

**ENVIRONMENTAL, SOCIAL SAFEGUARD AND SCHOOL SAFETY  
COMPLIANCE REPORT**

**OF**

**School Education Sector Plan (SESP)**

**Government of Nepal**

**Ministry of Education Science and Technology**

**Center for Education and Human Resource Development**

**Sanothimi, Bhaktapur**

**November 2022**

## Abbreviations

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

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

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## **I. Introduction**

Considering the substantial changes in context after SDG targets and institutional set up the sector as a result of the federal transition, it was deemed necessary to develop a new education sector plan to succeed the five year SSDP programme. Hence the new plan, the School Education Sector Plan (SESP) was developed to give continuity to the strengthening of equity, quality and efficiency in the sector, to ensure relevance of programmes and reforms, and to integrate new strategies and programmes to respond to the priorities and issues of the emerged context. Another imperative for the SESP is the need to facilitate an inclusive recovery of the education system from the impact of COVID 19 pandemic, especially on the disruptions caused to children and adolescent's learning, along with ensuring the system has the ability to adapt to shocks and disruptions caused by natural disasters, epidemics and crises in the future and is able to ensure learning continuity<sup>1</sup>.

This plan has been formulated under the leadership of the Government of Nepal, Ministry of Education, Science and Technology (MoEST), supported by nine Joint Financing Partners (JFPs<sup>2</sup>) and several other Development Partners (DPs) using a Sector Wide Approach (SWAp). 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 SESP.

SESP's core document has made an obligatory provision to make school education resilient to various epidemics, natural calamities and other emergency and crisis situations and similarly school free from fear, discrimination and abuse. Therefore, SESP 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 SESP intervention areas to date.

## **II. Institutional Arrangement for Safeguard Implementation**

At the federal level, as an executing agency MoEST is responsible for education administration and management, whereas as an implementing agency the Centre for Education and Human Resource Development (CEHRD) are the main central level agency under MoEST. Similarly, Education and Development Coordination Unit (EDCU) is also an implementation agency at District Level. Likewise at province level, there is a Education Development Directorates and at Local level, Education Division is the responsible agencies implementing of planned program designed by central level. In case of the construction work, the Infrastructure Development and Environment Development Sections (IDEDS) of LGs are responsible for the implementation of the construction work and for the social issues there is Social Section. According to the Disaster Risk Reduction Act and Regulation 2074, and Disaster Risk

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<sup>1</sup> Education Sector Plan, 2022–2030

<sup>2</sup> 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.

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.

CEHRD has appointed a dedicated Safeguard focal person under the School Standardization Section, and Gender and Inclusion focal person under Gender and 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) for the provincial and local governments. This manual is a directive of planned programs with the respected budget allocated for implementation. 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 safeguard focal persons (including head teachers (HTs)) have supported the safeguard activities.

### **III. Compliance Status on Environmental and Social Safeguard**

#### **A. Environmental Management Framework and Social Management Framework**

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 Safeguard Resource Book

With the support of the SSDP-TA, CEHRD has developed a Safeguard Resource Book (Nepali version), which was shared with CEHRD officials including Director General and Deputy Director General on 4<sup>th</sup> 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.

#### **B. Incorporation of Safeguard Provision in Upcoming Detailed Design**

With the inclusion of safeguard components the bidding document of Master Plan of model schools selected in fiscal year 2075/76 has been revised. However, for the model schools selected in fiscal year 2076/77, the responsibility for detailed design/Master Plan development activity has been given to respective model schools, with the technical guidance of LG. CEHRD has provided capacity development training to HTs/SMCs and LG technical persons to incorporate safeguard provision for implementation.



### **C. 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, implementation of environmental and social safeguard and other school safety standards compliance procedures 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, environmental and social safeguard, 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.

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

### **D. COVID-19 Related Activities**

The SSDP Covid-19 Response Plan is 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 will focus on providing education to the children through technically viable alternative teaching-learning options. The support activities will include 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. The budget for implementation of activities of Covid-19 School Sector Response Project for selected LGs and respective community schools is allocated in the PIM (PIM for provincial 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).

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 Manual.

## **E. School Sector Transformation Program**

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.

## **IV. Compliance Status on Other Safeguard related activities**

### **A. Community School Mid-Day Meal Standard and Program Facilitation Book, 2076**

According to the Program Implementation Manual 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.

