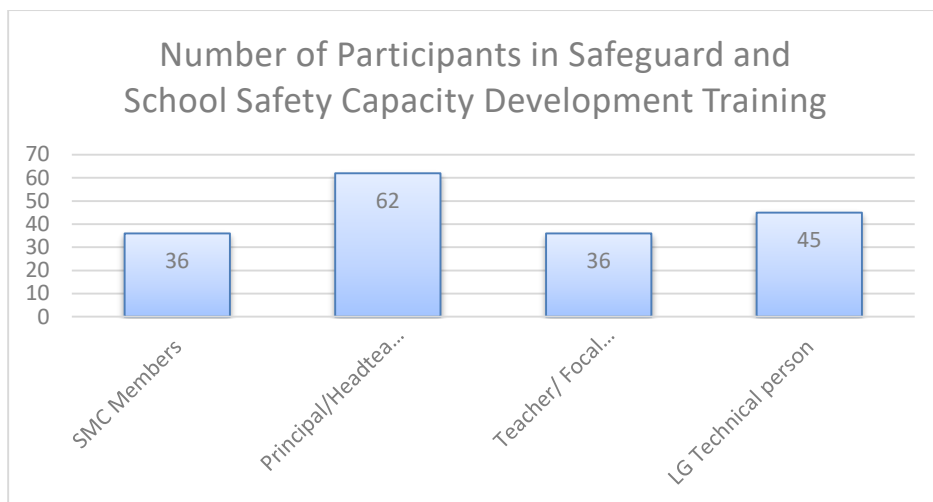


Figure 2: Participant on Capacity Development Training

Table-1: Gender Composition of Participants in Capacity Development Training

SN	Sex	Number	Percentage
1	Male	174	97.206
2	Female	5	2.793
Total		179	100

Similarly Safeguard information or the session was also incorporated on the physical and virtual orientation program of Model School, under this on 2 - 3 January 2022 at Chitwan and 10-11 January 2022 at Nepaljung physical orientation program and the virtual orientation program on 9-15 march 2022 were conducted by School Education Standardization Section for 422 Model Schools.

E. COVID-19 Related Activities

The SSDP Covid-19 Response Plan was a project designed to support the implementation of the SSDP parent program aiming to prevent or reverse the unintended effects and impacts of Covid-19 in the public sector education of Nepal. Under Nepal: Covid-19 School Sector Response (GPE) Project following documents was prepared;

- Environment and Social Management Framework 2020
- Preliminary Stakeholder Engagement Plan 2021
- Labor Management Procedure 2021

The implementation was focused on providing education to the children through technically viable alternative teaching-learning options. The support activities includes, providing more water, sanitation and hygiene (WASH) facilities, repair and refurbishment of WASH facilities, and counseling and socio emotional support to students, parents, and teachers which will help minimize impacts caused by Covid-19 pandemic. PIM has directed the budget and program for province and local governments. Under COVID-19 School Sector Response Project, Stakeholder consultation of selected 100 local governments was conducted on 8 Baishak 2078 (21 April, 2021).

Orientation program of Statistic Collection, Financial governance and safeguard were conducted on Kavrepalanchowk at 23-24 April 2022, Itahari at 28-29 May 2022, and Nepalgunj at 9-10 June. This program we conducted to disseminate the information of Covid -19 School Sector Response (GPE) documents requirement and provision of budget under GPE Program on Program Implementation Manuel. Under GPE program, no major WASH facilities refurbishment activities were recorded. The funding was used to buy hand wash liquid and soap, masks, and sanitizer in schools, which were utilized for 5 or 6 months. Many schools replaced broken water tanks and taps. Few schools also buy laptop and printers for schools.

F. School Sector Transformation Program (SSTP)

The proposed School Sector Transformation Program (SSTP), support the five year of the School Education Sector Plan (SESP) through a Program for Result (PforR) financing instrument. The PforR is part of the sector wide approach (SWAp) whereby the GoN, WB and other development partners jointly fund the entire school sector program. SSTP have three results areas under the PforR component and a separate TA component using the Investment Project Financing (IPF) instrument for Program management, monitoring, and evaluation support. SSTP supports to safeguard children's right to education during climate – induced disaster, natural disasters and pandemics and to ensure that the poor and vulnerable particularly benefit from program interventions. Under this program following documents are prepared;

- Environmental and Social Systems Assessment (ESSA) 2022
- Stakeholder Engagement Plan 2022

Preliminary Stakeholder Engagement Plan Consultation Program was conducted on 21 October 2022 with the participation of 57 individuals from MoEST, CEHRD, EDCU, LG, Schools, Education Cluster and media.

G. Community School Mid-Day Meal Standard and Program Facilitation Book, 2076

According to the Program Implementation Manuel 2079/80, Mid-Day Meal Program is implemented in all community schools of Nepal for the students of ECED to Class 5. NRs. 20 per student is provided to Mugu, Dolpa, Humla, Jumla, and Kalikot Districts and remaining districts gets NRs. 15 per student.

"Community School Mid-Day Meal Standard and Program Facilitation Book, 2076" was used for monitoring, evaluating and capacity building for implementation of both - direct supply of material for

meal, and cash (providing of cash to a number of students) model program in schools of Nepal. The mid-day meal helps provide required nutrition to children, increase enrollment rate, and decrease the dropout rate. The local government has also been supporting for mid-day meal.

Master Trainers training was conducted on 26 and 27 Chaitra, 2077 and till the day of reporting, 77 districts have received the training on Program Facilitation Book, 2076.

H. Scholarship Management

In the FY 2021/20, the MoEST prepared and approved SOPG² (Standards, Operational Policies, And Guidelines) in other to further strengthen implementation of the existing Pro-Poor Targeted Scholarship (PPTS) and Pro-Science Scholarship (PSS) schemes in the federal context. Grades 9³ -12⁴ scholarship recipients are selected by the federal government in the FY 2021/2022. In line with the SOPG, the federal government carried out the following two key activities and rolled out PPTS and PSS nationally:

- A) PPTS and PSS amount was released to LGs for disbursement to students who were selected in the FY 2020/2021 for scholarships in grades 10, 11 and 12

A total amount of NPR 4,58,58,000 was released to LGs for disbursing PPTS to 7,643 grade 10 students who were selected as scholarship recipients in the FY 2020/21. All of these students were verified by their respective LGs and their bank account information was also entered in the Integrated Educational Management Information System (IEMIS). Each student was entitled to receive NPR 6,000.

Similarly, a total budget of NPR 33,71,16,000 was disbursed to LGs for providing PPTS/PSS to 9,088 students selected in the FY 2020/21 as eligible scholarship recipients for grades 11-12. Of these students, science scholarship was provided to 829 students and non-science scholarship amount was provided to 8,259 students. Each student enrolled in science and non-science subjects was entitled to receive NPR 48,000 (NPR 24,000 per year) and NPR 36,000 (NPR 18,000 per year) respectively⁵.

The details of grades 11-12 scholarship recipients can be accessed via CEHRD's website https://cehrd.gov.np/file_data/mediacenter_files/media_file-1-1385527337.pdf. The scholarship recipients' details are also attached separately (Excel) as Annex 1 and 2 to this report.

² The SOPG was approved in November 2021. The SOPG is available on the CEHRD's website https://www.cehrd.gov.np/file_data/mediacenter_files/media_file-25-637640637.pdf.

³ Students selected for grade 9 scholarship are also eligible to receive scholarship in grade 10

⁴ Students selected for grade 11 scholarship are also eligible to receive scholarship in grade 12

⁵ 4 As a result of COVID-19, the scholarship couldn't be disbursed when students were in grade 11. Hence, scholarship for both years (grade 11 & 12) were given to students in a single tranche while they were studying in grade 12.

B) Grades 9-12 scholarship recipients are selected in the FY 2021/2022

The MoEST/CEHRD announced call for PPTS and PSS applications⁶ for grades 9-12 students from all community schools throughout the country. The call/notice included all the relevant information regarding process for downloading, filling out, verifying and uploading application form. The students studying in grade 8 and 10 were eligible to submit application for the scholarship in grades 9-10 and grades 11-12 respectively. Altogether, 1,51,968 students (56% girls) had submitted Proxy Mean Testing (PMT) based applications. Of these, MoEST/CEHRD selected and published a name list of 36,704 eligible scholarship recipients⁷ for grades 9-12. Please refer to table 1 below for details. The name list was publicized on July 11, 2022 via CEHRD's website https://cehrd.gov.np/file_data/mediacenter_files/media_file-1-1425193408.pdf.

Table 1: Gender-wise and quintile-wise number of eligible scholarship recipients (FY 2021/2022)

Grade	Total number of applicants			Total number of selected/ eligible students for PPTS/PSS			Quintile –wise no. o selected students		
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
8 (for scholarship in grade 11-12)	86,183	47,721	38,462	2,849	1,524	1,325	2,849	NA	NA
10 (For scholarship in grades 11-12)	65,785	37,926	27,859	33,855	19,668	14,187	1,851	11,899	20,105
Total	1,51,968	85,647	66,321	36,704	21,192	15,512	4700	11,899	20,105

Following this, MoEST/ CEHRD has also requested respective LGs to provide instructions, and coordinate with schools regarding opening of selected/ eligible students' bank account and updating this information in IEMIS, as prescribed by the SOPG.