## B. Scholarship Management Guidelines, 2074

Scholarship Management Guidelines 2074" monitors the distribution of scholarship to the vulnerable/indigenous children. According to the guideline, School Level Scholarship Management Committee (SLSMC) will coordinate with the organization or the donor who provide scholarships to students to facilitate the scholarship process, and manage the recording mechanism (per sub clause 7.3.2 of this guideline, SMC manage the record of receiving application for scholarship, evaluation of applicant based on agreed criteria, selection of appropriate student, distribution and monitoring of scholarship program). Scholarship helps retention of students (indigenous and marginalized students including girls) in schools. It also helps to increase enrollment rate of target group students.

Province and local Level are responsible for the selection and distribution of all type of scholarship such as residential and non residential scholarship, and scholarship for disable. However, PIM for Province and LG prepared by CEHRD direct the program and the budget for the intervention of Scholarship. CEHRD still owning Por-Poor Targeted Scholarship (PPTS), government scholarship scheme for the students who are from community schools and are studying on 9, 10 and 11/12 classes. Pro-science scholarship (PSS) scheme is given emphasis in PPTS that include targeted interventions for increasing girls' participation in science subjects in grades 11 and 12. However from the fiscal year 2078, student selection and budget allocation for PPTS will be done by CEHRD, whereas verifying and budget distribution to the respected student will be done by LG.

The update of Por- Poor Targeted Scholarship for the academic year 2077 is given in the table below:

SN	Class	Number of Student receive scholarship	Amount
1	9 and 10	7643	45858000
2	11 and 12	9088	337116000
	Total		77,707800

## C. Grievance Redress Mechanism

On the change scenario of institutional arrangement the Grievance Redress Procedure is revised on 2077. 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.

## V. Environmental and Social Safeguard Compliance Monitoring

Like SSDP, SESP aims to facilitate an inclusive recovery of the education system from the impact of COVID 19 pandemic, along with ensuring the system has the ability to adapt to shocks and disruptions caused by natural disasters ,epidemic and crisis and able to ensure learning continuity. Following the SESP, the government of Nepal with the financial assistance of multiple donors has planned to construct/ retrofit several schools of Nepal with Specific safeguard considerations.

According to PIM 2079/80 activity number 11.1.2.445, while implementing the approved activities, each local shall ensure that schools are earthquake –resistant, disability –friendly, child –friendly, promote gender equity and are environmentally sound as stipulated in the Nepal National Building Code, 2060. While executing the school physical improvement works environmental and social aspects have to be taken into account in line with the safeguard framework, there is mandatory provision to fill the screening checklist included in annex 10 of PIM.

For compliance monitoring, the periodic monitoring has to be conducted. From 26 to 28 June 2022 physically safeguard monitoring was conducted in Model Schools of Madesh province Shree Gogal Prasad Secondary School and Shree Yagyavalkya Sanskrit Secondary School. Similarly on Sudur Pachim Province two Model Schools Dhangadi Namauna Secondary School and Durga Laxmi Secondary School were monitored from 26 to 29 December 2021. Additionally 6 schools of Kathmandu valley (Kitini Secondary School-Godabari, Lalitpur; Padma Secondary School, Bhaktapur; Biswa Niketan Secondary School, Kathmandu; Kankali Secondary School, Kathmandu; Tinglingtar Secondary School, Kathmandu and Mangal Secondary School, Kathmandu) were monitored from 29 September 2021 to 1st October 2021. Further telephone consultation of 6 schools with HTs /SMC personnel were also carried out covering all provinces of Nepal. The findings are presented in Annex 1. Instruction on further improvement on safeguard was provided to school focal persons and the construction team.

Summary of observation/consultation of 16 schools

- Safety tools such as PPE not provided adequately
- Safety sign not provided adequately
- Construction Barricades are not in use
- Drainage management problem during heavy rain (more problem in Terai region)
- 16 schools have own land (Tinglingtar secondary school has got the right of utilization from LG)
- Only two schools (Amar Kalyan and Tribhuvan) removed the tree for building construction, they also planted required tree
- No separate labor camp; labor are either local or school provided the space for accommodation to labor
- No special measures applied for air pollution
- School infrastructure are mostly disable and gender friendly
- Student increased after the selection as model school
- Improvement of Schools result after the selection as model schools and improvement of schools infrastructure and other necessary educational support; construction of lab, library, ICT lab,

providing laptop/ computer ( Student of Biswa Niketan SS has topped the IOM entrance exam held this academic year by Medicine Commission of Nepal)

- Most of the SMC formed/in operation based on Federal Education Rule

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

- Most of the School use alternative learning methods on COVID 19 (Online class, class as shift basis and maintaining social distancing during teaching)
- All schools have managed the addition room for quarantine
- Schools using/placing poster and COVID-19 awareness materials.
- All schools have provides 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

#### **A. 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.

#### **B. 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. As per the bar diagrams presented above, 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.

### **C. 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.

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 would be required on the adequacy of 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.

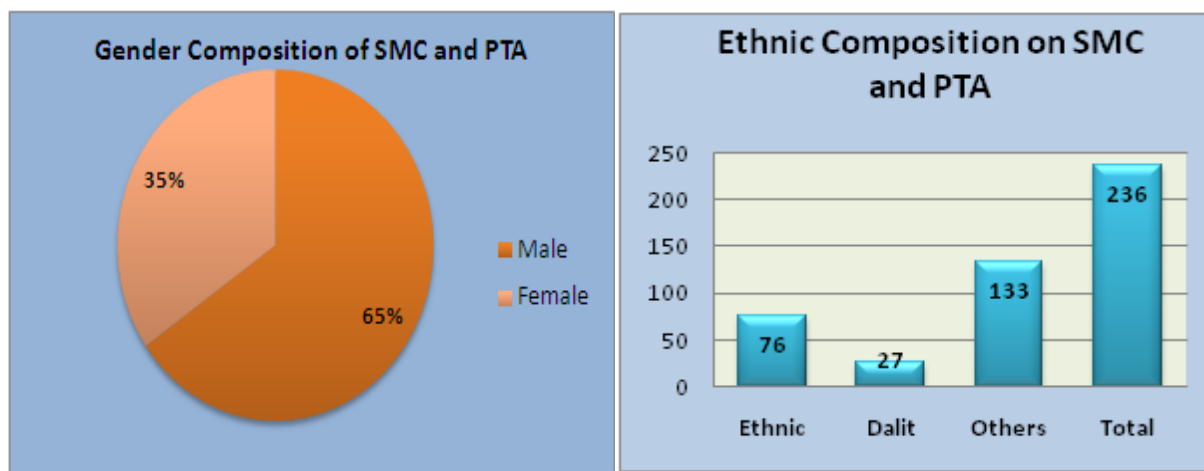
Housekeeping of the construction materials is another main issue needing improvement. The main constrain of the housekeeping is the lack of adequate space in some sites. There were significant number of partially used cement bags from the time when concreting of slabs and columns was taking place at 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. 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

### **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):



#### 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 website
- Information through using social media (facebook, viber, messenger etc.)
- Social audit event
- Displaying the information on school notice board
- Organizing zoom meeting

## **VI. 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 all three pillars of the comprehensive school safety framework: (i) safe infrastructure, (ii) strengthened disaster risk management and (iii) strengthened resilience in communities and among stakeholders. 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;

	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 retrofitted. Lists of schools and number of block retrofitted on the fiscal year 2076/2077 were given in Annex 6<sup>3</sup>.

## **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. 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. Again with the objective to identify the Stakeholders of School Disaster Risk Management and School Safety, determine the activities done and doing by Stakeholders on School

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<sup>3</sup> Achievement Report on DLI 8.4a Reconstruction And Retrofitting 2021

Disaster Risk Management and School Safety a Resource Mapping Workshop was conducted 13 October 2022.

For the implementation of School Disaster Risk Reduction and Management and School Safety program (Activities number 2.7.13.701 ) the expert Mr. Narayan Marasini, Deputy Executive Director of National Society Earthquake Technology Nepal was appointed. Further draft of Concept paper of Risk Reduction and Management and School Safety program were prepared.

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 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.