MoEST/CEHRD will disburse the scholarship amount to LGs once they verify selected/eligible students and bank account information of these students is updated in EMIS. The scholarship recipients studying in grades 9-10 are entitled to receive NPR 6,000 per student per year. Similarly, those enrolled in grade 11-12 science and non-science streams are entitled to received NPR 24,000 and NPR 18,000 per student per year respectively⁸.

⁶ The call for application was published in Gorkhapatra, a national daily newspaper, on February 13, 2022 and a notice with all the relevant details was also uploaded on CEHRD's website (https://cehrd.gov.np/file_data/mediacenter_files/media_file-1-1822778146.pdf)

⁷ This list contains the following information: District & LG; school name and ID; student name & grade; student registration no.; father/mother name & contact; quintile type and scores

⁸ Achievement Report DLI WB_AF3 PPTS and PSS Is Rolled Out Nationally As Per The Updated SOPG (Standards, Operational Policies, And Guidelines) For Implementation

I. Grievance Redress Mechanism

On the change scenario of institutional arrangement the Grievance Redress Procedure 2074 was revised on 2077. According to the Grievance Redress Procedure 2077 the institutional arrangement to address the complaint is as follows;

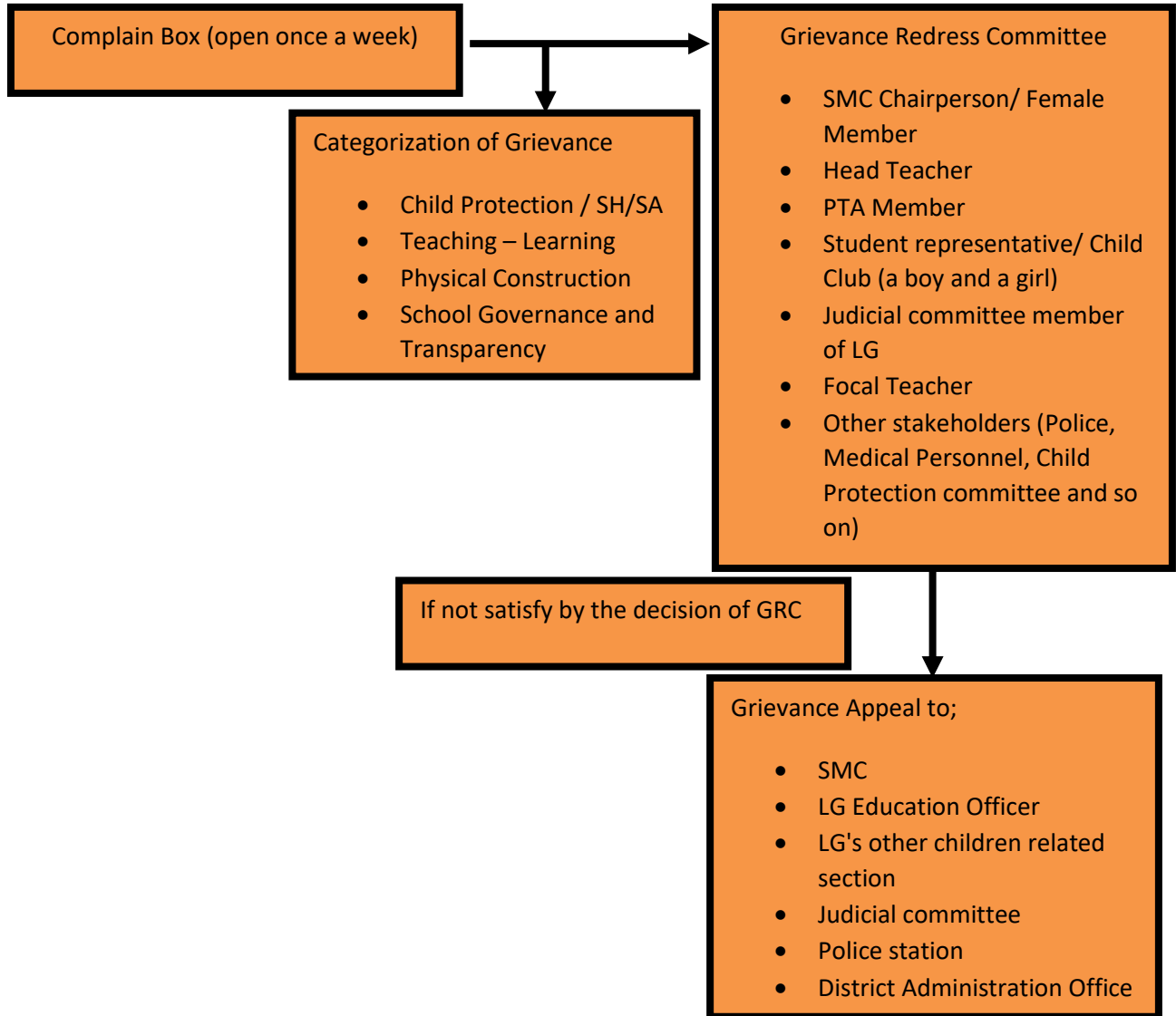


Figure 3: Flow chart to address GRM

Grievance Redress Network Training Manuel is developed 2076, Compliant Response Mechanism in school Working Procedure 2077 is developed and is being disseminating. In all seven provinces Girl Inclusion Education Network (बालिका समावेशी शिक्षा संजाल) has been established and orientation about this

network has been given to Province 1, Madesh Province, Lumbini, Karnali, and Sudur Pachim Province, beside Gandaki and Bagmati Province.

IV. Environmental and Social Safeguard Compliance Monitoring

The SSDP aims to make all community schools safe and environment friendly from safeguard perspective. Following the SSDP, the government of Nepal with the financial assistance of multiple donors has planned to construct/retrofit several schools of Nepal with specific safeguard considerations.

For compliance monitoring, the periodic monitoring has been conducted by physical monitoring and telephone consultation in different province of Nepal. The consultation was done with Head Teachers and SMCs of the schools the list of personnel consulted is presented in Annex 1. Out of 16 school monitored two schools Kitini Secondary School, Lalitpur and Padam Secondary School, Bhaktapur, major construction of building was completed. The environment safeguard compliance monitoring status is presented in Annex 3 and social safeguard compliance monitoring status is presented Annex 4 respectively. With the parameters and status of the Model schools monitored are as follows;

Labor Camp Management

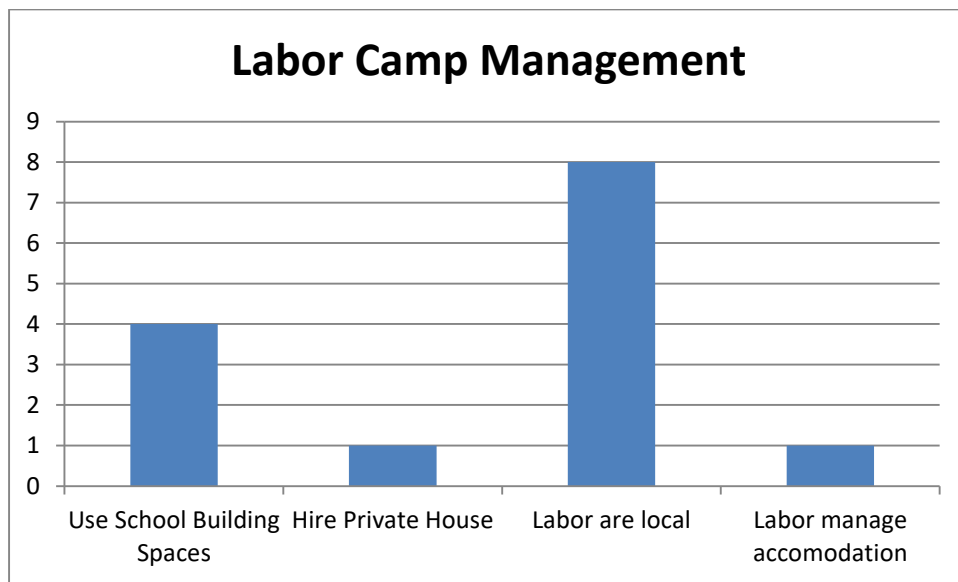


Figure 4: Show the Labor comp managed monitored schools

According to the chart above, the schools consulted for monitoring, the labor used by ten schools are local labors, four schools use school building spaces, one school for hire private house and one school labor manage accommodation by themselves.

Safety Tools

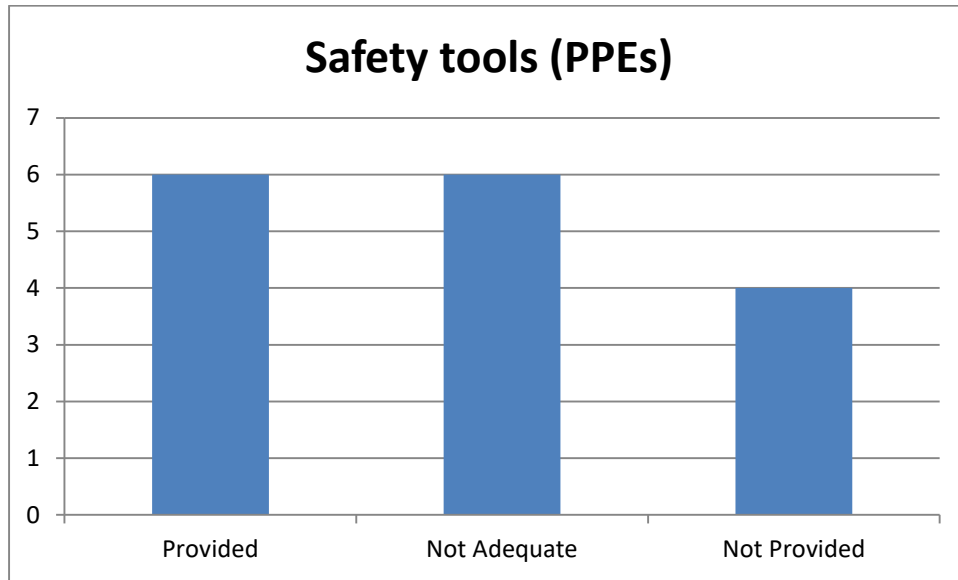


Figure 5: Personal Protected Equipment used in School by Labor

From the monitoring of 16 schools shows that six schools provide safety tools or PPEs to labor working in the constructions sites, six schools has provided but not enough equipment or the provide tools are partially used and 4 schools did not provided any safety tools.

Barrication

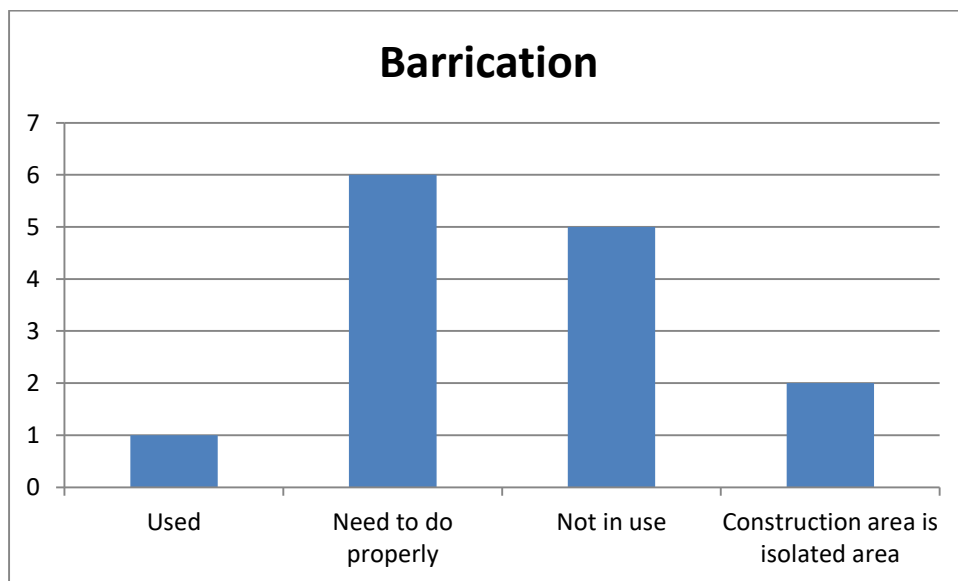


Figure 6: Barricades used on construction site

Figure shows that one school use barricades, two schools were constructing in isolated area i.e a few meter away from the School, so they don't use barricades because the percentage of causality is low. However six schools use barricades but not properly and not every area of construction and another six schools did not use barricades.

Drainage Management

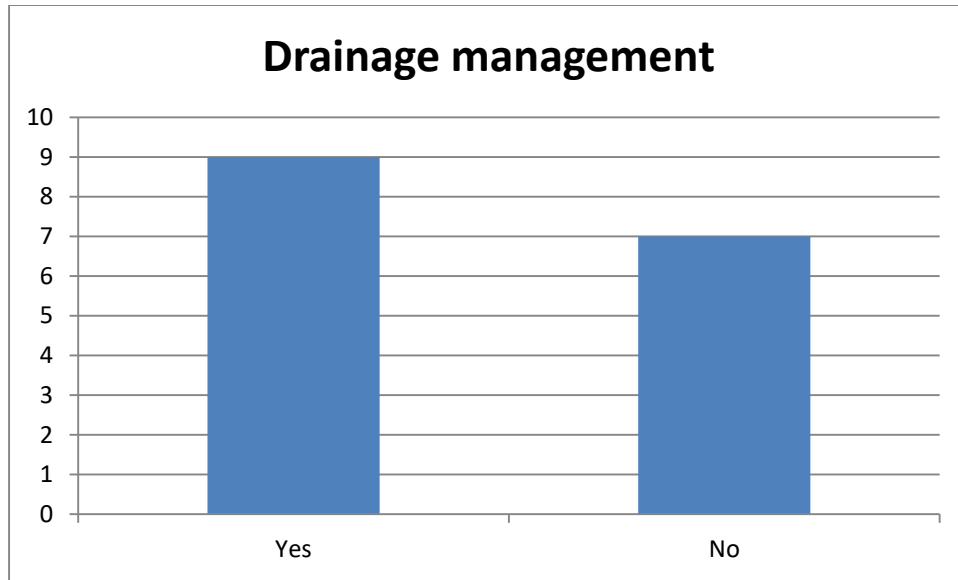


Figure 7: School manage Drainage

According to the figure, nine schools have managed drainage and seven schools have not managed drainage.

Storage of Construction Materials

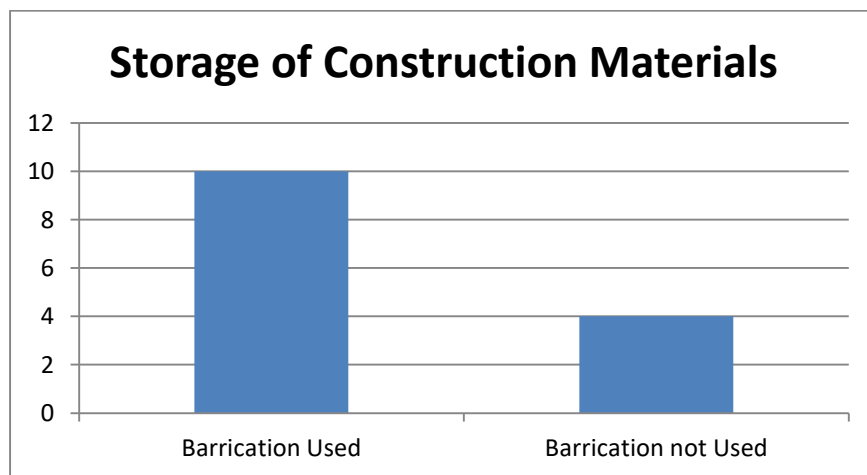


Figure 8: Construction Materials Storage

From the figure above ten schools have used barricades for the management or on the storage site of construction materials however four schools haven't used any barricades and construction materials found all over the ground.

Safety Sign

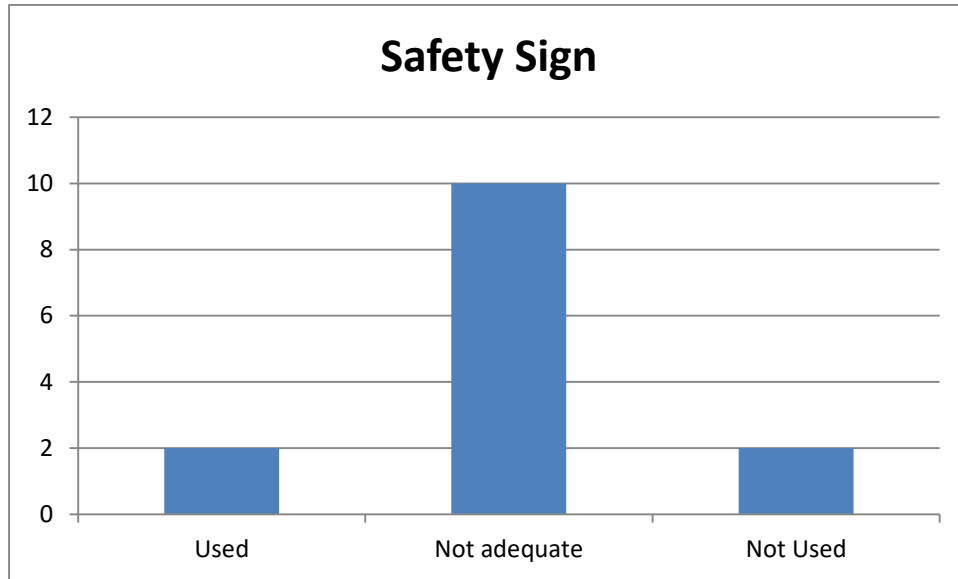


Figure 9: The use of safety sign in constructing area

According to the figure above shows that two schools have use safety signs like sign representing school area, area of construction, sign of parking, wash your hands and so on. However Ten schools have few safety signs but not adequate and two schools have not use any safety sign.