## **VII. Any Outstanding Issues**

### **A. Capacity Strengthening**

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). 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**

For compliance monitoring, the periodic monitoring has to be conducted. The physically safeguard monitoring was conducted in additional 2 schools of Madesh province Shree Gogal Prasad Secondary School and Shree Yagyavalkya Sanskrit Secondary School from 26 to 28 June 2022. Similarly physically safeguard monitoring was conducted in 6 schools of Kathmandu valley (Kitini Secondary School-Godabari, Lalitpur; Padma Secondary School, Bhaktapur; Biswa Niketan Secondary School, Kathmandu; Kankali Secondary School, Kathmandu; Tinglingtar Secondary School, Kathmandu and Mangal Secondary School, Kathmandu) from 29 September 2021 to 1st October 2021. Further telephone consultation of 6 schools with HTs /SMC personnel were also carried out covering all provinces of Nepal.

## **C. Budget Allocation**

Under Activities number 2.7.13.701, on title "School Disaster Risk Reduction and Management and School Safety program" CEHRD has allocate 10 Lakh for the fiscal year 2079/80 for the implementation of safeguard and safety on the school.

## **VIII. Conclusion**

Compliance of Environment and Social Safeguarding in every phase of Construction helps to identify and try to avoid, mitigate and minimize adverse environmental and social impacts that may arise in the implementation of development projects. Environmental and social safeguarding also have a pro-active dimension to try to increase chances that development projects deliver better outcomes for people and the environment. Whereas School Safety measures are to make schools and students resilient to other types of natural disaster and to the impacts of climate change and to the non- natural hazards that frequently disrupt schooling in Nepal. Both safeguard and safety delivers to make school better place and increase the learning outcomes.

Like SSDP, SESP also ensure the learning continuity, sufficient physical and accessible infrastructure, school that protect and prevent violence against children and inclusion of all background children. 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	Designation	Contact number	Remarks
1	Tinglingtar Secondary School	Bagmati	Katmandu	Tokha Municipality-7, Kathmandu	29-Sep-21	Saroj Kumar Pandey	Head Teacher	9851192703	Field visited
						Kedar Raj Regmi	Assistant HT for secondary	9846094193	
						Dhruba Aryal	Assistant HT for primary	9843400353	
						Bhim Bharati	Chairperson PTA & SMC Member	9849852433	
						Kalpana Bhatta	PTA Teacher Representative		
						Ashutosh Dhungana	Contractor Engineer	9861924197	
2	Kitini Secondary School	Bagmati	Lalitpur	Godabari Municipality-3, Lalitpur	29-Sep-21	Sharoj Kumar KC	Head Teacher	9841417271	
						Janardan Acharya	PTA Teacher Representative	9841287559	
						Dinesh Thapa	Teacher Representative to SMC	9851213321	
						Charu Kharel	Social Teacher	9841853617	
3	Padma Secondary School	Bagmati	Bhaktapur	Bhaktapur Municipality-3, Bhaktapur	30-Sep-21	Ram Hada	Head Teacher	9841212469	
						Deepak Mul	Assistant HT	9841366840	
						Sujit Salike	Teacher Representative to SMC	9841257931	
						Bikash Papaju	Administration/ Accountant	9849426900	
4	Biswa Niketan	Bagmati	Katmandu	Kathmandu Metropol-13, Kathmandu	30-Sep-21	Heramba Raj Kadel	Head Teacher	9841428007	
						Kedar Prasad Dahal	Teacher Representative to SMC	9841721365	
						Prakash Regmi	SMC Member	9851073676	
						Kiran Shrestha	Administration/ Accountant	9841408497	
5	Kankali Secondary School	Bagmati	Katmandu	Chandagiry Municipality-13	1-Oct-21	Bishnu Prasad Paneru	Head Teacher	9851036285	