A. Occupational Health and Safety

During field visit the school physical improvement works, safety is the major concern during the construction activities of schools; like excavation of trenches for the foundation; reinforcement works, refabrication, concreting of columns, slabs etc. Most of the under-construction activities are done in traditional style using construction materials such as wood, plywood, rebars, iron poles and bamboo for the support of under construction permanent structures like slab and column and for barricade. Zinc sheets are being used by some of the contractors for fencing and barricading around the construction site. The construction sites are barricaded and unauthorized persons including school children are prohibited from entering 'under-construction' areas. However in the most of the schools barrication is not adequately done.

Group insurance has been provided for workers. Few Schools have provided Personal Protective Equipments (PPE) but first aid boxes are available in all Schools. However, further improvements like all the general medicine need to be provided; regular monitoring in expiry date of medicine, other equipment beside medicine is also need in first aid equipment. Emergency phone number is also in place, in each under construction site in case of any emergency situation.

The labour residential camps are used in most of the cases, and in a few cases, the unused old building spaces have been allocated as the labour camps. In some cases, separate toilets are constructed with the excavation of pit and with zinc roof for workers whereas in most cases, workers are found using old toilets of the school.

Housekeeping of the construction materials is another main issue needing improvement. The main constrain of the housekeeping is the lack of adequate space in some sites. There were significant number of partially used cement bags from the time when concreting of slabs and columns was taking place at the site. Therefore, during field visit, it was suggested to store the used bags properly and reuse as far as possible. School teachers/SMCs have been taking care for improving the housekeeping practices. To address air pollution and noise pollution no specific measures applied were found. Amar Kalyan Secondary School, Ilam and Tribhuvan Secondary School, lumbini removed 10 trees and 20 trees respectively and have done plantation as per required. However in every school spoils were managed properly, all the excess materials were transported by dump truck. Any sort of non-compliance or safety issue is being closely monitored by teachers. Furthermore, school focal persons have been given instructions for improvement in case of non-compliance activities.

Summary of observation/consultation of 16 schools on the COVID-19 Response

- Most of the School use alternative learning methods on COVID 19 All schools have managed the addition room for quarantine
- Schools using/placing poster and COVID-19 awareness materials.
- All schools have provided the hand washing, sanitization facility in school compound
- Mask is compulsory in all schools during the COVID-19 peak time
- INGs also support on safety materials.
- Out of 16 schools, 8 have the nursing staff in schools

B. Nomination of Safeguard Focal Person

CEHRD had circulated the letter to all schools for the nomination of the safeguard focal persons on 9 July 2020 describing their roles and responsibilities for effective implementation of safeguard activities. CEHRD nominate the Head Teacher of respected schools as the Safeguard focal person. Safeguard focal person's role is crucial for monitoring and reporting the safeguard related activities during the implementation of construction activities in the school.

C. Formation of Help Desk in LG

For the effective implementation and monitoring of Safeguard and School safety, CEHRD is working on formation of Help Desk in each LG. The Help Desk shall have three members of Education Section, Social Development Section and Engineer or Environment Specialist from respective section. Further draft of Concept paper of Risk Reduction and Management and School Safety program and draft of Term of Reference of Help Desk member were prepared.

D. Environmental and Social Screening

After endorsing EMF and SMF, the government has made screening checklists mandatory in all detailed design and contract document for school construction to ensure there is an adherence for safeguard provisions. The safeguard screening checklist has been included in the PIM to address safeguard issues in the schools. As a result, design consultants of 100 model schools which were selected in the fiscal year 2075/76 have included safeguard screening report in the detailed master plan. Another 100 model schools selected in 2076/77 were orientated during capacity development training (held on 31 August to 2 September, 2021) and 22 Environment and Social Screening Checklist reports were received during reporting period. Out of 22 Model Schools, Shree Bishnu Jananjyoti Secondary School, Ramechhap, Annapurna secondary school, Dolpa, and Ek priya rathor ma vi, Bardiya have mentioned low to medium risk. Two of the schools have medium risk and five of schools have low risk of landslide or erosion due to construction. Similarly for adequate about of water availability 18 answer for sufficiency and four answer for scarcity of water, those who answer for scarcity are the Model Schools located on Ramechhap, Dolkha, Dolpa, and Bardiya. However for transmission of disease from workers to the locals three of the schools stated of medium risk and six of stated about low risk of disease transmission. Similarly for different variables mention in the screening checklist, many have stated no impact, hence monitoring need to be conduct for reliability of the given information. The details are presented in Annex 2.

Environment and Social Safeguard Screening Checklist was collected mainly by Model Schools which are mention above because, Safeguard provision was made mandatory in Bidding Document of Master Plan of Model Schools and consultant provided the report. But the model school selected on fiscal year 2076/77 provided 22 screening checklist reports on google form which were shared in orientation program.

Safeguard provision was mainly focused on Model Schools because it has huge construction activities and is distributed in different region of Nepal and many other schools can learn from Model Schools. However CEHRD has issued the directive to fill Screening Checklist is clearly provided in PIM. Although the specific program beside Model has not been designed yet, again the change on government institutional system that is government divided into three tires also becomes a challenge for channelized the implementation, monitoring and reporting of Safeguard. Hence CEHRD has planned to introduce the help desk in LG for proper implementation; monitoring and reporting on safeguard and school safety activities.

D. School Management Committee (SMC) and Parent Teacher Association (PTA)

The LGs have the authority of devising the education act and regulation as per their need. Most of the LGs have formulated the act and procedures. There is the provision of SMC and PTA. Every school has to form SMC and PTA on the basis of this law. Out of 12 consulted schools, 8 have formed the SMCs and PTAs and 4 are working through SMCs and PTA based on federal education regulation. The SMCs are monitoring the construction of civil works including the safeguard issue to some extent (barricade of construction side, wearing safety tools, residential security of labor, students' safety, discouraging

conflict between labor and students, local people) with the technical support from LG.

Regarding the gender composition, out of 236 members, 154 (65 %) are male and 82 (35 %) are female in the SMCs and PTAs combined. Among them, 76 members are from ethnic/janajati group, 27 from disadvantage group including minorities group (Muslim) and 133 from other groups (Brahaman, Chhetri, Thakuri and Sanyasi). Gender and ethnic composition of SMC and PTA is presented graphically as follows (Detail in Annex 5):

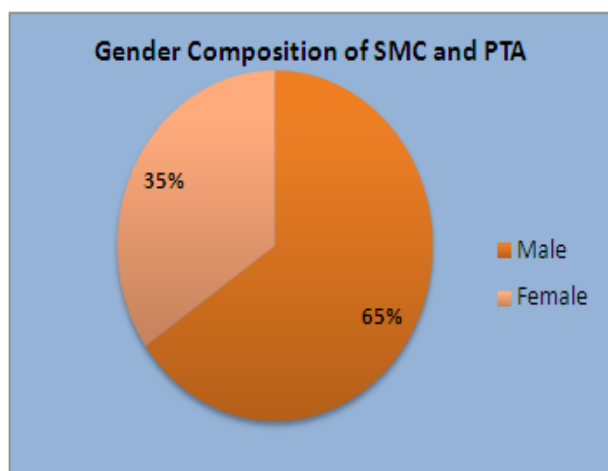


Figure 4: Gender Composition of SMC and PTA

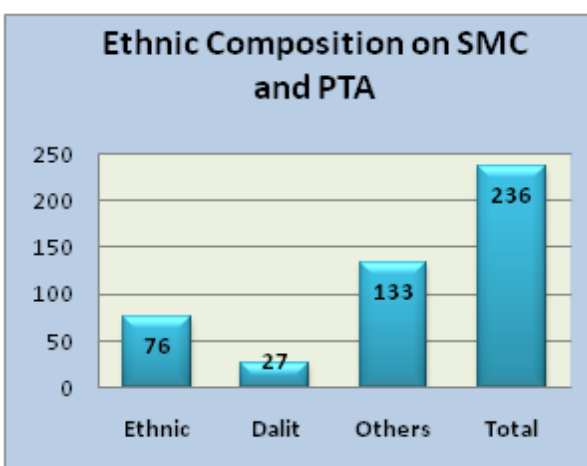


Figure 5: Ethnic Composition on SMC and PTA

E. Inclusion Friendly Infrastructure

To ensure the easy access to education to all children, SSDP adopted the inclusive infrastructure, with emphasis on gender equity and inclusion of children with disabilities. These provisions are clearly mentioned in the PIM (PIM for PGs and LGs) along with budget allocation of about NPR 50 lakh. Most of the schools monitored/consulted are making some improvements in this regard, for example separate toilets for males and females, ramps for classrooms and toilets and easy access to drinking water. Wheel chair is accessible at ground floor. Out of visited/consulted 16 schools, 14 schools have considered inclusion friendly infrastructure (Detail in Annex 5).

F. Community Consultation and Information Disclosure

Community consultation, proper information disclosure and citizen engagement in all activities helps create ownership and promotion of good governance in school education. Different schools applied different methods for this purpose. Some schools formed the facilitation/monitoring/coordination committees with the involvement of parents/community members; they hold regular meetings and take the community view and share the information of school activities (selection of scholarship, distribution of text book, teacher training, procurement of stationery/sports equipment/laboratory equipment and construction of physical infrastructure). All consulted schools celebrate the school annual day and conduct the social audit annually and share the school activities including income and

expense. Following approaches of information dissemination have been used.

- Detailed information through speeches on school day
- Publication of school bulletin and brochure
- Putting the information on Schools' website
- Information through using social media (facebook, viber, messenger etc.)
- Social audit event
- Displaying the information on school notice board
- Organizing zoom meeting

V. School Safety

School safety refers to the process of establishing and maintaining a school that is structurally, physically, cognitively, and emotionally a safe space for students, teachers, and other staff to all stakeholders during times of normal operation as well as during emergencies. This can include procedures for maintaining a structurally sound building, conducting emergency drills, and having an outlet for students and staff to report abuses or concerns. Keeping schools safe allows children to look forward to being in an encouraging environment that promotes social and creative learning. It also covers issues such as harsh climate and seasonal family/ community business that impede school attendance.

School climate, safety and well – being of students are important factors in academic achievement. The learning climate of a school is essential for a school's success in educating its children and preparing them to focus on their study and skills needed for a successful education. Schools that acknowledge the complexity inherent in its climate and takes clear steps toward creating conducive learning environment will inevitably become a safer schools.

When their basic safety needs aren't met, children are at risk, do not feel comfortable at school and may stop showing up, or they may remain on edge throughout the day. Promoting school safety creates an open space for kids to explore, learn and grow. Therefore, a safe learning environment is essential for students of all ages. Without it, they are unable to focus on learning skills needed for a successful education and future.

The vulnerability of a school relates to the poor quality of buildings taking account of structural, non-structural elements and building services. To cope with it students are taught how to prepare for and respond to in the face of emergencies. It is the responsibility of teachers and school management to ensure the safety and well being of students They can take pride in the fact that they are well-versed in safety knowledge and skills. Parents will trust them knowing that they have taught students how to be safe and extensively practiced emergency protocols. Community members will also be proud of the school and have more responsibility to support the school resources (Such as volunteer teachers, financial support, drinking water and sewerage system, land, game equipment, training, counseling, physical support during construction of school building, books, furniture etc.) used to enhance the better and successful learning environment for the students and other stakeholders.

In general school safety means a program of prevention that protects students and staff from substance abuse, violence, bullying, theft, the sale or use of illegal substances, exposure to weapons and threats on school grounds and injury from severe weather, fire, pandemic and natural disasters. Safe schools cover the four key components of comprehensive school safety Framework, Foundation: Enabling Systems and Policies, Pillar 1: Safe Learning Facilities, Pillar 2: School Safety and Educational Continuity Management, and Pillar 3: Risk Reduction and Resilience Education. In order to ensure access for all children to a safe enabling learning environment, comprehensive disaster risk reduction and school safety programs are envisioned in all schools. These programs have improved disaster management and resilience in communities.

In this regard, European Union (EU) has been providing financial assistance to the Ministry of Education, Science and Technology (MoEST) for Retrofitting of School buildings in non-affected districts through Center for Education and Human Resource Development (CEHRD) and local Government (LG). CEHRD is the executing agency and LG and School Management Committee (SMC) are the implementing agency. CEHRD, Center Level Project Implementation Unit (CLPIU) /District Level Project Implementation Unit (DLPIU) (Education) are responsible for facilitating the implementation at the district level providing guidance, monitoring quality and implementation of the overall reconstruction/retrofit of damaged school buildings. CEHRD, CLPIU (Education)/ DLPIU are also responsible for inspecting and supervising school building construction and training and orientation services to masons and LG's technician and SMC's members.

CLPIU building is responsible for establishing housing construction standards, hiring and staffing districts and local bodies with sufficient numbers of engineers, sub-engineers and assistant sub-engineers to conduct building inspections, developing and overseeing the implementation of technical training and providing overall technical inputs to the school building retrofit program. SSDP TA (Technical Assistant) team also assists the CEHRD technical team for supporting in implementation of guidelines and standards, training and report writing related to retrofit/reconstruction of damaged school buildings.

The SSDP has identified two Key Performance Indicators (KPI); (i) number of schools reconstructed, and (ii) number of schools retrofitted to measure the physical targets.

A. School Reconstruction

School reconstruction in earthquake affected districts is supported by different DPs in partnership with the government, including ESRP (Emergency School Reconstruction Project), EEAP (Earthquake Emergency Assistance Project), JFPR (Japanese Fund for Poverty Reduction), USAID, DRRLREAC (Disaster Risk Reduction and Livelihood Restoration for Earthquake Affected Community Project), Government of India, Government of China, DRSSP (Disaster Resilience School Project) and I/NGOs. Emergency funds were channeled through the REDs and utilized for emergency response activities in schools, notably in response to the needs resulting from the floods across many parts of Nepal.

According to the website of Central Level Program Implementation Unit (CLPIU) 7083 schools were reconstructed, 500 are under construction and detail data of construction and reconstruction are as follows;

Table 3: School Reconstruction detail data

	SMC	Contractor	NGO	Total
Construction	5853	444	786	7083
Under construction	157	336	7	500
Total	6010	780	793	7583

B. School Retrofitting

Year 4. DLI 8.3.a; has refer about the further 120 school blocks constructed or retrofitted in non-earthquake affected districts, but significant delays in the achievement on DLI is due to the second wave of COVID – 19 pandemic on Nepal, and other cause is constraint on budget. CEHRD has targeted to complete the retrofitting work of 120 damaged schools building on earthquake non- affected districts, among which 108 schools building were retrofitted. Additionally, retrofitting work were also completed on 33 numbers of blocks of schools of Achham, Bardiya and Surkhet districts under Nepal Safer School Project (NSSP). Similarly for 10 schools, budget has been released from ministry but LG has blocked the account of respective schools. Till now total 148 schools building blocks were retrofitted⁹.

C. Model School

According to Program Implementation Manual 2079/80, 422 Model Schools have is divided into KA, KHA, GA, and GHA section. Where KA is 184 Model Schools selected in year 2075/76 and KHA is 19 Model Schools selected in same year, supported by ADB, GA is 100 Model School selected in year 2075/76, GHA is 100 Model Schools selected in year 2076/77. The GoN has allocated NRs. 30 Lakh for KA and KHA (203 Model Schools), and 50 Lakh for GA and GHA (200 Model Schools).

D. Comprehensive School Safety (CSS)

Under SSDP Comprehensive School Safety Master Plan 2017, Comprehensive School Safety Implementation Guideline 2018, Comprehensive School Safety Minimum Package 2018, Comprehensive School Safety Communication and Dissemination 2018, and Guideline for Disaster Mock Drill at School 2020 were developed and approved, which need to be update as per current scenario. The revision of Comprehensive School Safety Master Plan is also in progress. For revision of CSS Master Plan the stakeholder consultation was conducted on 4th July 2022 where draft of CSS Master Plan was shared. Again MoEST, have conducted a virtual meeting on 13 July 2022 where CSS activities in SESP were shared. There is the provision of DRR and school safety in the SIP.

Further PIM 2079/80 has provided budget on School Disaster Management, Where provinces have to develop or update Emergency plan, identify the physical loss from disaster, provide fund and support of books and materials in affected area, to mitigate and minimize the learning loss from pandemic. Additionally Ministry (Education) of Province shall spend 5 % of the budget provided in capacity building

⁹Achievement Report on DLI 8.4a Reconstruction And Retrofitting 2021

and material development and distribution for Disaster Risk Reduction. Again in all seven Provinces Nepal Education Cluster has been established.

E. Monitoring of School Safety

Best practices

There have been best practices observed during the Monitoring and supervision of retrofitting Works:

1. Some schools have prepared the map which shows the safest area inside the school premises to be safe during earthquake.
2. Local people has quite aware on this COVID-19 pandemic scenario and better practices on wearing Mask, using Sanitizer and frequently hand washing habit.
3. There has been increasing awareness on 'safe school building construction' among LG representative & staff and SMC members. Most of them even know the provisions of building codes.
4. Appointment of field staff with good technical capabilities will have better impact in addressing issues.
5. The trust between CEHRD, CLPIU (education), DLPIU representatives, local Gov. Authorities and SMC members is essential to meet the project objectives.
6. Sharing information with SMC members and construction skilled workers about reconstruction/retrofitting standards, materials, technical guidance, disabled friendly structure and other information.
7. Learning more from suggestions, feedback and standard report format provided by DP's representative.

Lesson Learned

There has been some lesson learned observed during the Monitoring and supervision of retrofitting Works:

1. Lockdown in different parts of the district due to COVID-19 pandemic, the manpower and materials were not available and the remaining retrofitting works at various districts keep on pending.
2. It was observed that some techniques mentioned in Correction and Exception Manuals were difficult as applicable in real time such as grouting and jacketing in rural area due to unavailability of skilled manpower.

3. It is always better to identify the most appropriate and knowledgeable person who can provide relevant information and his availability before actually going to field. This will help to save plenty of time.
4. Good extent of female participation in labour force in building construction industry has been observed.
5. There has been considerable improvement in understanding the technical issues of building construction among the skilled labour. Skilled labour are trained or experienced to some extent.
6. LGs' technicians and CEHRD experts support is important to enable timely transmittal of information, access to project sites, logistical support in setting up site visits, and circulation and cooperation of findings and recommendations of retrofitting process.
7. Identify and analyse factors responsible for deviations against standards and guideline.
8. Children and disable friendly design components are often neglected.
9. Due to financial limitation in construction of building, only allows to build school to fulfill their limited requirements.