						Shambhu Gautam	Chairperson school construction committee	9803014541	
						VaskarPaneru	Teacher Representative to SMC	9843111283	
						Madan Paudel	Teacher Representative to PTA	9843379545	
						Shree Krishna Dubadi	Assistant HT	9841434254	
6	Mangal Secondary School	Bagmati	Katmandu	Kirtipur Municipality-10	1-Oct-21	Lok Lal Maharjan	Head Teacher	9841301285	
						Mahalaxmi Ranjitkar	SMC Member	9841721625	
						Siddhi Bahadur Maharjan	Chairperson school construction committee	9841336599	
						Biju Neupane	Teacher Representative to PTA	9841408801	
7	Durgalaxmi SS	Sudur Pachim	Kailali	Godawari Municipality-02, Attariya	27 Dec-21	Shivaraj Joshi	Head Teacher	9848426528	
8	Dhangadhi Namuna Pravidhik SS	Sudur Pachim	Kailali	Navdurga, Ward- 08	29 Dec021	Laxman Dutta Bhatta	Head Teacher	9848420145	
9	Shree Yagyavalkya Sanskrit SS	Madesh	Dhanusa	Janakpurdham- 8, Gyankoop	26 Jun -22	Sanjay Kumar Jha	Head Teacher	9854027020	
10	Shree Gogal Prasad Secondary School	Madesh	Dhanusa	Janakpurdham- 24, Bashiya	27 Jun- 22	Mahabir Das	Head Teacher	9854026151	
11	Amar Kalyan Secondary School	Province-1	Ilam	Mai Jogmai-1	19-Oct-21	Dhan Bahadur Bhandari	Head Teacher	9842652115	
12	Chandra Secondary School	Province-2	Saptari	Bode Barsain NP-5	19-Oct-21	Gauri Sankar Chaudhari	Head Teacher	9842840656	
13	Paropakar Adarsha SS	Gandaki	Gorkha	Siranchok GP-8	19-Oct-21	Hari Prasad Dhakal	Head Teacher	9846075119	
14	Tribhuvan SS	Lumbini	Banke	Kohalpur NP-10	19-Oct-21	Devka Basnet Thapa	Head Teacher	9858022430	
15	Jana Secondary School	Karnali	Surkhet	Birendranagar NP-6	19-Oct-21	Yam Bahadur Shrestha	Head Teacher	9848047316	
16	Mallika Secondary School	Far Western	Bajura	Badimallika NP-8	19-Oct-21	ShubhrajPadhyay	Head Teacher	9848481346	Telephonic conversation

## 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	Ramdhuni municipality, Sunsari	Not in environmentally and socially sensitive area , Frequently hit by natural disasters	
4	Bhagawati Dinanath Secondary School	Khatehang Rural Municipality, Khotang	No rerosion 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	shreekamalaamadanAshrit 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 mänge 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	Janakpurdharm- 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 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	Tribhuva n SS	Lumbini	Banke	Kohalpur NP-10	as federal regulati on	Yes	No	Yes	Own land	Yes	yes	no sufficie nt	through parent meeting, parents can ask queries to HT	occasionally
11	Jana Seconda ry School	Karnali	Surkhet	Birendranag ar NP-6	as federal regulati on	Yes	No	Yes	Own land	Yes	yes	yes	through parent meeting, parents can ask queries to HT	occasionally
12	Mallika Seconda ry School	Far Western	Bajura	Badimallika NP-8	as federal regulati on	Yes	No	Yes	Own land	Yes	yes	yes	through parent meeting, parents can ask queries to HT	occasionally
13	Durgalax mi SS	Far Wester n	Kailali	Godawari Municipality- 02, Attariya	as federal regulati on	Yes	No	Yes	Own land	No	Yes	Yes	parent meeting, parents can ask queries to HT	Occasionally
14	Dhangadh i Namuna Pravidhik SS	Far Wester n	Kailali	Navdurga, Ward- 08	as federal regulati on	Yes	No	Yes	Own land	No	Yes	Yes	parent meeting, parents can ask queries to HT	Occasionally
15	Shree Yagyavalk ya Sanskrit SS	Madeas h	Dhausa	Janakpurdha m- 8, Gyankoop	as federal regulati on	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: List of Schools Building Retrofitted on Fiscal year 2076/2077**