VI. Any Outstanding Issues

A. Capacity Strengthening

Virtual Orientation programs on Resource book on Safeguard and School Construction was conducted for 179 participants from 31st August to 2nd September 2021: two days for non-technical (HTs/safeguard focal persons and SMCs) and one day for technical persons of LGs (engineers/sub-engineers). The program covered planning, procurement management, supervision of construction, implementation of environmental and social safeguard and other school safety standards compliance procedures for model schools.

On 2 - 3 January 2022 at Chitwan and 10-11 January 2022 at Nepaljung orientation program were conducted by School Education Standardization Section where safeguard information was also shared. Again Safeguard information was also share on the virtual orientation for 322 model school from 9-15 march 2022.

Under COVID-19 School Sector Response Project, Stakeholder consultation of selected 100 local governments were conducted on 8 Baishak 2078 (21April, 2021).Statistic Collection, Financial governance and safeguard program we conducted on Kavrepalanchowk at 23-24 April 2022, Itahari at 28-29 May 2022, and Nepalgunj at 9-10 June. This program we conducted to disseminate the information of Covid -19 School Sector Response (GPE) documents requirement and provision of budget under GPE Program on Program Implementation Manuel.

Preliminary Stakeholder Engagement Plan Consultation Program was conducted on 21 October 2022 with the participation of 57 individuals from MoEST, CEHRD, EDCU, LG, Schools, Education Cluster and media.

B. Periodic Monitoring

Out of 22 Model Schools, Shree Bishnu Jananjyoti Secondary School, Ramechhap, Annapurna secondary school, Dolpa, and Ek priyarathor ma vi, Bardiya have mentioned low to medium risk. Two of the schools have medium risk and five of schools have low risk of landslide or erosion due to construction. Similarly for adequate about of water availability 18 answer for sufficiency and four answer for scarcity of water, those who answer for scarcity are the Model Schools located on Ramechhap, Dolkha, Dolpa, and Bardiya. However for transmission of disease from workers to the locals three of the schools stated of medium risk and six of stated about low risk of disease transmission. Similarly for different variables mention in the screening checklist, many have stated no impact, hence monitoring need to be conduct for reliability of the given information. Most of the schools doesn't provided PPE adequately, no adequate safety sign and barricades on construction area, no special measure to address noise and air pollution and so on. However most of the school have disable and gender friendly infrastructure, many school have used alternative learning methods on COVID 19, Sanitizer and masks are provide to schools, many have nursing staff in schools. Some schools have prepared the map which shows the safest area inside the school premises to be safe during earthquake.

Head Teacher of every school is selected as Focal person for safeguard and school safety activities. For the effective implementation and monitoring of Safeguard and School safety, CEHRD is working on formation of Help Desk in each LG, and draft of Term of Reference of Help Desk member were prepared.

Zinc sheets are being used by some of the contractors for fencing and barricading around the construction site. The construction sites are barricaded and unauthorized persons including school children are prohibited from entering 'under-construction' areas. Group insurance has been provided for workers. Few Schools have provided Personal Protective Equipment (PPE) but first aid boxes are available in all Schools.

Housekeeping of the construction materials is another main issue needing improvement. The main constrain of the housekeeping is the lack of adequate space in some sites. School teachers/SMCs have been taking care for improving the housekeeping practices. On most of the Schools the construction work was done on day time and green nets were not used so there was risk of noise pollution and air pollution. SMCs are monitoring the construction of civil works including the safeguard issue to some extent (barricade of construction side, wearing safety tools, residential security of labor, students' safety, discouraging conflict between labor and students, local people) with the technical support from LG. Separate toilets for males and females, ramps for classrooms and toilets and easy access to drinking water are adopted as the inclusive infrastructure in most of the schools. Schools celebrate the school annual day and conduct the social audit annually and share the school activities including income and expense. School website, brochures, social media are the mean of information dissemination on School.

C. Budget Allocation

Under SSDP period, SSDP TA has allocated limited budget at central level for publication and for the orientation program.

VII. Conclusion

Environment Management Framework and Social Management Framework were developed to address environment and social issues which may occur under the intervention of SSDP construction activities. Under SESP with the change scenario CEHRD has planned to consolidate and prepare Environment and Social Management Framework. Resource book on Safeguard and School Construction Procedure were developed to guide for implementation of the safeguard activities at the school level. Stakeholder consultation and orientation program were conducted for dissemination of the program mostly in the model schools. Safeguard provision was mainly focused on Model Schools because it has huge construction activities and is distributed in different region of Nepal and many other schools can learn from Model Schools. However CEHRD has issued the directive to fill Screening Checklist is clearly provided in PIM. Although the specific program beside Model has not been designed yet, again the change on government institutional system that is government divided into three tiers also becomes a challenge for channelized the implementation, monitoring and reporting of Safeguard.

Comprehensive School Safety Master Plan is in the process of revision. Further, for effective implementation of environment and social safeguard and safety of school, CEHRD is planning to strengthen the LG by introducing the help desk and forming the committee within and conducting capacity building programs to LGs, School's Head Teachers and School Management Committees.

Annex 1: List of Person Consulted During Field Visit

SN	Name of schools	Province	District	Address/ Location	School visited/ consulted date	Name of consulted person
1	Tinglingtar Secondary School	Bagmati	Katmandu	Tokha Municipality-7, Kathmandu	29-Sep-21	Saroj Kumar Pandey
						Kedar Raj Regmi
						Dhruba Aryal
						Bhim Bharati
						Kalpana Bhatta
						Ashutosh Dhungana
2	Kitini Secondary School	Bagmati	Lalitpur	Godabari Municipality-3, Lalitpur	29-Sep-21	Sharoj Kumar KC
						Janardan Acharya
						Dinesh Thapa
						Charu Kharel
3	Padma Secondary School	Bagmati	Bhaktapur	Bhaktapur Municipality-3, Bhaktapur	30-Sep-21	Ram Hada
						Deepak Mul
						Sujit Salike
						Bikash Papaju
4	Biswa Niketan	Bagmati	Katmandu	Kathmandu Metropol-13, Kathmandu	30-Sep-21	Heramba Raj Kadel
						Kedar Prasad Dahal
						Prakash Regmi
						Kiran Shrestha
5	Kankali Secondary School	Bagmati	Katmandu	Chandagiry Municipality-13	1-Oct-21	Bishnu Prasad Paneru

						Shambhu Gautam
						VaskarPaneru
						Madan Paudel
						Shree Krishna Dubadi
6	Mangal Secondary School	Bagmati	Katmandu	Kirtipur Municipality-10	1-Oct-21	Lok Lal Maharjan
						Mahalaxmi Ranjitkar
						Siddhi Bahadur Maharjan
						Biju Neupane
7	Durgalaxmi SS	Sudur Pachim	Kailali	Godawari Municipality-02, Attariya	27 Dec-21	Shivaraj Joshi
8	Dhangadhi Namuna Pravidhik SS	Sudur Pachim	Kailali	Navdurga, Ward- 08	29 Dec021	Laxman Dutta Bhatta
9	Shree Yagyavalkya Sanskrit SS	Madesh	Dhanusa	Janakpurdham- 8, Gyankoop	26 Jun -22	Sanjay Kumar Jha
10	Shree Gogal Prasad Secondary School	Madesh	Dhanusa	Janakpurdham- 24, Bashiya	27 Jun- 22	Mahabir Das
11	Amar Kalyan Secondary School	Province-1	Ilam	Mai Jogmai-1	19-Oct-21	Dhan Bahadur Bhandari
12	Chandra Secondary School	Province-2	Saptari	Bode Barsain NP-5	19-Oct-21	Gauri Sankar Chaudhari
13	Paropakar Adarsha SS	Gandaki	Gorkha	Siranchok GP-8	19-Oct-21	Hari Prasad Dhakal
14	Tribhuvan SS	Lumbini	Banke	Kohalpur NP-10	19-Oct-21	Devka Basnet Thapa
15	Jana Secondary School	Karnali	Surkhet	Birendranagar NP-6	19-Oct-21	Yam Bahadur Shrestha
16	Mallika Secondary School	Far Western	Bajura	Badimallika NP-8	19-Oct-21	ShubhrajPadhyay

Annex 2: Summary of Findings from Safeguard Screening Report

SN	School Name	Address	Findings from Screening Report	Remarks
1	Singha Devi Secondary School, Amchoklam	Phakphukthum Rural Municipality, Ilam	No environmentally and socially sensitive area, Adequate water available, Land owned by School	
2	Shree Bishnu Jananjyoti Secondary School	Khandadevi Rural municipality, Ramechhap	No environmentally and socially sensitive area, Sometime Water logging problem during rainy season, Possibility of landslide or erosion, Near the Transmission Lines, Cause risks to the locals due to physical, chemical, biological, and radiological hazards , medium impact	
3	Adarsha Secondary School	Ramdhuri municipality, Sunsari	Not in environmentally and socially sensitive area , Frequently hit by natural disasters	
4	Bhagawati Dinanath Secondary School	Khatehang Rural Municipality, Khotang	No erosion and landslide, Adequate amount water available	
5	Shree Changu Narayan Higher Secondary school	Changunarayan Municipality, Bhaktapur	Not in environmentally and socially sensitive area. Adequate water available, Land owned by School	
6	Durga Secondary School	Sailung Rural Municipality, Dolakha	Near river bank, medium impact Protected Area, low impact	
			NA impact in Underground utilities	
			Soil, stone, sand etc. quarrying area, low impact	
			Possibility of landslide or erosion due to construction, low impact	
			Soil that easily moves with flow of water found in site, low impact	
			Cause short term and long-term impact on surface and ground drinking water quality, low impact	
			Noise and Air pollution, low impact	
			Cause risks to the locals due to construction of school building, low impact	
7	shreekamalaamadanaAs hrit Secondary School	Kamal rural municipality, Jhapa	Near landslide and erosion, low impact	
			Water logging area, low impact	
			Underground utilities, low impact	
			Near river bank, medium impact	
			Cause transmission of disease from workers to the locals, low impact	
8	Madi secondary school	Madi municipality, Chitwan	Water logging area, low impact	
			Adequate amount of water available	
			Soil, stone, sand etc. quarrying area, low impact	

			Contamination in the soil, air and water by the waste disposal, low impact	
			Noise and Air pollution, low impact	
			Frequently hit by natural disasters	
9	Tharpu Secondary School	Yangwarak, rural municipalityPanchthar	Near landslide and erosion, low impact	
			Water logging area, low impact	
			Underground utilities, low impact	
			Near the Transmission Lines, low impact	
			Soil that easily moves with flow of water found in site, low impact	
			Cause risks to the locals due to physical, chemical, biological hazards, low impact	
10	Janajyoti Secondary School	Bhimad municipality Tanahun	Not in environmentally and socially sensitive area	
			Adequate amount of water available	
11	Janasewa Secondary School	Kanepokhari Rural Municipality, Morang	Not in environmentally and socially sensitive area	
			Adequate amount of water available	
			Contamination in the soil, air and water by the waste disposal, low impact	
			Frequently hit by natural disasters	
12	Shree Janta Model Technical School Sonwarsha	Navrajpur Rural Municipality Siraha	Not in environmentally and socially sensitive area	
			Adequate amount of water available	
			Frequently hit by natural disasters	
14	Kalika Ne Ra Secondary School	Malarani Rural Municipality, Arghakhanchi	Not in environmentally and socially sensitive area	
			Soil that easily moves with flow of water found in site , low impact	
			Adequate amount of water available	
			Frequently hit by natural disasters	
15	Malika secondary school	Malika Rural municipality, Gulmi	Soil, stone, sand etc. quarrying area, low impact Near river bank, medium impact Near the Transmission Lines, low impact Inside or near Cultural Heritage Site, low impact school infrastructure cause encroachment on sensitive area, high impact Possibility of landslide or erosion due to construction, low impact Soil that easily moves with flow of water found in site, low impact short term and long-term impact on surface and ground drinking water quality, low impact Release of hazardous materials or chemicals(e.g. bitumen, cement paint, explosive fuels, lubricants and so on) from construction materials, low impact	

			Noise and Air pollution, low impact Cause risks to the locals due to physical, chemical, biological, and radiological hazards, impact low Cause transmission of disease from workers to the locals, medium impact Frequently hit by natural disasters	
16	Shree kulmastjan secondary school	Masta Rural Municipality, Bajhang	Inside or near Cultural Heritage Site, low impact	
			Possibility of landslide or erosion due to construction, low impact	
			Cause transmission of disease from workers to the locals, low impact	
			Frequently hit by natural disasters	
17	Buddha Secondary School	MugumKarmarong Rural municipality	Not in environmentally and socially sensitive area	
			Adequate amount of water available	
			Frequently hit by natural disasters	
18	Balkalyan Secondary School	Ajayameru, Puilek, Dadeldhura	Soil, stone, sand etc. quarrying area, medium impact	
			Possibility of landslide or erosion due to construction, low impact	
			Hamper any rare, threatened or endangered species found nearby and Removal of large number of trees, low impact	
			Noise and Air pollution, low impact	
			Frequently hit by natural disasters	
19	Shree Prasad singh Secondary School	Aurahi Municipality Mahotarri	school infrastructure cause encroachment on sensitive area, low impact Contamination in the soil, air and water by the waste disposal, low impact Noise and Air pollution, low impact Cause risks to the locals due to physical, chemical, biological, and radiological hazards, low impact Cause transmission of disease from workers to the locals, low impact Possibility of negative impact on poor, women and children, low impact Frequently hit by natural disasters	
20	Kamala Madan Ashrit Smriti Secondary School	Kamal Rural Municipality, Jhapa	Near river bank, medium impact Noise and Air pollution, low impact Cause risks to the locals due to physical, chemical, biological, and radiological hazards, low impact Cause transmission of disease from workers to the locals, low impact Frequently hit by natural disasters	

Annex 3: Environmental Safeguard Compliance Monitoring Status

SN	Name of School	Province	District	Local Level Name	Environmental Safeguard Indicator									Remarks
					Labor camp management	Safety tools	Barricade on construction side	Drainage management	Removal of trees and plantation	Air and noise pollution	Storage of construction material	Spoil management	Placing of safety sign	
1	Kitini Secondary School	Bagmati	Lalitpur	Godabari Municipality-3	Major construction of building is completed minor work like fencing of land is ongoing, washing facilities, face mask, hand sanitizer waste management bins are available									
2	Biswa Niketan SS	Bagmati	Kathmandu	Kathmandu Metropolitan -13	Use school building spaces	Provide	Yes	Yes	Not applicable	Within control as per visual inspection	Properly managed, Barricade on construction side	Excess material is transported by dump truck	Information board placed	
3	Tingling tar SS	Bagmati	Kathmandu	Tokha-7	Hire private house	Done PCR test	barricade need to do properly	yes	Not applicable	Within control as per visual inspection	need to properly managed	properly managed	Not adequate	During field visit suggested to Assistant Engineer of Construction Company to place information board and safety sign at construction sites, provide additional PPEs, barricade

															ation of construction area and properly management of construction material
4	Padam Secondary School	Bagmati	Bhaktapur	Bhktapur Municipality-3	Major construction of building (retrofitting) with play ground, parking area, entry gate, is completed minor work like fencing of land is ongoing, Washing facilities, face mask, hand sanitizer, waste management bin, are available										
5	Kankali Secondary School	Bagmati	Kathmandu	Chandragiri-13	use school building spaces	Used, Washing facilities, face mask, hand sanitizer are available	NA	Yes	Not applicable	Within control as per visual inspection	properly managed	Reuse the excavate materials for filling purpose	Place		
6	Mangal Secondary School	Bagmati	Katmandu	Kirtipur Municipality-10	use school building spaces	Provide, but not adequate	NA	yes	Not applicable	Within control as per visual inspection	not properly managed	properly managed	Not adequate	During field visit suggest to principal and focal person from school and supervisor to place safety sign and PPEs	
7	Amar Kalyan Secondary	Province-1	Ilam	Mai Jogmai-1	NA, labor are local	Partially used	barricade need to do properly	yes	10 trees was removed and planted	no issue	Properly managed	Reuse the excavate materials	Not adequate	During conversation suggest to HT for properly	

	School								on did as required					implementation of safeguard issue
8	Chandra Secondary School	Province-2	Saptari	Bode Barsain Municipality-5	use school building spaces	Partially used	Construction area is in isolated area	need provision of water management	Not applicable	NA	construction area is in isolated area	Properly managed	NA	During conversation suggest to HT for proper implementation of safeguard issue
9	Paropakar Adarsha SS	Gandaki	Gorkha	Siranchok GP-8	NA, labor are local	Provide, but not adequate	barricade need to do properly	yes	Not applicable	no issue	Properly managed	properly managed	Not adequate	During conversation suggest to HT for proper implementation of safeguard issue
10	Tribhuvan SS	Lumbini	Banke	Kohalpur NP-10	NA, labor are local	Provide	Barricade need to do properly	need provision of water management	About 20 trees of different species were removed and plantation did as required	no specific measures applied	construction area is in isolated area	properly managed	NA	
11	Jana Secondary School	Karnali	Surkhet	Birendranagar NP-6	no labor camp labor managing accommodation	Provide, but not adequate	barricade need to do properly	Yes	not applicable	no specific measures applied	Properly managed	properly managed	Not adequate	During conversation suggest to HT for proper implementation

					personally										ation of safeguard issue
12	Mallik a Secondary School	Far Western	Bajura	Badimallik a NP-8	NA, labor are local	Provide, but not adequate	barricatio n need to do properly	Yes	not applica ble	no specific measur es applied	Properly managed	properly managed	Not adequat e	During conversati on suggest to HT for properly implement ation of safeguard issue	
13	Durgalax mi SS	Far Western	Kailali	Godawari Municipality-02, Attariya	NA	NA	NA	NA	NA	no specific measur es applied	Not properly managed	Need more considerat ion	Not adequat e	During conversati on suggest to HT for properly implement ation of safeguard issue	
14	Dhangad hi Namuna Pravidhi k SS	Far Western	Kailali	Navdurga, Ward- 08	NA	NA	NA	NA	NA	no specific measur es applied	Properly managed	properly managed	Not adequat e	During conversati on suggest to HT for properly implement ation of safeguard issue	
15	Shree Yagyaval kya Sanskrit SS	Madea sh	Dhausa	Janakpurdha m- 8, Gyankoop	NA	NA	NA	seen	NA	no specific measur es applied	Not mange properly	properly managed	Not adequat e	During conversati on suggest to HT for properly implement ation of safeguard issue	