<b>S.N.</b>	<b>District</b>	<b>Municipality/Rural Municipality</b>	<b>School Name</b>	<b>NO. of Blocks</b>
1	Panchthar	Kummayak Rural Municipality	Shree Khalde Secondary School	1
2	Ilam	Deumai Municipality	Shree Janata Basic School, Talkharka	1
3	Ilam	Mai Municipality	Shree Janata Secondary School, Chisapani	1
4	Ilam	Suryodaya Municipality	Shree Himalaya Secondary School	1
5	Ilam	Chulachuli Rural Municipality	Shree Janata Secondary School, Chulachuli	1
6	Ilam	Maijogmai Rural Municipality	Shree Pyang Secondary School, Pyang	1
7	Ilam	Mangsebung Rural Municipality	Shree Kirat Community Mundhyuma	1
8	Ilam	Sandakpur Rural Municipality	Shree Saraswati Secondary School	1
9	Jhapa	Gauradaha Municipality	Shree Suryodaya Basic School, Dhimdhime	1
10	Jhapa	Birtamod Municipality	Shree Pancharatna Secondary School	1
11	Jhapa	Shivashatakshi Rural Municipality	Shree Bhagwati Secondary School, Shivaganj	1
12	Jhapa	Kachankawal Rural Municipality	Shree Shiva Secondary School, Kachankabal, Baluwadi	1
13	Jhapa	Mechinagar Municipality	Shree Kalika Basic School, jyamirgadhi	1
14	Jhapa	Gauriganj Rural Municipality	Shree Khajurgachi Secondary School, Khajurgachi	1
15	Jhapa	Jhapa Rural Municipality	Shree Tribhuvan Basic School, Jhapa	1
16	Jhapa	Buddhashanti Rural Municipality	Shree Saraswati Basic School, Budhabare	1
17	Udayapur	Tapli Rural Municipality	Shree Mahendra Ratna Secondary School, Rupatar	1
18	Udayapur	Rautamai Rural municipality	Shree Sarswoti Basic school,Bojepani	1
19	Morang	Biratnagar Metropolitan City	Shree Vishnu Basic School, Biratnagar	1
20	Morang	Ratuwamai Municipality	Shree Saraswati Secondary School, Kalyanpur	1

21	<b>Morang</b>	Letang Municipality	Shree Shanti Bhagwati Secondary School, Ward No. 7	1
22	<b>Morang</b>	Letang Municipality	Shree Jyoti Basic School, Ward No. 6	1
23	<b>Morang</b>	Letang Municipality	Shree Public Primary School	1
24	<b>Morang</b>	Sundar Haraicha Municipality	Shree Janachetana Basic School	1
25	<b>Morang</b>	Mikalajung Rural Municipality	Shree Manohar Janata Higher Secondary School, Madhumalla	1
26	<b>Sunsari</b>	Dharan Sub-Metropolitan City	Shree Himali Secondary School, Dharan-5	1
27	<b>Sunsari</b>	Itahari Sub-Metropolitan City	Shree Parvati Secondary School, Itahari-14 Narbhasa	1
28	<b>Sunsari</b>	Ramdhuni Municipality	Shree Ramdhuni Secondary School, Lalpur Ramdhuni	1
29	<b>Sunsari</b>	Inaruwa Municipality	Shree Janata Secondary School, Inaruwa-6 Madhesa	1
30	<b>Sunsari</b>	Barju Rural Municipality	Shree Majdur Basic School, Barju Chimadi	1
31	<b>Sunsari</b>	Bhokarha Rural Municipality	Shree Basic School, Bhokraha	1
32	<b>Terhathum</b>	Myanglung Municipality	Shree Saraswati Secondary School	1
33	<b>Terhathum</b>	Aathrai Rural Municipality	Shree Bhagwati Secondary School	1
34	<b>Terhathum</b>	Phedaap Rural Municipality	Shree Pathibhara Basic School	1
35	<b>Saptari</b>	Bishnupur Rural Municipality	Shree Basci School, Thalahi	1
36	<b>Saptari</b>	Khadak Municipality	Madarsa Islamiya National Basic School, Phulbariya	1
37	<b>Saptari</b>	Agnisair Krishnasaworan Rural Municipality	Shree Janata Basic School, Matigadhi	1
38	<b>Saptari</b>	Dakneswori Municipality	Shree Rastriya Primary School, Lakshanpatti	1
39	<b>Saptari</b>	Rajgadh Rural Municipality	Shree Secondary School, Banainiya, Belhichapena	1
40	<b>Saptari</b>	Balanbihul Rural Municipality	Shree Salahesh Dalit National Basic School, Belahi	1

41	<b>Saptari</b>	Bodebarsaien Municipality	Shree Jiya Lal Basic School, Bodebarsaien	1
42	<b>Siraha</b>	Mirchaiya Municipality	Shree Basic School, Radhopur	1
43	<b>Siraha</b>	Sukhipur Municipality	Shree Janata Secondary School, Sukhipur	1
44	<b>Siraha</b>	Karjanha Municipality	Shree Janasewa Secondary School, Karjnaha	1
45	<b>Dhanusha</b>	Ganeshman Charnath Municipality	Shree Basic School, Chiyastar Bigaha 1	1
46	<b>Dhanusha</b>	Dhanushadham Municipality	Shree Secondary School, Haripur 7	1
47	<b>Dhanusha</b>	Mithila Municipality	Shree Mahendra Secondary School, Dhalkebar	1
48	<b>Dhanusha</b>	Kshireswarnath Municipality	Shree Basic School 1	1
49	<b>Mahottari</b>	Manara Siswo Municipality	Shree Radha Basic School	1
50	<b>Sarlahi</b>	Balara Municipality	Shree Saraswati Secondary School, Arnaha	1
51	<b>Sarlahi</b>	Bagmati Municipality	Shree Nawa Janjagran Secondary School	1
52	<b>Sarlahi</b>	Ramnagar Rural Municipality	Shree Basic School Inarwa Bhangarchatharawa	1
53	<b>Sarlahi</b>	Basbariya Rural Municipality	Shree Primary School Mandirwatol Bhawanipur 3	1
54	<b>Rautahat</b>	Gajura Municipality	Shree Basic School	1
55	<b>Rautahat</b>	Katahariya Municipality	Shree Secondary School, Bagahi	1
56	<b>Rautahat</b>	Madhav Narayan Municipality	Shree Ramjanaki Basic School	1
57	<b>Rautahat</b>	Brindaban Municipality	Shree Rupa Nepali Pal Secondary School, Dhamaura	1
58	<b>Rautahat</b>	Rajpur Municipality	Shree Kisan Basic School, Baluwa	1
59	<b>Rautahat</b>	Garuda Municipality	Shree Secondary School, Muhammadpur	1
60	<b>Rautahat</b>	Ishanath Municipality	Shree Secondary School, Mathiya	1
61	<b>Rautahat</b>	Devahi Gonahi Municipality	Shree Basic School, Dharhari	1
62	<b>Rautahat</b>	Paroha Municipality	Shree Brahmjyoti Secondary School, Laukaha	1
63	<b>Rautahat</b>	Phatuwa Bijaypur Municipality	Shree Secondary School, Bijaypur	1

64	Rautahat	Yamunamai Municipality	Shree Janata Secondary School, Saraiwatha, Yamunamai-4	1
65	Bara	Pheta Rural Municipality	Shree Nepal Rastriya Basic School, Pheta- 1 Bhaluhi	1
66	Bara	Jitpur-Simara Sub-Metropolitan City	Shree Nepal Rastraya Secondary School , Amalekhgung	1
67	Bara	Bisarampur Rural Municipality	Shree Nepal National Secondary School, Itiyahi	1
68	Parsa	Birgunj Metropolitan City	Shree Bindabasani Basic School, Barbagog	1
69	Parsa	Pokhariya Rural Municipality	Shree Nepal Rastraya Basic School, Sisiry	1
70	Parsa	Parsagadhi Municipality	Shree Sunil Kumar Harlalka Basic School, Parshagadhi	1
71	Rupendehi	Siyari Rural Municipality	Shree Janajyoti Basic School	1
72	Kapilvastu	Kapilvastu Municipality	Shree National Secondary School	1
73	Rolpa	Rolpa Municipality	Shree Balhit Basic School	1
74	Rukum	Musikot Municipality	Shree Saraswati Secondary School	1
75	Rukum	Tribeni Rural Municipality	Shree Dibyachakchha Secondary School, Ruga	1
76	Rukum	Bhume Rural Municipality	Shree Baraha Basic School, Syala 1	1
77	Salyan	Tribeni Rural Municipality	Shree Radhe Shyam Secondary School, Gairagithi 2	1
78	Salyan	Bagchaur Municipality	Shree Balkanya Basic School	1
79	Salyan	Kapurkot Rural Municipality	Nepal National Secondary School, Kimuchaur 4	1
80	Dang	Dangisaran Rural Municipality	Shree Birendra Secondary School Hekuli	1
81	Dang	Ghorahi Sub-Metropolitan City	Shree Siddharthanath Secondary School	1
82	Dang	Lamahi Municipality	Shree Basic School, Bhusanpur	1
83	Dang	Rajpur Rural Municipality	Shree Gaurishankar Secondary School	1