16	Shree Gogal Prasad Secondary School	Madesh	Dhanusa	Janakpurdhama- 24, Bashiya	NA	NA	NA	NA	NA		Propely managed	properly managed	Not adequate	During conversati on suggest to HT for properly implementation of safeguard issue
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Annex 4: Social Safeguard Compliance Monitoring Status

S N	Name of School	Province	District	Local Level Name	Safeguard indicator and compliance status									
					SMC* as of new provision	Presence of PTA**	Nomination of SFP***	Operation of GRM***	Ownership of Land	Disability friendly structure	Gender friendly structure	Provision of drinking water	Information on disclosure	Community Consultation
1	Kitini Secondary School-	Bagmati	Lalitpur	Godabari Municipality -3	Yes	Yes	No	Yes	Own land	yes	yes	yes	through parent meeting, web site, parents can ask queries to HT	occasionally
2	Biswa Niketan SS	Bagmati	Kathmandu	Kathmandu Metro -13	Yes	Yes	Nominated	Yes	Own land	yes	yes	yes	through parent meeting, web site, personal, publicing brochure	Regularly
3	Tinglingtar SS	Bagmati	Kathmandu	Tokha-7	Yes	Yes	No	Yes	Using right given by Municipality	yes	yes	yes	through parent meeting, web site, personal, publicing brochure	Regularly

4	Padam SS	Bagmati	Bhaktapur	Bhaktapur Municipality-3	as federal regulation	Yes	No	Yes	Own land	yes	yes	yes	through parent meeting, parents can ask queries to HT	Regularly
5	Kankali Secondary School	Bagmati	Kathmandu	Chandragiri-13	Yes	Yes	Nominated	nominated focal person	Own land	yes	yes	yes	through parent meeting, web site, personal, publicing brochure	Regularly
6	Mangal Secondary School	Bagmati	Katmandu	Kirtipur Municipality-10	Yes	Yes	Nominated	yes	Own land	No	no	yes	through parent meeting, parents can ask queries to HT	occasionally
7	Amar Kalyan Secondary School	Province -1	Ilam	Mai Jogmai-1	as federal regulation	Yes	No	Yes	Own land	Yes	yes	yes	through parent meeting, parents can ask queries to HT	Regularly
8	Chandra Secondary School	Province -2	Saptari	Bode Barsain NP-5	as federal regulation	Yes	No	Yes	Own land	Yes	yes	yes	through parent meeting, parents can ask queries to HT	occasionally
9	Paropakar Adarsha SS	Gandaki	Gorkha	Siranchok GP-8	as federal regulation	Yes	No	Yes	Own land	Yes	yes	yes	through parent meeting, parents can ask queries to HT	occasionally

10	Tribhuvan SS	Lumbini	Banke	Kohalpur NP-10	as federal regulation	Yes	No	Yes	Own land	Yes	yes	no sufficient	through parent meeting, parents can ask queries to HT	occasionally
11	Jana Secondary School	Karnali	Surkhet	Birendranagar NP-6	as federal regulation	Yes	No	Yes	Own land	Yes	yes	yes	through parent meeting, parents can ask queries to HT	occasionally
12	Mallika Secondary School	Far Western	Bajura	Badimallika NP-8	as federal regulation	Yes	No	Yes	Own land	Yes	yes	yes	through parent meeting, parents can ask queries to HT	occasionally
13	Durgalaxmi SS	Far Western	Kailali	Godawari Municipality-02, Attariya	as federal regulation	Yes	No	Yes	Own land	No	Yes	Yes	parent meeting, parents can ask queries to HT	Occasionally
14	Dhangadhi Namuna Pravidhik SS	Far Western	Kailali	Navdurga, Ward- 08	as federal regulation	Yes	No	Yes	Own land	No	Yes	Yes	parent meeting, parents can ask queries to HT	Occasionally
15	Shree Yagyavalkya Sanskrit SS	Madeas h	Dhausa	Janakpurdham- 8, Gyankoop	as federal regulation	Yes	No	Yes	Own land	Yes	Yes	Yes	parent meeting, parents can ask queries to HT	Occasionally

16	Shree Gogal Prasad Secondary School	Madesh	Dhanusa	Janakpurdham- 24, Bashiya	as federal regulation	Yes	No	Yes	Own land	Yes	Yes	Yes	parent meeting, parents can ask queries to HT	occasionally
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SMC- School Management Committee, **PTA-**Parents Teacher Association, **SFP-**Safeguard Focal Person, **GRM-**Grievance Redress Mechanism

Annex 5: Gender and Ethnic Composition of School Management Committee (SMC) and Parents Teacher Association (PTA) of Consulted School

SN	Name of School	Province	District	Local Level	Eco- belt	Type	Male	Female	Total	Ethnic/ Janajati	Dalit	Others
1	Biswa Niketan SS	Bagmati	Kathmandu	Kathmandu Metro - 11	Hill	SMC	8	4	12	5		7
						PTA	5	6	11	2	2	7
2	Tinglingtar SS	Bagmati	Kathmandu	Tokha-7	Hill	SMC	6	3	9	1	1	7
						PTA	8	3	11	3	1	7
3	Padam SS	Bagmati	Bhaktapur	Bhaktapur Municipality-3	Hill	SMC	5	4	9	1		8
						PTA	5	3	8	5		3
4	Kitini SS	Province-2	Lalitpur	Godabari Municipality-3	Hill	SMC	5	4	9	2	2	5
						PTA	7	4	11	3	2	6
5	Kankali Secondary School	Bagmati	Kathmandu	Chandragiri-13	Hill	SMC	10	3	13	2	1	10
						PTA	4	3	7	1		6
6	Mangal SS	Gandaki	Kathmandu	Kirtipur municipality-10	Hill	SMC	6	4	10	6	1	3
						PTA	7	4	11	6	1	4
7	Amar Kalyan Secondary School	Province-1	Ilam	Mai Jogmai-1	Hill	SMC	7	2	9	7	1	1
						PTA	7	4	11	7	1	3
8	Chandra Secondary School	Province-2	Saptari	Bode Barsain NP-5	Terai	SMC	6	3	9	4	1	4
						PTA	8	3	11	5	2	4
9	Paropakar Adarsha SS	Gandaki	Gorkha	Siranchok GP-8	Hill	SMC	6	3	9	4	1	5
						PTA	7	4	11	5	1	5

10	Tribhuvan SS	Lumbini	Banke	Kohalpur NP-10	Terai	SMC	6	3	9	3	1	5
						PTA	8	3	11	2	1	8
11	Jana Secondary School	Karnali	Surkhet	Birendranagar NP-6	Inner-Terai	SMC	5	4	9	1	2	6
						PTA	5	2	7	1	1	4
12	Mallika Secondary School	Far Western	Bajura	Badimallika NP-8	Mountain	SMC	5	4	9		2	7
						PTA	8	2	10		2	8

Annex 6: Safeguard Related Photographs



Figure 1: Meeting with HT, SMC and PTA Shree Gopal Prasad Secondary School



Figure 2: Meeting with HT, SMC and PTA Shree Yagyavalkya Sanskrit Secondary School



Figure 3: Waste Management Practice at Kitini Secondary School



Figure 4: Mid-day meal distribution at Tinglingtar Secondary School

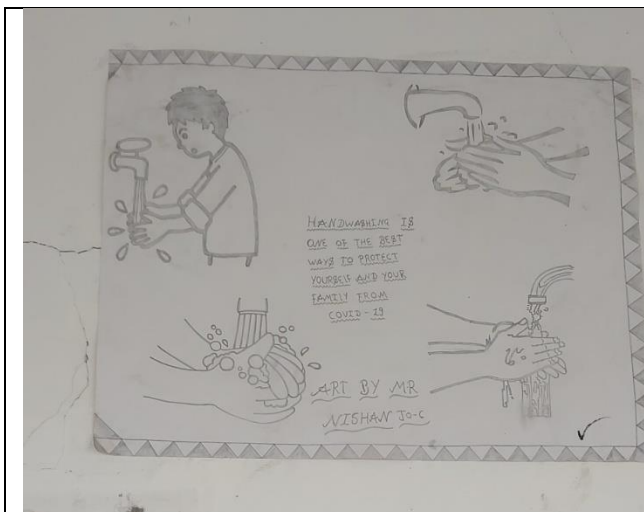


Figure 5: Hand washing message on Dhangadi Namuna S.School



Figure 6: PPEs used by worker in Viswa Niketan Secondary School



Figure 7: Completed Retrofitting in 8 roomed block of Nepal Rastriya Secondary School, Surkhet (DFID/NSSP)



Figure 8: Retrofit completed 4 roomed block of Tribhuvan Secondary School, Madhuwan Bardiya. NSSP provided technical support for construction supervision with the funding from Nepal Government (DFID/NSSP)