84	Dang	Rajpur Rural Municipality	Shree Sadharan Secondary School Gangadi	1
85	Banke	Nepalgunj Sub-Metropolitan City	Shree Sankrit Secondary School	1
86	Banke	Kohalpur Municipality	Shree Lakshmi Secondary School	1
87	Banke	Raptisonari Rural Municipality	Ganesh Secondary School, Banke	1
88	Bardiya	Madhuban Municipality	Shree Tribhuvan Secondary School, Suryapatewa	1
89	Bardiya	Rajapur Municipality	Shree Nepal National Pashupati Secondary School	1
90	Surkhet	Bheriganga Municipality	Shree Sharada Secondary School, Dhinchu	1
91	Dailekh	Bhairabi Rural Municipality	Shree Nepal National Basci School, Mahattargaun	1
92	Kalikot	Tilagupha Municipality	Shree Kalika Secondary School	1
93	Kalikot	Subhakalika Rural Municipality	Shree Janautthan Basic School	1
94	Kalikot	Mahabai Rural Municipality	Shree Sangin Basic School	1
95	Kalikot	Subhakalika Rural Municipality	Shree Kuldev Basic School	1
96	Doti	Sayal Rural Municipality	Shree Kalika Secondary School	1
97	Doti	Dipayal Silgadhi Municipality	Shree Magalek Secondary School	1
98	Doti	Aadarsha Rural Municipality	Shree Girichaur Secondary School	1
99	Dadeldhura	Amargadhi Municipality	Shree Ugratara Secondary School	1
100	Dadeldhura	Ajayameru Rural Municipality	Shree Dageshwori Basic School	1
101	Dadeldhura	Ganyapadhura Rural Municipality	Shree Saraswati Secondary School	1
102	Kailali	Gauriganga Municipality	Shree Janajyoti Baisc School	1
103	Kailali	Ghodaghodi Municipality	Shree National Secondary School	1
104	Kailali	Bardagoriya Rural Municipality	Shree Mahunyal Secondary School	1
105	Kanchanpur	Krishna Municipality	Shree Nanda Secondary School	1
106	Achham	Mangalasen Municipality	Shree Nabaprabhat Basic School	1



107	Humla	Khorpunath Rural Municipality	Shree Malika Secondary School	1
108	Humla	Chankhali Rural Municipality	Shree Himalaya Secondary School	1
<b>Under NSSP</b>				
121	Achham	Mangalsen Municipality	Shodasha Devi Secondary School	10
122	Bardiya	Gulariya Municipality	Bangalamukhi Radha Krishna Tharu Secondary School	7
123	Surkhet	Birendranagar Municipality	Nepal Rastriya Secondary School, Pipalchautara, Birendranagar	9
124	Surkhet	Birendranagar Municipality	Sarswoti Basic School, Rakaspaila, Birendranagar	7
<b>Under Gandaki province</b>				
	Lamjung	Kwholaasithar	Buddhadoya Secondary School	1
<b>Total Blocks completed</b>				142

**Annex 7: Safeguard Related Photographs**



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



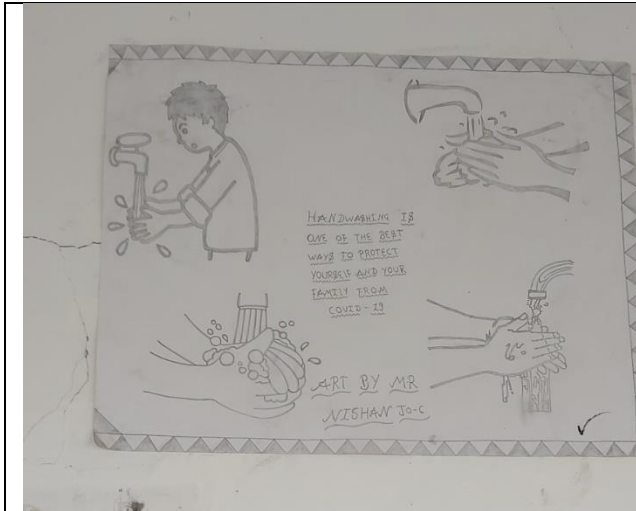
**Figure 2: Meeting with HT, SMC and PTA Shree Yagyavalkya Sanskrit Secondary School**



**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)**